

PSICOLOGIA EM FOCO:

entre Ciência e Experiência

M. Graça Pereira
(Organizadora)



EDITORA
ARTEMIS

2025

PSICOLOGIA EM FOCO:

entre Ciência e Experiência

M. Graça Pereira
(Organizadora)



EDITORA
ARTEMIS

2025



O conteúdo deste livro está licenciado sob uma Licença de Atribuição Creative Commons Atribuição-Não-Comercial NãoDerivativos 4.0 Internacional (CC BY-NC-ND 4.0). Direitos para esta edição cedidos à Editora Artemis pelos autores. Permitido o download da obra e o compartilhamento, desde que sejam atribuídos créditos aos autores, e sem a possibilidade de alterá-la de nenhuma forma ou utilizá-la para fins comerciais.

A responsabilidade pelo conteúdo dos artigos e seus dados, em sua forma, correção e confiabilidade é exclusiva dos autores. A Editora Artemis, em seu compromisso de manter e aperfeiçoar a qualidade e confiabilidade dos trabalhos que publica, conduz a avaliação cega pelos pares de todos manuscritos publicados, com base em critérios de neutralidade e imparcialidade acadêmica.

Editora Chefe	Prof. ^a Dr. ^a Antonella Carvalho de Oliveira
Editora Executiva	M. ^a Viviane Carvalho Mocellin
Direção de Arte	M. ^a Bruna Bejarano
Diagramação	Elisangela Abreu
Organizadora	Prof. ^a Dr. ^a M. Graça Pereira
Imagem da Capa	rishad1977/123RF
Bibliotecário	Maurício Amormino Júnior – CRB6/2422

Conselho Editorial

Prof.^a Dr.^a Ada Esther Portero Ricol, *Universidad Tecnológica de La Habana “José Antonio Echeverría”*, Cuba
Prof. Dr. Adalberto de Paula Paranhos, *Universidade Federal de Uberlândia*, Brasil
Prof. Dr. Agustín Olmos Cruz, *Universidad Autónoma del Estado de México*, México
Prof.^a Dr.^a Amanda Ramalho de Freitas Brito, *Universidade Federal da Paraíba*, Brasil
Prof.^a Dr.^a Ana Clara Monteverde, *Universidad de Buenos Aires*, Argentina
Prof.^a Dr.^a Ana Júlia Viamonte, *Instituto Superior de Engenharia do Porto (ISEP)*, Portugal
Prof. Dr. Ángel Mujica Sánchez, *Universidad Nacional del Altiplano*, Peru
Prof.^a Dr.^a Angela Ester Mallmann Centenaro, *Universidade do Estado de Mato Grosso*, Brasil
Prof.^a Dr.^a Begoña Blandón González, *Universidad de Sevilla*, Espanha
Prof.^a Dr.^a Carmen Pimentel, *Universidade Federal Rural do Rio de Janeiro*, Brasil
Prof.^a Dr.^a Catarina Castro, *Universidade Nova de Lisboa*, Portugal
Prof.^a Dr.^a Cirila Cervera Delgado, *Universidad de Guanajuato*, México
Prof.^a Dr.^a Cláudia Neves, *Universidade Aberta de Portugal*
Prof.^a Dr.^a Cláudia Padovesi Fonseca, *Universidade de Brasília-DF*, Brasil
Prof. Dr. Cleberton Correia Santos, *Universidade Federal da Grande Dourados*, Brasil
Dr. Cristo Ernesto Yáñez León – *New Jersey Institute of Technology*, Newark, NJ, Estados Unidos
Prof. Dr. David García-Martul, *Universidad Rey Juan Carlos de Madrid*, Espanha
Prof.^a Dr.^a Deuzimar Costa Serra, *Universidade Estadual do Maranhão*, Brasil
Prof.^a Dr.^a Dina Maria Martins Ferreira, *Universidade Estadual do Ceará*, Brasil
Prof.^a Dr.^a Edith Luévano-Hipólito, *Universidad Autónoma de Nuevo León*, México
Prof.^a Dr.^a Eduarda Maria Rocha Teles de Castro Coelho, *Universidade de Trás-os-Montes e Alto Douro*, Portugal
Prof. Dr. Eduardo Eugênio Spers, *Universidade de São Paulo (USP)*, Brasil
Prof. Dr. Eloi Martins Senhoras, *Universidade Federal de Roraima*, Brasil
Prof.^a Dr.^a Elvira Laura Hernández Carballido, *Universidad Autónoma del Estado de Hidalgo*, México

Prof.^a Dr.^a Emilas Darlene Carmen Lebus, *Universidad Nacional del Nordeste/ Universidad Tecnológica Nacional*, Argentina

Prof.^a Dr.^a Erla Mariela Morales Morgado, *Universidad de Salamanca*, Espanha

Prof. Dr. Ernesto Cristina, *Universidad de la República*, Uruguay

Prof. Dr. Ernesto Ramírez-Briones, *Universidad de Guadalajara*, México

Prof. Dr. Fernando Hitt, *Université du Québec à Montréal*, Canadá

Prof. Dr. Gabriel Díaz Cobos, *Universitat de Barcelona*, Espanha

Prof.^a Dr.^a Gabriela Gonçalves, Instituto Superior de Engenharia do Porto (ISEP), Portugal

Prof.^a Dr.^a Galina Gumovskaya – Higher School of Economics, Moscow, Russia

Prof. Dr. Geoffroy Roger Pointer Malpass, Universidade Federal do Triângulo Mineiro, Brasil

Prof.^a Dr.^a Gladys Esther Leoz, *Universidad Nacional de San Luis*, Argentina

Prof.^a Dr.^a Glória Beatriz Álvarez, *Universidad de Buenos Aires*, Argentina

Prof. Dr. Gonçalo Poeta Fernandes, Instituto Politécnico da Guarda, Portugal

Prof. Dr. Gustavo Adolfo Juarez, *Universidad Nacional de Catamarca*, Argentina

Prof. Dr. Guillermo Julián González-Pérez, *Universidad de Guadalajara*, México

Prof. Dr. Håkan Karlsson, *University of Gothenburg*, Suécia

Prof.^a Dr.^a Iara Lúcia Tescarollo Dias, Universidade São Francisco, Brasil

Prof.^a Dr.^a Isabel del Rosario Chiyon Carrasco, *Universidad de Piura*, Peru

Prof.^a Dr.^a Isabel Yohena, *Universidad de Buenos Aires*, Argentina

Prof. Dr. Ivan Amaro, Universidade do Estado do Rio de Janeiro, Brasil

Prof. Dr. Iván Ramon Sánchez Soto, *Universidad del Bío-Bío*, Chile

Prof.^a Dr.^a Ivânia Maria Carneiro Vieira, Universidade Federal do Amazonas, Brasil

Prof. Me. Javier Antonio Alborno, *University of Miami and Miami Dade College*, Estados Unidos

Prof. Dr. Jesús Montero Martínez, *Universidad de Castilla - La Mancha*, Espanha

Prof. Dr. João Manuel Pereira Ramalho Serrano, Universidade de Évora, Portugal

Prof. Dr. Joaquim Júlio Almeida Júnior, UniFIMES - Centro Universitário de Mineiros, Brasil

Prof. Dr. Jorge Ernesto Bartolucci, *Universidad Nacional Autónoma de México*, México

Prof. Dr. José Cortez Godinez, Universidad Autónoma de Baja California, México

Prof. Dr. Juan Carlos Cancino Díaz, Instituto Politécnico Nacional, México

Prof. Dr. Juan Carlos Moscquera Feijoo, *Universidad Politécnica de Madrid*, Espanha

Prof. Dr. Juan Diego Parra Valencia, *Instituto Tecnológico Metropolitano de Medellín*, Colômbia

Prof. Dr. Juan Manuel Sánchez-Yáñez, *Universidad Michoacana de San Nicolás de Hidalgo*, México

Prof. Dr. Juan Porras Pulido, *Universidad Nacional Autónoma de México*, México

Prof. Dr. Júlio César Ribeiro, Universidade Federal Rural do Rio de Janeiro, Brasil

Prof. Dr. Leinig Antonio Perazolli, Universidade Estadual Paulista (UNESP), Brasil

Prof.^a Dr.^a Livia do Carmo, Universidade Federal de Goiás, Brasil

Prof.^a Dr.^a Luciane Spanhol Bordignon, Universidade de Passo Fundo, Brasil

Prof. Dr. Luis Fernando González Beltrán, *Universidad Nacional Autónoma de México*, México

Prof. Dr. Luis Vicente Amador Muñoz, *Universidad Pablo de Olavide*, Espanha

Prof.^a Dr.^a Macarena Esteban Ibáñez, *Universidad Pablo de Olavide*, Espanha

Prof. Dr. Manuel Ramiro Rodriguez, *Universidad Santiago de Compostela*, Espanha

Prof. Dr. Manuel Simões, Faculdade de Engenharia da Universidade do Porto, Portugal

Prof.^a Dr.^a Márcia de Souza Luz Freitas, Universidade Federal de Itajubá, Brasil

Prof. Dr. Marcos Augusto de Lima Nobre, Universidade Estadual Paulista (UNESP), Brasil

Prof. Dr. Marcos Vinicius Meiado, Universidade Federal de Sergipe, Brasil

Prof.^a Dr.^a Mar Garrido Román, *Universidad de Granada*, Espanha

Prof.^a Dr.^a Margarida Márcia Fernandes Lima, Universidade Federal de Ouro Preto, Brasil

Prof.^a Dr.^a María Alejandra Arecco, *Universidad de Buenos Aires*, Argentina

Prof.^a Dr.^a Maria Aparecida José de Oliveira, Universidade Federal da Bahia, Brasil

Prof.^a Dr.^a Maria Carmen Pastor, *Universitat Jaume I*, Espanha

Prof.ª Dr.ª Maria da Luz Vale Dias – Universidade de Coimbra, Portugal
 Prof.ª Dr.ª Maria do Céu Caetano, Universidade Nova de Lisboa, Portugal
 Prof.ª Dr.ª Maria do Socorro Saraiva Pinheiro, Universidade Federal do Maranhão, Brasil
 Prof.ª Dr.ª Mª Graça Pereira, Universidade do Minho, Portugal
 Prof.ª Dr.ª Maria Gracinda Carvalho Teixeira, Universidade Federal Rural do Rio de Janeiro, Brasil
 Prof.ª Dr.ª María Guadalupe Vega-López, *Universidad de Guadalajara, México*
 Prof.ª Dr.ª Maria Lúcia Pato, Instituto Politécnico de Viseu, Portugal
 Prof.ª Dr.ª Maritza González Moreno, *Universidad Tecnológica de La Habana, Cuba*
 Prof.ª Dr.ª Mauriceia Silva de Paula Vieira, Universidade Federal de Lavras, Brasil
 Prof. Dr. Melchor Gómez Pérez, Universidad del País Vasco, Espanha
 Prof.ª Dr.ª Ninfa María Rosas-García, Centro de Biotecnología Genómica-Instituto Politécnico Nacional, México
 Prof.ª Dr.ª Odara Horta Boscolo, Universidade Federal Fluminense, Brasil
 Prof. Dr. Osbaldo Turpo-Gebera, *Universidad Nacional de San Agustín de Arequipa, Peru*
 Prof.ª Dr.ª Patrícia Vasconcelos Almeida, Universidade Federal de Lavras, Brasil
 Prof.ª Dr.ª Paula Arcoverde Cavalcanti, Universidade do Estado da Bahia, Brasil
 Prof. Dr. Rodrigo Marques de Almeida Guerra, Universidade Federal do Pará, Brasil
 Prof. Dr. Saulo Cerqueira de Aguiar Soares, Universidade Federal do Piauí, Brasil
 Prof. Dr. Sérgio Bitencourt Araújo Barros, Universidade Federal do Piauí, Brasil
 Prof. Dr. Sérgio Luiz do Amaral Moretti, Universidade Federal de Uberlândia, Brasil
 Prof.ª Dr.ª Silvia Inés del Valle Navarro, *Universidad Nacional de Catamarca, Argentina*
 Prof.ª Dr.ª Solange Kazumi Sakata, Instituto de Pesquisas Energéticas e Nucleares (IPEN)- USP, Brasil
 Prof.ª Dr.ª Stanislava Kashtanova, *Saint Petersburg State University, Russia*
 Prof.ª Dr.ª Susana Álvarez Otero – Universidad de Oviedo, Espanha
 Prof.ª Dr.ª Teresa Cardoso, Universidade Aberta de Portugal
 Prof.ª Dr.ª Teresa Monteiro Seixas, Universidade do Porto, Portugal
 Prof. Dr. Valter Machado da Fonseca, Universidade Federal de Viçosa, Brasil
 Prof.ª Dr.ª Vanessa Bordin Viera, Universidade Federal de Campina Grande, Brasil
 Prof.ª Dr.ª Vera Lúcia Vasilévski dos Santos Araújo, Universidade Tecnológica Federal do Paraná, Brasil
 Prof. Dr. Wilson Noé Garcés Aguilar, *Corporación Universitaria Autónoma del Cauca, Colômbia*
 Prof. Dr. Xosé Somoza Medina, *Universidad de León, Espanha*

Dados Internacionais de Catalogação na Publicação (CIP) (eDOC BRASIL, Belo Horizonte/MG)

P974 Psicologia em foco [livro eletrônico] : entre ciência e experiência / organização Maria da Graça Pereira. – 1. ed. – Curitiba, PR: Editora Artemis, 2025.
 il. color.

Formato: PDF

Requisitos de sistema: Adobe Acrobat Reader

Modo de acesso: World Wide Web

Edição bilíngue

Inclui bibliografia

ISBN 978-65-81701-62-8

DOI 10.37572/EdArt_150925628

1. Psicologia. 2. Saúde mental. 3. Inclusão social. 4. Desenvolvimento humano. 5. Psicologia aplicada. I. Pereira, Maria da Graça. II. Título.

CDD 150

Elaborado por Maurício Amormino Júnior – CRB6/2422



PRÓLOGO

A obra *Psicologia em Foco: entre Ciência e Experiência* reúne contribuições de diferentes pesquisadores de diferentes países e contextos socioculturais, unidos pelo objetivo de refletir criticamente sobre os múltiplos campos de atuação da psicologia. Ao articular teoria, prática e pesquisa, os capítulos que compõem este volume oferecem um panorama diverso e atual das tensões, desafios e possibilidades que marcam a experiência humana em seus mais variados âmbitos.

A diversidade temática e geográfica desta coletânea é uma de suas principais riquezas. Os textos transitam por questões ligadas ao trabalho, à saúde mental, à inclusão, à família, à sexualidade e ao desenvolvimento infantil, articulando perspectivas locais e globais, sempre ancoradas na realidade concreta das comunidades investigadas.

O livro está organizado em quatro eixos, que refletem as afinidades temáticas entre os trabalhos:

Inclusão, Bem-estar e Saúde Mental Nesta seção, o leitor encontrará reflexões que transitam entre distintos eixos de análise e intervenção. O debate inicia-se com a perspectiva de inclusão e direitos trabalhistas de pessoas com deficiência intelectual e/ou cognitiva e avança para a apresentação de modelos inovadores de aconselhamento psicológico voltados ao fortalecimento do bem-estar e da resiliência em estudantes universitários. Segue-se uma análise aprofundada dos riscos psicossociais e sua relação com a morbidade psicológica, estilo de vida e burnout no ensino superior ao nível dos docentes e pesquisadores. Posteriormente, é apresentada uma discussão qualitativa aprofundada sobre a experiência do envelhecimento entre acadêmicos. Por fim, os avanços da farmacogenômica em psiquiatria infantojuvenil abrem horizontes promissores de personalização terapêutica e inovação tecnológica.

Família, Gênero e Sexualidade Este eixo trata das experiências de mulheres durante a pandemia de COVID-19, evidenciando sobrecarga, saúde mental e violência doméstica, e também explora a iniciação sexual de adolescentes e jovens, problematizando os fatores sociais e culturais envolvidos nos comportamentos sexuais e eróticos.

Psicologia, Trabalho e Subjetividade Os capítulos desta parte abordam, sob a ótica da psicodinâmica do trabalho e da psicologia organizacional, as vivências de prazer e sofrimento em profissões como a arbitragem esportiva e o jornalismo, além de discutir a gestão da diversidade em contextos organizacionais no Equador. Estes estudos permitem compreender como reconhecimento, desvalorização e estratégias de defesa influenciam a saúde psíquica e a identidade profissional.

Educação, Aprendizagem e Desenvolvimento Infantil Por fim, esta seção reúne investigações que focalizam o processo de aprendizagem em seus primeiros estágios:

dificuldades na compreensão do conceito de número, o desenvolvimento das noções cardinais em crianças pequenas e a percepção de adolescentes sobre a educação sexual integral. Os capítulos apontam para a importância de metodologias contextualizadas e de políticas educacionais sensíveis às necessidades de cada etapa do desenvolvimento.

Ao longo de 13 capítulos, este livro revela que a psicologia, para além de suas fronteiras disciplinares, é chamada a dialogar com realidades concretas, demandas sociais e transformações tecnológicas. A combinação entre ciência e experiência, presente em cada contribuição, reforça a relevância de pesquisas que não apenas descrevem fenômenos, mas também iluminam caminhos de intervenção e mudança.

Esperamos que esta obra inspire novos debates, pesquisas e práticas, fortalecendo o compromisso da psicologia com a ética e a dignidade humana, a diversidade e a construção de sociedades mais justas e inclusivas.

Desejo a todos uma frutífera leitura!

M. Graça Pereira

Universidade do Minho, Portugal

SUMÁRIO

INCLUSÃO, BEM-ESTAR E SAÚDE MENTAL

CAPÍTULO 1..... 1

LAS PERSONAS CON DISCAPACIDAD INTELECTUAL Y/O COGNITIVA: INCLUSIÓN Y DERECHO LABORAL

Fátima Elizabeth Villalba

 https://doi.org/10.37572/EdArt_1509256281

CAPÍTULO 2..... 10

COUNSELLING AND PSYCHOLOGICAL SERVICES AS A MODEL FOR ENHANCING AND IMPROVING UNIVERSITY STUDENTS' WELL-BEING AND RESILIENCE

Fatime Ziberi

Zlatinka Kostadinova Georgieva

 https://doi.org/10.37572/EdArt_1509256282

CAPÍTULO 3.....25

RISCOS PSICOSSOCIAIS, MORBILIDADE PSICOLÓGICA, ESTILO DE VIDA E BURNOUT NO ENSINO SUPERIOR

Daniele Carvalho

M. Graça Pereira

 https://doi.org/10.37572/EdArt_1509256283

CAPÍTULO 4..... 45

EXPERIENCIAS DE ACADÉMICOS SOBRE EL PROCESO DE ENVEJECIMIENTO

Felipe Roboam Vázquez Palacios

 https://doi.org/10.37572/EdArt_1509256284

CAPÍTULO 5.....55

FARMACOGENÓMICA EN PSIQUIATRÍA INFANTOJUVENIL: DE LA PREDICCIÓN A LA PREVENCIÓN Y EL TRATAMIENTO PERSONALIZADO

María Suárez Gómez

 https://doi.org/10.37572/EdArt_1509256285

FAMILIA, GÉNERO E SEXUALIDADE

CAPÍTULO 6..... 58

MATERNIDAD CONFINADA: TRABAJO, SALUD Y VIOLENCIA DOMÉSTICA DURANTE LA PANDEMIA EN MÉXICO

Rocío Fuentes Valdivieso

 https://doi.org/10.37572/EdArt_1509256286

CAPÍTULO 7..... 69

MI PRIMERA VEZ: EDADE DE INICIO DE COMPORTAMIENTOS SEXO/ERÓTICOS

Sinuhé Estrada Carmona

Gabriela Isabel Pérez Aranda

Liliana García Reyes

Miguel Ángel Tuz Sierra

Eric Alejandro Catzin López

 https://doi.org/10.37572/EdArt_1509256287

PSICOLOGIA, TRABALHO E SUBJETIVIDADE

CAPÍTULO 8..... 80

ARTICULACIÓN DE LA GESTIÓN DE LA DIVERSIDAD Y LA PSICOLOGIA ORGANIZACIONAL: CASO DE ECUADOR PAÍS MULTIETNICO Y PLURICULTURAL

Bryan Mauricio Pacheco Añasco

Karina Silva-Jaramillo

Katia Naranjo

 https://doi.org/10.37572/EdArt_1509256288

CAPÍTULO 9..... 98

ENTRE EL PLACER Y EL MALESTAR: VIVENCIAS LABORALES DE ÁRBITROS EN UNA CORPORACIÓN SOCIAL Y FORMATIVA DE MEDELLÍN

Anderson Gañán Moreno

Santiago Alejandro Ochoa Duque

Johnatan Julián Correa Pérez

Jonathan Betancur Espinosa

Geraldine Betancur Espinosa

Angela María Urrea Cuellar

 https://doi.org/10.37572/EdArt_1509256289

CAPÍTULO 10..... 120

VIVENCIAS DE PLACER Y SUFRIMIENTO EN EL TRABAJO DE UN GRUPO DE PERIODISTAS DE LA CIUDAD DE MEDELLÍN

Anderson Gañán Moreno

 https://doi.org/10.37572/EdArt_15092562810

EDUCAÇÃO, APRENDIZAGEM E DESENVOLVIMENTO INFANTIL

CAPÍTULO 11..... 151

DIFICULTADES EN EL APRENDIZAJE DEL CONCEPTO DE NÚMERO EN ESTUDIANTES DE PRIMER GRADO DE PRIMARIA EN EL DISTRITO DE EL TAMBO, HUANCAYO

Edith Toña Vila Herrera

Marco Antonio Bazalar Hoces

Genaro Moreno Espíritu

Walter Mayhua Matamoros

Ronald Condori Crisóstomo

 https://doi.org/10.37572/EdArt_15092562811

CAPÍTULO 12165

THE DEVELOPMENT AND ASSESSMENT OF EARLY CARDINAL-NUMBER CONCEPTS

Arthur J. Baroody

Kelly S. Mix

Gamze Kartal

Meng-lung Lai

 https://doi.org/10.37572/EdArt_15092562812

CAPÍTULO 13..... 186

LA PERCEPCION DE ADOLESCENTES SOBRE LA ENSEÑANZA RECIBIDA EN EDUCACION SEXUAL INTEGRAL

Fabio Gabriel Salas

 https://doi.org/10.37572/EdArt_15092562813

SOBRE A ORGANIZADORA..... 196

ÍNDICE REMISSIVO197

CAPÍTULO 2

COUNSELLING AND PSYCHOLOGICAL SERVICES AS A MODEL FOR ENHANCING AND IMPROVING UNIVERSITY STUDENTS' WELL-BEING AND RESILIENCE

Data de submissão: 30/08/2025

Data de aceite: 12/09/2025

Fatime Ziberi

International Balkan University
Department of Psychological
Counseling and Guidance
Faculty of Education
Skopje, North Macedonia

<https://orcid.org/0000-0002-4715-8601>

Zlatinka Kostadinova Georgieva

Assoc. Prof. Dr. PhD, Faculty of Philosophy
Department of Psychology
St. Cyril and St. Methodius University of
Veliko Turnovo
Veliko Turnovo, Bulgaria

<https://orcid.org/0000-0001-5364-6284>

ABSTRACT: This chapter presents a comprehensive model to enhance psychological well-being and resilience among university students (aged 19–30) through Counselling and Psychological Services (CAPS) at International Balkan University's (IBU) Student Wellbeing Center (SWC). Integrating Erikson's Psychosocial Theory, Bronfenbrenner's Ecological Systems Theory, Seligman's PERMA model, Ryff's Psychological Well-being, Self-Determination Theory (SDT), Coping Strategies, Resilience

Theories, and the Biopsychosocial Model, CAPS addresses developmental challenges like identity formation and social isolation to foster autonomy, relationships, and adaptive coping. The SWC 2024/25 Annual Report highlights 40 counseling sessions, 1,050 workshop participants, peer mentoring, and Spring Fest (1,820 attendees). A mixed-methods study with 3,500–4,000 students (61–70% of IBU's 5,749 students), using an 86-item survey including Ryff's 18-item Scales, shows counseling enhances autonomy, workshops improve coping, and events strengthen social connections. Despite 71.4% satisfaction, low counseling uptake (4.3%) suggests stigma barriers. Universities should adopt holistic interventions to reduce stigma and promote flourishing.

KEYWORDS: well-being; resilience; university students; CAPS; psychosocial development.

SERVIÇOS DE ACONSELHAMENTO E PSICOLÓGICOS COMO UM MODELO PARA MELHORAR O BEM-ESTAR E A RESILIÊNCIA DE ESTUDANTES UNIVERSITÁRIOS

RESUMO: Este capítulo apresenta um modelo abrangente para melhorar o bem-estar psicológico e a resiliência de estudantes universitários (19–30 anos) por meio dos Serviços de Aconselhamento e Psicológicos (CAPS) do Centro de Bem-Estar Estudantil da Universidade Internacional dos Balcãs (IBU). Integrando as teorias de Erikson,

Bronfenbrenner, PERMA de Seligman, bem-estar psicológico de Ryff, Teoria da Autodeterminação, estratégias de *coping*, teorias de resiliência e o Modelo Biopsicossocial, o CAPS aborda desafios desenvolvimentais como formação de identidade e isolamento social para promover autonomia, relacionamentos e *coping* adaptativo. O Relatório Anual 2024/25 do SWC destaca 40 sessões de aconselhamento, 1.050 participantes de oficinas, mentoria e Spring Fest (1.820 participantes). Um estudo de métodos mistos com 3.500–4.000 estudantes (61–70% dos 5.749 alunos), usando uma pesquisa de 86 itens incluindo as Escalas de Ryff, mostra que o aconselhamento melhora a autonomia, oficinas aprimoram o *coping* e eventos fortalecem conexões sociais. Apesar de 71,4% de satisfação, a baixa adesão ao aconselhamento (4,3%) indica barreiras de estigma. Universidades devem adotar intervenções holísticas para promover florescimento.

PALAVRAS-CHAVE: bem-estar; resiliência; estudantes universitários; CAPS; desenvolvimento psicossocial.

1. INTRODUCTION

University students aged 19–30 face significant developmental challenges, including academic pressures, career decisions, social transitions, and cultural adjustments, particularly for international students (Lipson et al., 2022). These stressors impact psychological well-being, defined as a state where individuals realize their potential and manage life's stresses (Wistoft, 2021), and resilience, the capacity to adapt to adversity (Gómez-Molinero et al., 2018). At International Balkan University (IBU), the Student Wellbeing Center (SWC) leverages Counselling and Psychological Services (CAPS) to address these challenges, fostering autonomy, relationships, and coping skills.

This chapter defines well-being and resilience, presents a multi-theoretical framework, and proposes a model for CAPS interventions to enhance student flourishing, supported by empirical data from the SWC 2024/25 Annual Report.

1.1. THEORETICAL FRAMEWORK

This study integrates developmental, well-being, and resilience theories to address the unique needs of students aged 19–30, a period spanning late adolescence to early adulthood. Erikson's Psychosocial Theory and Bronfenbrenner's Ecological Systems Theory frame developmental challenges, while Seligman's PERMA, Ryff's Psychological Well-being, Self-Determination Theory (SDT), Coping Strategies, and Resilience Theories guide interventions to promote well-being and resilience. The Biopsychosocial Model integrates biological (stress), psychological (growth), and social (community) factors, positioning CAPS as a mediator for positive outcomes.

1.2. DEVELOPMENTAL THEORIES

Students aged 19–30 navigate Erikson’s psychosocial stages of Identity vs. Role Confusion (adolescence) and Intimacy vs. Isolation (young adulthood), alongside Bronfenbrenner’s ecological systems, which highlight interactions between microsystems (e.g., peers, CAPS) and macrosystems (e.g., cultural attitudes).

1.2.1. Erikson’s Psychosocial Theory

Erikson’s (1968) theory outlines eight psychosocial stages, each marked by a crisis that shapes development (Santrock, 2011). For students aged 19–22, Identity vs. Role Confusion involves forming a coherent self-concept through exploration of values and goals. Failure to resolve this crisis may lead to role confusion, impacting academic and personal growth (Branje & Koper, 2019). For those aged 23–30, Intimacy vs. Isolation focuses on forming meaningful relationships. Successful resolution fosters commitment and care, while failure may result in loneliness or depression (McLeod, 2018). CAPS interventions, such as counseling, support identity exploration, while peer mentoring and events like Spring Fest promote intimacy, aligning with Erikson’s framework.

“Each stage consists of a developmental task that confronts individuals with a crisis... a turning point of increased vulnerability and enhanced potential” (Santrock, 2011, p. 74).

Fig. 1. Erikson’s eight life-span stages (Santrock, 2011, p. 74).

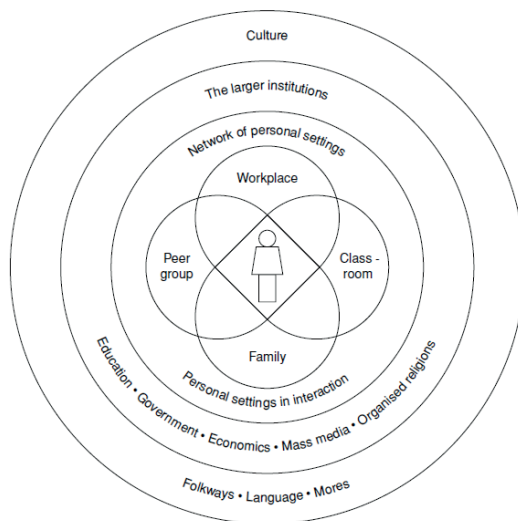
Erikson’s Stages	Developmental Period		
Integrity versus despair	Late adulthood (60s onward)	Industry versus inferiority	Middle and late childhood (elementary school years, 6 years to puberty)
Generativity versus stagnation	Middle adulthood (40s, 50s)	Initiative versus guilt	Early childhood (preschool years, 3 to 5 years)
Intimacy versus isolation	Early adulthood (20s, 30s)	Autonomy versus shame and doubt	Infancy (1 to 3 years)
Identity versus identity confusion	Adolescence (10 to 20 years)	Trust versus mistrust	Infancy (first year)

1.2.2. Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's theory posits that development occurs within five interconnected systems: microsystem (e.g., family, CAPS), mesosystem (e.g., family-university interactions), exosystem (e.g., university policies), macrosystem (e.g., cultural norms), and chronosystem (time-based changes) (Guy-Evans, 2024). For students, microsystems like CAPS and student clubs directly influence well-being, while macrosystems, such as cultural attitudes toward mental health, shape help-seeking behaviors (Velez-Agosto et al., 2017). Transitions between systems (e.g., home to university) create stressors that CAPS interventions mitigate through workshops and social events.

"The ecological theory views child development as a complex system of relationships affected by multiple levels of the surrounding environment" (Guy-Evans, 2024, p. 1).

Fig. 2. Diagrammatic representation of the Bronfenbrenner model (p.20).



1.2.3. Developmental Transitions

As explained in many scholars and books, (Shafer, 1996; Sugarman, 2001; Berk, 2007; Santrock, 2011; Crafter et al, 2019; Branje & Koper, 2019; Maree, 2021;) development is seen as process, as change and the most studied questions among developmental psychologists and various researchers range from existential ones, such as the interplay between nature and nurture, to whether development is a process of continuous changes or is consistent. Furthermore, they explore whether it is a dynamic process influenced by multiple factors or a unidimensional one, which developmental periods are considered

sensitive, and which is the most important. Additionally, they examine topics such as ageism, different developmental stages, and their typical challenges.

In this regard, Crafter et al. (2019) state that the main study concern in developmental psychology is the balance between physical and psychological changes and stability that comes with age. By analyzing and studying fundamental questions about development and the attempts to find answers to many inquiries regarding changes and their types during development—specifically between childhood and maturity—and the influence of various factors, the question arises: Are these changes a result of experience, social and historical contexts, or other influencing factors? Additionally, to what extent do relationships with others impact this process, and what is most important in understanding it?

The fundamental question, according to them, is how developmental change should be understood. Should these changes be seen as sequential shifts from one period to another, as a smooth transitional process, or as a multidimensional journey? Regardless of how these discussions conclude, one thing remains clear—our lives are deeply influenced and sometimes challenged by transitions that place individuals in unclear and difficult situations. However, as they conclude, these very transitions also help us understand our existence, who we truly are, and how we position ourselves in the world.

As Sugarman says, *“To live is to change”* (pg. 2), further referring to Baltes et al. (1980), he defines development or life span approach as a general orientation to development rather than a theory, and is characterized by predispositions, which Baltes identified and defined as “some primacy” (2001: 12), as follows

1. Development is a lifelong process.
2. Development is an expression of biological, social, historical, and cultural processes.
3. Restricted and monolithic definitions of the nature of development are inappropriate.
4. Life-span developmental psychology offers a potentially integrative umbrella under which different aspects of development can be explored and understood.

In this regard, Berk (2007), also, viewing by a dynamic systematic approach and lifespan perspective, understands and explains the development from various perspectives and sees development as lifelong, multidimensional, and multidirectional; highly plastic; and affected by multiple interacting forces. As reported by Berk, according to the lifespan perspective, no age period is supreme in its impact on the life course.

To conclude, development is a lifelong, multidimensional process influenced by biological, social, and cultural factors (Berk, 2007; Sugarman, 2001). For students aged 19–30, transitions – such as moving to university or adapting to new cultural contexts – are pivotal. These transitions challenge identity and social integration, requiring adaptive coping strategies (Crafter et al., 2019).

CAPS supports these transitions by fostering autonomy (e.g., through counseling) and belonging (e.g., via peer mentoring), aligning with developmental theories emphasizing plasticity and environmental interaction.

1.3. WELL-BEING THEORIES

1.3.1. PERMA Model

Seligman's (2011) PERMA model identifies five components of well-being – Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment – as actionable elements for flourishing. Unlike Erikson's stage-based approach, PERMA focuses on cultivating well-being across contexts, complementing developmental tasks. For example, engagement supports identity formation by encouraging flow experiences, while relationships foster intimacy, aligning with Erikson's stages (Branje & Koper, 2019). CAPS interventions, such as gratitude workshops and active-constructive responding, enhance these elements (Bolier et al., 2013). Goodman et al. (2018) critique PERMA for overlapping with subjective well-being (SWB) and lacking theoretical rigor, noting its 0.98 correlation with SWB. Seligman (2018) counters that PERMA prioritizes practical interventions over psychometric precision, a stance resonating with developmental theories emphasizing growth.

To evaluate PERMA's utility, the criteria include:

- 1) contribution to well-being (supported by its SWB correlation);
- 2) elements pursued for their own sake (Seligman, 2011, pp. 16–20);
- 3) concise and distinct structure (five elements vs. broader models); and
- 4) intervention potential (e.g., Bolier et al., 2013).

Though not exhaustive – omitting health or responsibility – PERMA aligns with Bronfenbrenner's microsystem interventions, such as peer mentoring, to promote resilience.

1.3.2. Ryff's Psychological Well-being

Ryff's (1995) model defines psychological well-being through six dimensions: Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in Life,

and Self-Acceptance. Unlike health-focused models, it emphasizes multidimensional flourishing, measurable via Ryff's Scales. For students, autonomy supports independent decision-making, while positive relations enhance social integration, critical during university transitions (Ryff, 1995). CAPS counseling fosters self-acceptance, and workshops promote environmental mastery, aligning with Ryff's framework.

1.3.3. Self-Determination Theory (SDT)

SDT posits that well-being depends on satisfying needs for Autonomy, Competence, and Relatedness (Baik et al., 2017). Autonomy aligns with identity formation, competence supports academic success, and relatedness fosters social connections, resonating with Erikson's intimacy stage. CAPS interventions, like career counseling, enhance competence, while student clubs promote relatedness, supporting students' developmental needs.

1.3.4. Coping Strategies Theory

Coping strategies, categorized as problem-focused (e.g., time management) and emotion-focused (e.g., mindfulness), mediate stress and enhance well-being (Lazarus & Folkman, 1984). CAPS workshops teach problem-focused coping, while counseling and art therapy foster emotion-focused coping, supporting resilience during academic and social challenges.

2. WELL-BEING AND RESILIENCE

2.1. DEFINING WELL-BEING

The Centers for Disease Control and Prevention (CDC, 2017, 2020) describe well-being as a positive outcome that reflects individuals' perceptions of their lives as going well, underpinned by good living conditions like housing and employment.

Tov (2018) underscores that well-being encompasses all ways people positively experience and evaluate their lives. Interpretations of a positive life vary widely: some equate well-being with happiness, though this may evoke an overly cheerful image not all relate to; others view it as sustained satisfaction, while some link it to wellness – good physical and mental health. No single perspective is incorrect, but each is partial. A key challenge for well-being science is defining and measuring this multifaceted construct, which recent decades have recognized as multidimensional, irreducible to one metric (Tov, 2018).

Given its complexity, well-being attracts multidisciplinary interest, and fostering it is a shared responsibility among professionals. The well-being of children and youth is a complex challenge, with professionals grappling to understand and meet diverse expectations.

Wistoft (2021) identifies two primary approaches to well-being research:

1. The health-professional approach prioritizes addressing “alarming trends,” viewing well-being through the lens of risk.
2. The educational-scientific or health-pedagogical approach defines well-being positively, emphasizing factors like optimism, hope, confidence, and trust in students’ environments and their influence on well-being, personal fulfillment, aspirations, learning, and social enjoyment.

Drawing on McNaught (2011), La Placa et al. (2013) explain well-being from an educational perspective, noting that positive psychology integrates subjective states and objective factors (e.g., family, community, environment). It examines how structural conditions shape psychological development and individuals’ ability to cope, thrive, and build resilience. The “quality of life” concept focuses on the degree to which a person’s life is “desirable” versus “undesirable,” often emphasizing structural determinants like income. Structural influences are highlighted over individuals’ interpretations or alterations of their circumstances.

In students’ daily school life, well-being manifests through overall life satisfaction, engagement in learning, and socio-emotional behavior. The literature distinguishes several types:

1. Emotional Well-Being: Presence or absence of positive life feelings, reflecting how individuals think and feel about themselves, including resilience and coping skills (Keyes, 2002; Australian Institute of Health and Welfare [AIHW], 2012).
2. Social Well-Being: Broader social criteria like cohesion, integration, acceptance, and contribution, used to evaluate life functioning (Keyes, 2002).
3. Pedagogical Well-Being: A sense of autonomy, connection, competence, and belonging (or their absence) generated in daily school interactions (Pyhältö, Soini, & Pietarinen, 2010).

Psychological Well-Being

Unlike physical health, defined as the absence of disease, psychological well-being cannot be reduced to the absence of distress. The presence or absence of worries, high or low anxiety, satisfaction or dissatisfaction with life, or successes and failures do not

solely determine healthy well-being. Rather, the existence of these factors and the ability to cope and adapt healthily across situations are key indicators. Ruggeri et al. (2022) argue that well-being exceeds happiness and life satisfaction.

As a multidimensional concept, psychological well-being includes psychological, subjective, mental, and life satisfaction aspects, which are the focus of this study.

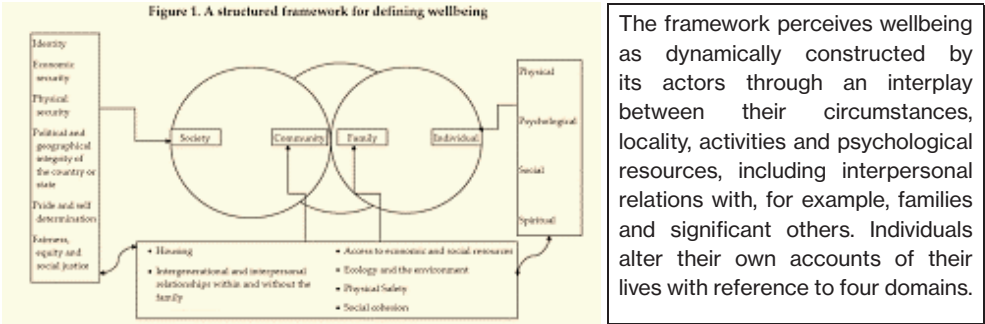
Interest in psychological well-being dates back to the early 1990s. Bradburn (1969), in *The Structure of Psychological Well-Being*, links well-being to happiness, using it as a research variable. Happiness, he argues, arises from overcoming difficulties, which he frames as central to well-being. Referencing Aristotle, Bradburn notes that happiness translates to well-being, as Aristotle was concerned with more than fleeting pleasures typically associated with happiness.

Baik et al. (2017) view well-being as essential to student success, advocating for learning environments designed to support psychological well-being. Empirical research consistently shows that mental well-being and academic achievement are enhanced by settings promoting five elements: autonomous motivation, belonging, relationships, autonomy, and competence.

To conclude, well-being is a multidimensional construct encompassing emotional, psychological, and social dimensions (Tov, 2018). Emotional well-being reflects positive feelings and coping abilities (Keyes, 2002), social well-being involves integration and contribution (Australian Institute of Health and Welfare, 2012), and pedagogical well-being arises from school interactions (Pyhältö et al., 2010). For students, well-being manifests in life satisfaction, learning engagement, and social-emotional behavior, influenced by structural factors like family and community (La Placa et al., 2013).

“Well-being is a positive outcome that... tells us that people perceive that their lives are going well” (Centers for Disease Control and Prevention, 2020, p. 1).

Fig. 1. A structural framework for defining well-being.



Source: La Placa et al., 2013, p. 118.

2.2. DEFINING RESILIENCE

In recent years, the construct of resilience has gained increasing attention, particularly in the context of life-threatening experiences, natural disasters, or horrific life events.

It has been understood as a personality variable that facilitates adaptation amid challenging experiences (Gómez-Molinero et al., 2018). Changes in life circumstances are often accompanied by stressors and threaten individuals' psychological balance. University life involves relocation and separation from classmates and friends for at least twelve years, introduction to new academic demands, and the takeover of various obligations by students themselves, such as financial management, meal preparation, and timetable organization. Due to uncertainties about accommodation, social integration, academic achievement, and financial management, this transitional stage is challenging for undergraduates, with whom institutions should strive to ensure successful adaptation.

Resilience has been understood as the ability to tackle challenges effectively, take proactive measures to avoid problems, and rapidly return to normalcy (Onur & Karaaziz, 2024). With this understanding of resilience, it is thought that it can be strengthened. Therefore, resilience has gained increasing interest as a psychological construct that may be incorporated into intervention actions.

Through literature and scholars, we may see that in recent years, Higher education (HE) students have continued to report rising rates of anxiety, depression, and stress. One strategy employed to address these developments has been providing educational and administrative services that help to support and promote student resilience. Efforts to improve student resilience in HE may be bolstered by programs and strategies that go beyond traditional healthcare service delivery: for instance, initiatives such as in-course pedagogical approaches that target enhancing student resilience awareness and understanding (Buttazzoni, 2022). There is a lack of analysis of how educational and administrative HE pedagogical mechanisms to promote student resilience are enacted, which may hinder widespread implementation, inform training protocols, and identify best practices.

With increasing numbers of infectious disease outbreaks, including severe acute respiratory syndrome, H1N1, Ebola virus disease, and, most recently, COVID-19, universities worldwide enforced and largely restricted on-campus student activities, induced heavy reliance on online course delivery, and implemented stricter travel restrictions, resulting in widespread campus lockdowns. Universities in many countries, including China, Hong Kong, the United States, Italy, and Singapore, had been shut down for months, raising concerns about students' health and well-being (How Darryl Ang et al., 2022).

Same experience and practice we had in the Republic of North Macedonia with all educational institutions, including here International Balkan University. According to Medlicott et al (2021), mental health problems are relatively common during university and adversely affect academic outcomes. For highlighting the importance of enhancing students' resilience, Cassidy (2015), in his review of psychological and academic resilience, states that recent shifts in mental health policy emphasize promoting positive mental health as a preventative measure, highlighting resilience and coping as key components of well-being. Resilience is linked to improved quality of life and functioning during adversity.

However, defining psychological resilience remains challenging due to its complex and diverse nature. Resilience is often described as a blend of hardiness, flexibility, and resistance. For instance, Gilligan defines a resilient child as one who performs better than expected given their circumstances, while Friedland sees resilience as encompassing both toughness and adaptability. Hamill views resilience as competence in the face of adversity, and Pooley and Cohen describe it as the ability to use internal and external resources to handle various challenges (2015: 1781). For Cassidy, another concept from the broader psychological resilience academic level, or academic resilience, is very important. He explains academic resilience as the ability to achieve academic success despite facing environmental adversities. Resilient students are those who maintain high motivation and performance levels even under stressful conditions that might otherwise lead to poor outcomes. They succeed academically despite encountering challenges and adverse circumstances (2015: 1781).

To conclude, resilience is the ability to adapt to adversity, combining hardiness, flexibility, and competence (Cassidy, 2015). Academic resilience enables students to maintain motivation despite challenges, such as academic pressures or cultural transitions (Gómez-Molinero et al., 2018). Resilience is strengthened through interventions teaching coping skills and social support (Onur & Karaaziz, 2024).

2.3. IMPORTANCE FOR STUDENTS

University life involves stressors like exams, financial management, and social integration, particularly for international students facing cultural barriers (Medlicott et al., 2021). These challenges impact well-being and resilience, affecting academic performance. CAPS interventions address these by fostering autonomy, coping, and social connections, aligning with developmental and well-being theories.

3. RESILIENCE THEORIES

3.1. KEY CONCEPTS

Resilience theories emphasize adaptive capacities that enable individuals to thrive despite adversity. Masten's (2001) resilience framework highlights protective factors, such as self-efficacy and social support, which buffer stressors. For students, academic resilience involves maintaining motivation and performance under pressure (Cassidy, 2015). Buttazzoni (2022) notes that pedagogical approaches, like CAPS workshops, enhance resilience awareness, complementing traditional mental health services.

3.2. APPLICATION TO UNIVERSITY CONTEXT

Resilience is critical during university transitions, exacerbated by events like the COVID-19 pandemic, which led to campus lockdowns and increased stress (How Darryl Ang et al., 2022). CAPS interventions, such as stress management workshops and peer mentoring, build self-efficacy and social support, aligning with resilience theories.

4. ROLE OF COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS at IBU's SWC provides confidential counseling, workshops, peer mentoring, and events like Spring Fest, addressing students' mental health within a biopsychosocial framework. Counseling enhances autonomy and meaning (PERMA, Ryff), workshops promote coping and competence (SDT, Coping Strategies), and events foster relationships and positive emotions (PERMA, Resilience Theories). The SWC 2024/25 Annual Report notes 40 counseling sessions, 1,050 workshop participants, 146 student club members, and 1,820 Spring Fest attendees, supporting a diverse student body from over 15 countries.

5. INTEGRATED MODEL AND IMPLICATIONS

5.1. PROPOSED MODEL

The proposed model positions CAPS as a mediator between developmental challenges (e.g., identity, intimacy) and outcomes (well-being, resilience) within Erikson's, Bronfenbrenner's, and well-being frameworks. Counseling fosters autonomy and meaning, workshops enhance coping and competence, and events build relationships, addressing biological (stress), psychological (growth), and social (community) needs.

5.2. EMPIRICAL SUPPORT

A mixed-methods study with 3,500–4,000 students (61–70% of IBU's 5,749 students) using an 86-item survey, including Ryff's 18-item Scales, shows counseling improves autonomy (e.g., "I feel confident making decisions"), workshops enhance coping (e.g., time management skills), and events strengthen social connections. Satisfaction is high (71.4%), but low counseling uptake (4.3%) suggests stigma barriers, consistent with UK trends (Harrogate News, 2025).

5.3. PRACTICAL IMPLICATIONS

Universities should integrate CAPS-like services, reduce stigma through awareness campaigns, and leverage digital tools (e.g., Self-help Resources HUB) to promote well-being and resilience. These align with global trends in holistic interventions, such as mindfulness apps (Harrogate News, 2025).

6. CONCLUSION

Well-being, a dynamic balance affected by life challenges (Dodge et al., 2012), and resilience are vital for students navigating academic and social transitions. CAPS interventions, grounded in developmental, well-being, and resilience theories, enhance autonomy, coping, and social connections. Despite stigma barriers, holistic approaches can promote flourishing, offering a scalable model for universities globally.

REFERENCES

- Australian Institute of Health and Welfare. (2012). Social and emotional well-being: Development of a children's headline indicator. AIHW.
- Baik, C., Larcombe, W., Brooker, A., Wyn, J., Allen, L., Brett, M., Field, R., & James, R. (2017). Enhancing student mental wellbeing: A handbook for academic educators. Australian Government Department of Education and Training. <http://unistudentwellbeing.edu.au>
- Berk, L. E. (2007). Development through the lifespan (4th ed.). Pearson.
- Bolier, L., Haverman, M., Westerhof, G. J., Riper, H., Smit, F., & Bohlmeijer, E. (2013). Positive psychology interventions: A meta-analysis of randomized controlled studies. *BMC Public Health*, 13(1), 119. <https://doi.org/10.1186/1471-2458-13-119>
- Branje, S., & Koper, N. (2019). Psychosocial development. In R. J. R. Levesque (Ed.), *Encyclopedia of adolescence* (2nd ed.). Springer. https://doi.org/10.1007/978-3-319-33228-4_441-1
- Buttazzoni, A. (2022). Pedagogical approaches to support student resilience in higher-education settings: A systematic literature review. *Frontiers in Education*, 7, 845106. <https://doi.org/10.3389/educ.2022.845106>

- Cassidy, S. (2015). Resilience building in students: The role of academic self-efficacy. *Frontiers in Psychology*, 6, 1781. <https://doi.org/10.3389/fpsyg.2015.01781>
- Centers for Disease Control and Prevention. (2020). Well-being concepts. <https://www.cdc.gov/hrqol/wellbeing.htm>
- Crafter, S., Maunder, R., & Soulsby, L. (2019). *Developmental transitions: Exploring stability and change through the lifespan*. Routledge.
- Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222–235. <https://doi.org/10.5502/ijw.v2i3.4>
- Gómez-Molinero, R., Zayas, A., Ruiz-González, P., & Guil, R. (2018). Optimism and resilience among university students. *Anales de Psicología*, 34(3), 547–555. <https://doi.org/10.6018/analesps.34.3.315171>
- Goodman, F. R., Disabato, D. J., Kashdan, T. B., & Kauffman, S. B. (2018). Measuring well-being: A comparison of subjective well-being and PERMA. *Journal of Positive Psychology*, 13(4), 321–332. <https://doi.org/10.1080/17439760.2017.1388434>
- Guy-Evans, O. (2024). Bronfenbrenner's ecological systems theory. *Simply Psychology*. <https://www.simplypsychology.org>
- Harrogate News. (2025, July 10). How UK students are coping with study stress in 2025. <https://www.harrogate-news.co.uk/2025/07/10/how-uk-students-are-coping-with-study-stress-in-2025/>
- How Darryl Ang, T., Lee, A. Y. L., & Liem, G. A. D. (2022). The impact of the COVID-19 pandemic on student mental health and wellbeing in higher education. *Frontiers in Psychiatry*, 13, 846224. <https://doi.org/10.3389/fpsy.2022.846224>
- Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207–222. <https://doi.org/10.2307/3090197>
- La Placa, V., McNaught, A., & Knight, A. (2013). Discourse on wellbeing in research and practice. *International Journal of Wellbeing*, 3(1), 116–125. <https://doi.org/10.5502/ijw.v3i1.7>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
- Lipson, S. K., Zhou, S., Abelson, S., Heinze, J., Jirsa, M., Morigney, J., ... & Eisenberg, D. (2022). Trends in college student mental health and help-seeking by race/ethnicity, 2016–2020. *Journal of American College Health*, 70(8), 2430–2437. <https://doi.org/10.1080/07448481.2020.1846047>
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227–238. <https://doi.org/10.1037/0003-066X.56.3.227>
- McLeod, S. (2018). Erik Erikson's eight stages of psychosocial development. *Simply Psychology*. <https://www.simplypsychology.org>
- Medlicott, E., Phillips, A., Crane, C., Hinze, V., Taylor, L., Tickell, A., Montero-Marin, J., & Kuyken, W. (2021). The mental health and wellbeing of university students: Acceptability, effectiveness, and mechanisms of a mindfulness-based course. *International Journal of Environmental Research and Public Health*, 18(11), 6023. <https://doi.org/10.3390/ijerph18116023>
- Onur, Ç., & Karaaziz, M. (2024). Resilience of university students during the coronavirus disease 2019 pandemic and results of a pilot positive psychotherapy intervention study. *Frontiers in Psychology*, 15, 1233925. <https://doi.org/10.3389/fpsyg.2023.1233925>

Pyhältö, K., Soini, T., & Pietarinen, J. (2010). Pupils' pedagogical well-being in comprehensive school – Significant positive and negative school experiences of Finnish ninth graders. *European Journal of Psychology of Education*, 25(2), 207–225. <https://doi.org/10.1007/s10212-010-0013-x>

Ryff, C. D. (1995). Psychological well-being in adult life. *Current Directions in Psychological Science*, 4(4), 99–104. <https://doi.org/10.1111/1467-8721.ep10772395>

Santrock, J. W. (2011). *Life-span development* (13th ed.). McGraw-Hill.

Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.

Seligman, M. E. P. (2018). PERMA and the building blocks of well-being. *Journal of Positive Psychology*, 13(4), 333–335. <https://doi.org/10.1080/17439760.2018.1437466>

Sugarman, L. (2001). *Life-span development: Frameworks, accounts, and strategies*. Psychology Press.

Tov, W. (2018). Well-being concepts and components. In E. Diener, S. Oishi, & T. Tay (Eds.), *Handbook of well-being*. DEF Publishers. <https://doi.org/10.5281/zenodo.1234567>

Velez-Agosto, N. M., Vizcarrondo-Opppenheimer, M., & Soto, J. (2017). Bronfenbrenner's bioecological theory revision. In M. H. Bornstein & M. E. Arterberry (Eds.), *Encyclopedia of lifespan human development*. Sage.

Wistoft, K. (2021). What means wellbeing? Distinction of two discourses on well-being – Conceptual and theoretical reflections. *International Journal of Psychiatric Research*, 4(3), 1–9.

M. Graça Pereira

Professora Associada com Agregação da Escola de Psicologia da Universidade do Minho, Portugal. Especialista em Psicologia Clínica e da Saúde e em Psicoterapia (especialidade avançada) pela Ordem dos Psicólogos Portugueses (OPP).

Responsável pela Consulta de Psicologia da Saúde que engloba a consulta de psicoterapia em saúde e doença e a consulta de intervenção psicológica na cessação tabágica, na Associação de Psicologia (APsi), na Universidade do Minho. Coordenadora do Laboratório de Investigação em Saúde, Bem-Estar e Rendimento e do Grupo de Investigação em Saúde & Família (GISEF) do Centro de Investigação em Psicologia (CIPsi) da Universidade do Minho.

Psicóloga e docente universitária com trajetória consolidada em Psicologia da Saúde, Psicoterapia e Psicologia da Família, integrando investigação aplicada, prática clínica e formação avançada. Coordena equipas e projetos financiados nacional e internacionalmente, com produção científica contínua sobre qualidade de vida, doença crónica, funcionamento familiar, bem-estar e intervenções psicológicas (relaxamento/hipnose, literacia em saúde, adesão terapêutica).

Linhas de Investigação: Psicologia da Saúde; Família e doença; Intervenções psicológicas em condições crónicas (diabetes/úlceras diabéticas, incontinência pós-prostatectomia, oncologia, demência, hemodiálise); Bem-estar, burnout e resiliência em contextos educativos e clínicos; Literacia em saúde e IA; Qualidade de vida e ajustamento conjugal/familiar; Avaliação e validação de instrumentos.

<https://orcid.org/0000-0001-7987-2562>

ÍNDICE REMISSIVO

A

Adolescencia 61, 69, 186, 187, 188, 194, 195

Adolescencia final 186, 188, 195

Aprendizaje 46, 125, 138, 142, 145, 151, 152, 153, 154, 155, 156, 158, 159, 160, 161, 162, 163, 164, 193

Árbitros 98, 100, 102, 103, 104, 105, 106, 107, 108, 109, 111, 112, 113, 114, 115, 116, 117, 118, 119

Assessment 41, 165, 173, 182

Autismo 1, 2, 8, 9

B

Burnout 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 123

C

CAPS 10, 11, 12, 13, 15, 16, 20, 21, 22

Cardinality development 165, 166, 169, 170

Ciencia 45, 82, 83, 125, 164

Cognición 151

Concepto de número 151, 152, 154, 155, 156, 158, 160, 161, 163, 164

Conductas eróticas 69, 72, 77

Confinamiento 58, 59, 60, 61, 62, 63, 64, 65, 66

D

Debut sexual 69

Derecho 1, 2, 3, 6, 9, 65, 67, 77, 92, 93, 94, 103, 119, 150, 186, 189, 191

Derechos 1, 2, 4, 9, 71, 83, 92, 93, 189

Dificultades 6, 47, 99, 118, 121, 126, 127, 141, 151, 152, 153, 154, 155, 156, 158, 159, 160, 161, 164, 190

Docentes universitários 25, 27, 28, 29, 30, 32, 33, 34, 150

E

Early childhood 165, 182, 184

Edad de inicio sexual 69, 71

Educación primaria 151, 162, 163, 164

Eficacia 26, 37, 55, 56, 85, 88, 89, 90, 194

Enseñanza universitaria 45

Ensino superior 25, 28, 31, 32, 33, 38, 39, 40, 43

Estrategias de defensa 98, 100, 101, 104, 113, 114, 117, 118, 120, 121, 122, 124, 125, 128, 141, 142, 143, 144, 146, 147, 149

F

Farmacogenómica 55, 56, 57

G

Gestión de la Diversidad 80, 81, 85, 88, 89, 90, 91, 96

Give-n 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181

H

How many 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179

I

Intelectual 1, 2, 9, 45, 150

L

Ley de educación sexualidad integral 186

M

Malestar 49, 62, 65, 98, 99, 100, 101, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 122, 124, 127, 149, 150

Matemática 151, 152, 153, 154, 155, 161, 162, 163, 164

Maternidad 58, 59, 60, 61, 62, 64, 65, 67

Mujeres trabajadoras 58

P

Pandemia 32, 40, 42, 58, 59, 60, 61, 62, 64, 65, 67

Percepción de enseñanza recibida 186

Periodistas 119, 120, 121, 122, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 139, 141, 143, 144, 145, 146, 147, 148, 150

Pesquisadores 25, 27, 29, 30, 31, 36, 38, 41, 42

Placer 70, 71, 77, 78, 98, 99, 100, 101, 103, 104, 105, 106, 107, 108, 110, 111, 112, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 127, 128, 129, 130, 131, 133, 134, 136, 137, 138, 139, 140, 141,

143, 144, 145, 146, 147, 148, 149, 150

Políticas Públicas y Normativas legales 81, 91

Prevenção 55, 57, 77, 141

Psicodinâmica del trabajo 98, 105, 120, 123, 124, 138, 148

Psicología Organizacional 80, 81, 82, 85, 86, 96

Psiquiatria infantojuvenil 55, 57

Psychosocial development 10, 22, 23

R

Relación 1, 2, 3, 4, 6, 7, 8, 47, 69, 70, 71, 76, 77, 79, 81, 82, 93, 94, 98, 99, 100, 106, 108, 109, 113, 116, 117, 118, 123, 124, 127, 133, 144, 146, 154, 160, 188, 189, 191

Resilience 10, 11, 15, 16, 17, 19, 20, 21, 22, 23, 43

S

Salud 9, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 57, 58, 59, 60, 61, 62, 65, 67, 70, 71, 72, 73, 77, 78, 79, 85, 86, 87, 94, 95, 96, 117, 122, 124, 134, 141, 143, 147, 148, 149, 150, 188, 189, 194

Salud mental 9, 50, 55, 57, 58, 59, 60, 65, 87, 95, 141, 143, 149, 150

Saúde ocupacional 25, 36

Subitizing 165, 166, 167, 168, 169, 170, 171, 172, 174, 179, 181, 183, 185

Sufrimiento 98, 100, 101, 112, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150

Sumak Kawsay 80, 81, 82, 91, 92, 95

T

Trabajo 1, 2, 3, 4, 5, 6, 7, 8, 9, 45, 46, 47, 48, 49, 50, 52, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69, 80, 82, 83, 85, 86, 88, 89, 90, 91, 92, 93, 94, 96, 98, 99, 100, 101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 152, 154, 156, 157, 160, 161, 186, 188, 189, 190, 191

Tratamiento 55, 57, 98, 118, 125

U

University students 10, 11, 23

V

Vejez 45, 46, 47, 52, 53, 194

Violencia doméstica 58, 63

W

Well-being 10, 11, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 40, 42, 43, 81



EDITORA
ARTEMIS
2025