



UNIVERSITY
OF LATVIA



ISPA

Instituto Universitário
de Ciências Psicológicas,
Sociais e da Vida



Erasmus+



BLENDED INTENSIVE PROGRAMME (BIP) 2022

Self-regulation and wellbeing: an integrated perspective

Host institution: University G. d'Annunzio of Chieti-Pescara (UdA), Department of Neuroscience, imaging and clinical sciences (Chieti, Italy), Master Degree in Psychology

Partners institutions: ISPA (Lisbon, Portugal), University of Latvia (Riga, Latvia)

Faculty: Baiba Martinsone and Liena Hačatrjana from the University of Latvia; Manuela Verissimo and António J. Santos from ISPA; Giorgia Committeri, Sergio Di Sano, Francesca Ferri, Francesca Lionetti, Stefano Pagliaro, Maria Spinelli, Marco Tommasi from UdA (Chieti, Italy)

Invited Speakers (online): Michael Pluess (Queen Mary University of London), Gino Casale (University of Wuppertal)

Number of ECTS provided: 3

The topic will be treated from different perspectives within 4 main slots: 1. self-regulation and biological processes 2. self-regulation & emotional development 3. self-regulation & learning 4. self-regulation, personality and cognitive processes.

Lectures will be delivered in English by lecturers from one of the universities participating in the BIP programme and supplemented by seminars from experts in the field.

The lecture programme focuses on self-regulation skills as a valuable resource for adaptation and learning. These capacities will be described in relation to the underlying biological processes and neural substrate. They will be linked to developmental processes and illustrated in relation to emotional processes and school learning. Lastly, the relationship between self-regulation, personality and social-cognitive processes will be addressed.

Throughout the whole programme, implications for typical and atypical development will be dealt with, and attention also given to processes for the enhancing of self-regulatory abilities.

PROGRAMME OVERVIEW

SLOT 1 - Self-regulation and biological processes

- A) Psychophysiology of self-regulation (Francesca Ferri, UdA)
- B) Oxytocin (OXT) and Child Socio-Emotional Development (António J. Santos, ISPA)

SLOT 2 - Self-regulation and emotional development

- A) Emotional co-regulation and environmental sensitivity in childhood (Francesca Lionetti, UdA)
- B) Emotional bio-behavioural synchrony during mother-infants interactions (Maria Spinelli, UdA)
- C) Attachment and Self-regulation (Maria Verissimo, ISPA)

ONLINE

-Well-being and regulatory aspects in refugee children living in camps in Lebanon. (Michael Pluess, Queen Mary University of London)

SLOT 3 - Self-regulation and learning

- A) Self-regulation and digital learning (Sergio Di Sano, UdA)
- B) Social Emotional Learning: Evidence-Based Approaches to Developing of Self-Regulation (Baiba Martinsone, University of Latvia)

ONLINE

-Promoting self-regulation in students with special needs through digital learning (Gino Casale, University of Wuppertal)
-Self-regulation, physical settings, and routines to work and rest effectively: lessons learned from distance learning during the pandemic (Liena Hačatřjana, University of Latvia)

SLOT 4 - Self-regulation, personality and social-cognitive processes

- A) Personality factors, locus of control and emotional regulation (Marco Tommasi, UdA)
- B) Decision-making, intertemporal choice and wellbeing (Giorgia Committeri, UdA)
- C) Organizational ethical climate and employees' wellbeing (Stefano Pagliaro, UdA)

PROGRAMME

FIRST SESSION (online): September 19-23th

September 19th

h 11-13

- General information and presentation of the topics with reading/studying suggestions
- Group self-presentation (staff and students)

September 21th

h 15-16

Seminar (online) by Michael Pluess (Queen Mary University of London): Well-being and regulatory aspects in refugee children living in camps in Lebanon.

September 22th

h 10-12

- *Seminar (online)* by Gino Casale (University of Wuppertal): Promoting self-regulation in students with special needs through digital learning
- Liena Hačatrjana (University of Latvia): Self-regulation, physical settings, and routines to work and rest effectively: lessons learned from distance learning during the pandemic.

SECOND SESSION (in presence-Chieti): October 3-7th

Lessons and practical experience

October 3rd

h12 Welcome greetings and lunch

h 14-18

SLOT 1: Self-regulation and biological processes

- Francesca Ferri (UdA): Psychophysiology of self-regulation (rhythms, heart-brain)
- António J. Santos (ISPA): Oxytocin (OXT) and Child Socio-Emotional Development

October 4th

h 9-13

SLOT 2: Self-regulation and emotional development

- Francesca Lionetti (UdA): Emotional co-regulation and environmental sensitivity in childhood
- Manuela Verissimo (ISPA): Attachment and Emotional Development

- Maria Spinelli (UdA): Emotional bio-behavioural synchrony during mother-infants interactions

October 5th

h 9-13

SLOT 3: Self-regulation and learning

- Sergio Di Sano (UdA): Self-regulation and digital learning
- Baiba Martinsone (Latvia): Social Emotional Learning: Evidence-Based Approaches to Developing of Self-Regulation

October 6th

h 9-13

SLOT 4: Self-regulation, personality and social-cognitive processes

- Marco Tommasi (UdA): Personality factors, locus of control and emotional regulation
- Giorgia Committeri (UdA): Decision-making, temporal discounting and well-being
- Stefano Pagliaro (UdA): Organizational ethical climate and employees' well-being

October 7th

h 9-13

- Group work on specific topics of the 4 slots
- Preliminary project work with students

h 15- Afternoon trip to a destination in Abruzzo, with final social dinner

THIRD SESSION (online): October 24-25th

October 24th

h 10-12

- Project/review presentations by students and discussion

October 25th

h 10-13

- Project/review presentations by students and discussion
- Closing remarks

Final requirements/assessment:

- presence (at least 80% of the lesson hours)
- presentation of a project to be chosen in one of the four slots (or alternatively a research review); no more than 4-5 pages.