

Attendance Report: 19th European Congress of Psychology (ECP 2025)

Name: Ana Melissa Caballero Pasquini

Event: 19th European Congress of Psychology (ECP 2025)

Date: July 1–4, 2025

Venue: Coral Beach Resort, Paphos, Cyprus

Abstract: A Longitudinal Comparison of Extremely and Very Preterm Twins and Singletons with Very Low Birth Weight on Intelligence Test

Poster: Exhibited in the official conference app Performance

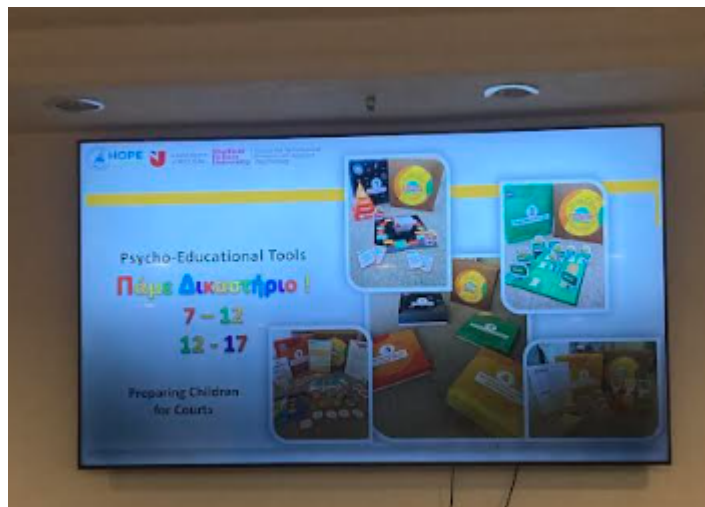
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The European Congress of Psychology (ECP) is a biennial gathering of over 1,500 psychologists from across Europe and countries overseas, under the sponsorship of EFPA (European Federation of Psychologists' Associations) and local host CYPSA. Its mission is to foster interdisciplinary dialogue, further evidence-based practice, and highlight cutting-edge research across psychology for goals in practice and research in 2030. This year's program offered 51 high-profile sessions, multiple thematic tracks, and keynotes from leaders in cognitive, developmental, ecological, and health psychology. I attended ECP 2025 with several goals: to present my abstract and showcase my poster. To participate in workshops on child development, mental health, forensic and spiritual psychology, and group dynamics. To attend the keynote on child development. To engage with peers during social events. And to explore ongoing research projects. Collectively, these experiences provided a comprehensive view of contemporary psychological practice and research.

Held July 2 from 9:00–10:30, the Child-Friendly Pretrial Workshop session addressed how to design child-appropriate preparatory games for pretrial settings. Presenters Ioanna Drousiotou and Alexia Zalaf demonstrated creative methods—ranging from mock courtroom play to guided role-plays aimed at reducing anxiety in child witnesses. Participating in the workshop, I practiced adapting techniques for different age groups and reflected on ethical considerations such as informed assent and emotional welfare.



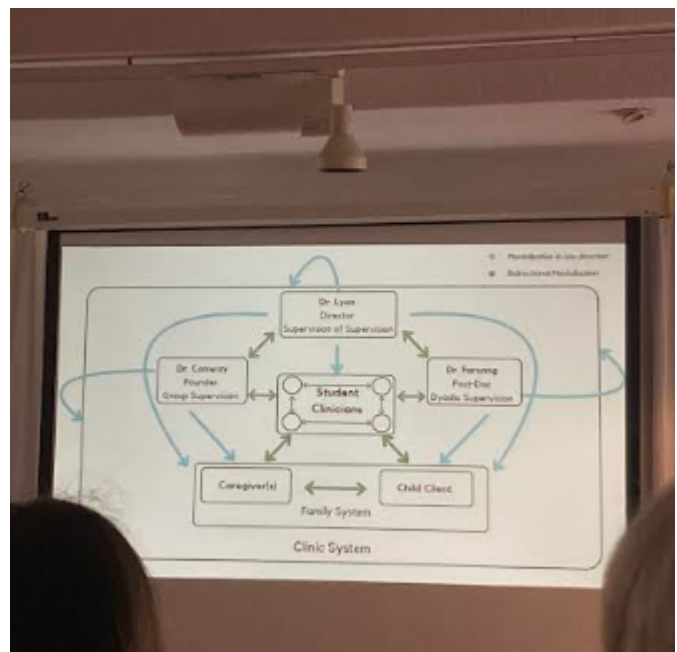


Later that morning, Pinar Özbek led a participatory workshop called Group Workshop for Young Adults, focused on experiential activities for young adults. Techniques included cooperative games, mindfulness exercises, and peer mentorship strategies—all aimed at strengthening social bonds. This directly resonated with my interest in promoting socialization in children with developmental vulnerability.

On Wednesday, July 3rd, Elsa Cardalda and her team introduced the TEMAS (Trauma Empowerment and Multicultural Assessment) narrative therapy framework. The hands-on session explored culturally sensitive storytelling, metaphor, and cognitive reframing to help youth process trauma. I was able to try dialogic techniques and reflect on their application in post-preterm intervention settings, particularly in enhancing emotional resilience.

On the same day, as part of a roundtable discussion, I engaged with psychologists exploring mentalization—a process of understanding others' mental states. Discussions centered on parental reflective functioning, and participants shared practical tools for promoting mentalizing in new parents. The session deepened my insight into psychological support for families of preterm infants.

On July 4th, a workshop led by Ray Bull focused on evidence-based interview techniques with minors in forensic contexts. The emphasis on ethical considerations, trauma-informed communication, and trust building connected with the child-friendly pretrial focus and underscored the broader challenge of engaging vulnerable children in formal settings. Later on the same day, in a less-expected but enriching session, Nitu Singhi discussed integrating spirituality and inner guidance in therapeutic processes. Practical applications—such as reflective listening, imagination techniques, and meaning-making—offered new perspectives on holistic child and family support, complementing traditional psychological interventions.

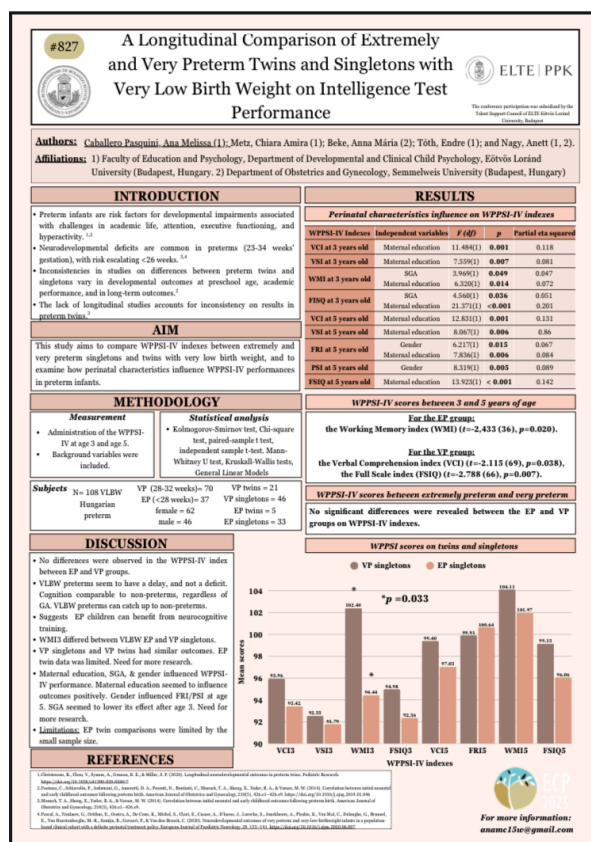


I visited the in-person symposiums and spotlights sessions, where I engaged with presentations from researchers including Ines Brocker on geriatric psychology and Moritz Engelman on sport psychology. These discussions broadened my methodological perspective, especially on longitudinal follow-ups and ecological momentary assessment tools.

One of the keynote addresses, delivered by Prof. Eirini Flouri (UCL), delved into the role of environmental context in shaping child development. She emphasized the interaction between family, school, and cultural variables—a central theme aligned with my thesis on environmental support and resilience in preterm children. The keynote validated my strategic approach of integrating family practices into long-term follow-up design.

Furthermore, I was honored to have my abstract accepted and published in *Hogrefe eContent* (July 2025 issue), under DOI 10.1024/2673-8627/a000085. The abstract summarized preliminary case findings and outlined directions for future longitudinal work. My poster was featured in the official ECP 2025 app and attracted ongoing traffic from attendees interested in neonatal development, executive functioning, and intervention design. Feedback highlighted the integrative model linking prematurity, family support, and assessment outcomes as a strong contribution to existing literature.

Attending ECP 2025 was a deeply enriching experience. The depth and breadth of sessions—ranging from child-friendly pretrial practices to spiritual and forensic psychology—offered multifaceted perspectives to strengthen and advance my thesis work. The engagement with leading researchers and practitioners, combined with my own presentation and publication success, positions me strongly for future development of the follow-up intervention model for premature children. Moving forward, I am energized to integrate insights into intervention design, pilot collaborative research, and disseminate findings through peer-reviewed outlets.



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Electronic Poster

A Longitudinal Comparison of Extremely and Very Preterm Twins and Singletons on Intelligence Test Performance

Ana Melissa Caballero Pasquini
Presenter

On Demand

Abstract

Introduction: Children born very and extremely preterm, with low birth weight (<32 gestational age, <1500g), are at increased risk for neurodevelopmental delays. Preterm twins face a higher risk compared to preterm singletons. Limited studies and inconclusive