Conclusions: Maternal sensitivity during an independent free play context discriminated the Social-Positive Oriented Pattern from the other regulatory patterns, whereas infant compliance-compulsiveness during free play was the strongest predictor of the Self-Comfort Oriented Pattern.

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Robust stability and physiological correlates of infants' patterns of regulatory behavior in the still-face paradigm at 3 and 9 months

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Background: Previous research has suggested the existence of three patterns of regulatory behavior in the Face-to-Face Still-Face (FFSF) paradigm: Social-Positive Oriented, Distressed-Inconsolable, and Self-Comfort Oriented. The current study examined the stability of these regulatory patterns from 3 to 9 months and investigated whether variations in infants' heart-rate activity in each episode of the FFSF paradigm were associated with the three infant regulatory patterns at 3 and 9 months. Methods: One hundred and twelve healthy full-term infants and their mothers participated in a free-play task and in the FFSF when infants were 3 and 9 months old. Infant and maternal interactive behaviors were coded during free play and infants' regulatory patterns in the FFSF were coded with the Coding System for Regulatory Patterns in the FFSF. Infants' heart rate during the FFSF was also assessed. Results: The results indicate a significant stability of the regulatory patterns from 3 to 9 months. The heart-rate level of infants with a social-positiveoriented pattern at 3 and 9 months showed recovery to baseline levels following the still-face. In contrast, the heart-rate level of infants with a distressed-inconsolable pattern at 9 months increased from the still-face to the reunion episode, whereas the heart-rate level of infants with a self-comfort-oriented pattern at 9 months did not change from the still-face to the reunion episodes. Conclusions: These results suggest that infants exhibit distinct organized regulatory patterns as early as 3 months that are stable over a 6-month interval and associated with variations in infants' physiological responses across FFSF episodes at both ages.

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Effectiveness of a brief training program in relational/communication skills for medical residents

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Background: Relational and communication skills are a central component of clinical competence and a cornerstone of quality of care. To assess the effectiveness of a brief training program in Relational/Communication Skills (RCS) for medical residents. Methods: This longitudinal study enrolled 64 medical residents who participated in a RCS training program in small groups. Teaching was based on interviews with standardized patients and reflective practice. Videorecorded consultations were coded according to the Verona-Coding-Definitions-of-Emotional-Sequences (VR-CoDES) and a coding system developed to assess ten communication skills for breaking bad news. The outcome measures were: independent raters' score in RCS for breaking bad news and the percentage of providing space and empathic responses, by comparing baseline (T1) skills with those after three-days (T2) and three-months (T3). Results: After the training program residents provided more space for further disclosure of cues and concerns according to VR-CoDES definitions. There were significant improvements in seven of the ten communication skills for breaking bad news. All of these improvements were observed either at T2 or at T3. Conclusions: This study demonstrates the effectiveness of a brief RCS training program designed to improve medical residents' ability to respond appropriately to patients' cues and concerns and to conduct a breaking bad news encounter.

Group hypnosis in the treatment of psychological and somatic symptoms in adjustment disorder with study abroad university students

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Background: This study describes the group hypnosis that was a tool in the treatment of psychological and somatic symptoms that are manifested with Adjustment Disorder in international university students, during the first months of their program. The students usually study abroad for 3 to 12 months. Many of these students go through a period of transition or stress. During this period, several symptoms can occur such as anxiety and worry about academic performance, restlessness or feeling on edge, fatigue, difficulty concentrating, muscle tension, headaches, and sleep disturbance. Headaches and muscle tension can become severe in some cases and pain can become chronic. In the treatment of Adjustment Disorder for these students, group hypnosis can be useful as a tool to experience a state of trance to find ways of dealing with the symptoms, especially headaches and muscle tension. Methods: A total of 76 students participated to the study. They were assessed via the Mental Health Check List for International Students Revised (MHC-r). This is a