

Promoción del bienestar emocional desde la universidad

Alicia Pérez de Albéniz Iturriaga

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Congreso Nacional del Consejo Escolar de La Rioja

22 Y 23 DE MAYO DE 2025



Inflación semántica y banalización de los trastornos mentales

Psychology of Language and Communication 2023, Vol. 27, No. 1



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The semantic inflation of "trauma" in psychology

Trauma is an increasingly prominent concept in psychology and society at large. According to the theory of concept creep, it is one of several harm-related concepts that have undergone semantic inflation in recent decades, expanding to encompass new kinds of phenomena (horizontal expansion) and less severe phenomena (vertical expansion). Previous research has demonstrated that "trauma" has come to be used in a widening range of semantic contexts, implying horizontal expansion, but has not investigated vertical expansion. The present study developed a methodology for evaluating vertical expansion and implemented it using an English-language corpus of 825,628 scientific psychology article abstracts from 1970 to 2017. Findings indicate that "trauma" has come to be used in less severe contexts, and this trend may be linked to its rising frequency of use. These findings support the predictions of the concept creep theory and provide a new method for investigating the language dynamics of harm-related concepts.

Key words: trauma, harm, concept creep, semantic inflation, language dynamics

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The semantic inflation of "trauma" in psychology

Baes, Vylomova, Zyphur y Haslam (2023)

Debido a la popularización de conceptos psicológicos – como trauma, depresión y ansiedad – estos han adquirido significados más generales y han pasado a referirse a una gama más amplia de acontecimientos y experiencias..... terminamos catalogando como un trastorno mental reacciones emocionales normales.

Haslam (2016) proposed that concepts related to harm have progressively broadened their meanings over the last half-century and provided case studies of psychological concepts of abuse, addiction, bullying, prejudice, and trauma.

semantic expansion
concept creep

PLOS ONE

RESEARCH ARTICLE

Have the concepts of 'anxiety' and 'depression' been normalized or pathologized? A corpus study of historical semantic change

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Abstract

Research on concept creep indicates that the meanings of some psychological concepts have broadened in recent decades. Some mental health-related concepts such as 'trauma', for example, have acquired more expansive meanings and come to refer to a wider range of events and experiences. 'Anxiety' and 'depression' may have undergone similar semantic inflation, driven by rising public attention and awareness. Critics have argued that everyday emotional experiences are increasingly pathologized, so that 'depression' and 'anxiety' have broadened to include sub-clinical experiences of sadness and worry. The possibility that these concepts have expanded to include less severe phenomena (vertical concept creep) was tested by examining changes in the emotional intensity of words in their vicinity (collocates) using two large historical text corpora, one academic and one general. The academic corpus contained >133 million words from psychology article abstracts published 1970–2018, and the general corpus (>500 million words) consisted of diverse text sources from the USA for the same period. We hypothesized that collocates of 'anxiety' and 'depression'

OPEN ACCESS

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(Xiao et al., 2023)

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Artículo

Profesionales de la Psicología en Contextos Educativos: Una Necesidad Ineludible

Eduardo Fonseca-Pedrero¹, Adriana Diez-Gómez¹, Alicia Pérez-Albéniz¹, Beatriz Lucas-Molina², Susana Al-Halabi³ y Pilar Calvo⁴

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INFORMACIÓN

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Aceptado: Junio 7, 2023

Palabras clave

Salud mental

Problemas emocionales

Adolescentes

Proyecto PSICE

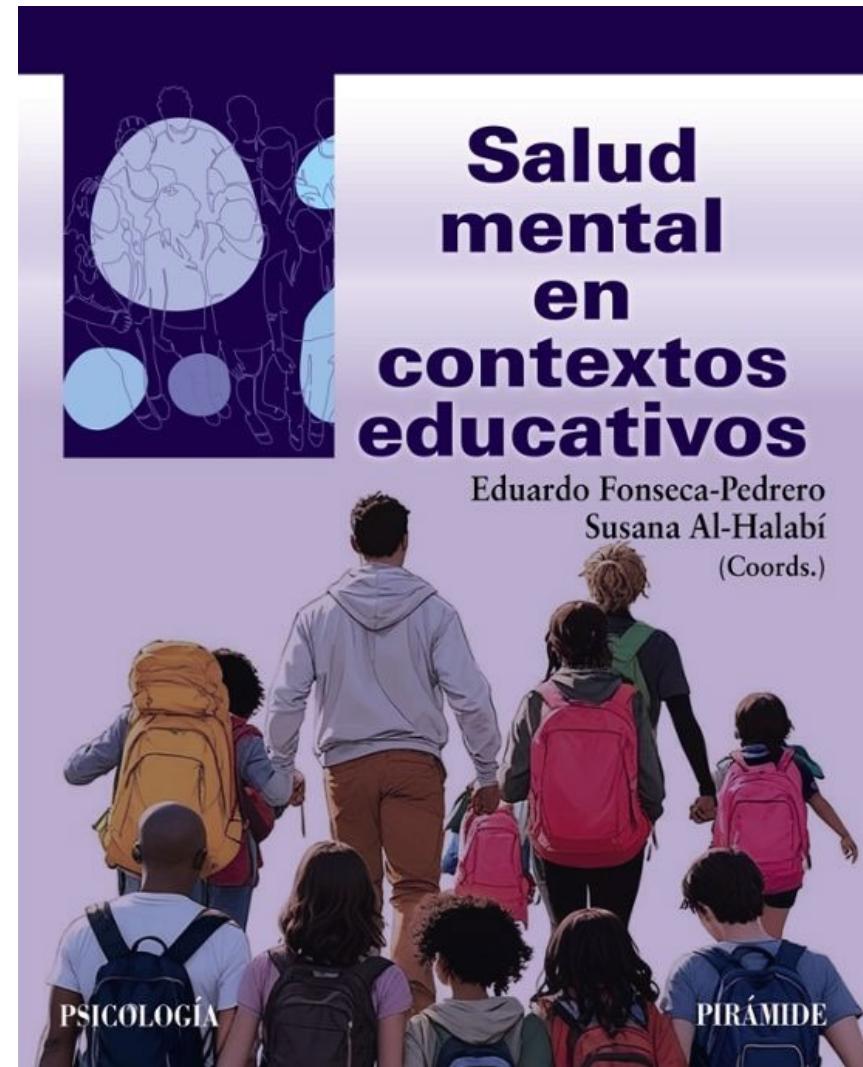
Entornos educativos

Prevención

Programas de prevención escolar

RESUMEN

Los problemas de salud mental y las dificultades de ajuste psicológico entre los adolescentes se erigen como un desafío personal, familiar, educativo y socio-sanitario. Se hace necesario abordar este reto social emergente mediante el estudio y la implementación de estrategias de promoción del bienestar psicológico y prevención de los problemas de salud mental en contextos educativos. El objetivo del presente trabajo es poner de manifiesto, a la luz de los datos epidemiológicos derivados del proyecto PSICE (Psicología Basada en la Evidencia en Contextos Educativos), la importancia de abordar la salud mental en entornos educativos. En primer lugar, se realiza una introducción al estudio del comportamiento humano y los problemas de ajuste psicológico. En segundo lugar, se aborda la importancia de los centros educativos como el lugar natural donde promocionar el bienestar psicológico y la salud mental infanto-juvenil. En tercer lugar, se mencionan los resultados de prevalencia derivados del estudio PSICE. Se finaliza con un apartado de recapitulación señalando la ineludible necesidad de promover, proteger y cuidar la salud mental durante la infancia y la adolescencia en los entornos educativos. La promoción del bienestar psicológico y la prevención de los problemas de salud mental en contextos educativos supone la mejor inversión por parte de la sociedad, los gobiernos y las instituciones.



World Health Organization

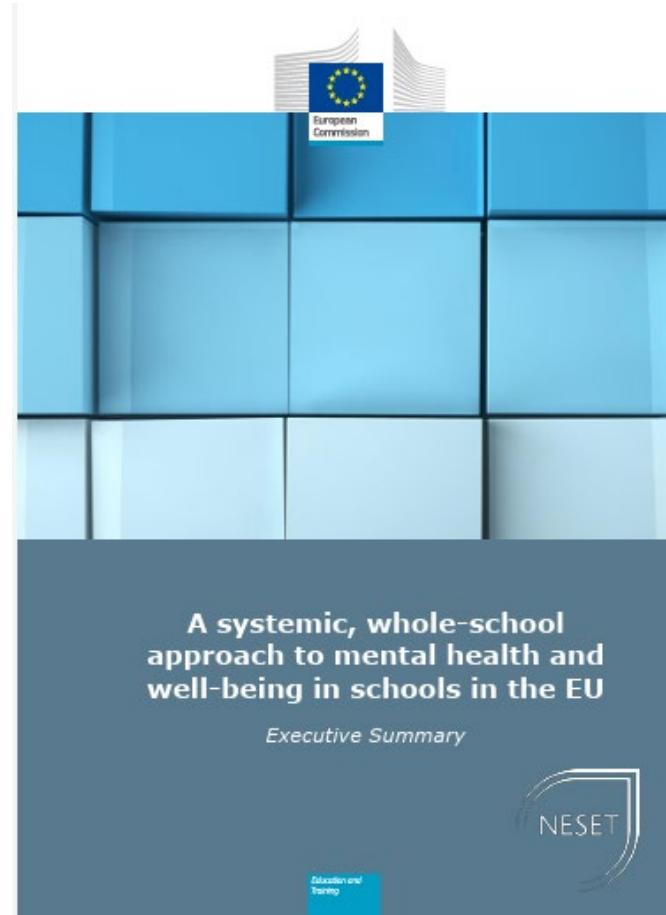
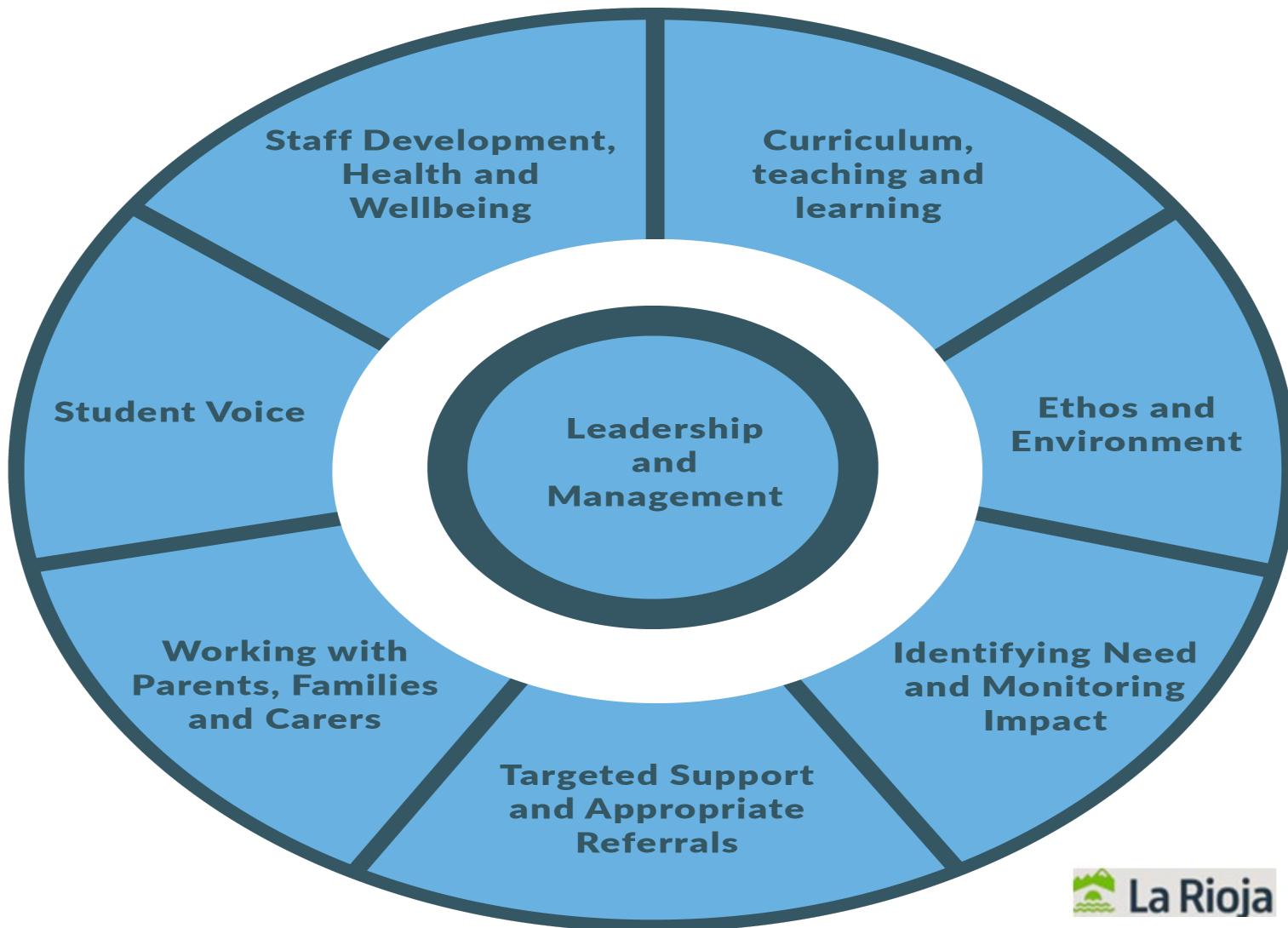
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WHO guideline on
school health services

Whole-school approach



Simões, C., Caravita, S., y Cefai, C. (2021). A systemic, whole-school approach to mental health and well-being in schools in the EU. Analytical Report. European Union

La explicación de la conducta humana

MULTICAUSALIDAD

BALANCE

Probabilidad basada en el equilibrio entre factores, también protectores.



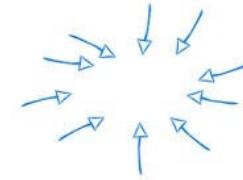
NATURALEZA

Factores genéticos, personales y ambientales.



MULTIFINALIDAD

EQUIFINALIDAD



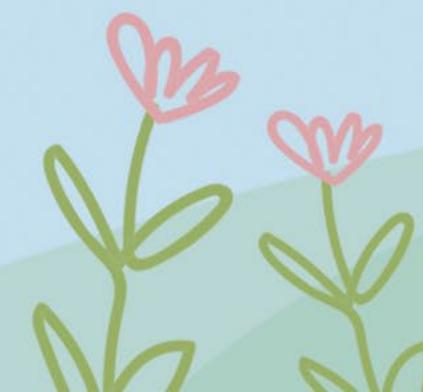
DINAMISMO



Estudio
PSICE

PSICOLOGÍA BASADA EN LA EVIDENCIA EN CONTEXTO EDUCATIVOS

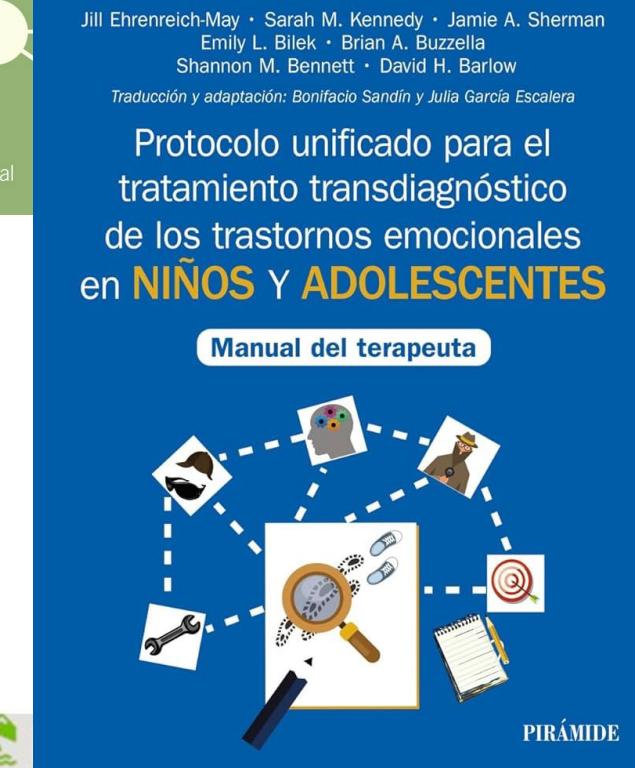
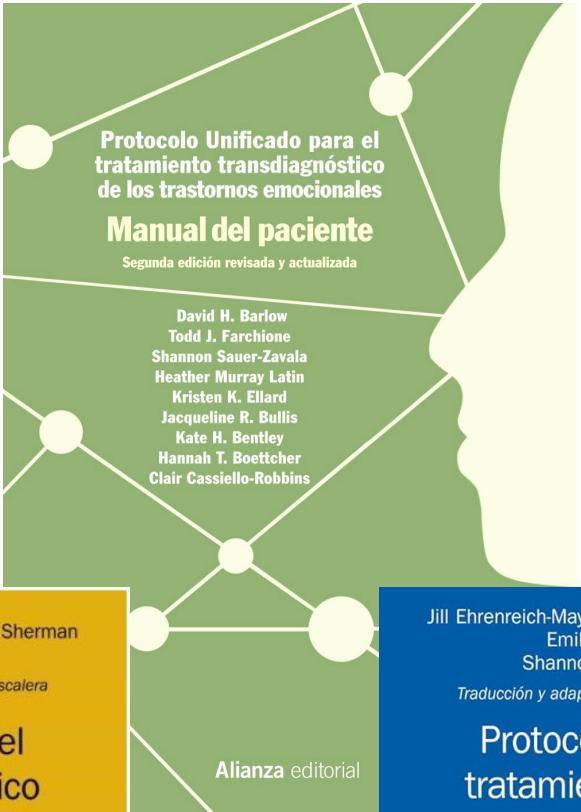
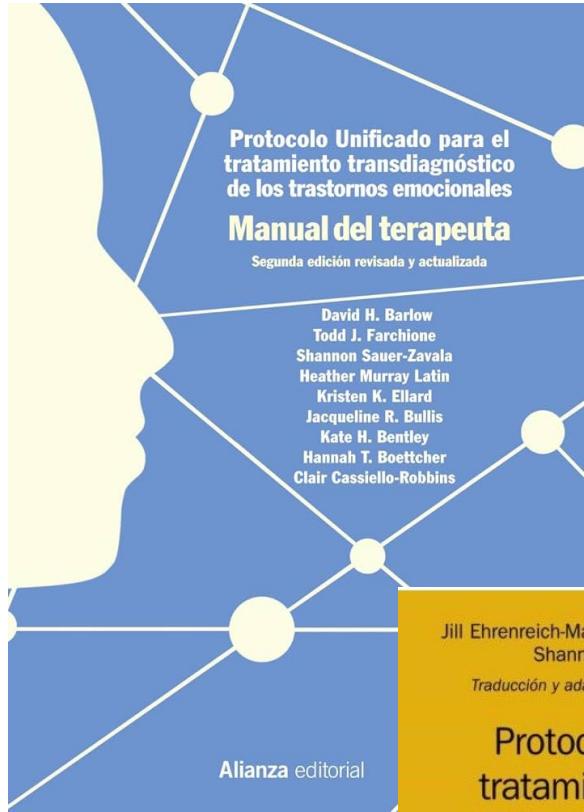
La Salud Mental de los Adolescentes en Contextos
Educativos: Reflexiones derivadas del Estudio PSICE



ESTUDIO PSICE

- El 12% manifestaron riesgo de problemas emocionales y conductuales.
- El 16% informaron de síntomas graves o moderados-graves de depresión.
- El 14% refirieron síntomas de ansiedad de gravedad.
- El 5,4% de la muestra presentó un riesgo elevado de conducta suicida.

ERA HORA DE ACTUAR



Jill Ehrenreich-May · Sarah M. Kennedy · Jamie A. Sherman
Emily L. Bilek · David H. Barlow
Traducción y adaptación: Bonifacio Sandín y Julia García Escalera

Protocolo unificado para el tratamiento transdiagnóstico de los trastornos emocionales en NIÑOS

Manual del paciente





Clínica y Salud

<https://journals.copmadrid.org/clysa>



PSICE Project Protocol: Evaluation of the Unified Protocol for Transdiagnostic Treatment for Adolescents with Emotional Symptoms in School Settings

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Anxiety

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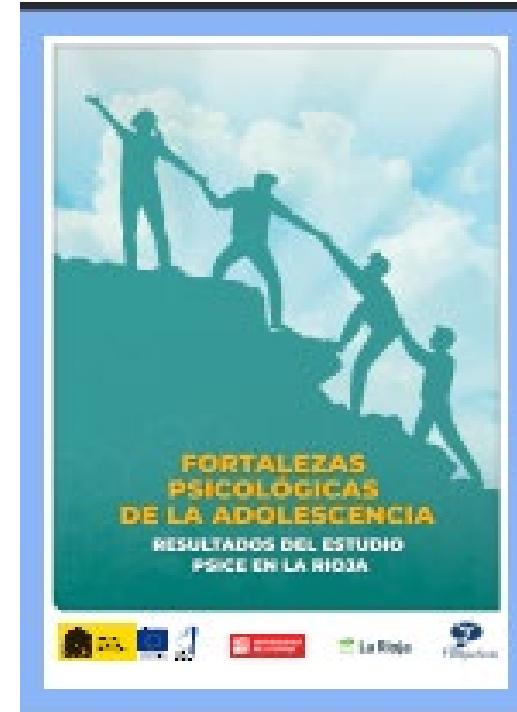
Unified Protocol for

Transdiagnostic Treatment of

ABSTRACT

Background: The aim of the PSICE (Evidence-based Psychology in Educational Contexts) Project is to examine the effectiveness of the Unified Protocol for Transdiagnostic Treatment of Adolescents (UP-A) with symptoms of anxiety and depression in school settings. The goal is to prevent emotional problems and to improve adolescents' socioemotional adjustment, learning processes, and academic performance. **Method:** A randomized controlled trial with two groups will be performed: active control (progressive relaxation training) and experimental (UP-A). After screening, participants with subclinical emotional symptomatology will be selected for pre- and post-test evaluation and follow-up at 6, 12, and 18 months. **Results:** The impact of different indicators at behavioral, cognitive, affective, social and academic functioning levels will be analyzed, as well as their effects in the short, medium and long term. **Conclusions:** Examining the effectiveness of the UP-A in the Spanish educational context will, among other things, provide data for informed decision-making in the field of educational psychology. In addition, it will ensure that such interventions, using standardized protocols, are accessible to a large population at such an important stage of human development as adolescence. The PSICE project will provide leadership and guidance on the importance of psychology in schools.

ESTUDIO DE FORTALEZAS





SATISFACCIÓN
CON LA VIDA



AFECTO
POSITIVO



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VIDA
SUBJETIVA



CONDUCTA
PROSOCIAL



AUTOESTIMA



SENTIDO DE
PERTENENCIA
AL CENTRO
EDUCATIVO



APOYO
SOCIAL
PERCIBIDO

FORTALEZAS PSICOLÓGICAS EN LA ADOLESCENCIA

PROGRAMA POSITIVAMENTE

**PROGRAMA
POSITIVAMENTE 2.0**
MANUAL PARA EL ESTUDIANTADO

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The PositivaMente Program: Universal Prevention of Suicidal Behaviour in Educational Settings

Original Research | Open access | Published: 25 April 2024

Volume 16, pages 455–466, (2024) [Cite this article](#)

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Sections

References

[Abstract](#)

[Method](#)

[Results](#)

[Discussion](#)

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[Author information](#)

[Ethics declarations](#)

[Additional information](#)

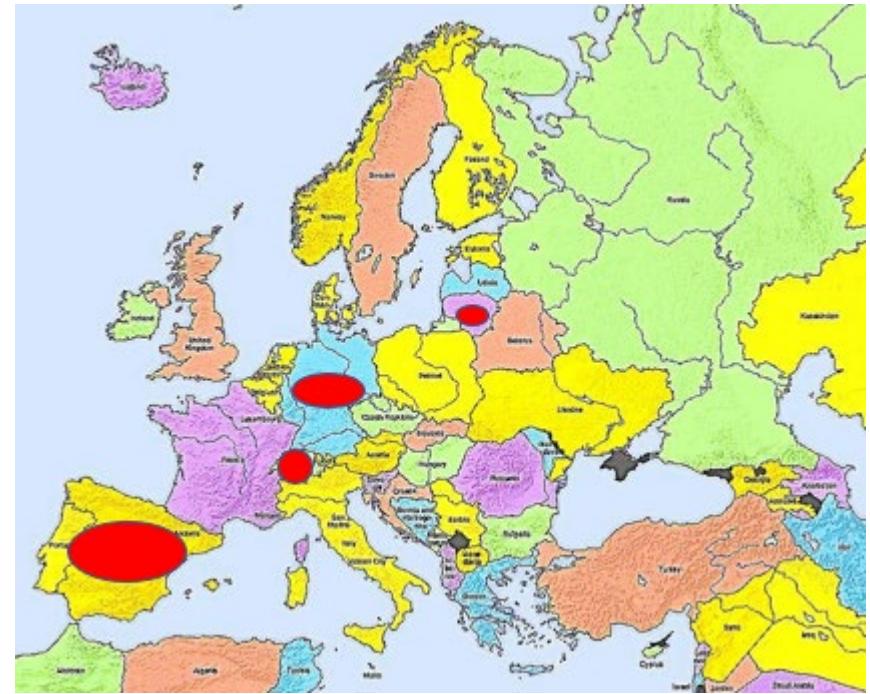
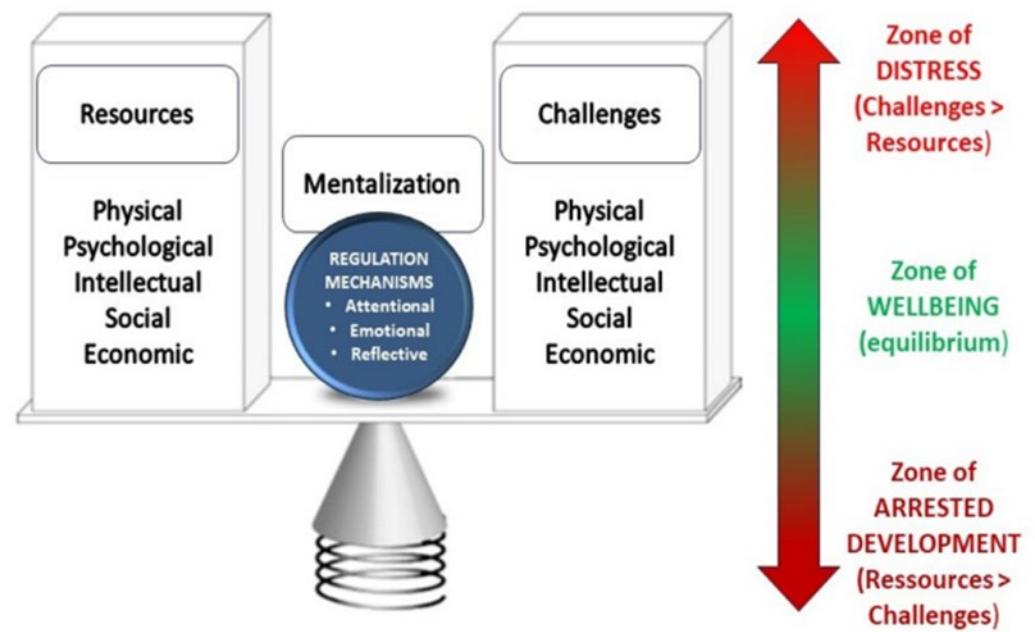
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Abstract

Suicidal behaviour is a major socio-health problem worldwide. However, there are few empirically validated programs for universal prevention of suicidal behaviour in school settings. The aim of the present study was to design and validate the PositivaMente program for the prevention of suicidal behaviour in school-age adolescents aged 14–15 from the North of Spain. A quasi-experimental design was used with pre- and post-treatment evaluation with experimental and control groups and a six-month follow-up. The final sample consisted of 264 participants ($M = 14.30$ years, $SD = 0.56$; 54.5% girls), with 161 participants in the experimental group and 103 in the control group. Measuring instruments were administered to assess suicidal behaviour, emotional and behavioural difficulties, depressive symptomatology, prosocial behaviour, subjective well-being, and self-esteem. The PositivaMente program was designed and implemented in educational

flow

Fostering Long-term Well-being



Conducta suicida



SENTIA: An Adolescent Suicidal Behavior Assessment Scale

Adriana Díez-Gómez, Alicia Pérez-Albéniz, Javier Ortúño-Sierra, and Eduardo Fonseca-Pedrero
Universidad de La Rioja, España

Abstract

Background: The main objective of this work was to design and validate a new measuring instrument, called SENTIA, for assessing suicidal behavior in Spanish adolescents. **Method:** a total of 1790 randomly selected students participated in the survey. The average age was 15.70 ($SD=1.26$), 53.7% of the sample were girls. **Results:** The results of exploratory factor analyses suggested that the dimensional structure that best explained the SENTIA scores was a bifactor model, specified in a general suicidal behavioral factor plus three specific factors (Ideation, Communication, and Act/Planning). SENTIA scores demonstrated adequate levels of reliability. None of the SENTIA items showed differential functioning by gender. SENTIA scores were positively associated with suicidal ideation, symptoms of depression, emotional and behavioral problems, and psychotic-like experiences. **Conclusions:** SENTIA is a useful, easy, brief measuring instrument that has been specifically constructed and validated for the assessment of suicidal behavior in Spanish adolescents. As a screening tool, SENTIA can help the analysis, evaluation, understanding, and intervention in a the major socio-health problem that is suicide.

Keywords: adolescents, suicidal behavior, evaluation, prevention, SENTIA.

Resumen

SENTIA: Escala para la evaluación de la conducta suicida en adolescentes. Antecedentes: el objetivo principal de este trabajo fue construir y validar un instrumento de medida, denominado SENTIA, para la evaluación de la conducta suicida en adolescentes españoles. **Método:** participaron 1.790 estudiantes seleccionados mediante un muestreo estratificado por conglomerados. La media de edad fue 15.70 ($DT= 1.26$), siendo el 53,7% chicas. **Resultados:** los resultados del análisis factorial exploratorio sugirieron que la estructura dimensional que mejor explicaba las puntuaciones de SENTIA consistía en un modelo bifactor, concretado en un factor general de conducta suicida más tres factores específicos (Ideación Suicida, Comunicación Suicida y Acto/Planificación Suicida). Las puntuaciones de SENTIA mostraron adecuados niveles de fiabilidad. Ningún ítem de SENTIA mostró funcionamiento diferencial en función del género. Las puntuaciones de SENTIA se asociaron positivamente con ideación suicida, síntomas de depresión, problemas emocionales y comportamentales y experiencias psicóticas atenuadas. **Conclusiones:** SENTIA es un instrumento de medida sencillo, breve y útil que ha sido construido y validado específicamente para la evaluación de la conducta suicida en jóvenes españoles. SENTIA, como herramienta de cribado, puede ayudar a analizar, evaluar, comprender e intervenir en un problema socio-sanitario de primer orden como es la conducta suicida.

Original

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Carla Sebastián Enesco^{2,3}
Alicia Pérez-Albéniz^{1,2}
Eduardo Fonseca Pedrero^{1,2}

Evaluación de la conducta suicida en adolescentes: Validación de la escala SENTIA-Breve

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RESUMEN

Introducción. El suicidio es un problema sociosanitario en población juvenil a nivel mundial; sin embargo, no existen instrumentos de medida específicamente diseñados para su uso en adolescentes españoles. El principal objetivo de este trabajo fue analizar las propiedades psicométricas de un instrumento, denominado SENTIA-Breve, para la evaluación de la conducta suicida en adolescentes españoles.

clínicos como educativos, para detectar a personas con riesgo suicida de cara a prevenir este problema y sus negativas consecuencias.

Palabras clave: adolescentes, conducta suicida, evaluación, prevención, SENTIA

Actas Esp Psiquiatr 2021;49(1):XX | ISSN: 1578-2735

ABSTRACT

Acoso y ciberacoso escolar

School Mental Health
<https://doi.org/10.1007/s12310-025-09743-4>

ORIGINAL PAPER



Insights into School Connectedness: Validation of a Scale in Spanish Adolescents and Relationship with Mental Health Indicators

Beatriz Lucas-Molina^{1,2} · Alicia Pérez-Albéniz^{2,3} · Adriana Díez-Gómez^{2,3} · Eduardo Fonseca-Pedrero^{2,3}

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Abstract

The role of feelings of belonging at school in adolescents' academic and psychological functioning is well established. This study aimed to validate the School Connectedness subscale from the Maryland School Climate Survey for secondary school students in Spain. This subscale encompasses items related to the extent to which students feel connected to their school, and its relationship with mental health outcomes. The internal structure of the scale and its measurement properties were examined. Additionally, new sources of validity evidence related to psychopathology were explored. A total of 1,774 students aged 14–18 years ($M = 15.70$; $SD = 1.26$; 53.7% females) participated in this study. The results supported the three-factor structure of the scale, consistent with the theoretical framework proposed. The relationship between school connectedness and mental health outcomes was positive and significant, supporting the construct validity of the scale. The resulting School Connectedness Scale is a brief, easy, and reliable tool for assessing student connectedness. These findings have practical implications for assessing and promoting belongingness in schools.

Keywords School belonging · School connectedness · Mental health · Adolescent

The school-level variables entered in Model 2 explained 74.72%, 15.66%, and 61.95% of the variance between schools for suicidal behavior, depression, and self-esteem, respectively.

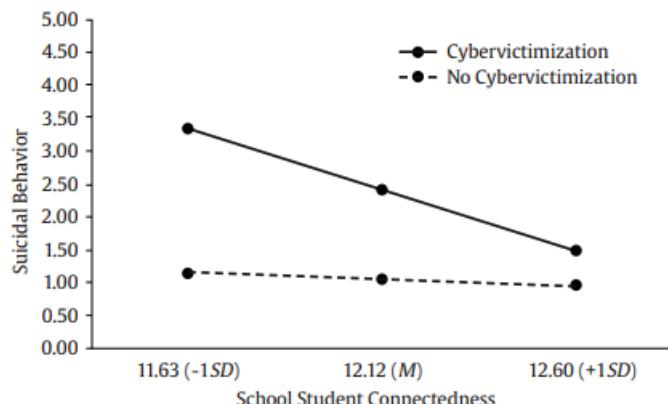


Figure 1. Association between Student Cybervictimization and Suicidal Behavior as a Function of School Student Connectedness.

Psychosocial Intervention (2022) 31(1) 33–41



Psychosocial Intervention

<https://journals.copmadrid.org/pi>



Bullying, Cyberbullying and Mental Health: The Role of Student Connectedness as a School Protective Factor

Beatriz Lucas-Molina^{a,b}, Alicia Pérez-Albéniz^{b,c}, Irene Solbes-Canales^d, Javier Ortúño-Sierra^{b,c}, and Eduardo Fonseca-Pedrero^{b,c}

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ABSTRACT

Traditional bullying and cyberbullying are linked to adverse mental health outcomes. Student connectedness has been recently identified as a potential protective factor in these relationships. Nonetheless, the multilevel nature of these interactions has been frequently overlooked. The present study pretends to fill this gap by exploring the associations between individual levels of bullying and cyberbullying and three adjustment outcomes (i.e., suicidal behavior, symptoms of depression, and self-esteem), as well as the moderating role of the school level of student connectedness on these relationships. The participants in this work were 1,774 students aged 14–18 years ($M = 15.70$, $SD = 1.26$), of which 53.7% were female, from 31 secondary schools in Spain. We used previously validated self-reported questionnaires in this study. Traditional victimization and cybervictimization, as well as cyberbullying, were positively related to suicidal behavior and depression, and were negatively related to self-esteem. Conversely, individual levels of student connectedness were associated with lower levels of suicidal behavior and depression, and with higher levels of self-esteem. Moreover, school levels of student connectedness buffered the adjustment problems experienced by victims of cyberbullying. These findings highlight the importance of student connectedness as a possible target for school-based cyberbullying prevention.



Diversidad sexual y de género



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Orientación sexual

INTERNATIONAL JOURNAL OF ADOLESCENCE AND YOUTH
<https://doi.org/10.1080/02673843.2025.2495878>



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Bullying, cyberbullying, and sexual orientation minority youths: increased prevalence and mental health implications

Alicia Pérez-Albéniz^{a,b}, Beatriz Lucas-Molina^{b,c}, Andrea Gutierrez^{d,a,b}, Laura Berges^a, Javier Ortúño-Sierra^{d,a,b} and Eduardo Fonseca-Pedrero^{d,a,b}

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^dDepartment of Psychiatry, University of Oviedo, Spain

ABSTRACT

Sexual diversity has been associated with experiences of discrimination that adversely impact mental health, with sexual minority youth at higher risk of bullying and cyberbullying. However, existing research often uses non-representative samples, lacks focus on bullying roles, and inconsistently examines different mental health indicators. This study addresses these issues by investigating whether non-heteronormative sexual orientation is associated with higher risks of bullying and cyberbullying, and

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KEYWORDS

Sexual orientation minority groups; bullying; cyberbullying; prevalence; mental health

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el Alcoholismo y las otras Toxicomanías

ORIGINAL

Dismantling stereotypes: Sexual orientation and risk for substance use in adolescence

Desmontando estereotipos: Orientación sexual y riesgo para el consumo de sustancias en la adolescencia

ALICIA PÉREZ-ALBÉNIZ*, **, BEATRIZ LUCAS-MOLINA**, **, ADRIANA DÍEZ-GÓMEZ*, **, JULIA PÉREZ-SÁENZ*, **,
EDUARDO FONSECA-PEDRERO*, **.

Sexual orientation, self-esteem, and academic achievement during adolescence¹

Orientación sexual, autoestima y rendimiento académico en la adolescencia

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Collegio Oficial de Psicólogos del Principado de Asturias

Article

Parental Support and Gender Moderate the Relationship Between Sexual Orientation and Suicidal Behavior in Adolescents

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ABSTRACT

Background: The scientific literature indicates that people from sexual minorities may be at increased risk for mental health difficulties. Moreover, parental support could play a protective role against poor mental health. The objective of this study was to examine whether a person's sexual orientation was related to a greater risk of mental health problems in a representative sample of adolescents. In addition, the study analyzed the possible moderating effect of parental support in the relationship between sexual orientation and mental health, as also moderated by participant gender. **Method:** The sample consisted of 1790 secondary-school students. Indicators of emotional and behavioral difficulties, symptoms of depression, psychotic-like experiences, suicidal behavior, well-being, and self-esteem were assessed. **Results:** The results indicated significant main effects of gender and sexual orientation. Having a diverse sexual orientation (i.e., lesbian/gay, bisexual and questioning) was related to increased risk of mental health difficulties. Moreover, the results showed a significant interaction effect of gender and sexual orientation on suicidal behavior. Finally, the results showed the moderating effect of parental support and gender in the relationship between sexual orientation and suicidal behavior. **Conclusion:** These findings highlight the importance of promoting sexual minority youths' mental health and well-being.

El Apoyo Parental y el Género Moderan la Relación Entre la Orientación Sexual y la Conducta Suicida en Adolescentes

RESUMEN

Antecedentes: La investigación indica que las personas pertenecientes a minorías sexuales tienen un mayor riesgo de sufrir problemas de salud mental. Además, el apoyo parental podría desempeñar un papel protector. El objetivo de este estudio fue examinar si la orientación sexual estaba relacionada con un mayor riesgo de sufrir problemas de salud mental. Se analizó el posible efecto moderador del apoyo parental en la relación entre la orientación sexual y la salud mental, moderando también por el género de los participantes. **Método:** Los participantes fueron 1790 estudiantes de secundaria. Se evaluaron indicadores de dificultades emocionales y conductuales, depresión, experiencias psicóticas, conducta suicida, bienestar y autoestima. **Resultados:** Se encontraron efectos principales significativos de género y orientación sexual. Tener una orientación sexual diversa (es decir, lesbiana/gay, bisexual y questioning) estaba relacionado con mayores dificultades de salud mental. Además, se encontró una interacción significativa del género y la orientación sexual en la conducta suicida. **Conclusión:** Estos resultados ponen de manifiesto la importancia de promover la salud mental y el bienestar de los jóvenes pertenecientes a minorías sexuales.

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Entornos de aprendizaje desde la promoción del bienestar psicológico



Acceso a programas con evidencia científica en los propios centros educativos



Promover el bienestar de toda la comunidad educativa



Coordinación y colaboración interdisciplinar



¡Gracias!

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