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Editorial

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ABSTRACT

From 2019, the main purpose of the Editorial Board of the Journal of Clinical and Developmental Psychology (JCDP) is to provide a vehicle for immediate and effective communication in clinical, health, and developmental psychology from different cultural contexts.

Many authors have contributed to the acquisition of knowledge on methods and techniques of clinical and developmental psychology with a focus on the psychological and social processes that can explain the emergence of functional and dysfunctional outcomes.

The contributions published in this issue have as their common focus the promotion of competence in the lifespan and the possible interventions thought to be efficacy in facing difficulties and trauma linked to the pandemic period we are living in the world. From different points of view and highlighting intercultural diversities, this issue aims to deepen the reflection on the promotion of well-being and personal growth.

Keywords: Parent-Child; Cognitive Empathy; Social and Intercultural Competence; Emotion regulation; Adolescence; Psychotherapy; Teacher Training

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Introduction

The Journal of Clinical and Developmental Psychology (JCDP) is arrived at the third year of its life. The main purpose of the journal has been to provide a vehicle for immediate and effective communication in clinical, health, and developmental psychology from different cultural contexts with a focus on the psychological and social processes that underlie the lifespan and can explain the emergence of functional (e.g. mental wellbeing) but also dysfunctional outcomes (e.g. psychological distress).

In trying to reflect the two souls of clinical and developmental psychology according to the bio-psycho-social model, JCDP have put in evidence the role of psychological features in everyone's existence examining the concepts of risk and protection in a manner that incorporates culture and diversity and integrates stable and changing aspects of contextual and individual levels of analysis (Shi *et al.*, 2020; Vanderbilt-Adriance *et al.*, 2015)

Many authors have contributed to the acquisition of knowledge on methods and techniques of clinical and developmental psychology, with particular reference to individual vulnerability and the factors responsible for maladjustment, psychopathological aspects and their impact on individual perceived quality of life and the concept of well-being as a complete realization of individuals' potential and optimal functioning (flourishing). Moreover, different articles have underlined the importance of the update of interventions and programs and the relevance of the process of humanization of public service. Finally, we believe that offering a space to young psychology students through the presentation of an organized collection of mini-studies entirely conducted and written by them have represented a very incisive way to spread the effective value of psychology.

Promoting healthy and optimal growth (Joseph, 2015; Rutter, 2012) is certainly a topic today more relevant and important than ever, since each of us in this period are still severely challenged by a pandemic that imposes a strong resilience on the humanity and invites health professionals to make their skills available to the whole population.

We strongly wish JCDP might carry on to offer to the reader an interesting opportunity to reflect on diverse quarrels and opinion supported by original researches and reviews.

Thank you to everyone for the attention you have dedicated to our work.

As regards the first issue of 2021, the contributions published have as their common focus the promotion of competence in the lifespan and the possible interventions thought to be efficacy in facing difficulties and trauma linked to the pandemic period we are living in the world. From different points of view and highlighting intercultural diversities, this issue aims to deepen the reflection on the promotion of well-being and personal growth.

The first article entitled “*The Impact of Gender Differences and Cognitive Empathy on the Encouragement of Social Competence for the Next Generation: the Evidence from Chinese Parents*” by Huang focuses on parenting practices in China and their role in the social development of children, providing important insights into the differences between Eastern and Western cultures. The following study “*Online risks in children with special educational needs: an exploratory study*” (Cavallini & Cavallini) aims to highlight the online risk exposure and parental mediation in early adolescents with Special Education Needs compared to their typically development peers. Promoting democratic and intercultural competences in the context of primary school is the main theme of the paper entitled “*Promoting Democratic and Intercultural Competences in the Primary School Context: The experience of “Children’s Voices for a new Human Space”*” (Ingoglia et al.). Furthermore, Trinnanzi and Bianchi present a work entitled “*The Effects of Integrated Psychotherapy in Patients who have experienced Trauma: a Pre-Post Design during the Covid-19 Health Emergency*”. The paper describes the impact that Integrative Psychotherapy sessions has in dealing with the crises during the health emergency. Finally, Nan and Wong conclude this issue of JCPD with their paper “*A qualitative analysis of a clay art therapy project in enhancing emotion regulation among secondary school youth in the context of socio-political unrest*”, that focuses on alternative therapeutic approaches that could be vital to combat the accelerating demand of social and psychological support among adolescents.

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