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Editorial

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ABSTRACT

The purpose of this JCDP number 4 (2,3), offers an overview of developmental, clinical and research work in different settings, examining psychological and interpersonal variables that can promote cognitive and social skills through new methods, including in educational and academic training contexts. The number is also enriched by a clinical section through an in-depth study of neurodevelopment and topics with psychopathological connotations, such as social anxiety and the avoidant personality, with a nod to therapeutic modalities with particular attention to the phases of life. The studies, proposed below, deal with different perspectives of treatment in the life cycle, for treatment and research purposes, also focused on the caregivers' experiences in the patient-caregiver dynamic, using an evolutionary approach over the life span, which allow a reflection on a preventive-well-being promotion and treatment approach.

Keywords: Neurodevelopment; Teaching/learning process; Clinical reasoning; Social anxiety; Stages of life; Photo Elicitation Case Study; Patient-Caregiver Relationship.

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The breath and the characteristic of our scientific Journal, open on the psychology of the cycle of life, both from a physiological evolutionary and clinical point of view, allows serious reflection in a number that is in line with the current legislative provisions on innovative teaching. The innovative methodology focuses on the student and his learning styles by offering effective teaching, based on interactive modes of the teaching/learning process, and the acquisition of transversal skills and competences that promote forms of self-directed and context-centered learning.

Open the number of studies and scientific evidence that allow you to reflect on teaching methodologies and implementation of two pillars of learning objectives: metacognitive strategies and clinical reasoning. These are, inter alia, aspects of the macro-objectives of teaching in the academic field and which coincide with the Dublin descriptors.

The study centered on skill competence can be found in the authors' discussion, which highlights the exploratory study methodology of the authors Cammeo et al. entitled "Teaching clinical reasoning to psychology students: an exploratory study on the potential of a podcast training". The document aims to reflect on the possibility of including the teaching of clinical reasoning in the curricula of psychologists in training through an experimental methodology conducted on groups of students of psychology and highlights the enhancement of skills of clinical reasoning by students exposed to podcast contrasted the written materials. This aspect marks a deep on the teaching methodology that is online at PNRR and mixed forms of innovative teaching that include technological elements.

A group of authors, Vascelli et al., in a paper entitled "*Instructing University Students to Conduct Discrete-Trials Teaching with Video-Modeling and Feedback during Role-Playing Sessions*" propose a study with university students, through a pre and post video modeling design. The authors allow a reflection on the use of video modeling in teaching through performance evaluations. This opens up a rich observation on the acquisition of work skills in various application fields, including clinical ones.

In the clinical section, a specific focus is given to Avoidant Personality Disorder with authors Muhammad et al. with a paper entitled "*The Mitigation of Avoidant Personality Disorder by dint of Self Esteem and Social Anxiety among Stutterers*". The purpose of this research was to examine the influence of self-esteem and social anxiety as predictors of avoidant personality disorder in people who stutter. Through empirical methodology, the authors revealed that self-esteem negatively predicted personality avoidance disorder by highlighting how important is knowledge about the role of self-esteem and social anxiety in forecasting and mitigation of personality avoidant disorder among stutterers.

We proceed with the clinical and research aspects, which confirm the breath of life cycle open by the analysis of neurodevelopmental disorders authors Iacomini, et al. present a work entitled "*Self-employment and Entrepreneurship for Youngs and Adults with Neurodevelopmental or Psychiatric Disorders: a Systematic Review*". In particular, the paper through an examination of the literature offers an overview on self-employment and entrepreneurship for young people and adults with neurodevelopment or psychiatric disorders to support mental health professionals, employment support providers and transition educators. The results have highlighted the role of self-employment and entrepreneurship can allow people with the ability to mark the community

through social and economic participation. If entrepreneurship and self-employment can become effective employment strategies, it is crucial to consider the experiences of this population in the development of employment programmes and policies for people with disabilities.

A reflection on the important work in the area of chronic diseases comes from the authors Gieseemann et al. "A Developmental Approach to Examining Well-Being in the Context of the Cancer Patient and Caregiver Relationship" on patient-caregiver dynamics in oncological pathology. This review places the cancer caregiver at the center of the bioecological model and allows for a reflection on the impact of well-being in relation to the different stages of the patient's life cycle.

Finally the issue allows an examination of the Jungian analytical treatment of the stages of life where the authors Morbach et al. with a paper entitled "The Stages of Life in the Jungian Perspective: A Photo Elicitation Case Study" allow through the methodology of the individual case the perception of its life course and aging process based on a photo elicitation interview. The authors focus the work through five thematic axes related to the participant's story: childhood, paradise lost; adolescence, seeing time; adulthood, action time, middle age, consolidation period; and finally old age. The results highlight analytical thinking with Jung's theory on the role of life stages in psychological development.

In conclusion the issue offers methodological and treatment reflections on neurodevelopment and innovative teaching methodologies for new trends and advancement in psychological research fields.

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