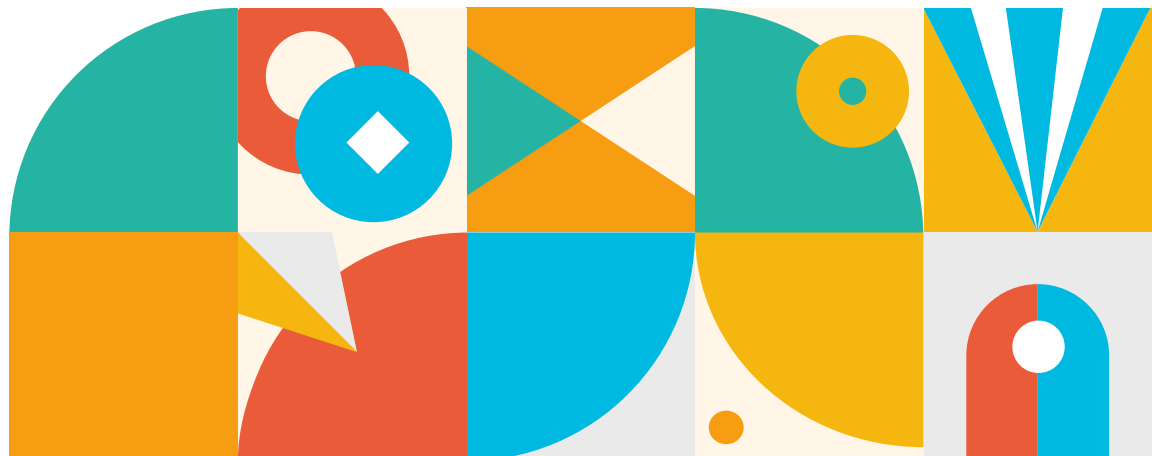




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educational practices of social educators before and after the intervention. Statistical analysis indicated that no major effects were found between pre and post-intervention, however there was a tendency to increase the emotional regulation scores for the experimental group. Based on a qualitative evaluation and data triangulation, it was found that most educators were satisfied with the intervention learning and reported having rethought and modified some of their practices, especially regarding communication and conflict resolution strategies. Limitations related to the program extension and the sample size should be considered. Even so, the relevance of this research is highlighted considering its pioneering in Brazil. The Cuida Program reinforces the importance of offering care to those who care through early and preventive interventions. Study data can support new interventions, as well as support the qualification of residential care teams.

Keywords: Intervention; Out-of-home care; Social educator; Educational practices; Positive parenting

Poster Presentation # 25

Title: Are subjective memory complaints (un)related to working memory performance? A study with Portuguese young- and older-adults

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Abstract:

Introduction/Aims: Normative deficits in memory capacity are usually associated with subjective memory complaints, however, the relationship between the declines of objective memory and the subjective memory complaints is not clear. This cross-sectional study aimed to understand the relationship between subjective memory complaints frequency (i.e., memory lapses) and objective memory decline both in young and older adults.

Method: A sample of 60 Portuguese participants was composed through convenience sampling. The participants were divided in two groups regarding their age. The group of the young-adults was composed of 30 participants (19 males and 11 females), with ages ranging from 18 to 35 years ($M = 24.33$; $SD = 4.42$). The group of the older adults was composed of 30 participants (14 males and 16 females), with ages ranging from 65 to 86 years ($M = 74.20$; $SD = 5.77$). To data collection, a Sociodemographic Questionnaire, the Questionnaire of Memory Lapses, Montreal Cognitive Assessment and three verbal working memory tasks (digit span, sequence of letters and numbers, and arithmetic) were used.

Results: As expected, the older adults reported more memory lapses and a worst performance in the working memory tasks in comparison with the adults' group. Moreover, was found a negative correlation between general cognitive performance and the frequency of subjective memory complaints in the older adults. At the same time, no significant

correlations were obtained between the subjective and objective cognitive assessments in the adults' group.

Conclusion: In light of the results of our study, we conclude that memory lapses may be related to working memory loosening and deficits. Furthermore, our results sustain this conclusion with evidence that fewer memory lapses are present when there is a better cognitive performance. These findings lead us to conclude that, memory lapses can constitute an important indicator of memory loosening, associated with aging or the onset of dementia.

Keywords: Subjective memory complaints, Working memory assessment, General cognitive assessment, Older adults

Poster Presentation # 26

Title: Is there a relationship between the Wisconsin Card Sorting Test and specific tests from BANC?

Authors:

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Abstract:

Introduction: Executive functions (EF) are a collection of capabilities that allows an individual to adapt their behaviour to the environment and plan and adapt their response in future events. Some studies tried to understand if there is a relationship between different measures of EF, namely Wisconsin Card Sorting Test (WCST), Verbal Fluency (VF) and the Trail Making Test (TMT). Most of these studies conclude that there is a significant weak correlation between these tests. Other studies found a strong concurrent association between EF and language during the early school years. This study aims to understand if there is a relationship between the performance on the WCST and four subtests from the Coimbra's Neuropsychological Evaluation Battery (BANC) that assess these domains.