

Joint Event
32nd International Conference on
Psychology, Psychotherapy and Mental Wellness

8th International Conference on
Sports Medicine and Fitness

12th International Conference & Exhibition on
**Physiotherapy, Physical Rehabilitation and
Sports Medicine**

November 21-22, 2022

Webinar



Scientific Tracks & Abstracts

A research abstract on mental health, psychiatry and wellbeing in Africa & developing countries

Immaculate Nagujja

VFL Wolfsburg Uganda Supporters Foundation, Uganda

Mental health and well-being are usually perceived by individuals based on their cultural backgrounds in most Africa and developing countries. This perception also affects how individuals react to other diseases, symptoms and treatment. These factors form a cognitive schema that influences how patients with mental health make attributions. Mental illness is considered a silent epidemic throughout most parts of Africa. This problem is linked to various factors which can be both structural and systemic barriers including inadequate healthcare infrastructure, the insufficient number of mental health specialists, financial constraints and lack of access to all levels of care. Addressing the major issues related to mental health has been difficult due to a lack of resources and ineffective mental health policies. Most of the African governments and health care sectors have neglected mental health and its associated problems and have focused on communicable diseases like tuberculosis, malaria and HIV/AIDS. Stigma and discrimination have also led people with mental health challenges to shy away from seeking medical advice, hence making them unable to reach their maximum potential. This research aims to address the state of mental health, psychology and wellness in developing countries in Africa. It will also shed light on the challenges experienced that make it difficult to deal with mental health problems. The research comprises data and statistics from other works of research conducted in developing African countries such as Kenya, Uganda, Rwanda, Tanzania, etc. "Mental health is a state of mental well-being that allows people to cope with life's stresses, realize their abilities, learn and work effectively and contribute to their community". It is an essential component of health and well-being that underpins our individual and collective abilities to make decisions, form relationships and shape how we see the world. Researchers, medical professionals, policy-making bodies and others have initiated measures to address the growing mental health crisis, not only in Africa but also globally. Most African countries have mental health policies mentioned in their general healthcare goals, but the implementation of these policies rarely happens. Research shows that almost half (44%) of developing African countries either don't approve or update these mental health policies, leading to the development of mental illnesses. One of the biggest challenges facing the implementation of these policies is the fact that some of these policies are not practical, hence making them unable to be implemented in all levels of care, especially in rural areas. By 2020 for example, the Nigerian Mental Health Services Delivery Policy had yet to be effected into law, since the nation became independent in 1960. This in return has made Nigerians.

Biography

Immaculate Nagujja is currently working in the organization as a director at VFL Wolfsburg Uganda Supporters Foundation.

Received: August 16, 2022; **Accepted:** August 18, 2022; **Published:** November 22, 2022

Positioning loving pedagogy in heart of second/foreign language research and practice: Theorization and implementation

Ali Derakhshan

Golestan University, Iran

Undoubtedly, teaching a second/foreign language is one of the most emotionally tense professions in the world given the simultaneous interplay of an array of linguistic, psychological, social, cultural, affective and physiological factors. For a long time, cognitive and linguistics perspectives had ruled over L2 education, yet with the rise of a new trend in educational psychology dubbed as “Positive Psychology” (PP) the criticality and power of positive emotions in developing one’s performance, sense of wellbeing and development have gained momentum. Given its emotional essence, L2 education has been fertile ground in the past decade for spreading the seeds of PP. The results of a growing body of research corroborate the impact of caring for and considering EFL/ESL teachers’ and students’ inner states and emotions on their academic performance and success rate. Out of numerous positive emotions proposed by PP, the concept of love has recently gained scholarly attention in language education research and practice. Love has long been and still is a sensitive term to be used in the educational arena due to its cultural and religious connotations. Its usage has been limited to romantic relationships and familial environments. Nevertheless, in the past couple of years some pioneering studies have been carried out in EFL/ESL contexts to break the taboo in using the concept of love in education leading to a new concept known as “loving pedagogy” or “a pedagogy of love”. Based on its theorizations, love can go beyond romantic relationships and encompass professional care and empathy toward students’ feelings and needs in a safe way. To position this line of inquiry in the body of knowledge concerning the connection between emotions and L2 education, theoretical and conceptual studies have been done by Asian researchers to offer a working agenda for researching and practicing loving pedagogy in EFL/ESL classes. The results of several studies indicated that this heart-centered approach to L2 education can generate many positive academic outcomes such as improved motivation, autonomy, agency, well-being, engagement, achievement, self-esteem, critical thinking, academic success, positive interpersonal behaviors, creativity and many more [1-6]. Despite promising insights obtained in this research domain, to date, most of the existing studies have taken either theoretical or correlational approaches to glean data and make contributions. However, empirical and qualitative studies on how to actually apply loving pedagogy in L2 classes are scant in the pertinent literature. To take one of the first steps in this regard, the present study aims to introduce a number of pedagogical practices that EFL/ESL teachers can use to inject loving pedagogy into their classes. Such practices are driven by PP and approaches that care for students’ emotions. Among them, the use of practices that develop EFL/ESL students’ interpersonal communication skills, multi-media literacy, positive classroom rapport and strengths are more penetrating. Based on this study, it is contended that loving pedagogy is an applicable approach to L2 education provided that EFL/ESL teachers are trained and knowledgeable enough to implement it properly. The use of learner-oriented approaches and practices is the main precondition for applying a pedagogy of love in L2 class.

Joint Event
32nd International Conference on
Psychology, Psychotherapy and Mental Wellness

8th International Conference on
Sports Medicine and Fitness

12th International Conference & Exhibition on
**Physiotherapy, Physical Rehabilitation and
Sports Medicine**

November 21-22, 2022

Webinar

Given these initiatives the present study can be momentous for EFL/ESL teachers, trainers, students, program designers, language policy-makers and researchers, who can develop their awareness of loving pedagogy and its numerous implications for research and practice.

Keywords: Loving Pedagogy, Positive Psychology, EFL/ESL Teachers, EFL/ESL Students, L2 Education.

References

1. Barcelos AMF. Revolutionary love and peace in the construction of an English teacher's professional identity. *Multilingual Matters*. 2021;96-109.
2. Derakhshan A, Greenier V, Fathi J. Exploring the interplay between a loving pedagogy, creativity, and work engagement among EFL/ESL teachers: A multinational study. *Current Psychology*. 2022.
3. Wang Y, Derakhshan A, Pan Z. Positioning an agenda on a loving pedagogy in second language acquisition: Conceptualization, practice, and research. *Frontiers in Psychology*. 2022;13.
4. Wang YL, Derakhshan A, Zhang LJ. Researching and practicing positive psychology in second/foreign language learning and teaching: The past, current status and future directions. *Frontiers in Psychology*. 2021;12:1-10.
5. Xie F, Derakhshan A. A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers in Psychology*. 2021;12:1-10.
6. Zhao S, Li M. Reflection on loving pedagogy and students' engagement in EFL/ESL classrooms. *Frontiers in Psychology*. 2021;4072.

Biography

Ali Derakhshan received his PhD in Applied Linguistics from Allameh Tabataba'i University, Iran. He is currently Associate Professor of Applied Linguistics at English Language and Literature Department, Golestan University, Gorgan, Iran. He has published in both accredited international journals (e.g., *Computers and Education*, *Applied Linguistics*, *Language Teaching Research*, *System*, *ELT Journal*, *Current Psychology*, *Journal of Multilingual and Multicultural Development*, *Intercultural Pragmatics*, *Journal of Pragmatics*, *International Journal of Applied Linguistics*, *Australian Review of Applied Linguistics*, etc.) and various local journals. His research interests are Teacher Education, Learners' Individual Differences, Interlanguage Pragmatics and Sociolinguistics.

Received: September 13, 2022; **Accepted:** September 15, 2022; **Published:** November 22, 2022

Pre-participation hydration test with salivary osmolarity in marathon runners

Marc Geenen

Flemish Association of Sports Physicians (SKA), Belgium

Problem definition: More and more people are participating in endurance sports events without fully understanding the risks involved. One of those risks is dehydration. After having performed small scale hydration tests, SKA suspected that many amateur or even professional endurance runners in Flanders and its neighboring are not aware of their hydration and already have too little body water available before the start of a long distance run, despite the proven negative influence of dehydration on sports performance and the potentially serious dangers connected with severe dehydration: accidents due to drowsiness, hyperthermia, arrhythmia, etc. Such a water shortage can no longer be compensated during a match, even if you still drink a lot and thus weigh on the entire sports performance. SKA wants to corroborate this suspected unawareness of hydration status by testing a relatively large cohort of participants at several marathons.

Design: We wanted to test the hydration status and awareness of as many athletes as possible at various times during 48 hours before the start of a marathon. For practical reasons, such tests cannot take place in a lab and must be conducted near the athletes (Point of Care). Because the classic test methods analysis of blood or urine is complex, embarrassing or invasive, we use an osmolality test with saliva, a relatively new testing procedure.

Method: We tested athletes in the run-up to the Paris (3/4/2022) and Rotterdam (10/4/2022) marathons with a validated salivary osmolality testing device. We did that before the start, when the athletes picked up their starting number. For each person who wanted to cooperate after random addressing, we tapped the tongue with a disposable strip in the measuring device, in accordance with the instructions of the manufacturer (the Australian MX3). A test (20") with explanation (1'30") took on average barely 2 minutes, so we could test many athletes. Each test subject received the result in milliosmol, so that the athlete could optimize his or her hydration strategy if desired.

Conclusion:

1. Of 779 marathon runners, more than half were sub optimally hydrated before the race.
2. Severe hypohydration rarely occurred.
3. Nobody had ever had a hydration test.
4. Nobody knew saliva as a test medium or technology for hydration monitoring.

Joint Event
32nd International Conference on
Psychology, Psychotherapy and Mental Wellness

8th International Conference on
Sports Medicine and Fitness

12th International Conference & Exhibition on
**Physiotherapy, Physical Rehabilitation and
Sports Medicine**

November 21-22, 2022

Webinar

Biography

Marc Geenen, MSc (Catholic University of Louvain), studied linguistics and medicine. He is a board member of the Flemish Association of Sports Physicians (SKA) in Belgium and Head of Science with perform to achieve, an institute and knowledge center specialized in diagnostic and training-oriented technology for athletes. He is a speaker at International sports-medical conferences, specializing in hydration, RMT and sports-related cardiac arrest. He is also a medical writer who has up till now (co)written five books on medical topics.

Received: August 09, 2022; **Accepted:** August 12, 2022; **Published:** November 22, 2022

Exercising from a proprioceptional view

Denis Nyboe

Bene-FIT Skoerping and The-MET, Denmark

A little provocation: Heavy strength exercises with a 10-15 reps., in combination with cycling, in a period of 2-3months have been the mantra in rehabilitation - because it is cheap. – But sometimes we see reinjury or people who get worse after stopping their exercises. Are we able to stabilize the neck, the lumbar spine, the shoulder or the ankle that last for a long time after rehab?

I think so: The proprioception and reflexes are often overseen in rehabilitation and exercising in sports.

I claim: If the proprioception is working the risk of reinjury will be reduced. In the ballet world where dancers start as children, they do not lift heavy weights, they only uses themselves and later on they might use pulleys in their exercises – but important is that they perfect their moving pattern by repetition.

The most forgotten muscles are rotators; we exercise sagittal and frontal plane and forget to exercise the rotational stability in the early phase of the rehabilitation. The rotators are important every time you are shifting direction and in cutting sports as soccer, handball and basket this gives a problem.

Biography

Denis Nyboe educated Physiotherapist from Holstebro Denmark in the year 1984 in 2013 Eksam. Accessibility consultant from Act2Learn, Aalborg, Denmark in between 1988-2011 Owner of Bene-FIT Skoerping and in 2011- Physiotherapist at BeneFIT Skoerping, 2013- Developing The-MET.

Received: October 11, 2022; **Accepted:** October 13, 2022; **Published:** November 22, 2022

Pelvic avulsion fractures

James L. Moeller

Sports Medicine Fellowship, USA

Apophyseal avulsion fractures of the pelvic region are a possibly under diagnosed problem in adolescent athletes. Understanding of the growing skeleton and mechanisms of injury for this problem are vital in raising suspicion for diagnosis. Sport participation is the most common cause of injury, with soccer being the most common sport leading to injury. The act of running/sprinting is the most common mechanism, but many potential mechanisms exist. Any of the pelvic apophyses may avulse, but it is most common are the anterior inferior iliac spine (AIIS), anterior superior iliac spine and ischia tuberosity; avulsions of the pubic symphysis and greater tuberosity are the rarest. Males are twice as likely as females to experience pelvic region avulsion fracture and are generally older at the time of injury regardless of the area involved. Males are significantly more likely to experience AIIS fractures, but females are significantly more likely to experience iliac crest avulsion fractures. Conservative treatment is successful in most cases and kids are commonly cleared to return to advance their sport participation. Surgery may be indicated in some cases but is usually not necessary. Duration of treatment tends to be shorter in males, but not to a significant degree. Delays in diagnosis are not unusual and may be due to a variety of reasons. Basketball is the sport and the ischial tuberosity is the location most associated with diagnostic delay. While delay in diagnosis does not appear to add significant time to the duration of treatment, overall time from diagnosis to clearance for return to play activities may be significantly increased.

Biography

James L. Moeller is a Sports Medicine specialist from Detroit, Michigan and serves as Sports Medicine Fellowship Program Director with Henry Ford Health. He has over 25 years experience caring for athletes of all ages and levels including high school, collegiate, professional and Olympic athletes and served as Chief Medical Officer for the US Winter Olympic Team in 2010. He has served on the Boards of the American Medical Society for Sports Medicine and American College of Sports Medicine. He has been published on a wide variety of topics and has served as editor of two Sports Medicine textbooks.

Received: October 26, 2022; **Accepted:** October 28, 2022; **Published:** November 22, 2022
