

Curriculum Vitae

Alessandro Pepe

PERSONAL INFORMATION

Name Alessandro Pepe
E-mail alessandro.pepe1@unimib.it,
Place and date of birth
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EDUCATION

- Date April 2018
- Institution National Scientific Qualification (ASN)
- Qualification **Associate Professor (Disciplinary field 11-E1, General Psychology, Psychobiology and psychometric)**
- Date January 2010
- Institution Department of Educational Sciences – University of Milano-Bicocca
- Qualification **Ph.D. in Organizational Development**
- Date January 2006
- Institution State National Qualification – Ministry of Education
- Qualification **Psychologist**
- Date July 2004
- Institution University of Milano-Bicocca, Milan, Italy.
- Qualification **Master Degree in Psychology**
- Date July 2003
- Institution University of Milano-Bicocca, Milan, Italy

ACADEMIC POSITIONS

- Date A.A. 2018 – now
- Institution Department of Human Science “R.Massa” – University of Milano-Bicocca, Milano, Italy
- Position **Senior Research Fellow in clinical psychology**
- Date A.A. 2016 – 2018
- Institution Department of Human Science “R.Massa” – University of Milano-Bicocca, Milano, Italy
- Position **Research Fellow in clinical psychology**
- Date A.A. 2018 – Now
- Institution Bachelor degree in Psychology, Sigmund Freud University, Milano, Italy
- Position **Visiting Professor in Qualitative Methods**
- Date A.A. 2010 – 2015
- Institution *Master degree in Psychology*, Department of Psychology – University of Milano-Bicocca, Milano
- Position **Adjunct Professor in Human Resource Management**

TEACHING ACTIVITIES

- Date From 2019 – to now
- Institution Department of Human Science "R. Massa"; University of Milano-Bicocca, Milano, Italy
- Course **Psychology of Disability and Integration (42h)**
- Date From 2017 –to now
- Institution Doctoral School in Contemporary Society, Department of Human Science "R. Massa"; University of Milano-Bicocca, Milano, Italy
- Course **Mixed-Method research methods (16h).**
- Date From 2017 – to now
- Institution Bachelor degree in Psychology, Sigmund Freud University, Milano, Italy
- Course **Qualitative methods in clinical psychology (24h)**
- Date March 2019 – March 2019
- Institution Department of psychology, An-Najaf National University, Nablus, Palestine
- Course **Mixed-method research in clinical psychology (30h)**
- Date From 2018 – to 2019
- Institution Department of Human Science "R. Massa"; University of Milano-Bicocca, Milano, Italy
- Course **Developmental Psychopathology (42h)**
- Date From 2017 – to 2018
- Institution Department of Psychology, LUMSA University, Rome, Italy.
- Course **Statistical techniques for measuring changes in social sciences. (36h)**
- Date From 2015 – to 2017
- Institution Doctoral School in Education and Human science, Department of Human Science "R. Massa"; University of Milano-Bicocca, Milano, Italy
- Course **Qualitative and quantitative methods in social science (24h).**
- Date From 2010 – to 2015
- Institution Department of Psychology – University of Milano-Bicocca, Milano
- Course **Human Resource Management, training and development (60h)**

ACADEMIC MEMBERSHIP AND EDITORIAL ROLES

Membership

- a. *Health Conflict and Psychology* (<http://www.healthconflictpsychology.org/>): Research laboratory recognized by the University of Milano-Bicocca. The laboratory aims to develop field researches, teaching activities, clinical and psychosocial intervention paths in the perspective of critical reflection on human rights, social justice, dimensions of domination and structural inequality as well as their impact on mental health and global well-being of people, both nationally and internationally.
- b. *Laboratory in Developmental psychology and education* (www.labpse.it): Research laboratory recognized by the University of Milano-Bicocca. group of researchers who studies the development of socio-emotional competences in children and adolescents by adopting a socio-constructivist perspective. The group also investigates the factors that promote students and teachers' school wellbeing.

- c. *Law, pluralism and society*: The School of Law – Study Centre for “Law and Pluralism” (<https://giurisprudenza.unimib.it/en/research/department-excellence/bicocca-law-and-pluralism-centre>) has been founded in order to develop the Excellence Project, to which national and international scholars can affiliate. The Centre intends to promote legal research and to spread knowledge about the issues related to the management of conflicts and diversities existing inside multicultural and multifaith democracies.
- d. *Education for Social Justice* (<https://www.formazione.unimib.it/it/ricerca/progetti-ricerca/progetti-ateneo/education-social-justice>):
- e. *American Educational Research Association*
- f. *European Health Psychology society*
- g. *European Network for Social and Emotional Competence*

Editorial roles

Editor: Cogent Education, *Frontiers in Health Psychology* (ISSN:1664-1078)

Review editor: *Frontiers* (ISSN:1664-1078) – Developmental Psychology, Personality and Social Psychology

Review: *International Journal about Parents in Education* (ISSN:1973-3518), *Current Psychology* (ISSN:1936-4733), *Measurement and Evaluation in Counseling and Development* (ISSN: 0748-1756), *Reflective Practice* (ISSN 1462-3943), *Journal of Cleaner Production* (ISSN: 0959-6526); *Learning and Individual differences* (ISSN: 1041-6080); *Educational review* (1747-938X), *Nordic Psychology* (1901-2276); *European Journal of developmental psychology* (1740-5610); *Journal of Affective Disorders* (0165-0327); *International Social Work* (1461-7234); *International Journal of behavioral Development* (0165-0254).

PUBLICATIONS

Research Articles

- 1) Brazzelli, E., Grazzani, I., & Pepe, A. (2021). Promoting prosocial behavior in toddlerhood: A conversation-based intervention at nursery. *Journal of Experimental Child Psychology*, 204, 105056.
- 2) Veronese, G., & Pepe, A. (2021). Measuring traumatic reactions in Palestinian children: a psychometric assessment of the Children Revised Impact of Event Scale-Arabic Version (CRIES-13A). *Child Psychiatry & Human Development*, 1-11.
- 3) Ardenghi, S., Rampoldi, G., Pepe, A., Bani, M., Salvarani, V., & Strepparava, M. G. (2021). An exploratory cross-sectional study on the relationship between dispositional mindfulness and empathy in undergraduate medical students. *Teaching and Learning in Medicine*, 33(2), 154-163.
- 4) Pallavicini, F., Orena, E., di Santo, S., Greci, L., Caragnano, C., Ranieri, P., Pepe, A. ... & Mantovani, F. (2021). MIND-VR: Design and Evaluation Protocol of a Virtual Reality Psychoeducational Experience on Stress and Anxiety for the Psychological Support of Healthcare Workers Involved in the COVID-19 Pandemic. *Front. Virtual Real. 2: 620225. doi: 10.3389/frvir*.
- 5) Veronese, G., & Pepe, A. (2020). Psychometric Properties of the Subjective Wellbeing Assessment Scale—French Version (SWBAS-18F): A Study With Young Refugees and Internally Displaced People in Nigerien Refugee Camps. *Journal of Psychoeducational Assessment*, 38(7), 900-919.
- 6) Veronese, G., & Pepe, A. (2020). Cross-cultural adaptation, psychometric proprieties and factor structure of the Multidimensional Student Life Satisfaction Scale (MSLSS): A study with Palestinian children living in refugee camps. *Current Psychology*, 1-10.
- 7) Fiorilli, C., Buonomo, I., Romano, L., Passiatore, Y., Iezzi, D. F., Santoro, P. E., ... & Pepe, A. (2020). Teacher Confidence in Professional Training: The Predictive Roles of Engagement and Burnout. *Sustainability*, 12(16), 6345.
- 8) De Stasio, S., Benevene, P., Pepe, A., Buonomo, I., Ragni, B., & Berenguer, C. (2020). The Interplay of Compassion, Subjective Happiness and Proactive Strategies on Kindergarten Teachers’ Work Engagement and Perceived Working Environment Fit. *International journal of environmental research and public health*, 17(13), 4869.
- 9) Veronese, G., Pepe, A., Addimando, L., Sala, G., & Vigliaroni, M. (2020). “It’s paradise there, I saw it on TV”: Psychological wellbeing, migratory motivators, and expectations of return among West African migrants. *Nordic Psychology*, 72(1), 33-50.
- 10) Grazzani, I., Pepe, A., Ornaghi, V., & Cavioni, V. (2020). Il Test of Emotion Comprehension (TEC): per bambini dai 3 ai 10 anni proprietà psicometriche, punteggi di riferimento e utilizzo in ambito tipico e atipico. *Il Test of Emotion Comprehension (TEC): per bambini dai 3 ai 10 anni proprietà psicometriche, punteggi di riferimento e utilizzo in ambito tipico e atipico*, 907-927.

- 11) Veronese, G., Pepe, A., Alzaanin, W., & Shoman, H. (2020). Sources of functioning, symptoms of trauma, and psychological distress: A cross-sectional study with Palestinian health workers operating in West Bank and Gaza strip. *American journal of orthopsychiatry*.
- 12) Veronese, G., & Pepe, A. (2020). Psychometric Properties of the Subjective Wellbeing Assessment Scale—French Version (SWBAS-18F): A Study with Young Refugees and Internally Displaced People in Nigerien Refugee Camps. *Journal of Psychoeducational Assessment*, 0734282920920138.
- 13) Pallavicini, F., Pepe, A., Caragnano, C. C., & Mantovani, F. (2020, July). Video Games to Foster Empathy: A Critical Analysis of the Potential of Detroit: Become Human and the Walking Dead. In *International Conference on Human-Computer Interaction* (pp. 212-228). Springer, Cham.
- 14) Bani, M., Pepe, A., Zorzi, F., Ardenghi, S., Rampoldi, G., & Strepparava, M. (2020). Validation of the Italian version of the Injection Phobia Scale-Anxiety and application to blood donors. *Mediterranean Journal of Clinical Psychology*, 8(3).
- 15) Pallavicini, F., Pepe, A., Ferrari, A., Garcea, G., Zancchi, A., & Mantovani, F. (2020). What is the relationship among positive emotions, sense of presence, and ease of interaction in virtual reality systems? An on-site evaluation of a commercial virtual experience. *PRESENCE: Virtual and Augmented Reality*, 27(2), 183-201.
- 16) Veronese, G., & Pepe, A. (2020). Life satisfaction and trauma in clinical and non-clinical children living in a war-torn environment: A discriminant analysis. *Journal of health psychology*, 25(4), 459-471.
- 17) Cavioni, V., Grazzani, I., Ornaghi, V., Pepe, A., & Pons, F. (2020). Assessing the Factor Structure and Measurement Invariance of the Test of Emotion Comprehension (TEC): A Large Cross-Sectional Study with Children Aged 3-10 Years. *Journal of Cognition and Development*, 1-19.
- 18) Farina, E., Ornaghi, V., Pepe, A., Fiorilli, C., & Grazzani, I. (2020). High School Student Burnout: Is Empathy a Protective or Risk Factor?. *Frontiers in Psychology*, 11, 897.
- 19) Pallavicini, F. & Pepe, A. (2020) Virtual Reality Games and the Role of Body Involvement in Enhancing Positive Emotions and Decreasing Anxiety: Within-Subjects Pilot Study. *Journal of Medical Internet Research - Serious Games*;8(2):e15635. DOI: 10.2196/15635
- 20) Ornaghi, V., Agliati, A., Pepe, A., & Gabola, P. (2020). Patterns of Association between Early Childhood Teachers' Emotion Socialization Styles, Emotion Beliefs and Mind-Mindedness. *Early Education and Development*, 1-19.
- 21) Veronese, G., Pepe, A., Obaid, H., Cavazzoni, F., & Perez, J. (2020). Agency and life satisfaction in Bedouin children exposed to conditions of chronic stress and military violence: A two-wave longitudinal study in Palestine. *Clinical child psychology and psychiatry*, 25(1), 242-259.
- 22) Fiorilli, C., Benevene, P., De Stasio, S., Buonomo, I., Romano, L., Pepe, A., & Addimando, L. (2019). Teachers' burnout: the role of trait emotional intelligence and social support. *Frontiers in Psychology*, 10, 2743.
- 23) Pallavicini, F., & Pepe, A. (2019, October). *Comparing Player Experience in Video Games Played in Virtual Reality or on Desktop Displays: Immersion, Flow, and Positive Emotions*. In Extended Abstracts of the Annual Symposium on Computer-Human Interaction in Play Companion Extended Abstracts (pp. 195-210).
- 24) Conte, E., Ornaghi, V., Grazzani, I., Pepe, A., & Cavioni, V. (2019). Emotion Knowledge, Theory of Mind, and Language in Young Children: Testing a Comprehensive Conceptual Model. *Frontiers in psychology*, 10, 2144.
- 25) Ornaghi, V., Pepe, A., Agliati, A., & Grazzani, I. (2019). The contribution of emotion knowledge, language ability, and maternal emotion socialization style to explaining toddlers' emotion regulation. *Social Development*, 28(3), 581-598.
- 26) Veronese, G., Pepe, A., Addimando, L., Sala, G., & Vigliarioni, M. (2019). "It's paradise there, I saw it on TV": Psychological wellbeing, migratory motivators, and expectations of return among West African migrants. *Nordic Psychology*, 1-18.
- 27) Veronese, G., Pepe, A., Cavazzoni, F., Essawi, H. E., & Perez, J. (2019). Agency via Life Satisfaction as a Protective Factor from Cumulative Trauma and Emotional Distress among Bedouin Children in Palestine. *Frontiers in Psychology*, 10, 1674.
- 28) Veronese, G., Pepe, A., Sala, G., Yamien, I., & Vigliarioni, M. (2019). Positive experience, psychological functioning, and hope for the future as factors associated with mental health among young Sub-Saharan internally displaced people (IDP): A quantitative pilot study. *International Journal of Mental Health*, 1-23.
- 29) Veronese, G., Pepe, A., Jaradah, A., Murannak, F., & Hamdouna, H. (2019). Agency and activism in school-aged children as protective factors against ongoing war trauma and political violence in the Gaza Strip: a

- qualitative study. *The Lancet*, 393, S53.
- 30) Pepe, A., Addimando, L., Dagdukee, J., & Veronese, G. (2019). Psychological distress, job satisfaction, and work engagement among Palestinian teachers: a cross-sectional study. *The Lancet*, 393, S40.
 - 31) Pallavicini, F., Pepe, A., & Minissi, M. E. (2019). *Taking Neuropsychological Test to the Next Level: Commercial Virtual Reality Video Games for the Assessment of Executive Functions*. In International Conference on Human-Computer Interaction (pp. 133-149). Springer, Cham.
 - 32) Pallavicini, F., Pepe, A., & Minissi, M. E. (2019). Gaming in Virtual Reality: What Changes in Terms of Usability, Emotional Response and Sense of Presence Compared to Non-Immersive Video Games?. *Simulation & Gaming*, 1046878119831420.
 - 33) Veronese, G., & Pepe, A. (2019). Using the Posttraumatic Growth Inventory–Short Form With Palestinian Helpers Living in Conflict Areas. *Measurement and Evaluation in Counseling and Development*, 1-15.
 - 34) Veronese, G., Pepe, A., & Vigliaroni, M. (2019). An exploratory multi-site mixed-method study with migrants at Niger transit centers: The push factors underpinning outward and return migration. *International Social Work*.
 - 35) Ornaghi, V., Pepe, A., Agliati, A. & Grazzani, I. (2019). The contribution of emotion knowledge, language ability, and maternal emotion socialization style to explaining toddlers' emotion regulation. *Social Development*. DOI: 10.1111/sode.12351
 - 36) Taddei, S., Contena, B., Pepe, A. & Venturini, E. (2019) The development and psychometric proprieties of the teacher social stress scale- student related 8TSS-Sr). *Scandinavian journal of educational research*. 63(2), 272-284
 - 37) Veronese, G., & Pepe, A. (2018). Psychometric proprieties of the Child Health Questionnaire in an Arabic-speaking context: a multi-trait and multisample study. *Journal of child health care*, 22(4), 503-519. doi:10.1177/1367493518761817715479
 - 38) Veronese, G., Pepe, A., Dagdukee, J., & Yaghi, S. (2018). Social capital, affect balance and personal well-being among teachers in israel and palestine. *Teachers and Teaching: Theory and Practice*, 24(8), 951-964. doi:10.1080/13540602.2018.1508431
 - 39) Veronese, G., Pepe, A., Dagdukee, J., & Yaghi, S. (2018) Teaching in conflict settings: Dimensions of subjective wellbeing in Arab teacher living in Israel and Palestine. *International journal of educational development*, 61, 16-26. doi: 10.1016/j.ijedudev.2017.11.009
 - 40) Conte, E., Grazzani, I., & Pepe, A. (2018). Social cognition, language, and prosocial behaviors: A multitrait mixed-methods study in early childhood. *Early Education and Development*, 29(6), 814-830. doi:10.1080/10409289.2018.1475820
 - 41) Cavalera, C., Pepe, A., Zurloni, V., Diana, B., Realdon, O., Todisco, P., & Pagnini, F. (2018). Negative social emotions and cognition: Shame, guilt and working memory impairments. *Acta Psychologica*, 188, 9-15. doi:10.1016/j.actpsy.2018.05.005
 - 42) Veronese, G., & Pepe, A. (2018). Cross-cultural adaptation, psychometric proprieties and factor structure of the multidimensional student life satisfaction scale (MSLSS): A study with palestinian children living in refugee camps. *Current Psychology*, , 1-10. doi:10.1007/s12144-018-9891-x
 - 43) Grazzani, I., Ornaghi, V., Conte, E., Pepe, A., & Caprin, C. (2018). The relation between emotion understanding and theory of mind in children aged 3 to 8: The key role of language. *Frontiers in Psychology*, 9(MAY) doi:10.3389/fpsyg.2018.00724
 - 44) Castiglioni, M., Zappa, G., & Pepe, A. (2018). The recreational-educational use of robots in pediatrics. an exploratory research on the well-being of hospitalized children. [L'uso ludico-didattico dei robot in pediatria. Una ricerca esplorativa sul benessere dei bambini ricoverati] *Mondo Digitale*, 17(75)
 - 45) Pepe, A., Addimando, L., Dagdouke, J., Yagi, S. & Veronese, G. (2018) Teaching in conflict contexts: dimension of subjective wellbeing in Palestinian teachers living in Israel and the occupied Palestinian territory. *The Lancet*, S6, 10.1016/S0140-6736(18)30372-6
 - 46) Veronese, G., Pepe, A., Almurnak, Jaradah, A. & Hamdouna, H. (2018) Quality of life, primary traumatization and positive and negative affects in primary school students in the Gaza Strip, *The Lancet*, 391, S14, DOI: 10.1016/S0140-6736(18)30380-5
 - 47) Pallavicini, F., Ferrari, A., Pepe, A., Znacchi, A., & Mantovani, F. (2018) Effectiveness of virtual reality serviva horror games for the emotional elicitation: preliminary insights using Resident Evil 7: Biohazard. Lecture Notes in Computer Science, 10908 LNCS, 87-101. doi:10.13140/RG.2.2.31090.61123

- 48) Veronese, G. & Pepe, A. (2017) Sense of coherence in Palestinian helpers operating in emergency settings: a mediation study. *The Lancet*, 390, S24, DOI: 10.1016/S0140-6736(17)32025-1
- 49) Veronese, G., Pepe, A., Dagdouke, J., Addimando, L. & Yagi, S. (2017) Measuring well-being in Israel and Palestine: the subjective well-being assessment scale. *Psychological reports*, 120(6), 1-18. Doi: 10.1177/0033294117715479
- 50) Veronese, G., Pepe, A., Jaradah, A., Murannak, F. & Hamdouna, H. (2017) "We must cooperate with one another against the Enemy": Agency and activism in school-aged children as protective factors against ongoing war trauma and political violence in the Gaza Strip. *Child Abuse and Neglected*, 70, 364-376
- 51) Veronese, G. & Pepe, A. (2017) Sense of coherence as a determinant of psychological well-being across professional groups of aid workers exposed to war trauma. *Journal of interpersonal violence*, 32(13), 1899-1920
- 52) Fiorilli, C., Pepe, A., Buonomo, I. & Albanese, O. (2017) At-risk teachers: the association between burnout levels and emotional appraisal processes. *Open psychology journal*. 10, 127-139.
- 53) Pepe, A., Addimando, L. & Veronese, G. (2017) Measuring teacher job satisfaction: assessing invariance in the teacher job satisfaction scale (TJSS) across six countries. *Europe's journal of psychology*. 13 (3), 396-416.
- 54) Veronese, G., Pepe, A., Massaiu, I., De Mol, A. & Robbins, I. (2017) Post traumatic growth is related to subjective well-being of aid workers exposed to cumulative trauma in Palestine. *Transcultural psychiatry*, 54 (3), 332-356. DOI: 10.1177/1363461517706288
- 55) Fiorilli, C., De Stasio, S., Di Chiaccio, C., Pepe, A. & Salmela-Aro, L. (2017) School burnout, depressive symptoms and engagement: their combined effect on student achievement. *International Journal of Educational Research*. 84, 1-12. DOI: 10.1016/j.ijer.2017.04.001
- 56) Buonomo, I., Fiorilli, C., Geraci, M.A., Pepe, A. (2017) Temperament and Social-Emotional Difficulties: The Dark Side of Learning Disabilities. *Journal of Genetic Psychology*, pp. 1-14. DOI: 10.1080/00221325.2017.1304890
- 57) Veronese, G. & Pepe, A. (2017) Positive and Negative Affect in children living in Refugees Camps: Assessing the psychometric properties and factorial invariance of the PANAS-C in the Gaza Strip. *Evaluation & the Health Professions*. 40(1), 3-32. DOI:10.1177/0163278715625741.
- 58) Cavalera, C., Pepe, A., Zurloni, V., Diana, B. & Realdon, O. (2017) A short version of the state shame and guilt scale (SSGS-8). *Testing, Psychometrics, Methodology in Applied Psychology*, 24(1), 99-106
- 59) Fiorilli, C., Albanese, O., Gabola, P. & Pepe, A. (2017) Teachers' emotional competence and social support: assessing the mediating role of teacher burnout. *Scandinavian journal of educational research*, 61(2), 127-138. DOI:10.1080/17405629.2016.1140640,
- 60) Veronese, G., Pepe, A., Jaradah, A., Al Muranak, F. & Hamdouna, H. (2017) Modelling life satisfaction and adjustment to trauma in children exposed to ongoing military violence: An exploratory study in Palestine. *Child Abuse and Neglect*, 63(1), 61-72
- 61) Grazzani, I., Ornaghi, V., Pepe, A., Brazzelli, E. & Rieffe, C. (2017) The Italian version of the Empathy questionnaire for 18- to 36- months old children: psychometric properties and measurement invariance across gender of the EmQue-I13. *European Journal of developmental psychology*, DOI: 10.1080/17405629.2016.1140640, IF=1.72
- 62) Veronese, G., Pepe, A. & Afana, H.A. (2016) Conceptualizing the well-being of helpers living and working in war-like conditions: a mixed-method approach. *International social work*, 23(6), 710-718. ISSN: 0020-8728, DOI: 10.1177/0020872814537855. I.F. 0.822
- 63) Ornaghi, V., Grazzani, I. & Pepe, A. (2016) False-belief understanding and language ability mediate the relationship between emotion comprehension and prosocial orientation in preschoolers. *Frontiers in psychology*, Volume 7, Article number 1534
- 64) Fiorilli, C., Gabola, P., Pepe, A., Meylan, N., Curchod-Ruedi, D., Albanese, O. & Doudin, P.A. (2015) The effect of teachers' emotional intensity and social support on burnout syndrome. A comparison between Italy and Switzerland. *Revue Europeenne de Psychologie Applique (European Journal of Applied Psychology)*, 65(1), 275-283. 10.1080/10615800701742461, IF= 0.52
- 65) Veronese, G., Pepe, A., Jaradah, A., & Hamdouna, H. (2015). Quality of Life and Determinants of Parents' School Satisfaction in War Contexts: A Mixed-Method Exploratory Study in Palestine. *SAGE OPEN*, 5(4), 1-10. DOI:10.1177/2158244015608422
- 66) Veronese, G. & Pepe, A. (2015) Sense of coherence (SOC) as a determinant of psychological well-being across professional groups of aid workers exposed to war trauma. *Journal of Interpersonal violence*,

- 67) Fiorilli, C, De Stasio, S., Benevene, P., Iezzi, D.F., Albanese, O. & Pepe, A. (2015) Copenhagen Burnout Inventory (CBI): A validation study in the Italian teacher sample. *Testing, Psychometrics, Methodology in Applied Psychology*, 22(4), 1-16. doi:10.4473/TPM22.4.7
- 68) Castelli, S., Addimando, L. & Pepe, A. (2015) Exploring challenging classroom behaviors from teachers' perspective: a mixed-method study. *Current Issues in Personality Psychology*, 3(1) 3(1), 12-24. ISSN: 2353-4192. DOI: 10.5114/cipp.2015.49750
- 69) Grazzani, I., Corti, I., Ornaghi, V., Antoniotti, C. & Pepe, A. (2015) Emotion regulation, emotional self efficacy and empathy: a research in pre-adolescence. *Psicologia Clinica dello sviluppo*. XIX(3), 429-447, DOI:10.1449/81775
- 70) Pepe, A. & Addimando, L. (2014) Teacher - parent relationships: influence of gender and education on organizational parents' counterproductive behaviors. *European Journal of psychology of education*, 29, 503-519. ISSN: 1878-51, DOI: 10.1007/s10212-014-0210-0. IF = .800
- 71) Veronese, G. & Pepe, A. (2014) Sense of coherence mediates the effect of trauma on the social and emotional functioning of Palestinian health providers. *American Journal of orthopsychiatry*, 84(5), 597-606. ISSN: DOI: 10.1037/ort0000025. IF= 1.6
- 72) Albanese, O., Pepe, A., Fiorilli, C. & Gabola, P. (2014) Emozioni, supporto sociale ed esaurimento emotivo negli insegnanti: una relazione complessa. *Psicologia e scuola*, 31(1), 15-21. ISSN: 0006-6771,
- 73) Castiglioni, M., Veronese, G., Pepe, A., & Villegas, M. (2014). The semantics of freedom in agoraphobic patients: An empirical study. *Journal of constructivist psychology*. 27(2), 120-136. ISSN: 1072-0537, DOI:10.1080/10720537.2013.806874. IF = .591
- 74) Cavallera, C. & Pepe, A. (2014) Social emotions and cognition: how shame and guilt affect working memory. *Procedia - Social and behavioral sciences*. 112, 457-464. ISSN: 1877-0428
- 75) Castiglioni, M., Pepe, A., Gandino, G. & Veronese, G. (2013) Self-other positioning in Obesity: A pilot study using repertory grid technique. *The Open Psychology Journal*, 6, 61-68. ISSN: 1874-3501 DOI: 10.2174/1874350101306010061
- 76) Pepe, A. & Castelli, S. (2013) A cautionary tale on research methods in the field of parents in education. *International Journal about Parents in Education*, 7(1), pp 1-6, ISSN: 1973-3518
- 77) Veronese, G. & Pepe, A. (2013) Psychometric proprieties of the Impact of Event Scale (short version) in contexts of military violence. *Research on Social Work Practice*, 23(6), 710-718. ISSN: 1049-7315, DOI: 10.1177/1049731513486360, IF = 1.355
- 78) Cavallera, G. , Passerini, A. & Pepe, A. (2013) Personality and gender in swimmers in indoor practice at leisure level. *Social Behaviour and Personality*, 41(4), pp. 693-704. ISSN: 0301-2212, DOI: 10.2224/2013414693, IF = .410
- 79) Pepe, A. & Addimando, L. (2013) Comparison of Occupational Stress in Response to Challenging Behaviours between General and Special Education Primary Teachers in Northern Italy. *International Journal of Special Education*, 13(1), pp 11-23. ISSN: 0827-3383, IF = .190
- 80) Albanese, O., Pepe, A., Ferrari, B. & Peserico, M. (2012) Riabilitazione e tecniche espressive nelle sindromi dementi (Rehabilitation and art therapy in dementia syndromes). *Ricerche di psicologia*. 2-3, 525-542, ISSN: 0391-6081, DOI: 10.3280/RIP2012-002024
- 81) Pepe, A. (2010) "Perchè proprio a me?" : comportamenti difficili dei genitori e sofferenza psicologia degli insegnanti. *Giornale di Psicologia*, 4(3), 228-248. ISSN: 1971-9558
- 82) Pepe, A. & Addimando, L. (2010) Testing The Psychometric Properties of The Challenging Parent Standard Questionnaire (CPSQ) in the Italian Educational Context. *International Journal About Parents in Education*, 4(1), 1-16. ISSN 1973-3518
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Milano, 19 novembre 2021
Alessandro Pepe