

Curriculum vitae - Marina Camodeca

Current position and academic career

- 2021-present: Associate professor of Developmental and Educational Psychology, Department of Languages and Literatures, Communication, Education and Society (DILL), University of Udine, Italy.
- 2018-2021: Assistant professor of Developmental and Educational Psychology, Department of Languages and Literatures, Communication, Education and Society (DILL), University of Udine, Italy.
- 2015-2018: Assistant professor of Developmental and Educational Psychology, Department of Psychology, University of Milano Bicocca, Milan, Italy.
- 2005-2015: Assistant professor of Developmental and Educational Psychology, Department of Neurosciences, Imaging, and Clinical Sciences, University "G. d'Annunzio" of Chieti-Pescara, Italy.
- 2003-2004: Various post-doc research scholarships funded by the Vrije Universiteit, the Pedological Institute, and the Foundation Van Coeverdan Adriani, Blokzijl (the Netherlands), and by the University of Florence, Italy.

Bibliometric parameters of scientific output (Scopus) (updated on 27th March 2023)

- Number of indexed publications: 28
- Number of total publications: 52
- Total citations: 1374
- H-index: 17

Education

- 04th April 2018: National scientific qualification as Full Professor.
- 28th Feb 2014: National scientific qualification as Associate Professor.
- 2000-2003: Ph.D. in Developmental and Educational Psychology, Vrije Universiteit and Pedological Institute, Amsterdam. Degree obtained on 15th April 2003 with a doctoral dissertation entitled "Bullying and victimization at school". Promotors: prof. C. Schuengel and prof. J. M. Koot. Co-promotor: prof. F. A. Goossens.
- 2000: Registered to the board of professional Psychologists.
- 1999: License to practice Psychology.
- 1992-1998: Master course in Developmental and Educational Psychology, at "La Sapienza", University of Rome. Degree obtained (cum laude) on 25th Feb. 1998 with a thesis entitled "Interpersonal relationships among classmates. A study on pre-adolescents with sociometric techniques and TRI". Supervisor: prof. A. S. Bombi.

Methodological summer schools and workshops

- 2018: Cycle of three seminars about Active Learning, organized by University of Udine. Teacher: Prof. Roberto Di Napoli (Saint George University, Londra).
- 2018: Workshop about University teaching "Teaching in big classrooms. Class management, learning theory, teaching method", organized by University of Milano Bicocca. Scientific committee and teacher: Prof. Elisabetta Nigris (University of Milano Bicocca).
- 2016: Workshop: "Bayesian analysis with JASP: A fresh way of doing statistics", organized by the Doctorate School of Psychology, Linguistics, and Cognitive Neurosciences, University of Milano Bicocca. Teacher: Prof. E.-J. Wagenmakers (University of Amsterdam).
- 2011: Summer school: "Structural equation modeling. Application to developmental and educational psychology", organized by the Italian Association of Psychology, University of Chieti-Pescara. Teacher: Dr. S. Ingoglia (University of Palermo).

Teaching

- 2003-present: Teacher in numerous courses about developmental and educational psychology at different levels (Bachelor, Master, and Post-Master degree) and in different Italian universities. At present, teacher of the courses of *Educational Psychology* and laboratory (Master degree in Educational Sciences) and *Developmental and Educational Psychology* (Master degree in Foreign Languages), University of Udine, Italy.

2003-present: Supervisor of Bachelor, Master, and Ph.D. students for their degree and for internship in Italian universities (Universities of Trieste, Chieti, Milano Bicocca, and Udine).

Institutional tasks

2022-present: President of the Technical Committee for Internship in the schools, Educational Sciences, University of Udine.
2020-2022: Delegate for counseling and tutoring, Master course in Educational Sciences, University of Udine.
2019-present: Member of the Teachers-Students Committee, Department of Languages and Literatures, Communication, Education and Society (DILL), University of Udine.
2017: Member of the Committee for assigning post-doc grants, Department of Psychology, University of Milano-Bicocca.
2016-2017: Member of the teacher board for the doctorate in Psychology, Linguistics, and Cognitive Neurosciences, University of Milano Bicocca.
2005-2015: Co-responsible of the computation Laboratory of Developmental Psychology, University of Chieti.
2005-2011: Delegate of Assistant professors in the Faculty board of Psychology.
2005-2009: Member of the teacher board for doctorate in Psychology, University of Chieti.

Research programs: Coordination, participation, and collaborations

2006-2017: Coordinator of annual research projects funded with University resources for scientific research and attributed on the basis of scientific production. Projects regarded bullying and its social, cognitive, emotional, and moral correlates at different ages.
2017: Responsible of the Research Unit from the University of Milano-Bicocca (then moved to University of Udine) in the National Scientific Research Program (PRIN): “*Prejudicial bullying involving ethnic groups: Understanding mechanisms and translating knowledge into effective interventions*”, co-founded by the Italian Ministry of Education, University and Research, (Prot. 20173E3Z7W). The project involved 3 Research Units (University of Sacred Heart, Milan; University of Milano-Bicocca; University of Florence) and was nationally coordinated by prof. Simona Caravita (University of Sacred Heart, Milan).
2007: Member of the Research Unit from the University of Chieti in the National Scientific Research Program (PRIN): “*Early intervention and maternal security as protective factors in the social-emotional development of children in risk conditions*”, co-funded by the Italian Ministry of Education, University and Research, and coordinated by prof. Tiziana Aureli.
2002-present: Collaborations with numerous researchers at a national and international level, on projects about bullying, socio-emotional and moral development, social exclusion, homophobic and ethnic bullying, scholastic wellbeing.

Publications

Articles on international journals

1. Levantini, V., **Camodeca, M.**, & Gelati, C. (published online on 13/10/2022). The Strengths and Difficulties Questionnaire Dysregulation Profile teacher-report: Psychometric Properties and associations with aspects of school experience. *Child Psychiatry & Human Development*. doi: 0.1007/s10578-022-01441-5
2. **Camodeca, M.**, & Nava, E. (2022). The long-term effects of bullying, victimization, and bystander behavior on emotion regulation and its physiological correlates. *Journal of Interpersonal Violence*, 37, NP2056–NP2075. doi: 10.1177/0886260520934438
3. Iannello, N. M., **Camodeca, M.**, Gelati, C., & Papotti, N. (2021). Prejudice and ethnic bullying among children: The role of moral disengagement and student-teacher relationship. *Frontiers in Psychology*, 12, 713081. doi: 10.3389/fpsyg.2021.713081
4. Mazzone, A., Yanagida, T., **Camodeca, M.**, & Strohmeier, D. (2021). Information processing of social exclusion: Links with bullying, moral disengagement and guilt. *Journal of Applied Developmental Psychology*, 75, 101292. doi: 10.1016/j.appdev.2021.101292
5. Maierna, M. S., & **Camodeca, M.** (2021). Theatrical activities in primary school: Effects on children’s emotion regulation and bullying. *International Journal of Bullying Prevention*, 3, 13-23. doi: 10.1007/s42380-019-00057-z
6. Mazzone, A., & **Camodeca, M.** (2019). Bullying and moral disengagement in early adolescence: Do personality and family functioning matter? *Journal of Child and Family Studies*, 28, 2120-2130. doi: 10.1007/s10826-019-01431-7

7. **Camodeca, M.** & Coppola, G. (2019). Participant roles in preschool bullying: The impact of emotion regulation, social preference, and quality of the teacher-child relationship. *Social Development, 28*, 3-21. doi: 10.1111/sode.12320
8. **Camodeca, M.**, Baiocco, R., & Posa, O. (2019). Homophobic bullying and victimization among adolescents: The role of prejudice, moral disengagement, and sexual orientation. *European Journal of Developmental Psychology, 16*, 503-521. doi: 10.1080/17405629.2018.1466699
9. Mazzone, A., & **Camodeca, M.** (2018). Emotion awareness and somatic complaints in preadolescence: The mediating role of coping strategies. *Infant and Child Development, 27*, e2075, 1-13. doi: 10.1002/icd.2075
10. Mazzone, A., **Camodeca, M.**, & Salmivalli, C. (2018). Stability and change of outsider behavior in school bullying: The role of shame and guilt in a longitudinal perspective. *Journal of Early Adolescence, 38*, 164-177. doi: 10.1177/0272431616659560
11. Broekhof, E., Bos, M. G. N., **Camodeca, M.**, & Rieffe, C. (2018). Longitudinal associations between bullying and emotions in deaf and hard of hearing adolescents. *Journal of Deaf Studies and Deaf Education, 23*, 17-27. doi: 10.1093/deafed/enx036
12. Mazzone, A., **Camodeca, M.**, Cardone, D., & Merla, A. (2017). Bullying perpetration and victimization in early adolescence: Physiological response to social exclusion. *International Journal of Developmental Science, 11*, 121-130. doi: 10.3233/DEV-170225
13. Mazzone, A., **Camodeca, M.**, & Salmivalli, C. (2016). Interactive effects of guilt and moral disengagement on bullying, defending, and outsider behavior. *Journal of Moral Education, 45*, 419-432. doi: 10.1080/03057240.2016.1216399
14. Rieffe, C., & **Camodeca, M.** (2016). Empathy in adolescence: Relations with emotion awareness and social roles. *British Journal of Developmental Psychology, 34*, 340-353. doi: 10.1111/bjdp.12133.
15. **Camodeca, M.**, & Coppola, C. (2016). Bullying, empathic concern, and internalization of rules among preschool children: The role of emotion understanding. *International Journal of Behavioral Development, 40*, 459-465. doi: 10.1177/0165025415607086.
16. Pivetti, M., **Camodeca, M.**, & Rapino, M. (2016). Shame, guilt, and anger: Their cognitive, physiological, and behavioral correlates. *Current Psychology, 35*, 690-699. doi: 10.1007/s12144-015-9339-5.
17. **Camodeca, M.**, & Taraschi, E. (2015). Like father, like son? The link between parents' moral disengagement and children's externalizing behaviors. *Merrill-Palmer Quarterly, 61*, 173-191. ISSN: 0272930X
18. **Camodeca, M.**, Caravita, S. C. S., & Coppola, G. (2015). Bullying in preschool: The associations between participant roles, social competence, and social preference. *Aggressive Behavior, 41*, 310-321. doi: 10.1002/ab.21541.
19. Bafunno, D., & **Camodeca, M.** (2013). Shame and guilt development in preschoolers: The role of context, audience and individual characteristics. *European Journal of Developmental Psychology, 10*, 128-143. doi: 10.1080/17405629.2013.765796.
20. Menesini, E., Nocentini, A., & **Camodeca, M.** (2013). Morality, values, traditional bullying and cyberbullying in adolescence. *British Journal of Developmental Psychology, 31*, 1-14. doi:10.1111/j.2044-835X.2011.02066.x.
21. **Camodeca, M.**, & Rieffe, C. (2013). Validation of the Italian Emotion Awareness Questionnaire for children and adolescents. *European Journal of Developmental Psychology, 10*, 402-409. doi: 10.1080/17405629.2012.694609.
22. Rieffe, C., **Camodeca, M.**, Pouw, L. B. C., Lange, A. M. C., & Stockmann, L. (2012). Don't anger me! Bullying, victimization, and emotion dysregulation in young adolescents with ASD. *European Journal of Developmental Psychology, 9*, 351-370. doi: 10.1080/17405629.2012.680302
23. Gini, G., **Camodeca, M.**, Caravita, S. C. S., Onishi, A., & Yoshizawa, H. (2011). Cognitive distortions and antisocial behaviour: An European perspective. *Konan Daigaku Kiyo. Bungaku-Hen (Journal of Konan University)*, 161, 209-222. ISSN: 04542878. doi: 10.14990/00001035.
24. Menesini, E., **Camodeca, M.**, & Nocentini, A. (2010). Bullying among siblings: The role of personality and relational variables. *British Journal of Developmental Psychology, 28*, 921-939. doi: 10.1348/026151009X479402
25. Menesini, E., & **Camodeca, M.** (2008). Shame and guilt as behaviour regulators: Relationships with bullying, victimization and prosocial behaviour. *British Journal of Developmental Psychology, 26*, 183-196. doi: 10.1348/026151007X205281
26. **Camodeca M.**, & Goossens F. A. (2005). Aggression, social cognitions, anger and sadness in bullies and victims. *Journal of Child Psychology and Psychiatry, 46*, 186-197. doi: 10.1111/j.1469-7610.2004.00347.x
27. **Camodeca, M.**, & Goossens, F. A. (2005). Children's opinions on effective strategies to cope with bullying. The importance of bullying role and perspective. *Educational Research, 47*, 93-105. doi: 10.1080/0013188042000337587
28. **Camodeca M.**, Goossens F. A., Schuengel C., & Meerum Terwogt M. (2003). Links between Social Information Processing in middle childhood and involvement in bullying. *Aggressive Behavior, 29*, 116-127. doi: 10.1002/ab.10043
29. **Camodeca M.**, Goossens F. A., Meerum Terwogt M., & Schuengel C. (2002). Bullying and victimization among school-age children: Stability and links to proactive and reactive aggression. *Social Development, 11*, 332-345. doi: 10.1111/1467-9507.00203
30. Bokhorst J., Goossens F. A., **Camodeca M.**, Stegge H., & De Ruyter P. A. (1999). Emoties en cognities van kinderen met teruggetrokken gedrag in de bovenbouw van het basisonderwijs [Emozioni e cognizioni di bambini introversi nella scuola elementare]. *Nederlands Tijdschrift voor Opvoeding, Vorming en Onderwijs, 15*, 256-277.

Articles on national journals

1. **Camodeca, M.**, & Coppola, G. (2018). Si può parlare di bullismo in età prescolare? [Can we talk about bullying in preschool?]. *Bambini*, 3, 14-17. ISSN: 0393-4209.
2. Taraschi, E., & **Camodeca, M.** (2014). La competenza socio-emotiva nella media infanzia. [Socio-emotional competence in preschool] *Bambini*, 10, 20-23. ISSN: 0393-4209.
3. **Camodeca, M.** (2010). Il ruolo del contesto nel fenomeno del bullismo a scuola. [The role of context in school bullying]. *Psicologia e Scuola*, 12, 24-30. ISSN: 0392-680X
4. **Camodeca, M.**, Di Michele, C., Mela, M., & Cioffi, R. (2010). Adattamento italiano del *Self-Description Questionnaire* per bambini di età scolare e preadolescenti. [The Italian adaptation of the *Self-Description Questionnaire* for children and preadolescents]. *Giornale Italiano di Psicologia*, 3, 673-696. ISSN: 0390-5349
5. Bafunno, D., & **Camodeca, M.** (2009). Il senso di colpa e la vergogna nei bambini. Modelli teorici e metodologie d'indagine. Bibliografia ragionata. [Guilt and shame in childhood. Theoretical models and evaluation methods. A review]. *Età Evolutiva*, 93, 120-128.
6. **Camodeca, M.**, & Menesini, E. (2007). Approccio contestuale al senso di colpa e alla vergogna: Ruolo degli antecedenti e comportamenti correlati. [A contextual approach to guilt and shame: The role of antecedents and correlated behaviors]. *Età Evolutiva*, 87, 70-77.
7. **Camodeca, M.** (2007). Il filo che lega vittime e persecutori: Concetto di sé in bambini coinvolti nel bullismo [What links victims to perpetrators: Self-concept in children involved in bullying]. *Social News*, 4 (1), 22.

National books

1. Coppola, G. & **Camodeca, M.** (2010). *La metodologia Q-Sort. Valutare la competenza sociale nella scuola dell'infanzia* [The Q-Sort methodology. Evaluating social competence in preschool]. Roma: Carocci. ISBN 978-88-7466-591-4.
2. Aureli, T., Bascelli, E., **Camodeca, M.**, & Di Sano, S. (2008). *Il bambino in classe. Aspetti teorici e strumenti di valutazione* [The child in classroom. Theoretical aspects and assessment instruments]. Roma: Carocci. ISBN: 9788843044146.

Chapters in international books

1. Mazzone, A., & **Camodeca, M.** (2015). Social processes and correlates of social exclusion among children and adolescents. In K. J. Fitzgerald (Ed.). *Social roles and social norms* (pp. 35-68). Hauppauge, NY: Nova Science Publishers. ISBN: 978-1-63483-952-5.
2. Gini, G., **Camodeca, M.**, Caravita, S. C. S. (2015). Uganda Ninchi ga Umidasu Hanshakaiteki Koudoud [Cognitive distortions and antisocial behavior: A European perspective]. In H. Yoshizawa, A. Ohnishi, G. Gini, & T. Yoshida (Eds.), *Cognitive distortions of antisocial youth: Research and treatment* (pp. 171-190). Kyoto, Giappone: Kitaohji Publisher. ISBN: 978-4-7628-2889-8.
3. Menesini, E., **Camodeca, M.**, & Nocentini, A. (2010). Bullying entre hermanos [Il bullismo tra fratelli]. In R. Ortega (Ed.), *Agresividad injustificada, bullying y violencia escolar* [Aggressività ingiustificata, bullismo e violenza a scuola] (pp. 165-186). Madrid, Spagna: Alianza Editorial. ISBN: 978-84-206-5461-4.
4. **Camodeca, M.**, & Goossens, F. A. (2008). How children perceive others: A perspective based on social information processing. In J. B. Teiford (Ed.), *Social Perception: 21st Century Issues and Challenges* (pp. 81-102). Hauppauge, NY: Nova Science Publishers. ISBN: 978-1600216329.
5. Goossens, F.A., **Camodeca, M.**, van der Meulen, M. (2005). Pesten op school [Il bullismo a scuola], in G.A. Bakker et al. (Eds.), *Handboek Kinderen & Adolescenten, 16* [Manuale dei bambini e degli adolescenti] (pp. J050-1/J050-18). Houten, Paesi Bassi: Edizioni Bohn Stafleu Van Loghum. ISBN 9065026274.
6. **Camodeca, M.**, & Goossens, F. A. (2004). Pesten op school: recente ontwikkelingen en theoretische invalshoeken [Bullismo a scuola: sviluppi recenti e implicazioni teoriche]. In A. Vyt, M. A. G. van Aken, J. D. Bosch, R. J. van der Graag, & A. J. J. M. Ruijsenaars (Eds.), *Jaarboek Ontwikkelingspsychologie, Orthopedagogiek en Kinderpsychiatrie, 6* (2004-2005) [Annuario di Psicologia dello Sviluppo, Psicologia dell'Educazione e Psichiatria Infantile] (pp. 82-97). Houten, Paesi Bassi: Edizioni Bohn Stafleu Van Loghum. ISBN: 9031343706.
7. Goossens, F.A., & **Camodeca, M.** (2004). De sociale cognities en emoties van daders en slachtoffers [Cognizioni sociali ed emozioni di bulli e vittime]. In J. R. M. Gerris (Eds.), *Jeugdzorg en probleemgedrag: Opvoedingswaarden en vernieuwingen in aanpak* [Cura dei giovani e problemi di comportamento: L'importanza dell'educazione e innovazioni nei metodi] (pp. 95-115). Van Gorcum: Assen, Paesi Bassi. ISBN: 9789023240372.
8. **Camodeca M.**, & Goossens F. A. (2003). Pesten, een wijdverbreid probleem [Bullismo, un problema largamente diffuso]. In M. Meerum Terwogt & H-J. Schulze (Eds.), *Kijk op emoties. Theorie en praktijk in ontwikkeling en opvoeding* [Uno sguardo alle emozioni. Teoria e pratica nello sviluppo e nell'educazione] (pp. 89-100). Amsterdam: SWP Edition. ISBN: 906665516X.

Chapters in national books

1. **Camodeca, M., & Rieffe, C.** (2019). Lo sviluppo emotivo. [Emotional development]. In R. Gillibrand, V. Lam, V. L. O'Donnell, & M. A. Tallandini (Eds.), *Psicologia dello sviluppo, II edizione [Development psychology, II edition]*, (pp. 269-294). Torino: Pearson Italy. ISBN: 9788891905932.
2. **Camodeca, M.** (2013). L'elaborazione cognitiva dell'informazione sociale [The cognitive processing of social information]. In S. Caravita & B. Colombo (Eds.), *Misurazione e potenziamento delle competenze socio-cognitive [Measurement and empowering of socio-emotional skills]* (pp. 177-196). Milano: Edizioni Unicopli. ISBN: 978-88-400-1675-7.
3. **Camodeca, M., & Bafunno, D.** (2013). Competenza sociale ed emozioni morali [Social competence and moral emotions]. In S. Caravita & B. Colombo (Eds.), *Misurazione e potenziamento delle competenze socio-cognitive [Measurement and empowering of socio-emotional skills]* (pp. 261-276). Milano: Edizioni Unicopli. ISBN: 978-88-400-1675-7.
4. **Camodeca, M., & Coppola, G.** (2010). Competenza socio-emotiva e difficoltà di relazione in età prescolare: Un approccio multi-informatore [Socio-emotional competence and relational difficulties in preschool: A multi-informant approach]. In E. Baumgartner (Eds.), *Gli esordi della competenza emotiva. Strumenti di studio e di valutazione [The beginning of emotional competence. Study and evaluation instruments]* (pp. 51-74). Milano: Edizioni LED. ISBN: 978-88-7916-461-0.
3. **Camodeca, M.** (2008). Benessere sociale e adattamento scolastico [Social wellbeing and school adjustment]. In T. Aureli, E. Bascelli, M. Camodeca, & S. Di Sano (Eds.), *Il bambino in classe. Aspetti teorici e strumenti di valutazione [The child in classroom. Theoretical aspects and assessment instruments]* (pp. 83-133). Roma: Carocci. ISBN: 9788843044146.

Editing

1. **Camodeca, M.** (2021). Contesti sociali e sviluppo sociale, morale e del sé. [Social contexts and social, moral and self development]. In D. Raccanello (Ed. of the Italian edition), *Psicologia dell'educazione [Educational Psychology]* (chapter. 3, pp. 71-114). Milan: McGraw-Hill Education. ISBN: 9788838697173.
2. **Camodeca, M.** (2021). Diversità socioculturale [Sociocultural diversity]. In D. Raccanello (Ed. of the Italian edition), *Psicologia dell'educazione [Educational Psychology]* (chapter 5, pp. 141-176). Milan: McGraw-Hill Education. ISBN: 9788838697173.

Presentations, scientific communications, and organization of scientifically relevant events

- Presentation of oral or poster communications in about 60 national and international conferences.
- Chair and discussant of symposia in national conferences.
- Invited communications at Universities, Schools, and Local Councils.
- Invited speaker at congresses on bullying and social media organized by the Juvenile Court (Bologna and Rome, Italy).
- Invited talks at the Vrije Universiteit (Amsterdam), the Leiden University, and the Institute of Education (University of London).

Professional experiences

- 2022: Member of the organization committee and moderator of the congress "Carinig about education in learning environments. The Montessori proposal", Udine, Italy, 8th October 2022.
- 2019: Member of the organization committee and moderator of the Montessori National Congress "Educating children, forming adults", Udine, Italy, 18th May 2019.
- 2016-present: Member of the managing board of the Association "Costruire Montessori", Udine (Italy), which promotes the Montessori method and organizes educational courses for teachers and parents.
- 2012-2019: Chair of laboratories and discussion sections for primary and secondary schools, in collaboration with CEC (Centre for Cinema), Udine (Italy), about bullying, development in adolescence, socio-emotional competence, relationships with peers, parents, and teachers.
- 2005-2010: Communications in different schools about bullying and social competence.
- 2003-2004: Practical training for teachers on anti-bullying interventions, Udine (Italy)

Membership in research societies and scientific committees

- 2005, 2015-present: Member of the European Association for Developmental Psychology (EADP).
- 2005-present: Member of the Italian Association of Psychology (AIP), section of Developmental and Educational Psychology.

2012: Member of the Scientific Committee of the National Congress of the Italian Association of Psychology (AIP), Chieti, 20-22 September 2012, Section of Developmental and Educational Psychology.

Editorial activity

2017-present: Associate Editor for the *European Journal of Developmental Psychology*.
2013-present: Member of the Scientific Board of the editorial series “Crescendo: Studi, ricerche e strumenti in psicologia dello sviluppo e dell’educazione”, directed by P. Corsano and I. Grazzani Gavazzi, Casa Editrice Junior, Gruppo Spaggiari, Parma.

Reviewer activities

2022: External reviewer for the evaluation of research projects in the section “Preludium”, HS6 Humanities and Social Sciences, Polish National Science Centre (Narodowe Centrum Nauki, NCN, Poland).
2021: Member of the experts Panel of the Polish National Science Centre (Narodowe Centrum Nauki, NCN, Poland), for the evaluation of research projects in the section “Preludium”, HS6 Humanities and Social Sciences.
2013-present: External referee and member of the committee for the final exam of PhD candidates in Italian and European universities.
2003-present: Referee for numerous national and international journals.
2013: Referee for the Research Quality Assessment 2004-2010 (Italian Association for the Evaluation of Universities and Research, ANVUR).

Awards

2005: Award by ISED (Institute for the Study of Education and Human Development, the Netherlands) for the international article: Camodeca M. & Goossens F. A. (2005). Aggression, social cognitions, anger and sadness in bullies and victims. *Journal of Child Psychology and Psychiatry*, 46, 186-197.
2004: Award by the Italian Association of Psychology and Telefono Azzurro (Children Help Line) for the work by Camodeca, M. & Goossens, F. A. “Involvement in bullying: Behavioural problems and risk and protective factors”.

Udine (Italy), 27th March 2023

Marina Camodeca

