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2-5 JULY 2019 **MOSCOW, RUSSIA**

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Psychology



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XVI European Congress
of **Psychology**

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**Symposiums and
Panel Discussions**

POST-MIGRATION LIVING DIFFICULTIES AND MENTAL HEALTH IN REFUGEES AND ASYLUM SEEKERS IN SERBIA

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The risk factors for mental difficulties among refugees and asylum seekers are usually divided into the ones experienced before migration (pre-migration), during migration and after resettlement in the host country (postmigration). Still, as refugees may spend even years in receiving camps or transit countries, the line between transit and permanent host country is blurred. Serbia is generally perceived as a transit country, but many refugees spend several years in this limbo. Thus, this study explores the presence of postmigration living difficulties and their relationships with mental health status among refugees and asylum seekers who have been staying in Serbia for six to 36 months. Total of 306 participants completed Refugee Health Screener 15 (RHS-15) and Post-Migration Living Questionnaire (LDQ), alongside basic socio-

demographic questionnaire. The results showed high screen-positive rate (88.4%) in regards to mental health difficulties. The most prevalent postmigration living difficulties are poverty, lack of work permit, isolation and boredom, separation from family and worries about family back home. Furthermore, the majority of living difficulties tend to be more pronounced in those who screened positive on the initial mental health assessment, e.g. little welfare help from either government ($r = .30, p < .01$) or charities ($r = .32, p < .01$), fears of being sent home ($r = .24, p < .01$), poor access to counselling ($r = .25, p < .01$), etc. Overall, the results imply the need for improved living conditions for refugees, asylum seekers and migrants in recipient countries, regardless of the duration of their stay, in order to protect their mental health and psychological well-being.

BY ACTING SLOWLY, YOU WILL LEARN QUICKLY

Cristina Casadevante

Miriam Romero

Jose Santacreu

José Manuel Hernández

Universidad Autónoma de Madrid (Madrid, Spain)

Casadevante et al. (in press) showed that the response speed while solving a task can be determinant for learning. In their study, children who acted quickly learned less. This study aims at elucidate whether introducing a speed limit can encourage the overall learning level to increase. Therefore, we assessed 183 adult

participants using two versions of the Category Learning Test (CLT): a first group (N=86) undertook the original CLT and a second group (n=97) faced the CLT with a speed limitation that did not allow more than one click per second. Then, we compared the results of both groups. As expected, the group that performed the test

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