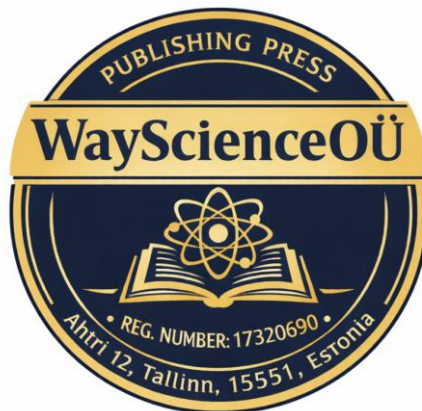




## **International Internship Program “Conceptual Framework and Practical Cases for Building Resilience and Stress Resistance in a Broad Interdisciplinary Context” (April 6 – May 17, 2026)**

**Organising Institution:** Publishing Press WayScience OÜ (Tallinn, Estonia)

**Organizing Committee:** Teaching and scientific staff of Manipal University Jaipur (India), Kırklareli University (Türkiye), University of Zielona Góra (Poland), University of Florida (USA), Instituto Politécnico de Castelo Branco (Portugal), Dnipro Academy of Continuing Education (Ukraine), Dnipro State Agrarian and Economic University (Ukraine), Wollo University (Ethiopia), Federal College of Forestry (Nigeria), PMAS Arid Agriculture University Rawalpindi (Pakistan), Laboratory of Oil-field Nanoecotechnology of LLP “International Oil Services Kazakhstan” (Kazakhstan), University of El Imam El-Mahdi (Sudan)

namely:

Somya Goyal (India), Özen Özer (Türkiye), Brandon Lucke-Wold (USA), Przemysław Niewiadomski (Poland), Patrícia Coelho (Portugal), Francisco Rodrigues (Portugal), Olena Kovalchuk (Ukraine), Marina Kotchenko (Ukraine), Elżbieta Patkowska (Poland), Bayuh Asmamaw Hailu (Ethiopia), Godfrey Onuwa (Nigeria), Muhammad Shoaib (Pakistan), Dashdiyev Rahim Abas oglu (Kazakhstan), Hassabo Ahmed Hassabo Adam (Sudan)

**Coordinator:** PhD in Public Administration, Valerii Marenichenko

### **Internship Speakers:**

Beth Doll, Ph.D., Department of Educational Psychology (School Psychology), University of Nebraska – Lincoln (United States)

Konstantinos Malagas, Ph.D., PostDoc, Researcher and Visiting Professor, Visiting Professor in Aviation Management, Kazimiero Simonavičiaus universitetas (Lithuania)

Antara Mahbub, Doctoral Candidate, MBA, Ph.d. Student, The University of Southern Mississippi (United States)

Jacob Leonard Ago, PhD candidate, RMIT University (Australia)

Susmita Biswas, Assistant Professor, Department of Clinical Psychology, The ICAI University, Tripura (India)

Jasvir Kaur, Assistant Professor (Dr.), Sri Guru Granth Sahib World University, Fatehgarh Sahib, Punjab (India)

Doug Oman, PhD, Adjunct Professor, University of California, Berkeley, School of Public Health (United States)

Julietta Galante, PhD, Associate Professor, Deputy Director, Contemplative Studies Centre, University of Melbourne (Australia)

Dorit Efrat-Treister, Ph.D., Dr., Senior lecturer, Ben-Gurion University of the Negev (Israel)

Josef I. Ruzek, Ph.D. (clinical psychology), Professor, Retired Director, Dissemination and Training Division, U.S. National Center for PTSD, Adjunct Professor, Department of Psychiatry and Behavioral Sciences, Stanford University; Professor, Lyda Hill Institute for Human Resilience, University of Colorado, Colorado Springs, Distinguished Professor in Residence, Palo Alto University (United States)

Yusuf Akyl, Assoc. Prof., Psychological counselor, lecturer Ministry of Education, Istanbul, (Türkiye)

Carlos Ossa Cornejo, Ph.D. in Psychology, Associate Professor, Professor – researcher, Universidad del Bío-Bío (Chile)

Bruria Adini, PhD, Full professor, Head of ResWell, multi-national collaboration on resilience and well-being, Emergency & Disaster Management, Tel Aviv University (Israel)

Ayman Mohamed El-Ashry, Ph.D, Assistant professor, Department of Nursing, College of Applied Medical Sciences, Jouf University, Al-qurayyat (Saudi Arabia) / Department of Psychiatry and Mental Health Nursing, Faculty of Nursing Alexandria University (Egypt)

Metin Kocatürk, PhD, Associate Professor, Deputy Head of Department of Educational Sciences, Istanbul University-Cerrahpasa (Türkiye)

Mahault Albarracin, PhD in Computer Science, Affiliate researcher at the University of Sheffield, Affiliate researcher at the LANCI, University du Quebec a Montreal, Associated researcher at The Institut de Sante et Societe, at the Universite du Quebec a Montreal, Affiliated Researcher Machine learning Engineer, Softmax and Special Advisor, AI Science and Research / Machine Learning Engineer, NEXT Integrative Minds Life Sciences (Canada)

Vriti Jain, PhD in Management, Doctorate, The Business School, University of Jammu, Jammu (India)

Sridevi K.J., PhD in Yoga, Dr, Assistant Professor, Associate Dean for Short Term Programs, SVYASA Deemed to be University (India)

Kelly G. Manix, Ph. D., Assistant Professor, Management, Middle Tennessee State University (United States)

Fredrick Gitonga Kaugi, PhD, Academic Leader Counselling Psychology, Presbyterian University of East Africa (Kenya)

Robert B. Brooks, PhD, a clinical psychologist who has served on the faculty of Harvard Medical School and is the former Director of the Department of Psychology at McLean Hospital, a private psychiatric hospital in the Boston area (United States)

Kamila Litwic-Kaminska, Ph.D., Dr, Assistant Professor, Kazimierz Wielki University, Faculty of Psychology, Poland (Poland)

Anjali George, Dr, PhD, Head of the Postgraduate Department of English, St Joseph's College for Women, Alappuzha, Kerala State (India)

Mukul Jain, PhD (Life Sciences), Assistant Professor & Principal Investigator, Cell and Developmental Biology Laboratory, In-Charge (Mind Lab), Parul University, Vadodara, Gujarat (India)

Manpreet Kaur, Dr., MD, Professor, Teaching Faculty, VMMC and Safdarjung Hospital, New Delhi (India)

Endro Puspo Wiroko, Master in Psychology, Assistant Professor, Lecturer & Researcher, Faculty of Psychology, Universitas Pancasila (Indonesia)

Rachna Garg, Pursuing Ph.D. in Psychology, Assistant Professor, Psychologist, TIAS affiliated with Guru Gobind Singh Indraprastha University (GGSIPU), New Delhi, Ph.D. Research Scholar, Amity University, Madhya Pradesh (India)

Bassam Khoury, PhD, Associate Professor, McGill University (Canada)

Ofer Laksman, PhD Candidate & Behavioral Psychology Researcher (VFU, Bulgaria), Wellbeing Transformation Expert, Specialist in Post-Bariatric Psychosocial Factors (Bulgaria, Israel)

David Berle, PhD, Associate Professor, School of Medicine and Psychology, The Australian National University (Australia)

Sunitha Purushottam Ashtikar, PhD, Assistant Professor SR University (India)  
 Aminath Nahudha Mauroof, Master of Education in Leadership and Management, Universiti Tun Abdul Razak (Malaysia)  
 Tyrone Brian Pretorius, D.Phil, PhD, Former Vice-Chancellor and Professor, University of the Western Cape (South Africa), Emeritus Professor, Monash University, Melbourne (Australia)  
 Krzysztof Kaniasty, PhD, Professor, Institute of Psychology, Polish Academy of Sciences, Warsaw (Poland) & Indiana University of Pennsylvania (USA)  
 Kenneth Sin, Professor, Doctor of Education, Research Professor, Executive Director, Institute of Special Needs and Inclusive Education, The Education University of Hong Kong, Hong Kong (China)  
 Zora Sukabdi, Ph.D., Assistant Professor, Head of Terrorism Studies Programme, University of Indonesia, Depok (Indonesia)  
 Antonio Cerasa, PhD, Acting Director Department of Biomedical Sciences DSB-CNR (Italy)  
 Mary L. Phan, PhD, Intern, Huntsman Mental Health Institute - University of Utah (United States)  
 Maria Jose Lera, Dr. Psychologist, Associate Professor, Coordinator of Psycho-Educational Guidance at the Faculty of Psychology, University of Sevilla (Spain)  
 Roy Cavite Talavera, Doctor of Philosophy in Psychology, Assistant Professor, Full Time College Professor, Hilltop, Kumintang Ibaba, Batangas City (Philippines)  
 Cristian Alvarado-Segovia, Psychologist, Psychotherapist and Music therapist, President, Fundación Venezolana de Psicología del Arte (Venezuela)  
 Maria Natalia Ruiz-Gallegos, Psychologist, Psychotherapist, Director, Venezuela Foundation for Psychology of Art (Venezuela)  
 Mohan Rathakrishnan, Dr., PhD, Associate Prof Ts, Master Program Coordinator, Universiti Utara Malaysia (Malaysia)  
 Samuel Adjorlolo, PhD, Associate Professor, Head of Department, University of Ghana (Ghana)  
 Mutahir Hussain Shah, Dr, PhD, Professor (Pakistan) / Faculty of business and accountancy, Lincoln University collage (LUC) (Malaysia)  
 Banu P., Research Scholar, Kalasalingam Academy of Research and Education (India)

**Purpose:** The international internship is aimed at developing participants' comprehensive understanding of resilience and stress resistance through the integration of theoretical foundations with practical, interdisciplinary thematic studies. This approach enables participants to design strategies for enhancing adaptive capacity and coping mechanisms in personal, organizational, and societal contexts.

**Duration:** 180 academic hours / 6 ECTS credits  
 - 120 hours / 4 ECTS credits of contact-based activities  
 - 60 hours / 2 ECTS credits of individual work

#### **Program Modules:**

**Module 1.** Theoretical foundations and practices of building resilience and stress resistance

**Module 2.** The role of emotional intelligence in the development of resilience and adaptive behavioral strategies of the individual

**Module 3.** Comprehensive mechanisms for coping with stress in situations of increased complexity and risk

**Module 4.** Development of resilience and stress resistance in professional and educational environments

**Form of Participation:** online (distance format)

## Internship Training Plan

| Modules and topics                                                                                                                               | Hours     |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b><i>Module 1. Theoretical foundations and practices of building resilience and stress resistance</i></b>                                       | <b>31</b> |
| Spiritually/religion and health/resilience: theory, evidence, and a practical tool                                                               | 2         |
| Existential vacuum: loss of meaning and inner emptiness                                                                                          | 2         |
| Formalizing resilience at the individual and group levels                                                                                        | 1         |
| Resilience and mindfulness                                                                                                                       | 2         |
| Yoga-based strategies for building resilience and stress resistance                                                                              | 2         |
| Workplace yoga protocols for enhancing well-being and productivity                                                                               | 2         |
| Yogic lifestyle and mental resilience: practical models from India                                                                               | 2         |
| Humility as personal resource for improved resilience                                                                                            | 2         |
| Theoretical issues and practical experiences in the application of resilience mechanisms, stress resistance, and emotional intelligence          | 4         |
| Neurobiological and psychophysiological foundations of resilience and stress resistance                                                          | 4         |
| Transcending suffering via contemplative practices                                                                                               | 2         |
| Mental health, self-empowerment, resilience: eastern way, stress tolerance: Asian style                                                          | 4         |
| Coping stress and time management                                                                                                                | 2         |
| <b><i>Module 2. The role of emotional intelligence in the development of resilience and adaptive behavioral strategies of the individual</i></b> | <b>18</b> |
| Emotional intelligence and leader-member exchange                                                                                                | 2         |
| From identity crisis to emotional strength: promoting wellness for harmonious youth development                                                  | 2         |
| Narratives of resilience: language and literature as an emotional laboratory                                                                     | 6         |
| Emotional intelligence as a core resilience skill                                                                                                | 2         |
| Emotional intelligence in handling stress                                                                                                        | 4         |
| Emotional intelligence as a psychological resource for resilience and adaptive performance: insights from a PhD research journey                 | 2         |
| <b><i>Module 3. Comprehensive mechanisms for coping with stress in situations of increased complexity and risk</i></b>                           | <b>29</b> |
| Mindfulness training for preventing distress and promoting mental health – what the research says                                                | 2         |
| Coping with stress and building resilience                                                                                                       | 2         |
| Emotional, daily and familiar aspect influencing stress management                                                                               | 2         |
| Resilience of the Israeli population during a protracted war and comparison to the Ukrainian population                                          | 2         |
| Acceptance & commitment therapy for resilience, emotional intelligence, and burnout prevention under chronic stress                              | 6         |
| From stress reduction to psychological resilience: the role of relaxation training and sleep quality                                             | 3         |
| Approaches for managing upsetting memories and nightmares following exposure to stressful events                                                 | 2         |
| Unravelling the mystery of differential vulnerability to adverse events and stressors                                                            | 2         |
| Mobilization and deterioration of social support in the context of trauma                                                                        | 2         |
| Building resilience and stress resistance: supporting the parents with SEN children                                                              | 2         |
| What is mindfulness and how to use mindfulness to reduce stress (with various mindfulness skills to practice from during the session)            | 2         |
| Mindfulness-based creative art expressive psychotherapy as a psychosocial refuge in societies in conflict                                        | 2         |

|                                                                                                                                                                    |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b><i>Module 4. Development of resilience and stress resistance in professional and educational environments</i></b>                                               | <b>42</b>  |
| Making schools and classrooms resilient: how to do it and why it matters (the Classmaps survey)                                                                    | 2          |
| The aviation security and safety issues                                                                                                                            | 2          |
| Building resilience in challenging educational and professional interactions: an applied framework for educators and students                                      | 2          |
| Resilience: its impact and application in student populations                                                                                                      | 2          |
| Moving towards group and organizational interventions to increase resilience and stress resistance under conditions of adversity                                   | 2          |
| Psychological resilience as a buffer against bullying and cyberbullying: prevention and intervention perspectives                                                  | 2          |
| Creating positive emotions in stressful times: a foundation for learning and resilience                                                                            | 2,5        |
| Building client's resilience at work: Sharing from work counselling cases in Indonesia                                                                             | 3          |
| Building psychological resilience through mindfulness-based cognitive behavioral strategies: practical applications for stress management and emotional regulation | 2          |
| What is the social impact and implications on the bariatric surgeon's success                                                                                      | 4          |
| Thriving under pressure: emotional intelligence, resilience, and burnout prevention in education                                                                   | 2          |
| Golden5: a psycho-educational guidance to foster resilience through school contexts                                                                                | 4          |
| Integrating holistic and psychological approaches to building stress resistance in 21st-century educational settings                                               | 2          |
| Expert brains: cognitive training for promoting adaptive neural plasticity changes                                                                                 | 0,5        |
| Digital tools & frameworks for building resilience in the 21st century learner                                                                                     | 6          |
| Stress and resilience: the African perspective                                                                                                                     | 2          |
| Crisis management and decision-making under stress                                                                                                                 | 2          |
| <b><i>Individual work</i></b>                                                                                                                                      | <b>60</b>  |
| <b>Total</b>                                                                                                                                                       | <b>180</b> |