

## CURRICULUM VITAE ET STUDIORUM

Caterina Buzzai

October 2019

### PERSONAL INFORMATION

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- Name: Caterina
- Surname: Buzzai
- Nationality: Italian
- Date of birth: 1982
- Place of birth: Messina (Me) Sicily, Italy
- Contact Address: Department of Cognitive Sciences, Psychology, Education and Cultural Studies, Via Concezione 6/8 - 98122 Messina (Italy)
- E-mail: cbuzzai@unime.it
- Current position: **PhD student** in Cognitive Sciences at Department of Cognitive Sciences, Psychology, Education and Cultural studies, University of Messina (Me), Italy

### EDUCATION

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2014/2018

***School of school of specialisation in Cognitive-behavioral psychotherapy.***

- Academy of Cognitive Behavioral Sciences-ASCOC in Lamezia Terme, Italy, July 2018, with grade 50/50, summa cum laude.

2008/2012

***Master Degree in Psychology (Class LM-51)***

- Faculty of Formation Science, University of Messina, Italy, October 2012, with grade 110/110, summa cum laude.
- Master Thesis with title: "*Frustration intolerance and emotional-behaviour discomfort*".  
Tutor: Prof. Giuseppa Filippello.

2003/2008

***Bachelor Degree in Psychological Science and Technique (Class L-24)***

- Faculty of Formation Science, University of Messina, October 2008, with grade 110/110, summa cum laude.
- Bachelor Thesis with title: "*Precision teaching and Math: How to Stimulate the fluency in the time tables calculation*".  
Tutor: Prof. Francesca Cuzzocrea.

2014

***Qualifies to exercise the profession of psychologist*** and from the September 2014 became member of the "Albo degli Psicologi" of the "Ordine degli Psicologi della Regione Siciliana" (n°: 7280).

2019

***Qualifies to exercise the profession of Clinical Psychotherapist.***

1995/2000

***High School Diploma***, Industrial Technical College "Verona Trento", Messina (Me) Italy

## PRACTICAL SCIENTIFIC/ TRAINING

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From November 2012

**Research assistant** at the Department of Human and Social Sciences and at the Department of Cognitive Sciences, Psychology, Education and Cultural studies, University of Messina (Me), Italy  
Supervisor: Giuseppa Filippello

March 2017- April 2017 - June 2017

**Tutor** at the Laboratory of Methods of Research in Psychology, Department of Cognitive Sciences, Psychology, Education and Cultural studies, University of Messina (Me), Italy  
Supervisor: Prof. Rosa Angela Fabio

April-May 2016

**Professor** at the Laboratory of Methods and Techniques of Psychological Design, Department of Cognitive Sciences, Psychology, Education and Cultural studies, University of Messina (Me), Italy  
Supervisor: Prof. Giuseppa Filippello

November 2012 - November 2013

**Traineeship** at the Department of Human and Social Sciences, University of Messina (Me), Italy  
Supervisor: Giuseppa Filippello

## CURRENT RESEARCH AND INTERESTS

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Frustration intolerance, Learned Helplessness, School Refusal, Parental and Teacher Psychological Control and Autonomy-Support, Perfectionism. Methods: Cognitive-Behavioral Assessment, Correlation Research Designs.

## PUBLICATIONS

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1. Filippello, P., Buzzai, C., Costa, S., Orecchio, S., Sorrenti, L. (2019). Teaching style and academic achievement: the mediating role of Learned Helplessness and Mastery Orientation. *Psychology in the Schools*, 1-25.
2. Fabio, R.A., Buzzai, C. (2019). Identifying Giftedness: Validation of an Italian language giftedness checklist for teachers and parents. *Australasian Journal of Gifted Education*, 28, 36-47. doi: 10.21505/ajge.2019.0004
3. Filippello, P., Buzzai, C., Messina, G., Mafodda, A. V., Sorrenti, L. (2019). School refusal in students with low academic performances and Specific Learning Disorder: What role does self-esteem and perceived parental psychological control? *International Journal of Disability, Development, and Education*, 1-29.
4. Fabio, R.A., Caprì, T., Buzzai, C., Pittalà, V., Gangemi, A. (2019). Auditory and visual oddball paradigm evaluated through p300 in five girls with rett syndrome. *Neuroquantology*, 17,40-49. doi: 10.14704/nq.2019.17.07.2591

5. Filippello P., Buzzai C., Costa S., Sorrenti L. (2019). School Refusal and Absenteeism: Perception of Teacher Behaviors, Psychological Basic Needs, and Academic Achievement. *Frontiers In Psychology*, 10, 1-9. doi: 10.3389/fpsyg.2019.01471
6. Filippello P., Buzzai C., Sorrenti L., Costa S., Abramo A, Wang K. T. (2019). The Italian Version of the Family Almost Perfect Scale: Psychometric Characteristics and Relationships with Academic Engagement, Self-Esteem, and Personal Perfectionism. *Applied Developmental Science*, 1-13. doi: 10.1080/10888691.2019.1647106
7. Fabio, R. A., Caprì, T., Buzzai, C., Campana, R. (2018). Construction and validation of an Italian dysfunctional beliefs questionnaire. *Current Psychology*, 1-12. DOI:10.1007/s12144-018-9958-8
8. Filippello, P., Harrington, N., Costa, S., Buzzai, C., Sorrenti, S. (2018). Perceived Psychological Control and School Learned Helplessness: the role of frustration intolerance as a mediator factor. *School Psychology International*, 1 -18.
9. Filippello, P., Sorrenti, L., Buzzai, C., & Costa, S. (2018). Predicting risk of school refusal: Examining the incremental role of trait EI beyond personality and emotion regulation. *Psihologija*.
10. Sorrenti, L., Filippello, P., Costa, S., Buzzai, C., Buttò, C (2018). Learned Helplessness and Mastery Orientation: The contribution of personality traits and academic beliefs. *Nordic Psychology*, 1-14. Doi: 10.1080/19012276.2017.1339625.
11. Filippello, P., Larcán, R., Sorrenti, L., Buzzai, C., Orecchio, S., & Costa, S. (2017). The mediating role of maladaptive perfectionism in the association between psychological control and learned helplessness. *Improving Schools*, 20, 113-126. doi: 10.1177/1365480216688554
12. Sorrenti, L., Filippello, P., Orecchio, S., & Buzzai, C. (2016). Learned Helplessness and Learning Goals: Role played in School Refusal. A Study on Italian Students. *Mediterranean Journal of Clinical Psychology*, 4(2).
13. Filippello, P., Sorrenti, L., Buzzai, C., & Costa, S. (2016). L'Almost Perfect Scale-Revised: un contributo all'adattamento italiano. *Giornale italiano di psicologia*, 43(4), 911-932.
14. Sorrenti L., Filippello P., Buzzai C., & Costa S. (2015). Tolleranza alla frustrazione e benessere psicologico: quale relazione?. *Psicologia Della Salute*, 3, 65-86.
15. Sorrenti, L., Filippello, P., Costa, S., & Buzzai, C. (2015). A psychometric examination of the Learned Helplessness Questionnaire in a sample of Italian school students. *Psychology in the Schools*, 52(9), 923-941.
16. Filippello, P., Sorrenti, L., Buzzai, C., & Costa, S. (2015). Perceived Parental Psychological Control and Learned Helplessness: The Role of School Self-efficacy. *School Mental Health*, 7, 298-310. DOI: 10.1007/s12310-015-9151-2.
17. Sorrenti, L., Filippello, P., Costa, S., Buzzai, C. (2014). Preliminary evaluation of a self-report tool for Learned Helplessness and Mastery Orientation in Italian students. *Mediterranean Journal of Clinical Psychology*, 2, (3), 1-14. Doi: 10.6092/2282-1619/2014.2.1024.
18. Filippello, P., Harrington, N., Buzzai, C., Sorrenti, L., & Costa, S. (2014). The Relationship Between Frustration Intolerance, Unhealthy Emotions, and Assertive Behaviour in Italian Students. *Journal of RationalEmotive & Cognitive-Behavior Therapy*, 32 (4), 257-278. Doi: 10.1007/s10942-014-0193-4

## **Workshop**

1. Advanced Workshop: RFT in action - Mastering the Clinical Conversation through Relational Frame Theory. M. Villatte and J.L. Villatte. Bressanone 29/30/06/2017, 01/07/2017
2. Advanced ACT Workshop: Giving value to people through the processes of the self. ACT ITALIA and IESCUM Association - Milan 22/03/2017
3. Workshop: ABA, RFT and ACT: the development of cognition and language in the autistic child. ACT ITALIA and IESCUM Association - Milan 03/23/2017
4. Intensive workshop: ACT for Kids. Innovative models in psychotherapy of infancy and adolescence - Filippello, Moderato, Pergolizzi- Messina 19/11/2016
5. Intensive Workshop: Towards an approach in cognitive-behavioral psychotherapy. J. Ciarrochi-Bressanone 29-30/ 06/2016 1-2-3/ 07/2016
6. Intensive workshop. Psychological flexibility in psychotherapy: recent developments in Cognitive-Behavioral therapy. Messina 17/10/2015
7. Intensive workshop. Teenagers growing up. Clinical interventions based on Acceptance and Commitment Therapy. L. Hayes-Bressanone 25-26-27-28-29 / 06/2015
8. Intensive Workshop: "MMPI-2-Minnesota Multiphasic Personality Inventory-2: Use in clinical practice". D. Bulla-Messina 18 / 10/2014

Messina, October, 2019



