



PERSONAL INFORMATION

SURNAME, Name

SULLA, Francesco

Registered Psychologist (Albo degli Psicologi dell'Emilia Romagna, sez. A, N° Albo 7240, since 23/10/2012); **Assistant Professor (tenute-track)**, Developmental and Educational Psychology, Dep. of Humanities, Foggia University (Italy)

National Scientific Qualification for the position of Associate Professor in Competition Sector 11/E2 – Developmental and Educational Psychology (from 12/12/2023 to 12/12/2035)

Orcid: <https://orcid.org/0000-0002-0871-4943>

Scopus: 33 documents; 451 citations; h-index 12 (update: Feb 2025)

Google Scholar: 891 citations; indice h 15; i10-index 20 (update: Feb 2025)

SCIENTIFIC AND TEACHING ACTIVITY

ORGANIZATION, PARTICIPATION,
AND MANAGEMENT OF
RESEARCH GROUPS

- **Scientific Coordinator** for the lead university of the project 4C4WB 2.0 (4 Challenges 4 Wellbeing) (PROBEN_0000008), in response to Directorate Decree No. 1396 of September 18, 2024 – call for funding aimed at promoting psychophysical well-being and counteracting psychological and emotional distress among the student population (PRO-BEN). Funded by the Ministry of University and Research (MUR) for €1,600,000.00 (unit under the coordinator: €335,429.77).

(October 2025 – October 2026)

- **Scientific Coordinator** for the lead university of the project 4C4WB (4 Challenges 4 Wellbeing) (PROBEN_0000004), in response to Directorate Decree No. 1159 of July 25, 2023 – call for funding aimed at promoting psychophysical well-being and counteracting psychological and emotional distress among the student population (PRO-BEN). Funded by the Ministry of University and Research (MUR) for €2,750,000.00 (unit under the coordinator: €561,000.00).

Project Partners:

- Libera Università di Bolzano (Coordinator: Prof. Antonella Brighi)
- University of Verona (Coordinator: Prof. Lidia Del Piccolo)
- University of Molise (Coordinator: Prof. Francesca Baralla)
- European University of Rome (Coordinator: Prof. Anna Contardi)
- Conservatory of Foggia (Coordinator: M. Agostino Ruscillo)
- Conservatory of Verona (Coordinator: M. Paolo Caneva)

(October 2024 – October 2025)

- **Unit Coordinator for the University of Foggia and Co-Principal Investigator** of the PRIN 2022 PNRR project titled Changing Holistic Risk Evaluation of Teen Dating Violence

Per ulteriori informazioni:

www.cedefop.eu.int/transparency
www.europa.eu.int/comm/education/index_it.html
www.eurescv-search.com

(P20228AKRS). Funded by MUR for a total of €255,000.00 (University of Foggia: €133,000.00). Principal Investigator: Prof. Anna Sorrentino, University of Campania L. Vanvitelli.

As part of the project, Francesco Sulla is currently supervising the research activities of two postdoctoral researchers

(November 2023 – November 2025)

POST-DOCTORAL RESEARCH
ACTIVITY and
INTERNATIONALISATION

2-6 October 2023

Erasmus+ Teaching mobility period

Key Action 131, Staff mobility for teaching between programme countries

Total hours worked: 30; Teaching language: English; Invited by: Prof.ssa Rosario Del Rey BIP Title, Promoting multidimensional well-being among university students, Universidad de Sevilla (Siviglia, Spagna),

3-9 September 2023

Visiting Research Fellow

Research cooperation

Faculty of Education, University of Hamburg, Hamburg (Germania)

5-9 September 2022

Erasmus+ Teaching mobility period

Key Action 131, Staff mobility for teaching between programme countries

Total hours worked: 30; Teaching language: English; Invited by: Prof. Jouni Smed BIP Title, Serious Games: from practical realization to its implementation in teaching course and application in computer laboratories, University of Turku, Turku, (Finlandia)

a.y. 2017/2018

Post-doctoral researcher

Project: "Star bene a scuola: il benessere scolastico tra apprendimento ed esperienza emotiva" [School well-being in learning and emotional experience] (Supervisor: Prof. Dolores Rollo) Dep. Of Medicine and Surgery, Parma University

a.y. 2018/2019, a.y. 2019/2020,
a.y. 2020/2021, a.y. 2021/2022
(until 28/02/2022)

Post-doctoral researcher

Project: "Sistemi di miglioramento della qualità didattica postlaurea e per l'infermieristica in area critica, con particolare riferimento all'utilità di temi formativi in ambito psicologico" [Systems for improving post-graduate teaching quality in the training of ICU nurses, with a focus on psychological themes]

(Supervisor: Prof. Leopoldo Sarli) Dep. Of Medicine and Surgery, Parma University

4-10 August 2019

Invited Lecturer

EABA (European Association for Behaviour Analysis) International Summer School 2019:

Workshop on Evaluation and Research of Behaviour in School

Faculty of Psychology, University of Latvia, Riga (Latvia)

1-30 October 2017

Visiting Postdoctoral Researcher

Research cooperation and lecturing

Supervisor: Prof. Gabriela Zuilma Sigurdardottir

workshop on Evaluation and Research of Behaviour in School

Faculty of Psychology, University of Iceland, Reykjavik, (Iceland)

From 16-11-2013 to 20-04-2014

Visiting PhD student, Research Assistant

Supervisor: Dr Brian Apter (Honorary Research Fellow at the University of Wolverhampton); Project: SUKSCB (Survey of UK Secondary Classroom Behaviour; University of Cardiff, Wales) -

Supervisor: Dr Christopher Arnold (Senior Educational Psychologist and Chair of the Division of Educational and Child Psychology - British Psychological Society); Project: Validation of the Sandwell Early Numeracy Test

School of Health and Wellbeing, University of Wolverhampton, West Midlands (UK)

TEACHING IN DEGREE
PROGRAMS, SUPPLEMENTARY
TEACHING, and TUTORING

Adjunct Professor

a.y. 2021/2022

Psicologia dello sviluppo e dell'educazione nella prima infanzia [Developmental and Educational Psychology in early childhood] (6CFU) – M-PSI/04

Bachelor Degree in Educational Science (D.M.270/04)

Dep. of Education and Humanities, *Modena and Reggio Emilia University*

a.y. 2020/2021/2021/2022

Modelli integrati di intervento psico-educativo per la disabilità intellettiva e dei disturbi generalizzati dello sviluppo [Integrated models of psychoeducational intervention for learning disabilities and autism] (4CFU) – M-PSI/04

Special education teacher specialistic training

Dep. Of Humanities, Social Sciences and Cultural Industries, *Parma University*

**a.y. 2018/2019; 2019/2020;
2020/2021; 2021/2022**

Psicologia 1 [Psychology 1] (8CFU) – M-PSI/04

Single-cycle teacher training degree course

Dep. of Education and Humanities, *Modena and Reggio Emilia University*

**a.y. 2017/2018; 2018/2019;
2019/2020**

Psicologia dello Sviluppo e dell'Educazione M-Z [Developmental and Educational Psychology] (6CFU) – M-PSI/04

Bachelor degree in Educational Science

Dep. of Education and Humanities, *Modena and Reggio Emilia University*

From 01/01/2016 to 28/02/2022

Teaching and tutoring activities, Educational Psychology, Research Methods, Health Psychology

Master di II livello in "Strategie Formative in ambito sociale e sanitario: standard europei ed innovazione"; Master di I Livello "Infermieristica in area critica"; Master di I Livello "Case/Care Management infermieristico e ostetrico in ospedale e sul territorio";

Dep. of Medicine and Surgery, Parma University

a.y. 2015/2016

Teaching and tutoring activities, Educational Psychology

Master di I livello in Psicologia clinica. Valutazione e counselling centrato sulla persona

Dep. Of Clinical Medicine, Parma University

**From a.y. 2016/2017 to a.y.
2020/2021**

Supplementary educational activities Developmental Psychology (6CFU) – MPSI/04

Bachelor's degree in Psychology

Dep. Of Biomedical, Metabolical and Neural Sciences, Modena and Reggio Emilia University

a.y. 2021/2022

Supplementary educational activities Psicologia 2 [Psychology 2] (9 CFU) – M-PSI/04

Single-cycle teacher training degree course

Dep. of Education and Humanities, *Modena and Reggio Emilia University*

a.y. 2014/2015

Tutoring activities *Master's degree in Psicobiologia e Neuroscienze Cognitive (Classe LM-51),*

Dep. Of Neuroscience, Parma University

INSTITUTIONAL ACTIVITIES

- **President** of the Internship Committee, Department of Humanities, University of Foggia (from 26/02/2025 to present)
- **Coordinator for the University of Foggia** of the POT (Orientation and Tutoring Plans for the 2021–2023 triennium) *Prometheus 2.0, L-24 (T) Psychological Sciences and Techniques*. Lead institution: University of Campania “L. Vanvitelli”
- **Member** of the Quality Assurance Group for the Bachelor's Degree Program in *Education and Training Sciences*, University of Foggia (from the 2023/2024 academic year to present)
- **Member** of the Quality Assurance Group for the Bachelor's Degree Program in *Psychological Sciences and Techniques*, University of Foggia (from the 2024/2025 academic year to present)
- **Member** of the Student Affairs Committee, University of Foggia (from the 2022/2023 academic year to present)
- **Member** of the Technical-Scientific Committee of the *University Psychological Counseling Service*, University of Foggia (from the 2024/2025 academic year to present)
- **Secretary** of the *Ethics Committee for Psychological Research*, Department of Humanities, University of Foggia (from January 2024 to January 2025)
- **Member** of the *Ethics Committee for Psychological Research*, Department of Humanities, University of Foggia (from January 2025 to present)
- **Substitute Member** of the *Disciplinary Board*, University of Foggia (from February 2025 to present)

MAIN THIRD MISSION AND PUBLIC ENGAGEMENT ACTIVITIES

- Open Week Distum 2025**, workshops: *The Psychology You Don't Expect* (POT activity); *Psychology and Psychophysical Well-being at University: A Possible Combination?* (Proben activity) (February 17 and 20, 2025)
- **PCTO activity**: *The Different Fields of Psychology*, Module *Developmental Psychology*, aimed at secondary school students (15 hours of frontal lessons/laboratory in a hybrid mode, 10 hours of individual study) (15/02/2023)
 - **Presentation and workshop** at the event organized by *Soroptimist Foggia* in collaboration with the University of Foggia:
SomeBODY to Love, at IIS Einaudi, Foggia: Sulla, F. (2023). *Representation of Fat and Non-Conforming Bodies in the Media and Its Importance for Children's and Adolescents' Self-Esteem*
[Event link](#)
[University event page](#)
(17/05/2023)
 - **Presentation** at the event organized by *Centro Anti-Discriminazioni ARIA*, *Rainbow River Festival*, at Palazzo Dogana, Foggia: Sulla, F. (2023). *Fat Bodies, Non-Conformity, and Queerness: Connections and Psychological Development Consequences*
(06/06/2023)

MAIN PROFESSIONAL ACTIVITIES

Social Designer (from 01/10/2020 to 28/02/2022), *Proges Cooperativa Sociale Servizi alla Persona, Parma, Italy*

Psychologist (from 05/08/2021 to 28/02/2022), counseling for students, University Counseling Service, *Welcoming and Inclusion Centre, Parma University, Italy*

Psychologist (from 01/10/2019 to 30/07/2020), counseling for students, Conservatorio 'A. Boito', Parma, Italy (Conservatoire)

Case Manager (from 01/07/2019 to 28/02/2022), Project: *Ali per il Futuro*; a project aiming at combating educational poverty. It envisages a shared personalised plan intended for families with children from 0 to 6 years living in conditions of poverty and at risk of social disadvantage. The project was selected by the non-profit organisation CON I BAMBINI as part of the Fund against child poor education.

School Psychologist (from 01/09/2016 to 30/05/2021), I.C. Toscanini, Parma, Italy (Middle School)

EDUCATION AND TRAINING

January 2012 – March 2015	Dottorato di ricerca in Psicologia; Doctor Europaeus (Convenzione Europea definita dalla European University Association) [Ph. D.; Doctor Europaeus] Grade: Excellent Parma University, Italy
From 2008 to 2010	Laurea Specialistica in Psicologia dello Sviluppo: Processi e contesti educativi, sociali e clinici (58/S - Classe delle lauree specialistiche in psicologia) [Master's Degree] Grade: 110/110 Parma University, Italy
From 2006 to 2008	Laurea di I livello in Scienze del Comportamento e delle relazioni interpersonali e sociali (Classe di laurea 34 - Classe delle lauree in scienze e tecniche psicologiche) [Bachelor's degree] Grade: 94/110 Parma University, Italy
From 2001 to 2006	Liceo Scientifico diploma [High School Diploma] Grade: 98/100 L.S. 'Filolao', Crotone, Italy

Refresher Training

L'intervento psicoeducativo a scuola. Il teacher training per la gestione dei problemi emotivi, comportamentali e di apprendimento in classe (10 ore) [Psychoeducational intervention in school. Teacher Training for the management of relational, behavioral and learning problems in the classroom]
CPD course, Giunti Psychometrics (December 2020)

Lecturing in English 1 – 2020 (28 ore)

Course Level: Advanced English course for English Medium Instruction (EMI)

University Language Centre, Università degli Studi di Modena e Reggio Emilia (November 2020)

Summer school on Direct, mediation and moderation effects in multiple regression models and assessment of the statistical power (in SPSS)

(Prof. Fabio Presaghi, University of Rome-La Sapienza) (32 hours)

Italian Psychological Association (AIP) – Division of Developmental and Educational Psychology, Chieti (Italy), (July, 2020)

Applied Psychology, Behaviour in School (Dr. Brian Apter, University of Wolverhampton) (80 ore)

CPD course, University of Wolverhampton (UK), (Jan – Apr 2014)

Higher Education Academy workshop entitled '**Postgraduates and others who teach Psychology**'

University of Birmingham (UK), 09/04/2014 (8 hours)

Summer School on Linear Mixed Models for repeated measures, hierarchical models and study of change (in SPSS) (Prof. Marcello Gallucci, University of Milano-Bicocca) (40 ore)

Italian Psychological Association (AIP) – Division of Developmental and Educational Psychology, Bertinoro (Italy), (July, 2013)

AWARDS AND AFFILIATIONS

• **Travel Grant** – AIP (Italian Psychological Association) – Developmental and Educational Psychology Section; Funding for young researchers to attend international conferences (*June 2019*) - Participation in the 10th International Conference of ABAI (Association for Behavior Analysis International), Stockholm, Sweden.

Symposium: *The Effect of Teacher Approval and Disapproval on Students' Behaviour: A Comparison Between the UK, Italy, and Iceland* (Sulla, F., Apter, B., Sigurdardottir, Z. G.)

• **Affiliate Member** of the *Italian Association of Psychology (AIP)* – Developmental and Educational Psychology Section (*from 01/01/2018 to present*)

• **Affiliate Member** of the *International School Psychology Association* (*from 13/02/2023 to present*)

• **Affiliate Member** and Board Member (Current Secretary) of the *European Association for Behaviour Analysis* ([Website](#))

Peer Review Activity for the following journals:

- Journal of Behavioral Education, Springer
- Social Psychology of Education, Springer
- International Journal of Bullying Prevention, Springer
- Revista Latinoamericana de Psicología, Elsevier
- Addictive Behaviors, Elsevier
- Journal of Pain and Symptom Management, Elsevier
- Journal of Child & Adolescent Mental Health, Taylor & Francis
- European Journal of Investigation in Health, Psychology and Education, MDPI
- Social Sciences, MDPI
- Journal of Intelligence, MDPI
- Children, MDPI
- Infant and Child Development, Wiley
- Psychological Reports, Sage
- Acta Biomedica for Health Professions, Mattioli
- Nuova secondaria ricerca, Gruppo Editoriale Studium
- Developmental Psychology, Frontiers in Psychology

PUBLICATIONS

CURATORSHIP

1. Sulla, F., Traverso, L., Versari, A. (2023). *Psicologia dello Sviluppo*, 2 ed. Milano: McGraw-Hill Education. (Developmental Psychology, 2e Patrick Leman, Andy Bremner). ISBN: 9788838656392

2. Sulla, F., Traverso, L., Versari, A. (2019). *Psicologia dello Sviluppo*, 1 ed. Milano: McGraw-Hill Education. (Developmental Psychology, 1e Patrick Leman, Andy Bremner, 9780077126162)

BOOK

1. Sulla, F. (2022). *Psicologia dell'Educazione*, Create, II edizione. Milano: McGrawHill Education. ISBN 9781307661880

CONTRIBUTIONS IN BOOKS

1. Di Fuccio, R., Sulla, F., & Cavioni, V. (2024). Circle time: la voce dei bambini. In *Sperimentazioni del metodo analogico. Esperienze, pratiche, ricerche* (pp. 99-109). Milano: McGraw-Hill.

2. Sulla, F. (2019). Strumenti per l'insegnante in classe. In D. Rollo (cur.), *Le età dello sviluppo: Strumenti di valutazione e di intervento* (pp. 81-103). Milano: FrancoAngeli.

2. Sulla, F., Armenia, E., Rollo, D. (2019), Natural Rates of Teachers' Approval and Disapproval in Italian Primary and Secondary Schools Classroom. In G., Minati, M. Abram, E. Pessa (Eds) *Systemics of*

3. Rollo, D., Sulla, F., Armenia, E., Ferrari, S. (2016). Counselling e ri-abilitazione scolastica: Quali prospettive per lo psicologo a scuola? In S., Soresi, L., Nota, M. G., Ginevra (Eds.) *Il counseling in Italia. Funzioni, criticità, prospettive e applicazioni* (pp. 150-165). Padova: Cleup.
4. Rollo, D., Sulla, F., Massarini, M. A., Perini, S. (2015). The effect of written approval on pupils' academic and social behavior: an exploratory study in a northern Italian middle school. In G., Minati, M. Abram, E. Pessa (Eds) *Towards a post-Bertalanffy Systemics*. New York: Springer

PAPERS ON PEER-REVIEWED SCIENTIFIC JOURNALS

1. Esposito, C., **Sulla, F.**, Esposito, C., Daşçı, E., Agueli, B., Fantinelli, S. (under review) Navigating Career Choices at University: The Interplay of Sexism, Gender Typicality, Parental Influence, and Mattering. *Psychology of Women Quarterly*.
2. **Sulla, F.**, Agueli, B., Lavanga, A., Logrieco, M. G. M., Fantinelli, S., & Esposito, C. (2025). Analysis of the Development of Gender Stereotypes and Sexist Attitudes Within a Group of Italian High School Students and Teachers: A Grounded Theory Investigation. *Behavioral Sciences*, 15(2), 230. <https://doi.org/10.3390/bs15020230>
3. Esposito, C., **Sulla, F.**, Toto, G. A., Berardinetti, V., Lavanga, A., Savino, F. P., Iuso, S., Logrieco, M.G.M., & Ascorra Costa, M. E. P. (2024). Promoting Well-Being from a Gender Perspective: A Systematic Review of Interventions Using Digital Tools and Serious Games. *Behavioral Sciences*, 14(11), 1052. <https://doi.org/10.3390/bs14111052>
4. **Sulla, F.**, Fantinelli, S., Ragni, B., Galanti, T., & Rollo, D. (2024). Adaptation of the technostress subscale of the cuestionario de tecnoestrés [technostress questionnaire] in a group of italian teachers. *TPM, Testing, Psychometrics, Methodology in Applied Psychology*, 31(3), pp. 363-376, DOI: 10.4473/TPM31.3.7
5. Trotta, E., Serio, G., Monacis, L., Carlucci, L., Marinelli, C. V., Petito, A., Celia, G., Bonvino, A., Calvio, A., Stallone, R., Esposito, C., Fantinelli, S., **Sulla, F.**, Di Fuccio, R., Salvatore, G., Quarto, T. & Palladino, P. (2024). The effects of the COVID-19 pandemic on Italian primary school children's learning: A systematic review through a psycho-social lens. *Plos one*, 19(6), e0303991.
6. **Sulla, F.**, Fantinelli, S., Toto, G. A., Peconio, G., & Esposito, C. (2024). Exploring Attitudes toward Sustainability Education in a Group of Italian Preservice Teachers: The Role of Environmental Identity and Sense of Community Responsibility. *Social Sciences*, 13(5), 241. <https://doi.org/10.3390/socsci13050241>
7. Lavanga, A., & **Sulla, F.** (2023). Praise as a gift in the relationship between teachers and their students. *Elementa. Intersections between Philosophy, Epistemology and Empirical Perspectives*, 3(1-2), 93-103. doi: <https://doi.org/10.7358/elementa-2023-0102-lasu>
8. Litwic-Kaminska, K.; Błachnio, A.; Kapsa, I.; Brzezinski, Ł.; Kopowski, J.; Stojković, M.; Hinić, D.; Krsmanović, I.; Ragni, B.; **Sulla, F.**; Limone, P. (2023). Resilience, Positivity and Social Support as Perceived Stress Predictors among University Students. *International Journal of Environmental Research and Public Health*, 20, 6892. <https://doi.org/10.3390/ijerph20196892>
9. **Sulla F.**, Monacis D and Limone P (2023) A systematic review of the role of teachers' support in promoting socially shared regulatory strategies for learning. *Frontiers in Psychology* 14:1208012. doi: 10.3389/fpsyg.2023.1208012
10. Monacis D, **Sulla F***, Peconio G and Limone P (2023) Measuring autonomy support in special needs teachers from a self-determination theory perspective: validation of the Italian version of the learning climate questionnaire. *Front. Psychol.* 14:1183205. doi: 10.3389/fpsyg.2023.1183205
11. Parola A, Marcionetti J, **Sulla F** and Wong LPW (2023) Editorial: Career development in the educational system. *Front. Psychol.* 14:1205957. doi: 10.3389/fpsyg.2023.1205957
12. Sorrentino, A., **Sulla, F.**, Santamato, M., di Furia, M., Toto, G. A., & Monacis, L. (2023). Has the COVID-19 Pandemic Affected Cyberbullying and Cybervictimization Prevalence among Children and Adolescents? A Systematic Review. *International Journal of Environmental Research and Public Health*, 20(10), 5825.
13. Sorrentino, A., **Sulla, F.**, Santamato, M., Cipriano, A., & Cella, S. (2023). The long-term efficacy and sustainability of the Tabby Improved Prevention and Intervention Program in reducing cyberbullying and cybervictimization. *International journal of environmental research and public health*, 20(8), 5436.
14. **Sulla, F.**, Harrad, R., Tontodimamma, A., Limone, P., & Aquino, A. (2023). Italian Validation of the Online Student Engagement Scale (OSE) in Higher Education. *Behavioral Sciences*, 13(4), 324.
15. Fantinelli, S., Esposito, C., Carlucci, L., Limone, P., & **Sulla, F.** (2023). The Influence of Individual and Contextual Factors on the Vocational Choices of Adolescents and Their Impact on Well-Being. *Behavioral Sciences*, 13(3), 233-247. <https://doi.org/10.3390/bs13030233>
16. Ragni, B., **Sulla, F.**, Toto, G. A., & Limone, P. (2023). Validation of the self-compassion scale in a

sample of Italian special needs teacher. *Frontiers in Psychology*, 14, 773.

<https://doi.org/10.3389/fpsyg.2023.1103021>

17. **Sulla, F.**, Camia, M., Scorza, M., Giovagnoli, S., Padovani, R., & Benassi, E. (2023). The Moderator Effect of Subthreshold Autistic Traits on the Relationship between Quality of Life and Internet Addiction. *Healthcare*, 11(2)

18. **Sulla, F.** & Rollo, D. (2023). The Effect of a Short Course on a Group of Italian Primary School Teachers' Rates of Praise and Their Pupils' On-Task Behaviour. *Education Sciences*, 13(1), 78.

19. Stirparo, G., Gambolò, L., Bellini, L., Mediolini, F., Bertuoli, M., Guasconi, M., **Sulla, F.**, Artioli, G., Sarli, L. (2022). Satisfaction evaluation for ACLS training. *Acta Biomedica for Health Professions*. 93(3):e2022260. DOI: 10.23750/abm.v93i3.13337

20. **Sulla, F.**, Pasetti, A., Dall'Olio, I. (2022) Processi di tipizzazione di genere in famiglie con genitori migranti e a rischio di povertà educativa: un'esperienza formativa condotta nell'ambito del Progetto "Ali per il Futuro". *Rivista Italiana di Educazione Familiare*. 20, 1: pp. 33-46. doi: <https://doi.org/10.36253/rief-1223>

21. **Sulla F.**, Aquino A and Rollo D (2022) University Students' Online Learning During COVID-19: The Role of Grit in Academic Performance. *Frontiers in Psychology*, 13:825047. doi: 10.3389/fpsyg.2022.825047

22. **Sulla, F.**, Guasconi, M., Crudeli, I., Giovannone, D., Giuffredì, S., Zardo, C., Sarli, L., Artioli, G., Scelsi, S. (2021). Protocollo di ricerca per la validazione della versione italiana della Behavioral Pain Scale nei pazienti ricoverati in terapia intensiva pediatrica, sedati, intubati e ventilati meccanicamente. *Scenario*, 38(4): 5-8.

23. Cosentino, C., De Luca, E., **Sulla, F.**, Uccelli, S., Sarli, L., Artioli, G. (2021). Leadership styles' influence on ICU nurses' quality of professional life: A cross-sectional study. *Nursing in Critical Care*, 1-9, doi:10.1111/nicc.12738

24. Guasconi, M., Granata, C., **Sulla, F.**, Rubbi, I., Artioli, G., Sarli, L., Scelsi, S. (2021). Validation of the Italian version of Behavioral Pain Scale in sedated, intubated, and mechanically ventilated pediatric patients. *Acta Biomedica for Health Professions*, Vol. 92, Supplement 2: e2021370 DOI: 10.23750/abm.v92iS2.12429

25. Apter, B., Sulla, F., Swinson, J. (2020). A review of recent large-scale systematic UK classroom observations, method and findings, utility and impact. *Educational Psychology in Practice*, DOI: 10.1080/02667363.2020.1802233

26. Cosentino, C., Harrad, R. A., **Sulla, F.**, Bertuoli, M., Sarli, L., & Artioli, G. (2020). Nursing spiritual assessment instruments in adult patients: a narrative literature review. *Acta Bio Medica: Atenei Parmensis*, 91(Suppl 12).

27. Pálsdóttir, B., Sigurðardóttir, Z.G., **Sulla, F.** (2019), Áhrif jákvæðrar og neikvæðrar endurgjafar á námsástundun og félagslega hegðun nemenda [The effects of positive and negative feedback on students' on-task and social behavior]. *Sálfræðiritið – Tímarit Sálfræðingafélags Íslands*, 24. árg. 2019 bls. 23-35

28. Harrad, R., Cosentino, C., Keasley, R., & **Sulla, F.** (2019). Spiritual care in nursing: an overview of the measures used to assess spiritual care provision and related factors amongst nurses. *Acta Bio Medica Atenei Parmensis*, 90(4-S), 44-55.

29. Harrad, R., & **Sulla, F.** (2018). Factors associated with and impact of burnout in nursing and residential home care workers for the elderly. *Acta Bio Medica Atenei Parmensis*, 89(7-S), 60-69. <https://doi.org/10.23750/abm.v89i7-S.7830>

30. **Sulla, F.**, Lachimia, M., Barbieri, L., Gigantiello, A., Iraci, C., Virgili, G., Artioli, G., & Sarli, L. (2018). A first contribution to the validation of the Italian version of the Behavioral Pain Scale in sedated, intubated, and mechanically ventilated paediatric patients. *Acta Bio Medica Atenei Parmensis*, 89(7-S), 19-24. <https://doi.org/10.23750/abm.v89i7-S.7945>

31. **Sulla, F.**, Renati, R., Bonfiglio, S., & Rollo, D. (2018). Italian students and the Grit-S: A self-report questionnaire for measuring perseverance and passion for long-term goals. In 2018 IEEE International Symposium on Medical Measurements and Applications (MeMeA) (pp. 1-5). IEEE. DOI: 10.1109/MeMeA.2018.8438668

32. Artioli, G., Foà, C., Cosentino, C., **Sulla, F.**, Sollami, A., Taffurelli, C. (2018). "Could I return to my life?" Integrated Narrative Nursing Model in Education (INNE). *Acta Biomed for Health Professions*, 89(4-S), 5-17. Doi: 10.23750/abm.v89i4-

33. **Sulla, F.**, Rollo, D., Cattivelli, R., Harrop, A. (2018), The effect of increasing written approval on Italian students academic performance in Higher Education. *Educational Psychology in Practice*, 1-10. Doi: 10.1080/02667363.2018.1438990

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PROCEEDINGS

1. 1. Sulla, F., Ragni, B., D'Angelo, M, Rollo, D. (2022). Teachers' emotions, technostress, and burnout in distance learning during the COVID-19 pandemic. Third Workshop of Technology Enhanced Learning Environments for Blended Education – The Italian e-Learning Conference(teleXbe), Vieste, 10-11 Giugno 2022

2. Sulla, F., Masi, A., Renati, R., Bonfiglio, S., Rollo, D. (2020). A Tool for the Evaluation of Hikikomori Risk in Italian Adolescents: A first Contribution to its Validation. In 2020 IEEE International Symposium on Medical Measurements and Applications (MeMeA)

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Logrieco, MG., Bertamini G., Casula, L., **Sulla, F.**, Zaoui, M., Guerrera, S., Fasolo, M. Vicari, S., Cohen, D., Valeri, G. (2024) Artificial Intelligence for Studying Child-Caregiver Interaction in Autism Intervention. In De Stasio, S., Ragni, B. (Chair) *Parenting and socio-emotional development in early childhood*. Simposio presentato al XXXVI Congresso Nazionale AIP Sezione Psicologia dello Sviluppo e dell'Educazione, Università degli Studi di Cagliari, Cagliari, 19-21 settembre 2024

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Di Furia, M., **Sulla, F.**, Toto, G.A. (2023) Technology, youth, well-being: cyberbullying in the pandemic age and future responses. In Guarini, A., Brighi, A., Slee, P. (Chair) Bullying, cyberbullying and psychological well-being: understanding relationships and promoting interventions. Simposio presentato al IX World Conference on Violence in School (#WCVS2023), Università di Siviglia, Siviglia, 2-4 ottobre 2023

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