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Stress as a way of life for adolescents? Testing the Lipman-Rogers method's impact on the HPA axis on a social-emotional brain hypothesis assumption

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Stress can be a real problem for adolescence, even a way of life, especially related to academic standards that influence the self-concept, under construction at this stage of personality development. When becomes chronic, stress can determine a vulnerability for mood disorders that have a rising incidence among teenagers. And unfortunately the teacher can be a stressor or a stress catalyst that induces pressure with his behaviour or by enhancing excessive competition in the classroom. I hypothesize that the Lipman-Rogers method of teaching (or fluidity teaching method), as an innovative pedagogical facilitating interaction, reduces stress by the empathy of the teacher and the construction of a democratic cooperative group. I analyse the neurobiological basis and implications of this method measuring psychological variables and salivary cortisol concentration of a mixt group of adolescents under the experimental condition of a social stress test. As the first attempt to validate the method at biological level, the aim is to describe the effects of my teaching method and to sketch an analysis of the neurobiological processes that make this interaction possible. For this reason I use the HPA axis as a particular element of a bigger picture, a social and affective neuropsychoneuroendocrinology of the pedagogical interaction under the social brain hypothesis assumption, and I introduce my hot brain hypothesis to identify the role of emotions in this process.

Biography

Valentín Ionescu has completed his PhD in philosophy at the age of 33 from Bucharest University and attends a neurobiology master program at Faculty of Biology. He is a school teacher at Cantemir-vodă National College and has a collaboration with the Pedagogy Center of the Faculty of Philosophy and the C I Parhon Endocrinology Institute. He has published four papers in reputed spanish journals on philosophy, psychology and neuroscience topics, a book, *El hombre fluido y el futuro de la enseñanza. Una perspectiva de la psiconeuroendocrinología social y afectiva*, and gave four presentations at three conferences only in 2019. He is also a writer and published two letters (out of 34) of his alter-ego: Don Quixote the second.

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