

REVIEWS

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The review is a part of the election procedure for associate professor in the professional field 3.2. Psychology (Child & Adolescent Psychology), promulgated in the State Gazette no. 65 of 16.08.2019 for the needs of the Faculty of Philosophy of Sofia University "St. Kliment Ohridski ". It was elaborated on the basis of the Law for the Development of the Academic Staff in the Republic of Bulgaria and the Rules on the Terms and Conditions for Acquisition of Academic Degrees and Occupation of Academic Positions at Sofia University "St. Kliment Ohridski ".

Two candidates applied for the above mentioned position – Chief Assistant Professor of Psychology PhD Camellia Doncheva Hancheva and Chief Assistant Professor of Psychology PhD Manol Nikolov Manolov.

(I) Concerning the application of Camellia Hancheva

Camellia Hancheva has a Bachelor's and Master's Degree in Psychology from Sofia University "St. Kl. Ohridski" in 1996 (with specializations in Clinical and Counseling Psychology, Developmental Psychology, Education and Culture, and Organizational Psychology). She received a PhD in Developmental & Educational Psychology in 2013 after a successful completion and defense of her doctoral thesis: "Defense mechanisms and coping strategies of parents and adaptive functioning of the child at Sofia University "St. Kliment Ohridski". Since 1999 she has been an Assistant Professor and since 2005: Chief Assistant professor in Child & Adolescent Psychology at Sofia University "St. Kliment Ohridski ". For the period 2013 - 2018, she is a part-time lecturer at the International Psychoanalytic University - Berlin, (IPU-Berlin). In 1995-2007 she completed her training for Psychodrama therapist and supervisor, and in 1998-2002: training for family and marriage therapist (NBU, Sofia).

1. Research and results

In regard of the application requirements, Camellia Hancheva presented two monographs: *Mentalization and Early Stages of Socio-emotional Development*. Sofia: University Publishing House "St. Kliment Ohridski", 2019, as a habilitation, and *Child, the Family and the Inner World. Relational Psychoanalytic Theories of Development*. Sofia, VBB, 2019, developed on the basis of the dissertation research. The list of publications submitted for review includes four chapters of collective monographs (in English) and eight scientific articles (three of which are in English): 5 individually and 3 in co-authorship.

Habilitation – *Mentalization and Early Stages of Socio-emotional Development*, consists of a preface, 14 chapters (combined into four parts) and references (313 pages in total). The work offers a new perspective on early child development, from the viewpoint of the theory of mentalization.

The first part contains a systematic presentation of the concept of mentalization. Introduced in the 1990s, the term has quickly established itself as a unifying focus of multiple paradigms – psychoanalysis, attachment theory, developmental psychology, and cognitive neuroscience. Mentalization is the ability to perceive and interpret behaviors (actions of others) in terms of mental states – thoughts, feelings, desires and aspirations (Fonagy & Bateman, 2016). Its introduction into scientific use has been traced in a comparative terms to

other related and partially overlapping constructs such as empathy, insight, psychological mindedness, theory of mind, and more. The issues of the need for a new concept, translation and its form of use have been critically discussed, and four modes of mentalization have been presented in detail: cognitive-affective; implicit-explicit; focus on oneself - on others; internal-external orientation. The development of the capacity for mentalization is related to a sense of agency, differing in several levels of establishing a connection between one's own action and the change in the environment in a young child: social agent, teleological agent, intentional agent and agent of representational function.

After a detailed analysis of the basic construct, the views on socio-emotional development in terms of mentalization are summarized in three parts, organized through three ancient Greek myths: the birth of Athens, Narcissus and Orpheus.

The first, about the birth of Athens, is an illustration of the new perspective on the dynamics of parent-child relationships, based on the theory of mentalization, and is presented with the concept of parental reflective functions. Through concepts such as parental sensitivity, insightfulness, defensive distortionsчувствительно, parental reflective functions or temperament, attention is focused on the parental figures. The theoretical assumptions of psychoanalysis, attachment theory and neuroscience have been rightly selected as leading in contemporary developmental psychology, and on this basis the hypothesis for the role of mentalization - through the influence of parental reflective functions on the child's socio-emotional development - is substantiated. The model involving parental mentalization as a mediator of changes in child development presupposes the development of interventions directly aimed at enhancing the parent's capacity to mentalize, especially with respect to the child and the way they interact. The starting hypothesis for the link between mentalization and early parent-child relationships is detailed in two assumptions: 1. The caregiver's capacity to mentalize is an important mediator in developing a secure attachment; 2. The capacity for mentalization in the child develops in early attachment relationships and later determines the main aspects of emotional, personal and social development. A child raised by a parent with high reflective capacity will discover himself through it and develop the ability to mentalize (Fonagy et al., 1995). If the mother recognizes and acknowledges the existence of children's desires, feelings, intentions, then the child itself will be able to perceive herself/himself as a thinking and feeling human being, with the full range of human experiences and contradictions (p. 158). The detailed presentation of the four aspects of attachment - behavior, motivational system, dyadic interaction and subjective experience (organized in Internal Working Models) aims to overcome the naive simplification and reduction of parent-child interactions only to build relationship models.

The introduction of the second myth (for Narcissus) allows the author to define the thesis that after experiencing the stage of perfect congruence, lack of affective adjustment, emotional response (Echo) and social referencing make it impossible for the task to develop a sense of self, of their own subjective experiences, as well as the subjectivity of the other. According to the latest neurological research data, there are reasons to suppose the existence of two neural systems that support social cognition - one is the mirror neuron system and the other is the mentalizing system (Vogelay, 2017).

In respect to child development, the question would be, "If Narcissus was a 3-4 months old human baby, how would his experience be represented and what would be its influence on further development?", And the equally important question "What prevents Narcissus from understanding that the other is missing?" "The tragic end of Narcissus is astonishing and causes bewilderment. Is it possible for someone to misunderstand that (s)he is facing her/his own reflection" (p. 240). In response, the author offers an intriguing journey to contemporary theories of intersubjectivity and the difficulties in achieving understanding that

the other has an inner world similar to ours, but again difficult to comprehend and impossible to fully understand or share.

Through the theory of mentalization, the Narcissus myth is interpreted as a vicious circle of feedback loops that reinforces the status quo - unless you have been reflected in a certain way, you have difficulty developing both an idea of yourself and an interest in the mind of others, you cease to participate in social interactions the internal dialogue is also silenced. From this empty silence, it is almost impossible to give rise to response or echo (Echo as a Narcissus Partner) (p. 233). The consideration of the *моженето*abilities, fantasies, representations, interactions and emotional regulation of the baby in this text is presented from a different perspective, which is a counterpoint to the early psychoanalytic hypotheses, summarizing the links between mentalization, identity formation and self-regulatory mechanisms.

The third myth - the Orpheus myth - is used by the author to illustrate the thesis that the processes of transmission of experience, cultural influences and models occur in terms of trust and/or recognition of authority. Parents have direct access and influence the building of epistemic trust, not only through the quality of attachment and Internal Working Models (IWM), and through their capacity for mentalization. The third, last part of book is in a sense also an epilogue because it sets the broad contextual framework and direction of future research.

In conclusion, the author defends the thesis that, although it is inherently human, mentalization is not a capacity that is entirely innate. Rather, there is an inherent potential that can develop in early childhood if certain conditions are met. These are good- enough-mother (parental figures) (with particular emphasis on the earliest figures and relationships with them) to ensure that the child's early subjective experiences were adequately reflected by a trusted other person who is capable of marked mirroring (highly specific form of emotional response) that brings back to the child his or her own subjective experience. In this repetitive process of emotional exchange and reflection, the child develops second-order representations of his or her own subjective experiences. At the same time, the author is aware of the risk that a new concept, such as mentalization (by analogy with sexuality, aggression or attachment), may be overburdened with explanatory and predictive power, given the complexity of the phenomena studied.

In short: the author presented an intriguing and innovative approach to early childhood development based on contemporary ideas about the role of mentalization, convincingly demonstrating the potential of this new concept as an important explanatory principle. A vast volume of theoretical and empirical material, well-structured according to research hypotheses, is presented in a systematic way. Getting to know and understand the text requires not only effort but also good preparation. The monograph is not a university textbook, as it involves in-depth knowledge and specialized knowledge of the reader. However, it could be used as a useful tool for advanced specialists in profiled child development psychology courses. The work sets a high standard for professionals who are ambitious to present in a systematic way contemporary child development studies.

The second monograph – *The Child, the Family and the Inner World. Relational psychoanalytic theories of development*. Sofia, VBB, 2019, was developed on the basis of the dissertation research. The in-depth review of psychoanalytic ideas and their underlying model for the transition from structural to phenomenological representations of the mental organization defines the basic question of work: how parental figures participate in the structure, development and functioning of the child's personality. The answer is sought within the psychoanalytic paradigm. The idea of the unconscious, however, has been re-accentuated by its merging with attachment theory and neurobiological discoveries of recent decades. The

structure of the text follows the chronological order from Freud's classical ideas through the School of Object Relations, representational structures to intersubjectivity. Theoretical analysis, on the one hand, also has its own significance and could be recommended as a brief but meaningful tool for learning about psychoanalytic ideas for mental development. Such a fact must undoubtedly be assessed positively, given the scarce nature of such texts in Bulgarian. On the other hand, based on the theoretical analysis, the formulated hypotheses about the mechanisms of influence on children's functioning are successfully substantiated.

The parameters of child functioning were assessed with a projective methodology for personal profile analysis (Roberts Aperception Test for Children, RATC), adapted for the purpose of the study. RATC is a sophisticated administration, coding, evaluation, and interpretation tool that requires significant clinical experience. The method is used for the first time in Bulgaria and its Bulgarian adaptation, which requires not only a considerable amount of work, but also high professional competence, is one of the important contributions of the research. A brief version of DSQ (DSQ-40) was used to evaluate parental defense mechanisms, and the results confirm the expected three-factor structure: mature, neurotic, and immature protections. The COPE questionnaire was applied to analyze coping strategies, to evaluate two sets of strategies: problem-focused and emotion-focused coping (a third smaller factor was also assessed). The main hypothesis is that the effects of parental defenses and coping strategies on children's functioning are mediated by relationships and identification with parental figures. From this perspective, three models of influence are discussed. Empirically established relationships are of both research and practical interest.

In addition to the two monographs, the applicant has submitted four authors' chapters of collective monographs (in English) and eight articles (three of which are in English): 5 independent and 3 in co-authorship.

The collective monographs have been published by the renowned international publishing house Routledge, London. Two of them present refugee child problems, trace the impact of forced migration on mental functioning, discuss traumatic roots and possible consequences of experiences of violence, coercion and loss, as well as protective factors that help to overcome and integrate the experience. Guidelines on the integration process are outlined; the results of the meeting of experts and people from the practice in dealing with refugee children were summarized. The leading pragmatic issue in the discussion: the coping, retention and emotional uptake of the experiences and current needs of refugee children is analyzed from the perspective of psychoanalytic concepts.

In the third study, personal and/or shared family meaning is presented through the interpretation of individual stories of turning point events in autobiographical narratives. The main focus is on exploring the meanings ascribed to events and patterns of their integration into self-determination and identity.

In the fourth study, the concept of social trauma developed follows the classical definition and implicit ideas of violence and shock, for a (psychic) injury with long-lasting consequences affecting mental organization, but an important re-examination of interpersonal dynamics was introduced. The notion of social trauma is of great practical importance to researchers and societies that have experienced war, armed or ideological conflicts, and totalitarian regimes.

The rest of the mentioned publications – scientific articles contain theoretical analyzes and empirical studies of psychological problems of the development of the child and the family, incl. empirical data of mentalization. Without going into detail, they confirm the impression of the applicant as a specialist with a high level of competence and a wide range of research interests.

Participation in projects: The applicant has participated in 6 international projects funded by European institutions (COST, DAAD and International Psychoanalytic University - Berlin) as a Bulgarian representative and coordinator. Most of these projects take place over a period of several years:

1. The Pan-European Family Support Research Network. A bottom-up, evidence-based and multidisciplinary approach (EuroFam-Net) (2019-2023).
2. Social Trauma in Changing Society (STICS) (2019-2019).
3. European Network on Individualized Psychotherapy Treatment of Young People with Mental Disorders (TREAT-ME) (2017-2021).
4. Migration – Trauma in Transition. Exploring sociotraumatic roots of dealing with refugees. East-West-Dialogue with universities in the Western Balkans (2017-2018).
5. Translation and Validation of Self-Report Measures for the Assessment of Attachment and Mentalization in Adults (TAMMI) (2016 – 2018).
6. Network "Trauma, Trust and Memory" – research network in Central and South Eastern Europe (2013–2016).

For the period of the Trauma, Trust and Memory, Migration - Trauma in Transition and Social Trauma in Changing Society projects, over 50 undergraduate students, PhD students and members of the psychology academic staff at Sofia University participated in the Summer Schools of Social Trauma.

The applicant has also participated in 7 national projects funded by UNICEF-Bulgaria, the Research Fund of Sofia University, Sofia Municipality and OS-Bulgaria, as a participant and/or expert consultant.

2. Teaching and academic activities

The candidate has an academic experience of 20 years: 6 as an assistant and 14 years as a chief assistant in Developmental and Educational Psychology (Child & Adolescent Psychology) at Sofia University "St. Kliment Ohridski".

Camellia Hancheva lectures the following general and specialized courses (in the field of the required associate professor position), in bachelor's and master's degrees at Sofia University: General and developmental psychology (80 hours of lectures), Child development (50 hours of lectures), Family counseling (30 hours of lectures and 90 hours of seminars), Social trauma in development (30 hours of lectures), Groups dynamics, Part 1 (30 hours of lectures), Psychological case management (30 hours of lectures), Relational system in early child development - health psychology perspective (30 hours of lectures), Life crises (30 hours of lectures), Child development (22.5 hours of lectures and 22.5 seminars), Psychology of adolescence (12 hours of lectures and 10.5 seminars).

In 2013–2018, the candidate also lectured as a part-time lecturer at the International Psychoanalytic University - Berlin, (IPU-Berlin), Germany in Developmental Psychology and Social Trauma (in English) as a Master's Degree courses in Psychology.

Camellia Hancheva was the supervisor of 11 successfully completed master's theses.

Students' assessment of teaching activity for Dr. Camellia Hancheva is positive (according to the results of an anonymous survey, according to the accepted 3-grade evaluation system in Sofia University – unsatisfactory, satisfactory and positive).

Camellia Hancheva actively participates in the media and social networks with materials and opinions on current issues of child development.

3. Personal impressions of the applicant

My personal impressions of Camellia Hancheva date back to the time of her education in Psychology at Sofia University, as well as from her work as an Assistant and Chief Assistant professor in the coming years. Camellia Hancheva is a motivated and very capable specialist, with specialized interests in the field of child and adolescent psychology, with proven competence and highly specialized preparation for academic and practical work. My impressions, from our joint participation in three scientific projects at Sofia University, are for her as a responsible and cooperative person, with teamwork skills. The personal feedback of the students and the popularity of the courses she takes characterize her as a well-liked teacher and authoritative colleague. She is a curious person who loves professional challenges and is not afraid to take responsibility. Camellia Hancheva also has a successful practice as a child and family psychologist and psychotherapist and supervises younger colleagues who have completed the Master's program in Child and Adolescent Psychology at Sofia University.

(II) Concerning the application of Manol Manolov

Manol Manolov graduated with a Bachelor's Degree in Psychology from University of Plovdiv "Paisii Hilendarski" in 2011 and a Master's Degree (Consultant Psychologist) in 2012 from the same University. He received his PhD in social psychology in 2018 after a thesis in Veliko Turnovo University "St. st. Cyril and Methodius" on "Interaction models for reducing the social exclusion of non-standard groups". Since 02.2018 he is an Assistant Professor in Social Psychology and since 07.2019: Chief Assistant Professor of Social Psychology at Veliko Turnovo University "St. St. Cyril and Methodius".

1. Research area and results

In regard of the application requirements, Manol Manolov presented one monograph as a habilitation, and two other monographs (being part of two monographs in co-authorship), two articles (in English) and three co-authored articles (one of which in English). Both monographs and three of the articles presented could be included in the subject area of the proposed academic position (if the age range extends to a youth age: 20-25 years). The two articles mentioned above, present quite similar content, so that one is rather an abbreviated version of the other, and the study is presented as well in one of the monographs (Bakracheva, Manolov, 2019, chapter four). For this reason, the evaluation of the publications is made with accent on the three monographs presented.

Habilitation – the book "Self-discrimination" consists of a preface, three chapters, a conclusion and list of references (199 pages in total). Chapter one introduces the basic construct - self-discrimination. The concept is relatively new and not particularly popular in psychology, and for that reason an important step in analysis work should be clarifying the definition of the construct and the parameters of analysis. The author defines the term in a comparative way with discrimination, considering both types of behavior - discrimination and self-discrimination as a consequence of prejudice. Therefore, the reader is initially misled to comprehend that this is a prejudice against oneself, e.g. some form of self-depreciation, self-restraint, etc. In fact, the difference is defined otherwise: in the presence of an active component in discrimination, which in the case of self-discrimination is partially or completely eliminated – the behavior is passive, and activity is manifested only in cases where anonymity is possible (p. 11). According to the author, self-discrimination is unconscious behavior, but it is emphasized by clearly aware negative attitudes towards the other, who is considered a threat. Negative attitudes toward others are created as polar to the subject's high opinion of himself. The concept is clearly positioned in the context of social psychology.

In assessing the work, it should be noted that the introduction of a new concept implies several necessary steps:

(a) a definition that should not be confined to the field of social psychology. This means to relate self-discrimination to other popular constructs, including: *self-concept* and *self-esteem*; *narcissism* (the ancient Greek myth of Narcissus is commonly used as an introduction to the definition of self-discrimination, see Simpson & Hines, 2002); in particular, how does self-discrimination relate to the parameters of narcissism (grandiose/vulnerable, overt/covert); on the other hand, since self-discrimination is seen as a negative attitude towards others, it combines passive behavior, and the connection with *passive aggression* is of interest, as well as the comparison with *cynicism* (defined as „an attitude of distrust toward claimed ethical and social values and a rejection of the need to be socially involved“, Navia, 1999). Regardless of the definitions, self-discrimination refers to the self-regulatory mechanisms of the individual, which implies a distinction between cognitive, affective and behavioral aspects. In short: the location of self-discrimination within the general psychological conceptual apparatus is a prerequisite for unambiguous understanding as well as for outlining the specifics of the construct;

(b) operationalizing the construct in such a way as to enable it to be measured, that is, to formulate empirical indicators for assessment purposes;

(c) personality determinants: factors that determine/make self-discrimination more likely, in particular, issues such as: (1) under what conditions self-discrimination can transfer into discrimination (and vice versa) and (2) if self-discrimination involves a positive view of oneself and a negative view of others, could such "inconsistency" be explained from the standpoint of traditional attribution theories?

(d) behavioral implications: what behavioral consequences self-discrimination leads to.

An essential part of the above issues is not addressed in the habilitation work, and in the case when they are addressed, it is done by the narrower perspective of social psychology (and ethnopsychology).

The empirical data are based on: (a) a questionnaire survey of the characteristics of the Bulgarian ("What is it for you to be Bulgarian"), in the context of national psychology - as a self-assessment, evaluation of others and as a quality or a deficiency; (b) analysis of historical events: the Stara Zagora and April uprising (based on „Notes on the Bulgarian Uprising by Z. Stoyanov“ / Z. Stoyanov`s book) and (c) the process of socialization of the Bulgarian folk in adopting Christianity and the creation of Slavic script and the uprising of Assen and Peter (based on historical sources). These issues are outside the thematic area of the election procedure. As the author himself points out: "This work may be useful in the context of social, political, and organizational psychology" (p. 12).

In the second monograph - Bakracheva, Manolov, "The Many Faces of the Self (The Self-concept in Contemporary Reality)", S., 2019, the mentioned author's pages (distribution protocol No. 5) will be briefly commented below.

In the first chapter (§1.4.–§ 1.6): *The meaning of life and theory of social norms*, in accordance with the theory of social norms, the term false perceptions is introduced to describe the discrepancy between a person's current attitudes/behavior and that, which he considers to be typical attitudes/behavior of others. Accordingly, changing the perceptions by reflecting on the real norm (if it is healthier) can have the opposite effect and lead to a correction of the behavior. In line with this position, the author proposes an approach for the prevention of problematic behavior involving several stages (described in chapter five). Examples relate to learning, alcohol use, and aggression. The presented approach is potentially useful for practical work in school (author summarizes the conclusions mainly

about aggression). However, in order to evaluate the approach, more detailed validity data are needed: about the number and age of participants, the degree of expression of "false" beliefs, and, at first place – about empirical assessment of the effect change at individual level. On the other hand, the social comparison framework is important: the group to which norms are related need to be defined. It can be defined abstractly (such as the author's approach, referring to "most classmates"), but also to two principally important adolescent informal groups: the clique and the crowd. The norms of these groups are undoubtedly with a more stronger effect on individual's behavior; in these cases, false beliefs are less likely to occur, but with greater potential for correction.

In chapter two, *The Virtual Classroom* the author presents a pilot prevention program aimed to reduce aggression, to increase tolerance and a sense of being part of a team, to enhance responsible use of the Web and self-censorship. Two initial face-to-face sessions were held with students in grades 6-12, after which the work was continued online. That program, as indicated in the text, is at a pilot stage, and its evaluation requires data to confirm a significant change in the characteristics substantially related to the planned activities, which are not available at this stage. The author also provides a summary of the types of behavior of adolescents who use or do not use the Internet as a function of how they feel. The results obtained are of practical interest and a resource for work with adolescents on the basis of experienced emotions.

In chapter three, the author analyze deviant behavior. The empirical part includes a qualitative study of cases of children with deviant behavior, distributed on the basis of content analysis into five groups. For the purpose of the study, families were categorized into 8 negative categories with potential risk effect. The data were analyzed at a qualitative level, as the distribution of the behavior of the individuals is connected with the type of parenting. The results give rise to conclusions regarding the incidence of deviant behavior in children in correctional settings, depending on the negative parental model. In this respect, the question arises as to whether the "types of parenting" (parenting models) are alternative - the approach used in the analysis, or whether they can be combined - for example, aggressive parental behavior, substance use, poor material conditions, etc. In the second approach, each of the families could be assessed by the derived parameters, forming an estimate reflecting the degree of risk. However, the more significant limitation of the conclusions is based on the incomplete design of the study: in order to evaluate the effect of parental models on deviant behavior, the sample should also include parents of adolescents who do not exhibit such behavior. No such data are available in the study. In conclusion of this chapter, the author presents a summary of the evaluations of experts who work with the offenders, and summarizes the possibilities for a correction based on the expert assessments. The data show a good knowledge of the practice and are geared toward professionals in the field.

Chapter four presents an examination of how young people between the ages of 20 and 25 perceive "categories of modernity" (such as gender, violence, love, social networks, and freedom), self-descriptions (answering the question "I am ..."), everyday topics, favorite activities, and favorite phrases. In particular, it is expected that the persons surveyed will define as values the categories that are relevant to the consumer, hypermodern society, and reject traditional values (p. 161 from work). Responses received on the basis of free associations are categorized by qualitative group-level analysis by individual indicators. The results obtained are of interest as a characteristic of the studied age group.

The other monograph presented (Stoyanov, I., Manolov, M. (2018) "Psychology of Parenting Styles in the Field of the Meaning of Life", Veliko Tarnovo: St. st. Cyril and Methodius University Publishing House) analyzes the relationship between meaning of life and parenting styles. Distribution protocol No. 6 is presented to the monograph, according to

which the participation of each author is 50%. In this case, however, the reviewer does not have information about which author's pages are to be evaluated in relation to the election procedure. However, some results related to the main hypothesis of the study will be discussed below.

The main hypothesis is that the presence of meaning of life influences the parenting style and, in particular, the authoritative parenting style that is optimal for the child's development, is due to that more likely to be chosen. Accordingly, in the tested model, the presence of meaning of life is defined as an independent variable affecting parenting style (defined as a dependent variable).

Two self-description questionnaires were used to test the main hypothesis: the Parenting Styles and Dimensions Questionnaire (PSDQ) (Robinson et al., 2005) and the Meaning of Life Questionnaire (MLQ; Steger et al., 2006); the surveyed persons also answered additional questions. The PSDQ structure has not been validated by factor analysis, and there is no reliability data at components level (dimensions) of the parenting styles. On the other hand correlation between parenting styles are stronger than expected, in particular correlation between authoritative and authoritarian style, which was confirm both by correlation and regression analysis (when assessing the effect of authoritarian style dimensions on authoritative style, the strongest predictor from authoritarian style was "Commandments"). Since, in principle, a weak or insignificant relationship should be expected between authoritative and authoritarian style, the result obtained does not correspond to the content of the two styles and needs further interpretation. In general, stronger (than expected) relationships could be explained as (a) a psychometric problem, i.e. the subjects did not sufficiently distinguish between empirical indicators (items) to evaluate the two styles, or (b) as inconsistent parenting behavior - a transition from one style to the other. The second possibility is less likely, since such self-description scales are not intended to "capture" such "fluctuations" in parental behavior. However, both variants could potentially lead to a difference in factor structure, in particular the factor analysis, which is absent in the work, would identify the items with low discriminatory potential and would increase the possibilities for interpretation.

The structure of the second scale used in the study – the Meaning of Life Questionnaire (MLQ; Steger et al., 2006), is also not subjected to factor analysis, that is, the two-factor structure - *Presence* and *Search for Meaning*, remains unconfirmed at this stage in the Bulgarian sample.

However, the main issue is related to the results of the regression analysis on the effect of meaning of life on parenting styles. According to the author, "the model of the link sought is adequate. Although the percentage that makes sense of parenting style is small (about 5.5%) (p. 177 of work)¹. To this conclusion, I have two recommendations: (a) a model with similar explanatory capabilities (variance explained) cannot be considered adequate (in this case the statistical significance, especially having in mind the large number of subjects, must be distinguished from the practical significance of the results); (b) actually, judging from the data presented (Table 15, p. 178 of work), the author does not test the initial hypothesis but the model for the effects of parenting styles on *Presence of meaning* (with 5% variance explained) and *Search for meaning* (with 1.6% variance explained). Of course, not confirming the initial hypothesis is a possible result of any study, but it needs a detailed explanation, which is absent in the paper.

Participation in projects: The applicant participated as a project manager in a project for young scientists and postdoctoral fellows at the National Science Foundation -

¹ 5% if Adjusted R² is used. The correlations between the two types of variables are not represented.

coordinating the work on the topic: Conceptualizing the forms of social inheritance in children from 3 to 8 years of age. He has also participated in two projects of the Serendipity-2014 Association, of which he is the chairman, as well as a consultant in one project of the Municipality of Assenovgrad

2. Teaching and academic activities

The candidate has an academic experience of 2 years and 9 months, of which – as an Assistant in Social Psychology: 2 years 6 months, and as Chief Assistant in Social Psychology: 3 months. The information provided by him indicates the conduct of seminars in 7 courses and lectures in 4 courses. Of these, in the field of the election procedure are the seminars in one course: Child and Adolescent Psychology.

3. Personal impressions of the applicant.

I have no personal impressions of the candidate.

Conclusion

I accept that both applicants meet the minimum national requirements for the position of Associate Professor. It should however be pointed out that Psychology at Sofia University "St. Kliment Ohridski " takes the first place concerning of Psychology education, according to the national ranking system. The leading position of the University convinces me to express the opinion that occupation of an academic position at Sofia University should not be confined to the minimum national requirements, but has to reflect adequately the position of the university and the level of education in today's highly competitive environment.

Concerning the application of Camellia Hancheva:

- Habilitation presents an innovative approach to early childhood development based on contemporary ideas about the role of mentalization and convincingly demonstrates the potential of this new construct for analyzing and explaining child development.
- Other publications - monographs, authors' chapters in collective monographs, as well as scientific articles, certainly confirm the candidate's impression as a researcher with a high level of professional competence and broad research interests in the field of child development. The position of the candidate as a representative and coordinator on the Bulgarian side in a number of prestigious international projects is unequivocal about the potential of the candidate. Under some of these projects over 50 undergraduate students, PhD students and members of the psychology academic staff at Sofia University participated in the Summer Schools of Social Trauma. The applicant has also participated in 7 other national projects.
- The applicant's academic experience at the Sofia University (for 20 years), the popularity of the courses she has taught, the student feedback and the prestige among the academic staff clearly indicate a high standard of teaching and academic activity. Camellia Hancheva was supervisor of 11 successfully completed master's theses.

Concerning the application of Manol Manolov:

- Applicant's habilitation is in the field of social psychology and is outside the thematic area of the election procedure. According to the Rules on the Terms and Conditions for Acquisition of Academic Degrees and Occupation of Academic Positions, adopted by Sofia University "St. Kliment Ohridski", Art. 105, §. 3, the habilitation must be in area of the election procedure.
- In addition to the habilitation, two monographs (part of two monographs in co-authorship) are presented. Results have been obtained that are of interest in research and application, but I also have the recommendations mentioned above. The applicant participated as a project manager in a project for young scientists and postdoctoral fellows at the National Science Foundation, he participated also in three other projects in Bulgaria.
- Applicant's academic experience is limited to 2 years and 6 months as an assistant and 3 months as a chief assistant in social psychology.

Based on the material presented and the above arguments, I give my positive vote to Camellia Hancheva and strongly recommend to the Scientific Jury to propose to the Faculty Board of the Faculty of Philosophy to award her the academic position Associate Professor in professional field 3.2. Psychology (Child & Adolescent Psychology) at Sofia University "St. Kliment Ohridski".

December 18, 2019

Signature:

Prof. DSc Plamen Kalchev