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Editorial

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The importance of psychological perspectives and research methodology in exploring and evaluating evidence has been highlighted during the Covid 19 pandemic. From analyzing media narratives to explaining people's reactions to vaccine mandates, to evaluating evidence on effectiveness and side effects, psychological theories and research methods have provided invaluable tools with which to navigate the pandemic. In a similar vein the articles in the current issue demonstrate the wide range of issues that fall within the practice of psychology. The first article by Moron and Smolkowska-Jedo, conducted in Poland, investigated whether phobic symptoms experienced due to the COVID-19 pandemic correlated with subjective change in the quality of romantic relationships during the pandemic. It found that perceived partner's supportive behaviour buffered the effects of COVID-19 phobia in men and women. The second article by Giannouli and Symeonidou, conducted in Greece, explored the experiences of trainee integrative psychotherapists as they switched to online psychotherapy via videoconferencing with their clients during their internship due to the Covid 19 pandemic quarantine. It found that although most of them initially had negative attitudes toward online psychotherapy they became more positive over time. The third article, conducted in Kuwait, by Elbeheri et al. explored the nature of learning support provision for higher education students with disabilities in Kuwait. Findings suggested that the levels of support and range of support strategies for students with disabilities were similar to those provided by other countries, with variations between private and public colleges clearly evident. The fourth article, by Hornby, considered guidelines for reforming school education in Barbados by drawing on international research evidence from educational psychology. The guidelines focused on ensuring that the education reforms are: practicable, effective, relevant, fair, outcome-focused, research-based, modern, inclusive, nationally-equitable, and globally-competitive. The fifth article, conducted in the USA by Joshi, presents a research-based theoretical framework for cell phone use-led sleep quality, academic performance, and psychological well-being. The framework offers an explanation for three associated mechanisms: sleep displacement and arousal theory; switch load theory; and self-regulated learning theory.

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