

Stueck, M. (2007).

Development and empirical evaluation of a Stress management concept for the teaching profession. Habilitation: Faculty of Biosciences, Pharmacy and Psychology, University of Leipzig.

This study is about the first successful defended professorial dissertation worldwide (habilitation at Leipzig University) it is the first scientific based introduction of body-oriented methods of Biodanza directly into the heavily loaded school context.

The Application of this new way was needed, because alarming health problems of teachers are not considered, especially in terms of increase in psychosomatic disorders and diseases of the musculoskeletal system, in the body inclusion intervention programs evaluated to date. As part of the work was an innovative new model of understanding and access to the load address, which was evaluated by the author based on psychological, physiological and immunological variables directly with 245 subjects in the school system.

Stück, M. (2004b).

Stress management in Schools: an empirical investigation of a stress management system. *Social Work Practitioner-Researcher*, 16 (2), 216–230

Existing analysis about teachers' and students' experiences of stress, related health risk factors, and consequences for the profession represent the basis of this integrated stress-management concept designed for schools. It has been developed by the author of this article between 1994 and 2004. The ISiS-concept (Integrative Stress-Management in School) follows three methods of stress management, which are used in integrative manner with both teachers and students.

First, it offers strategies for stress preventive work with students (e. g. development and evaluation of a training of relaxation with elements of yoga for children).

Second, courses for stress-management for teachers were developed and evaluated (e. g. stress-management training with elements of yoga; dance and motion oriented psychological intervention method for stress-management "Biodanza").

Finally, seminars for the broadening of teachers' pedagogicpsychological competences were carried out (e. g. employment of relaxation methods in class; method-training seminars for the reduction of exam anxieties and for a better handling of behavioural disorders and discipline problems). Within the framework of accompanying evaluations we examined 576 subjects with regard to the short and long term effects of the measures taken concerning personnel development and intervention on certain psychological, psychosocial, and immunological parameters. We were able to prove stress reducing effects of the training methods for both students and teachers as well as the improvement of the teachers' pedagogical-psychological competences, caused by participating in the training seminars. Until now we are successfully working with 1000 teachers and pupils applying the components of the ISiS-Concept. This article further explains the ISiSconcept and presents the partial results of the accompanying evaluation.

M. Stück, A. Villegas, F. Perche, H.-U. Balzer (2007).

New ways for psycho-vegetative stress reduction in teachers under the use of Biodanza and Yoga. In: Ergo-Med, 03/2007, 68–75.

This award-winning habilitation is new ground in the intervention of stress loads. It is all about the first successful science-based introduction of body-oriented methods of yoga and

Biodanza directly into the heavily loaded school context. The Application of this new way was needed, because alarming health problems of teachers are not considered, especially in terms

of increase in psychosomatic disorders and diseases of the musculoskeletal system, in the body inclusion intervention programs evaluated to date. Biodanza is new motion-based method from South America for the autoregulatory integration and particularly for improved emphatic communication behavior in a social context, e. g., in teacher-student communication.

The changes can be achieved through experiences in dance. The second intervention approach presented here is the stress reduction training with yoga elements. Here are proven

behavioral methods combined with Eastern yoga techniques. This program is now one of the recognized evaluated stress reduction training in Germany, which was listed in 2006 in the

Journal of Health Psychology. Together with Biodanza, in the present study originated an innovative new model of understanding and access to the load address, which was evaluated by

the author based on psychological, physiological and immunological variables directly with 245 subjects in the school system. This pioneer work, as it was honored in a eulogy of the

Prize Committee, received the 2005 Award of the Science Education Foundation Cassianeum and was defended in 2007 at the University of Leipzig as bioscience successful habilitation.

Now it is finally available as a book and was published by the author in an acclaimed reading at the Leipzig Book Fair for the first time presented to a wide audience.

Dr. Alejandra Villegas -

**Investigation of the impact of the dance oriented intervention method
Biodanza**

This study was the first dissertation in Biodanza using empirical research data at the University of Leipzig. The Biodanza dance oriented method is based on a combination of music, movement and human encounter. This study took place regularly over a period of 10 weeks with Biodanza sessions (each a 1,5 h Vivencia); its effectiveness was verified using mental health and stress management outcome variables. It also shows the value of involving the body and dance in psychotherapy. This work is an example of how Biodanza promotes health and personal development.

Descriptors: dance therapy Health, Quality of life, Stress Coping, Personality development

Senarath, S. (2010).

Psychological Adjustment and Mediator Intervention for Children and Adolescents Affected by the Tsunami 2004 in Sri Lanka. PhD Thesis: Faculty of Biosciences, Pharmacy and Psychology, University of Leipzig.

Epidemiological studies show that natural disasters can have widespread and devastating impact on health and national community stability even when only a few individuals are primarily affected. On December 26, 2004, Tsunami waves spawned by a magnitude of 9.0 earthquake hit Indian Ocean countries. This unprecedented natural disaster claimed more than 200,000 human lives in the developing countries. Sri Lanka suffered a heavy damage over more than 50 % of its coastal-belt region; tsunami took away over 40,000 lives, left nearly 1 million people homeless, and exposed millions of children and adults to traumatic events. Researchers investigate short-and long-term consequences, encounter heavy tolls on mental health of those who are affected. A significant increase of pervasive psychosocial problems, and effort in coping strategies were associated with post-traumatic stress disorder (PTSD).

In this Phd was investigated a evidence based programme TRANZPRO-Biodanza for children (Stueck, Villegas, Luzzi, Toro, 2010)