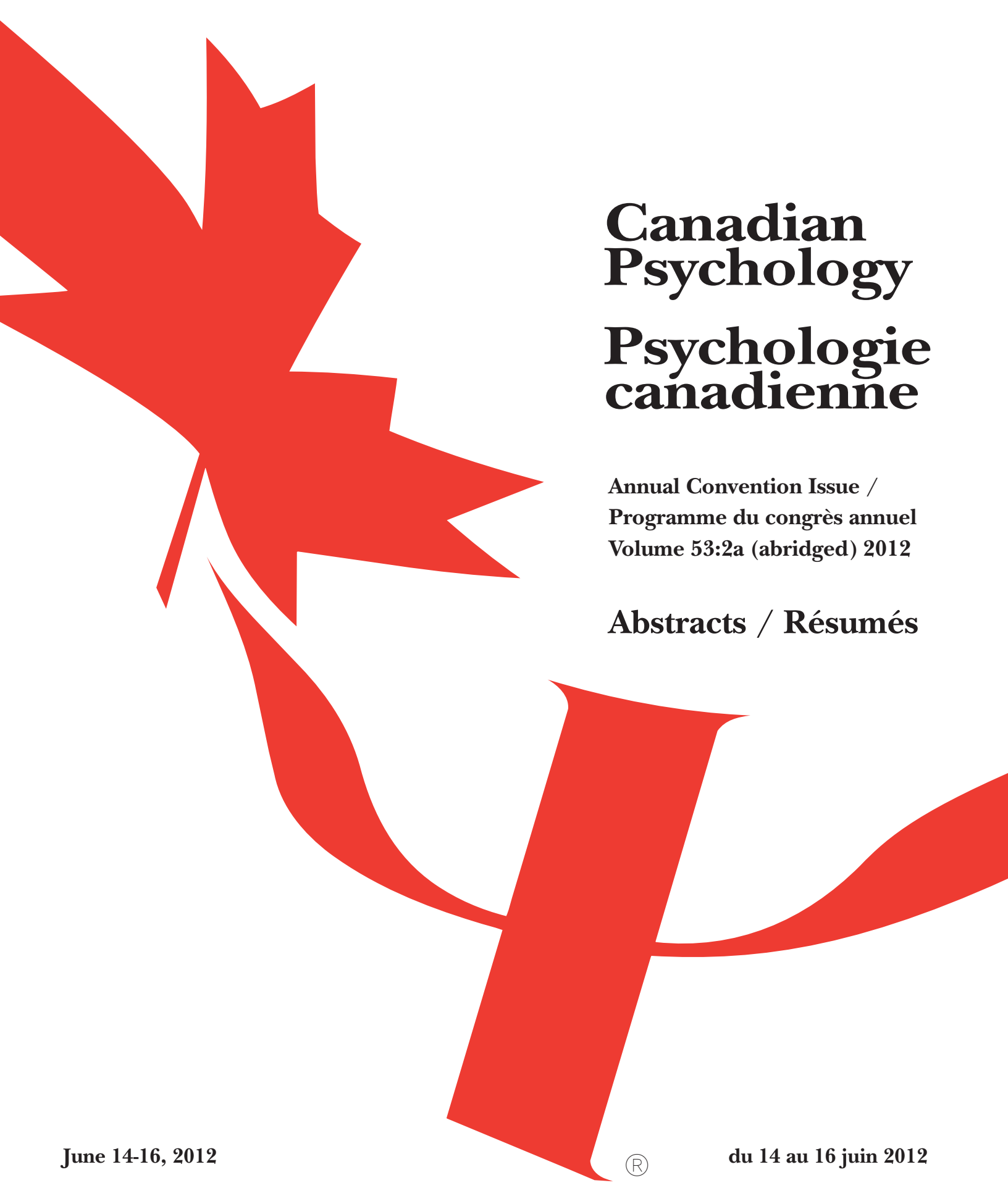

Canadian Psychology

Psychologie canadienne

Annual Convention Issue /
Programme du congrès annuel
Volume 53:2a (abridged) 2012

Abstracts / Résumés

June 14-16, 2012 **du 14 au 16 juin 2012**

World Trade and Convention Centre
Halifax, Nova Scotia

Canadian Psychology
Psychologie canadienne

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Canadian Psychology has a mandate to present generalist articles in areas of theory, research, and practice that are potentially of interest to a broad cross-section of psychologists. Manuscripts with direct relevance to the context of Canadian psychology are also appropriate for submission. Original, empirical contributions are not within the mandate of the journal, unless the research is of direct relevance to the discipline as a whole (e.g., a survey of psychologists about the future of the discipline).

Canadian Psychology is a journal of the Canadian Psychological Association (CPA) published with grant support from the Social Sciences and Humanities Research Council of Canada (SSHRC).

The opinions expressed are strictly those of the authors and do not necessarily reflect the opinions of the Canadian Psychological Association, its officers, directors, or employees.

Canadian Psychology is published quarterly (February, May, August, November) in one volume per year on behalf of the Canadian Psychological Association by the Educational Publishing Foundation of the American Psychological Association (APA), 750 First Street, NE, Washington, DC 20002-4242. Subscriptions are available on calendar year basis only (January through December). The 2012 rates are as follows: *Individual in Canada:* CDN$119 + GST/HST. *Nonmember individual:* US$120 Domestic, $149 Foreign, $162 Air Mail. *Institutional (in Canada):* CDN$289 + GST/HST. *Institutional (in US):* US$307 Domestic, $356 Foreign, $371 Air Mail. *APA Member*: $86. Write to EPF/APA Subscriptions Department, 750 First Street, NE, Washington, DC 20002-4242; subscriptions@apa.org. Printed in U.S.A.

Psychologie canadienne a comme mandat de publier des aticles d'intérêt général dans le domaine de la théorie, de la recherche et de la pratique, susceptibles d'intéresser un ensemble représntatif de psychologues. La revue publie également des articles qui s'intéressent plus précisément à la psychologie au Canada. Les articles empiriques et inédits ne cadrent pas avec le mandat de la revue, sauf si l'étude présentée prote sur la discipline en général (p. ex., enquête auprès des psychologues sur l'avenir de la psychologie).

Psychologie canadienne est une revue de la Société canadienne de psychologie (SCP) publiée avec l'aide financière du Conceil de recherche en sciences humaines du Canada (CRSH).

Les opinions exprimées sont strictement celles des auteurs et ne reflètent pas nécessairement les opinions de la Société canadienne de psychologie, ses représentants, directeurs ou employés.

Psychologie canadienne paraît quatre fois par année (février, mai, août, novembre) et est regroupée en un volume par année. La revue est publiée pour le compte de la Société canadienne de psychologie par l' Educational Publishing Foundation de l'American Psychological Association (APA), 750 First Street, NE, Washington, DC 20002-4242. Abonnements d'un an seulement (de janvier à décembre). Les tarifs de 2012 sont les suivants : *Particulier au Canada :* 119 $ + TPS / TVH. *Non-membre aux Étas-Unis :* 120 $ (local), 149 $ (étranger), 162 $ (par avion). *Institution au Canada :* 289 $ + TPS / TVH. *Institution aux Étas-Unis :* 307 $ US (local), 356 $ (étranger), 371 $ (par avion). *Membre de l'APA* : 86 $. Écrire au EPF/APA Subscriptions Department, 750 First Street, NE, Washington, DC 20002-4242; subscriptions@apa.org. Imprimé aux États-Unis.

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73rd Annual Convention
73e Congrès annuel

World Trade and Convention Centre
Halifax, Nova-Scotia

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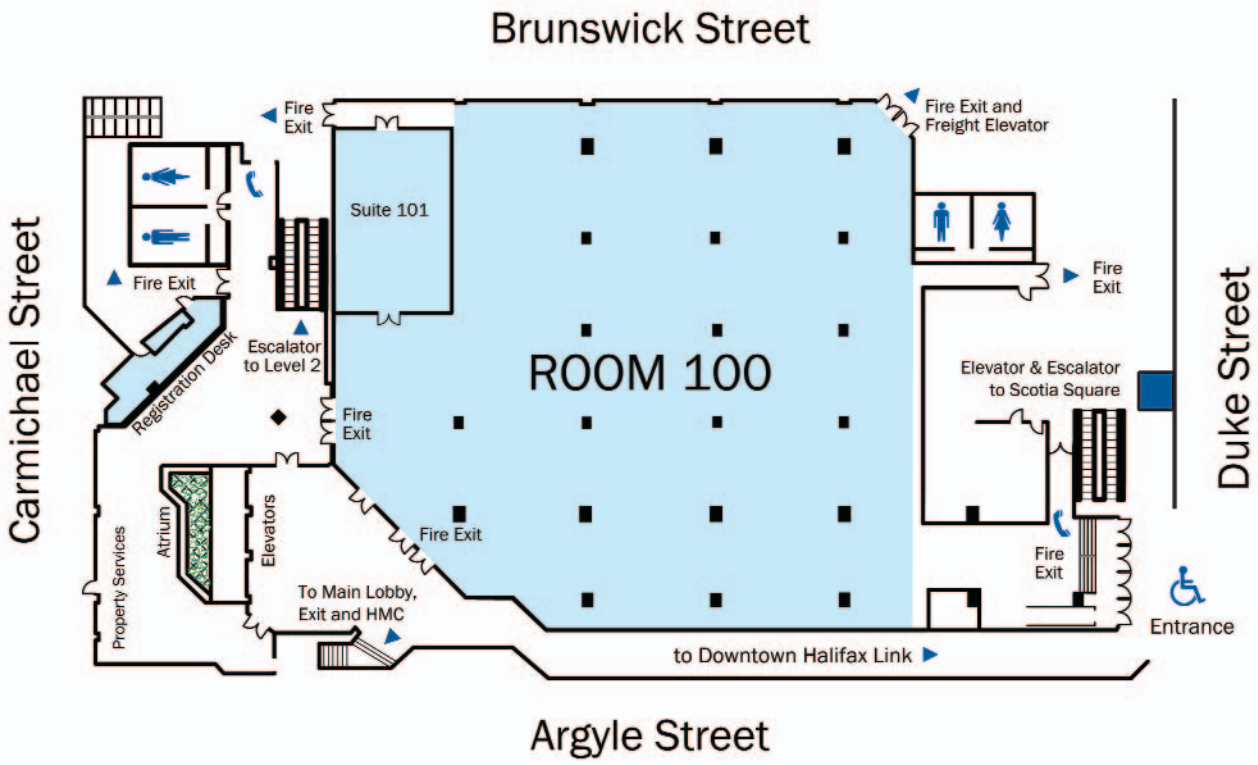

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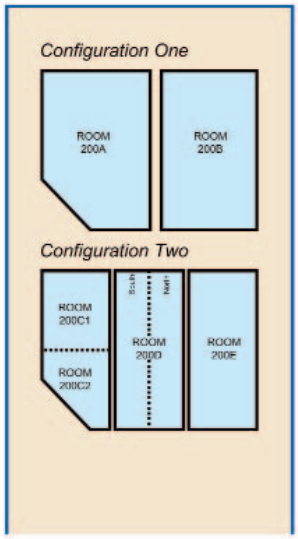

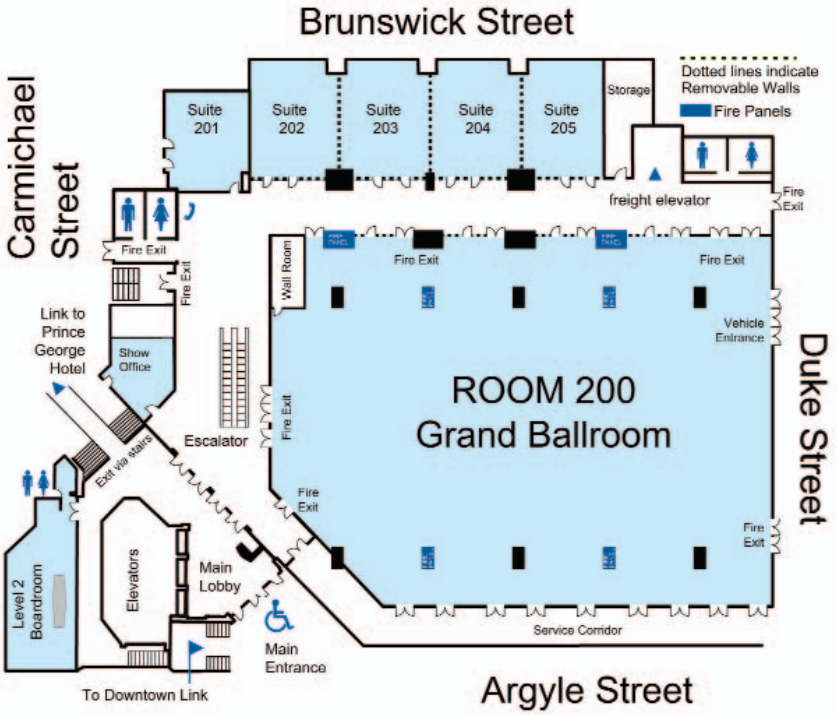

World Trade and Convention Centre, Halifax, Nova-Scotia

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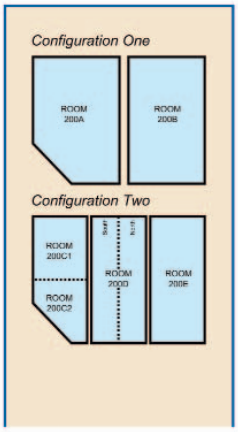

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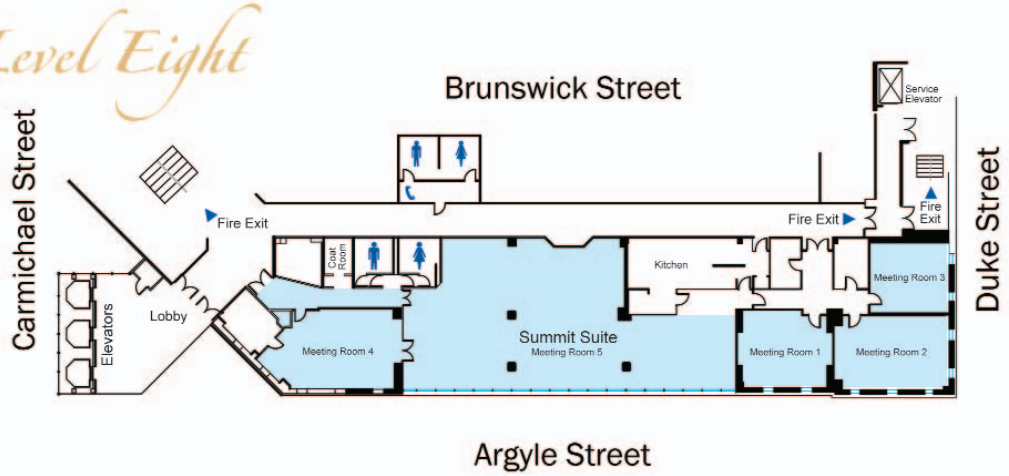

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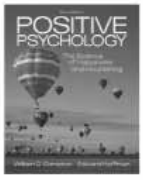

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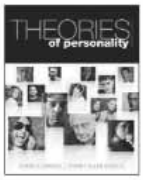

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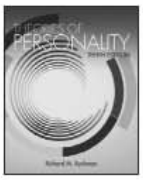

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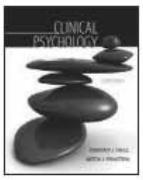

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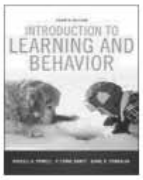

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CANADIAN PSYCHOLOGICAL ASSOCIATION
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73rd Annual Convention
73e Congrès annuel

INTRODUCTION TO ABSTRACT ISSUE

The Special Convention Issue of *Canadian Psychology* has been prepared as a permanent record of the 73rd Annual Convention of the Canadian Psychological Association, in partnership with the Association of Psychologists of Nova Scotia, to be held June 14 – 16, 2012 at the World Trade Convention Centre, Halifax, Nova Scotia. The Convention presentations are listed in chronological order. The journal is tabbed in thirds: one each for presentations on Thursday, Friday and Saturday. All papers relevant to a particular presentation are printed together, a summary of a symposium is given, then the papers within are listed "Sy-A,B,C".

Digital Posters are grouped by topic, numbered and listed, Session "A" 1 to 10 and Session "B" 1 to 10, etc. Posters for each day will be on display at the time specified in this publication. The subject index is given according to the "word entry" provided by the author. It can be found, together with the author index, at the back of the book.

Traditional Posters are grouped by topic, numbered and listed, Session "A" 1 to 101 and Session "B" 1 to 107, etc. Posters for each day will be on display at the time specified in this publication. The subject index is given according to the "word entry" provided by the author. It can be found, together with the author index, at the back of the book.

The Canadian Psychological Association wishes to acknowledge and thank the Social Sciences and Humanities Research Council for its financial support in assisting many students to attend the CPA Annual General Meeting.

This special issue was organized, produced and edited by the CPA Convention department: Kathy Lachapelle-Pétrin, Convention Manager; Kimberley Black, Convention Assistant, and the CPA Head Office staff.

PRÉAMBULE AU NUMÉRO DES RÉSUMÉS

Le numéro spécial du congrès de *Psychologie canadienne* a été préparé dans le but d'offrir un compte rendu permanent du 73e Congrès annuel de la Société canadienne de psychologie, en partenariat avec l'Association of Psychologists of Nova Scotia, qui aura lieu du 14 au 16 juin 2012, au World Trade and Convention Centre, Halifax, Nouvelle-Écosse. Les présentations faites au cours du congrès sont inscrites par ordre chronologique. Ce manuel est divisé en trois parties: une pour chacune des journées - jeudi, vendredi et samedi. Tous les exposés se rapportant à une présentation en particulier sont groupés, c'est-à-dire que l'on présente le sommaire d'un symposium, et les exposés s'y rattachant « Sy-A,B,C » suivent.

Une session de présentations par affichage numérique est identifiée, par exemple, « Session A », et est suivie des numéros 1 à 10 et « Session B » suivie des numéros 1 à 10. Les affiches seront exposées chaque jour selon les heures indiquées dans cette publication. L'index par sujets a été établi selon le mot-clef fourni par l'auteur. Celui-ci se trouve à la fin du livre avec l'index par noms d'auteur.

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La Société canadienne de psychologie tient à souligner et à remercier l'appui financier du Conseil de recherches en sciences humaines du Canada qui a permis à certains de nos membres étudiants d'assister à l'assemblée générale annuelle de la SCP.

Ce numéro spécial a été préparé, produit et édité au siège social, grâce aux efforts conjugués du département des congrès à la SCP, soit par Kathy Lachapelle-Pétrin, directrice des congrès, Kimberley Black, adjointe au congrès, et le personnel du siège social.

CPA 73rd ANNUAL CONVENTION

In partnership with the Association of Psychologists of Nova Scotia

73e CONGRÈS ANNUEL DE LA SCP

en partenariat avec l'Association of Psychologists of Nova Scotia

ANNUAL MEETINGS AND SPECIAL EVENTS
RÉUNIONS D'AFFAIRES ET ÉVÉNEMENTS SPÉCIAUX

MONDAY, JUNE 11, 2012/LUNDI 11 JUIN 2012

CPA Board of Directors Orientation Meeting . . . . SACKVILLE ROOM – DELTA BARRINGTON HOTEL . . . . . 7:00 PM to 9:00 PM

TUESDAY, JUNE 12, 2012/MARDI 12 JUIN 2012

CPA Board of Directors Meeting . . . . . SACKVILLE ROOM – DELTA BARRINGTON HOTEL . . . . . 8:00 AM to 5:00 PM

WEDNESDAY, JUNE 13, 2012/MERCREDI 13 JUIN 2012

CPA Board of Directors Meeting . . . . . SACKVILLE ROOM – DELTA BARRINGTON HOTEL . . . . . 8:00 AM to 5:00 PM

Pre-Convention Workshop #1/Atelier précongrès
. . . . . BARONET 4 - 8TH FLOOR – DELTA HALIFAX HOTEL . . . . . 9:00 AM to 4:30 PM
Advocacy Workshop: How to Engage and Influence Decision Makers and the Public
Sponsored by: Canadian Psychological Association
Presented by: John C. Service, Ph.D., Director of CPA's Practice Directorate; Meagan Hatch, CPA's Manager of Government Relations

Pre-Convention Workshop #2/Atelier précongrès
. . . . . BARONET 5-6 - 8TH FLOOR– DELTA HALIFAX HOTEL . . . . . 9:00 AM to 4:30 PM
Dialectics in Action: Practical Acceptance and Change Strategies from Dialectical Behaviour Therapy
Sponsored by: CPA Section on Clinical Psychology
Presented by: Alexander Chapman, Ph.D., Simon Fraser University

Pre-Convention Workshop #3/Atelier précongrès
. . . . . BLUENOSE BALLROOM - 8TH FLOOR– DELTA HALIFAX HOTEL . . . . 9:00 AM to 1:00 PM
CCPPP Best Practice for Assessing and Giving Feedback about Professional Competencies for Trainees
Sponsored by: CCPPP (Canadian Council of Professional Psychology Programs)
Presented by: Olga Heath, Ph.D., Memorial University of Newfoundland; Pierre L.-J. Ritchie, Ph.D., University of Ottawa

Pre-Convention Workshop #4/Atelier précongrès
. . . . . MAYFLOWER ROOM - FIRST FLOOR – DELTA HALIFAX HOTEL . . . . . 9:00 AM to 5:00 PM
Process Made Simpler: A Behavioural Guide to the Therapeutic Alliance
Presented by: Randy Paterson, Ph.D., Changeways Clinic, Vancouver, BC

Pre-Convention Workshop #5/Atelier précongrès
. . . . . MACDONALD/MCNAB ROOM - FIRST FLOOR– DELTA HALIFAX HOTEL . . . . 9:00 AM to 5:25 PM
Sex is Natural, Sex is Fun: Girls' and Women's Sexual Well-Being
Sponsored by: CPA Section on Women and Psychology (SWAP)
Keynote Speaker: Lucia O'Sullivan, Ph.D., University of New Brunswick

Pre-Convention Workshop #6/Atelier précongrès
. . . . . BARONET 3 - 8TH FLOOR – DELTA HALIFAX HOTEL . . . . . 9:00 AM to 4:25 PM
Introduction to Intensive Short-Term Dynamic Psychotherapy: A Videotape Workshop
Sponsored by: CPA Section on Psychoanalytic and Psychodynamic Psychology
Presented by: Allan Abbass, MD FRCPC, Dalhousie University

CCPPP (Canadian Council of Professional Psychology Programs AGM)
. . . . . BARONET 1-2 - 8TH FLOOR– DELTA HALIFAX HOTEL . . . . . 2:30 PM to 5:00 PM

CPA Section Chairs Meeting . . . . . BLUENOSE BALLROOM - 8TH FLOOR – DELTA HALIFAX HOTEL . . . . . 4:00 PM to 6:00 PM

CPA Section Chairs/CPABoard of Directors BLUENOSE BALLROOM - 8TH FLOOR – DELTA HALIFAX HOTEL6:00 PM to 8:00 PM

Clinical Psychology Public Lecture: . . . . . BARONET 4-5-6 - 8TH FLOOR– DELTA HALIFAX HOTEL . . . . . 7:00 PM to 9:00 PM
Why Do People Drink Alcohol? Research from the Bench to the Clinic
Sherry Stewart, Departments of Psychiatry and Psychology, Dalhousie University, Halifax

THURSDAY, JUNE 14, 2012/JEUDI 14 JUIN 2012

First-Time Presenters Breakfast (By Invitation Only)/Petit-déjeuner à l'intention des conférenciers qui présentent leur première communication (seulement sur invitation) . . . . . ROOM 200C - LEVEL 2. . . . . 7:30 AM to 8:25 AM

Welcoming Ceremony – Honoring our Best/Cérémonie de bienvenue – Hommage au mérite
. . . . . ROOM 200B - LEVEL 2. . . . . 8:30 AM to 9:55 AM

CPA Presidential Address/Allocution présidentielle . . . . . ROOM 200B - LEVEL 2. . . 10:00 AM to 10:55 AM
Psychological Treatments: Putting Evidence into Practice and Practice into Evidence
David Dozois, University of Western Ontario

Digital Poster Session 'A'/Présentation par affichage numérique . . . . . ROOM 100 (SUITE 101) LEVEL 1 . . . 11:00 AM to 12:55 PM
Community Psychology/Psychologie communautaire; Counselling Psychology/Psychologie du counseling; Family Psychology/Psychologie de la famille; Health Psychology/Psychologie de la santé; Psychology and Religion/Psychologie et religion; Rural and Northern Psychology/Psychologie des communautés rurales et nordiques; Women and Psychology/Femmes et psychologie

Poster Session 'A'/Présentation par affichage . . . . . ROOM 100 - LEVEL 1 . . . 11:00 AM to 12:55 PM
Community Psychology/Psychologie communautaire; Counselling Psychology/Psychologie du counseling; Family Psychology/Psychologie de la famille; Health Psychology/Psychologie de la santé; Psychology and Religion/Psychologie et religion; Rural and Northern Psychology/Psychologie des communautés rurales et nordiques; Women and Psychology/Femmes et psychologie

Symposium/Symposium . . . . . SUITE 202 - LEVEL 2. . . 11:00 AM to 11:55 AM
2nd Annual High School Science Awards Presentation/2e Présentation annuelle des prix scientifiques – écoles secondaires
Peter Graf, University of British Columbia; David Dozois, University of Western Ontario; Dave Saraswat, Old Scona Academic High School (Grade 12), Edmonton, Alberta; Adelina Cozma, Bayview Secondary School, Richmond Hill, Ontario

Accreditation Conversation Session/Séance de conversation . . . . . SUITE 304 - LEVEL 3. . . 11:00 AM to 11:55 AM
Patrick Baillie, Alberta Health Services/Calgary Police Service

Professional Affairs Committee Business Meeting/Réunion d'affaires . . . . MEETING ROOM 1 - LEVEL 8. . . 11:00 AM to 11:55 AM
Dorothy Cotton, PMHL Solutions

Section Annual Meeting/Réunion d'affaires . . . . . MEETING ROOM 3 - LEVEL 8. . . 11:00 AM to 11:55 AM
Teaching of Psychology/Enseignement de la psychologie
Nicholas Skinner, King's University College

The First Street Accord: CPA/APA'S 2012 Agreement on Mutual Recognition . . . . SUITE 304 - LEVEL 3 . . . 12:00 PM to 12:55 PM
Karen Cohen, CEO Canadian Psychological Association; Susan Zlotlow, Director of Program Consultation and Accreditation APA

Scientific Affairs Committee Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8 . . . 12:00 PM to 12:55 PM
Aimée Surprenant, Memorial University of Newfoundland

Section Annual Meeting/Réunion d'affaires . . . . . MEETING ROOM 3 - LEVEL 8 . . . 12:00 PM to 12:55 PM
Criminal Justice Psychology/Psychologie et justice pénale
Mark Olver, University of Saskatchewan

Invited Speaker (CPA/Sections)/Conférencier invité (SCP/sections) . . . . . SUITE 302 - LEVEL 3 . . . . 12:30 PM to 1:25 PM
Social and Personality Psychology/Psychologie sociale et de la personnalité
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle
Prosocial Incentives Increase Employee Satisfaction and Team Performance
Michael Norton, Harvard Business School

Featured Speaker/Conférencière Invitée . . . . . SUITE 301 - LEVEL 3 . . . . . 1:00 PM to 1:55 PM
The Mental Health Strategy for Canada: By Canadians, for Canadians
Louise Bradley, Mental Health Commission of Canada (MHCC)

Public Policy Committee Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8 . . . . . 1:00 PM to 1:55 PM
David Dozois, University of Western Ontario

Task Force on The Future of Psychology in Corrections Services Business Meeting/Réunion d'affaires
Mark Olver, University of Saskatchewan . . . . . MEETING ROOM 3 - LEVEL 8 . . . . . 1:00 PM to 1:55 PM

Digital Poster Session 'B'/Présentation par affichage numérique . . . . . ROOM 100 (SUITE 101) LEVEL 1 . . . . . 1:30 PM to 3:25 PM
Aboriginal Psychology/Psychologie autochtone; Criminal Justice Psychology/Psychologie et justice pénale; Environmental Psychology/ Psychologie de l'environnement; Industrial Organizational Psychology/Psychologie industrielle et organisationnelle; International and Cross Cultural Psychology/Psychologie internationale et interculturelle; Psychology in the Military/Psychologie du milieu militaire

Poster Session 'B'/Présentation par affichage . . . . . ROOM 100 - LEVEL 1 . . . . . 1:30 PM to 3:25 PM
Aboriginal Psychology/Psychologie autochtone; Criminal Justice Psychology/Psychologie et justice pénale; Environmental Psychology/ Psychologie de l'environnement; Industrial Organizational Psychology/Psychologie industrielle et organisationnelle; International and Cross Cultural Psychology/Psychologie internationale et interculturelle; Psychology in the Military/Psychologie du milieu militaire

Conversation Session/Séance de conversation . . . . . SUITE 202 - LEVEL 2 . . . . . 1:30 PM to 2:55 PM
Developing Professional Psychology Internships In Canada
Melissa Tiessen, Director, CPA Education Directorate; John Service, Director, CPA Practice Directorate; Michael Teschuk, Department of Clinical Health Psychology, University of Manitoba, & President, CCPPP; George Hurley, University Counselling Centre, Memorial University of Newfoundland, & President-Elect, CCPPP; Deb Dobson, Calgary Clinical Psychology Residency, Alberta Health Services; Anna Beth Doyle, Department of Psychology, Concordia University; Bill McKee, Faculty of Education, University of British Columbia; Dorothy Cotton, Correctional Service Canada; Brian Chartier, Chartier Arnold Brock & Associates

Keynote (Section)/Conférencier de la section . . . . . SUITE 302 - LEVEL 3 . . . . . 1:30 PM to 2:25 PM
Sport and Exercise Psychology/Psychologie du sport et de l'exercice
A Review of the Achievement-Related Variables Measured in the Sport Domain: Toward a Multi-Faceted Conceptual Framework
Patrick Gaudreau, Université d'Ottawa

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 305 - LEVEL 3 . . . . . 2:00 PM to 3:55 PM
Women and Psychology/Femmes et psychologie
Carmen Poulin, University of New Brunswick

Section Annual Meeting/Réunion d'affaires. . . . . MEETING ROOM 1 - LEVEL 8 . . . . . 2:00 PM to 2:55 PM
Psychopharmacology/Psychopharmacologie
David Nussbaum, Ontario Shores Centre for Mental Health Sciences

Townhall Session/Séance de discussion ouverte . . . . . MEETING ROOM 2 - LEVEL 8 . . . . . 2:30 PM to 3:55 PM
The Public Practice of Clinical and Health Psychology: What Psychology Needs, and Needs to Do, in Canada's Hospitals and Healthcare Centres
Robert McIlwraith, Department of Clinical Health Psychology, Faculty of Medicine, University of Manitoba; Joyce D'Eon, The Ottawa Hospital; Karen Cohen, Canadian Psychological Association

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 201 - LEVEL 2 . . . . . 3:00 PM to 3:55 PM
Counselling Psychology/Psychologie du Counseling
José Domene, University of New Brunswick

Keynote (Section)/Conférencière invitée de la section . . . . . SUITE 202 - LEVEL 2 . . . . . 3:00 PM to 4:55 PM
Teaching of Psychology/Enseignement de la psychologie
Music Psychology in the 21st Century: Theory and Teaching
Annabel Cohen, University of Prince Edward Island

Education and Training Committee Business Meeting/Réunion d'affaires MEETING ROOM 1 - LEVEL 8 . . . . . 3:00 PM to 3:55 PM
Mary Pat McAndrews, University Health Network

CJEP Editorial Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 3 - LEVEL 8 . . . . . 3:00 PM to 3:55 PM
Douglas Mewhort, Queen's University

Workshop/Atelier . . . . . ROOM 200B - LEVEL 2 . . . . . 3:30 PM to 5:55 PM
Clinical Psychology/Psychologie clinique
Joint CPA/CCPPP Internship Fair/Presentation on Preparing for your Predoctoral Internship
Sandra Clark, B.C. Children's Hospital; Rebecca Mills, Stan Cassidy Centre for Rehabilitation; Christophe Surette, Universite de Moncton; Natasha Whitfield, York University

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 203 - LEVEL 2 . . . . . 3:30 PM to 4:55 PM
Extremism and Terrorism/Extrémisme et Terrorisme
Lianne McLellan, Defence Research and Development Canada - Toronto

Digital Poster Session 'C'/Présentation par affichage numérique . . . . . ROOM 100 (SUITE 101) LEVEL 1 . . . . . 4:00 PM to 5:55 PM
Addiction Psychology/Psychologie de la dépendence; Adult Development and Aging/Développement adulte et vieillissement; Brain and Cognitive Science/Cerveau et science cognitive; Clinical Neuropsychology/Neuropsychologie clinique; Psychopharmacology/Psychopharmacologie; Sports and Exercise Psychology/Psychologie du sport et de l'exercice; Students in Psychology/Étudiants en psychologie; Traumatic Stress/Stress traumatique

Poster Session 'C'/Présentation par affichage . . . . . ROOM 100 - LEVEL 1 . . . . . 4:00 PM to 5:55 PM
Addiction Psychology/Psychologie de la dépendence; Adult Development and Aging/Développement adulte et vieillissement; Brain and Cognitive Science/Cerveau et science cognitive; Clinical Neuropsychology/Neuropsychologie clinique; Psychophysiology S.I.G/; Psychopharmacology/Psychopharmacologie; Sports and Exercise Psychology/Psychologie du sport et de l'exercice; Students in Psychology/Étudiants en psychologie; Traumatic Stress/Stress traumatique

Keynote (Section)/Conférencière de la section . . . . . SUITE 201 - LEVEL 2 . . . . . 4:00 PM to 4:55 PM
Counselling Psychology/Psychologie du counseling
Sharon Robertson, University of Calgary

Keynote (Section)/Conférencière de la section . . . . . SUITE 301 - LEVEL 3 . . . . . 4:00 PM to 4:55 PM
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques
Helping People Help Themselves: Self-Directed Treatments in Rural Settings
Elizabeth Church, Mount Saint Vincent University

Keynote (Section)/Conférencier de la section . . . . . SUITE 302 - LEVEL 3 . . . . . 4:00 PM to 4:55 PM
Criminal Justice Psychology/Psychologie et justice pénale
Mental Illness in Policing and Prisons: Human Rights and Clinical Need
James Ogloff, Monash University

Keynote (Section)/Conférencier de la section . . . . . SUITE 303 - LEVEL 3 . . . . . 4:00 PM to 4:55 PM
Environmental Psychology/Psychologie de l'environnement
What Canadians Value about Urban Forests, and Why that Matters
Peter Duinker, Dalhousie University

Invited Speaker (CPA/Section)/Conférencière invitée (SCP/section) . . . . . SUITE 305 - LEVEL 3 . . . . . 4:00 PM to 4:55 PM
Women and Psychology/Femmes et psychologie
Let's Give Them Something to Talk about: 100 Perspectives on Feminism and Psychology
Alexandra Rutherford, York University

Section Annual Meeting/Réunion d'affaires. . . . . MEETING ROOM 1 - LEVEL 8 . . . . . 4:00 PM to 4:55 PM
Aboriginal Psychology/Psychologie autochtone
Suzanne Stewart, OISE/University of Toronto

Section Annual Meeting/Réunion d'affaires. . . . . MEETING ROOM 3 - LEVEL 8 . . . . . 4:00 PM to 4:55 PM
Psychologists in Hospitals and Health Centers New Section
Kerry Mothersill, Outpatient Mental Health Program, SMCHC

Reception/Réception . . . . . SUITE 201 - LEVEL 2 . . . . . 5:00 PM to 5:55 PM
Counselling Psychology/Psychologie du counseling
José Domene, University of New Brunswick

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 202 - LEVEL 2 . . . . . 5:00 PM to 5:55 PM
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle
Andrew Ryder, Concordia University; Richard Lalonde

Reception/Réception . . . . . SUITE 203 - LEVEL 2 . . . . . 5:00 PM to 5:55 PM
Extremism and Terrorism/Extrémisme et terrorisme
Lianne McLellan, Defence Research and Development Canada - Toronto

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 301 - LEVEL 3 . . . . . 5:00 PM to 5:55 PM
Family Psychology/Psychologie de la famille
Ranjana Jha, Argyle Institute of Human Relations, Montreal

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 302 - LEVEL 3 . . . . . 5:00 PM to 5:55 PM
Community Psychology/Psychologie Communautaire
Cameron Norman, University of Toronto

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 303 - LEVEL 3 . . . . . 5:00 PM to 5:55 PM
Environmental Psychology/Psychologie de l'environnement
Jennifer Veitch, NRC Construction

Reception/Réception . . . . . SUITE 305 - LEVEL 3 . . . . . 5:00 PM to 5:55 PM
Women and Psychology/Femmes et psychologie
Carmen Poulin, University of New Brunswick

Reception/Réception . . . . . MEETING ROOM 1 - LEVEL 8 . . . . . 5:00 PM to 5:55 PM
Aboriginal Psychology/Psychologie autochtone
Suzanne Stewart, OISE/Univ of Toronto

Task Force on Evidence Based Practice of Psychological Treatments Business Meeting/Réunion d'affaires
David Dozois, University of Western Ontario . . . . . MEETING ROOM 3 - LEVEL 8 . . . . . 5:00 PM to 5:55 PM

Presidential Reception/Réception présidentielle . . . . . ROOM 200 C - LEVEL 2 . . . . . 6:00 PM to 8:00 PM

FRIDAY, JUNE 15, 2012/VENDREDI 15 JUIN 2012

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 202 - LEVEL 2. . . . . 8:00 AM to 8:55 AM
Psychology in the Military/Psychologie du milieu militaire
Peter Bradley, Royal Military College of Canada

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 303 - LEVEL 3. . . . . 8:00 AM to 8:55 AM
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle
Blake Jelley, University of Prince Edward Island

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 306 - LEVEL 3. . . . . 8:00 AM to 8:55 AM
Psychoanalytic and Psychodynamic Psychology/Psychologie psychoanalytique et psychodynamique
Michelle Presniak, Saskatoon City Hospital

Section Annual Meeting/Réunion d'affaires. . . . . MEETING ROOM 1 - LEVEL 8. . . . . 8:00 AM to 8:55 AM
Psychology and Religion/Psychologie et religion

Canadian National Committee of the National Research Council for the International Union of Psychological Science
Committee Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 4 - LEVEL 8. . . . . 8:00 AM to 8:55 AM
Jennifer Veitch, NRC Construction

Honorary President's Address/Allocution du président d'honneur . . . . . ROOM 200B - LEVEL 2. . . . . 9:00 AM to 9:55 AM
Developing and Disseminating Effective Psychological Treatments: Science, Practice and Economics
David M Clark, King's College

Townhall Session/Séance de discussion ouverte . . . . . ROOM 200C-1 - LEVEL 2. . . 10:00 AM to 11:25 AM
Townhall Session with Representatives from the Tri-Council Agencies
Patrick McGrath, Moderator/facilitator: Canada Research Chair, Dalhousie University, VP Research, IWK Health Centre; Suzanne Fortier, President of NSERC; Chad Gaffield, President of SSHRC; Anthony Phillips, Scientific Director of the Institute of Neuroscience, CIHR

Round-Table Conversation Session 'A'/Séance de conversation de table ronde . . ROOM 200 D - LEVEL 2. . . 10:00 AM to 10:55 AM

Symposium/Symposium . . . . . SUITE 202 - LEVEL 2. . . 10:00 AM to 11:25 AM
PsyD Programs: The Opportunities and Alligators in Getting Started
John Service, Director, CPA Practice Directorate

Symposium/Symposium . . . . . SUITE 302 - LEVEL 3. . . 10:00 AM to 11:25 AM
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle
Employment Experiences of Young Workers: Risks Factors, Supports, and Health
Arla Day, Saint Mary's University

Invited Speaker (CPA)/Conférencier invité (SCP) . . . . . SUITE 303 - LEVEL 3. . . 10:00 AM to 10:55 AM
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques
Psychologists Role in Rural/Northern and Urban-Based Collaborative Care Models
Pierre Ritchie, University of Ottawa

Symposium/Symposium . . . . . SUITE 306 - LEVEL 3. . . 10:00 AM to 11:25 AM
Brain and Cognitive Science/Cerveau et science cognitive
The Cognitive Impacts of Bilingualism: An Attempt at Conflict Resolution of the Empirical Findings
Natalie Phillips, Concordia University

Membership Committee Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8. . . 10:00 AM to 10:55 AM
Sylvie Bourgeois, Royal Canadian Mounted Police

The Family of Psychology Keynote Address/Conférence La famille de la psychologie ROOM 200B - LEVEL 2 11:30 AM to 12:25 PM
Pain, Social Communication, Empathy and Prosocial Behaviour…in the Laboratory Mouse
Jeffrey Mogil, McGill University

Digital Poster Session 'D'/Présentation par affichage numérique . . . . . ROOM 100 (SUITE 101) LEVEL 1 . . . . 12:30 PM to 2:25 PM
Developmental Psychology/Psychologie du développement; Psychologists in Education/Psychologues en éducation; Teaching of Psychology/Enseignement de la psychologie

Poster Session 'D'/Présentation par affichage . . . . . ROOM 100 - LEVEL 1 . . . . 12:30 PM to 2:25 PM
Developmental Psychology/Psychologie du développement; Psychologists in Education/Psychologues en éducation; Teaching of Psychology/Enseignement de la psychologie

Round-Table Conversation Session 'B'/Séance de conversation de table ronde . . ROOM 200 D - LEVEL 2 . . . . 12:30 PM to 1:25 PM

Invited Speaker (CPA)/Conférencier invité (SCP) . . . . . SUITE 201 - LEVEL 2 . . . . 12:30 PM to 1:25 PM
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle
Ethnocultural Diversity in Psychological Trauma
Nnamdi Pole, Smith College

Keynote (Section)/Conférencier de la section . . . . . SUITE 202 - LEVEL 2 . . . . 12:30 PM to 1:25 PM
Extremism and Terrorism/Extrémisme et terrorisme
Using Thematic Content Analysis to Distinguish Terrorist from Non-Terrorist Extremist Groups
Peter Suedfeld, University of British Columbia

Featured Speaker/Conférencier Invité . . . . . SUITE 203 - LEVEL 2 . . . . 12:30 PM to 1:25 PM
Grassroots Lobbying in the Mental Health Profession.
Huw Williams, Impact Public Affairs

Conversation Session/Séance de conversation . . . . . SUITE 301 - LEVEL 3 . . . . 12:30 PM to 1:25 PM
Early Career Psychology (ECP)
Chimène Jewer, Gorman & Graland Psychological Services; Julia Somody, Waldegrove Psychological Services;
Sonya Stevens, Health Association Nova Scotia

President's New Researcher's Award Symposium/Symposium pour les récipiendaires du prix du nouveau chercheur . . . . . .
David Dozois, University of Western Ontario; Claude Fernet, Université du Québec . . . SUITE 302 - LEVEL 3 . . . . 12:30 PM to 1:55 PM
à Trois-Rivières; Meghan McMurtry, University of Guelph

Keynote (Section)/Conférencier de la section . . . . . SUITE 303 - LEVEL 3 . . . . 12:30 PM to 1:55 PM
Aboriginal Psychology/Psychologie autochtone
Research and Clinical Practice in Aboriginal Mental Health: Addressing Conceptual Confusion
Christopher Mushquash, Lakehead University

Invited Speaker (CPA)/Conférencier invité (SCP) . . . . . SUITE 305 - LEVEL 3 . . . . 12:30 PM to 1:25 PM
Brain and Cognitive Science/Cerveau et science cognitive
Attention in Space and Time
Raymond Klein, Dalhousie University

Symposium/Symposium . . . . . SUITE 306 - LEVEL 3 . . . . 12:30 PM to 1:55 PM
Students in Psychology/Étudiants en psychologie
What Psychology Students Need to Know about Obtaining Initial Registration and Promoting their Professional Mobility
Stephen DeMers, Assoc. of State & Provincial Psych. Boards; Joseph Rallo, Private Practice; Carol Webb, Emory University Medical Center- Grady Hospital

Section Annual Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8 . . . . 12:30 PM to 1:25 PM
Sexual Orientation and Gender Identity Issues/Orientation sexuelle et identité sexuelle
Todd Morrison, University of Saskatchewan

CPA Foundation Annual Meeting/Réunion annuelle . . . . . MEETING ROOM 2 - LEVEL 8 . . . . 12:30 PM to 1:55 PM
Philippe Ramsay, Canadian Psychological Association

Keynote (Section)/Conférencière invitée de la section . . . . . MEETING ROOM 4 - LEVEL 8 . . . . 12:30 PM to 1:25 PM
Students in Psychology/Étudiants en psychologie
Work-Life Balance in Grad School, Academia, & Beyond: Reality or Fantasy
Arla Day, Saint Mary's University

Keynote (Section)/Conférencier de la section . . . . . SUITE 304 - LEVEL 3 . . . . . 1:00 PM to 1:55 PM
History and Philosophy of Psychology/Histoire et philosophie de la psychologie
The Skin of Memory and our Journey Through the Resilient Disassembled Past
Scott Greer, University of Prince Edward Island

Invited Speaker (CPA/Section)/Conférencier invité (SCP/section) . . . . . SUITE 202 - LEVEL 2 . . . . . 1:30 PM to 2:55 PM
Psychoanalytic and Psychodynamic Psychology/Psychologie psychoanalytique et psychodynamique
The Efficacy of Psychodynamic Psychotherapy: Talk Therapy in the Era of Prozac, Managed Care, and Evidence Based Practice
Jonathan Shedler, University of Colorado School of Medicine

Section Annual Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8 . . . . . 1:30 PM to 2:25 PM
Adult Development and Aging/Développement adulte et vieillissement
Venera Bruto, University of Toronto

Conversation Session/Séance de conversation . . . . . ROOM 200C-1 - LEVEL 2 . . . . . 2:00 PM to 2:55 PM
CPA Government Relations Update: Activities 2012
Karen Cohen, CEO, Canadian Psychological Association; Meagan Hatch, Manager Government Relations, Canadian Psychological Association

Section Annual Meeting/Réunion d'affaires . . . . . ROOM 200C-2 - LEVEL 2 . . . . . 2:00 PM to 2:55 PM
Traumatic Stress/Stress traumatique
Paul Frewen, University of Western Ontario

Round-Table Conversation Session 'C'/Séance de conversation de table ronde . . ROOM 200 D - LEVEL 2 . . . . . 2:00 PM to 2:55 PM

Invited Speaker (CPA/Section)/Conférencier invité (SCP/section) . . . . . SUITE 302 - LEVEL 3 . . . . . 2:00 PM to 2:55 PM
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle
Leaders' Mental Health and their Leadership Behaviors
Julian Barling, Queen's University

Keynote (Section)/Conférencier de la section . . . . . SUITE 303 - LEVEL 3 . . . . . 2:00 PM to 2:55 PM
Psychologists in Education/Psychologues en éducation
Waking Up to the Consequences of Inadequate Sleep in Children
Penny Corkum, Dalhousie University

Workshop/Atelier . . . . . SUITE 204 - LEVEL 2 . . . . . 2:30 PM to 4:55 PM
Graduate Fair/Salon de l'étudiant diplômé

Section Annual Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8 . . . . . 2:30 PM to 3:25 PM
Brain and Cognitive Science/Cerveau et science cognitive
Alisa McArthur, Saint Mary's University College

Digital Poster Session 'E'/Présentation par affichage numérique . . . . . ROOM 100 (SUITE 101) LEVEL 1 . . . . . 3:00 PM to 4:55 PM
Psychoanalytic and Psychodynamic Psychology/Psychoanalytique et psychodynamique; Sexual Orientation and Gender Identity (SOGI)/Orientation sexuelle et identité sexuelle (OSIS); Social and Personality Psychology/Psychologie sociale et de la personnalité; . . . .

Poster Session 'E'/Présentation par affichage . . . . . ROOM 100 - LEVEL 1 . . . . . 3:00 PM to 4:55 PM
Psychoanalytic and Psychodynamic Psychology/Psychoanalytique et psychodynamique; Sexual Orientation and Gender Identity (SOGI)/Orientation sexuelle et identité sexuelle (OSIS); Social and Personality Psychology/Psychologie sociale et de la personnalité; . . . .

Section Annual Meeting/Réunion d'affaires . . . . . ROOM 200C-1 - LEVEL 2 . . . . . 3:00 PM to 3:55 PM
Clinical Neuropsychology/Neuropsychologie clinique
Stewart Longman, Alberta Health Services

Keynote (Section)/Conférencière invitée de la section . . . . . ROOM 200C-2 - LEVEL 2 . . . . . 3:00 PM to 3:55 PM
Traumatic Stress/Stress traumatique
Suggestion, Fantasy, and Intolerable Reality in the Narration of Trauma
Constance Dalenberg, Alliant International University

Invited Speaker (CPA)/Conférencier invité (SCP) . . . . . SUITE 202 - LEVEL 2 . . . . . 3:00 PM to 3:55 PM
Extremism and Terrorism/Extrémisme et terrorisme
"When Hatred is Bred in the Bone": The Psycho-Cultural Foundations of Terrorism
Jerrold Post, The Elliott School of International Affairs, The George Washington University

Section Annual Meeting/Réunion d'affaires . . . . . SUITE 203 - LEVEL 2 . . . . . 3:00 PM to 3:55 PM
Developmental Psychology/Psychologie du développement
Jean-Paul Boudreau, Ryerson University

Section Annual Meeting/Réunion d'affaires . . . . . SUITE 301 - LEVEL 3 . . . . . 3:00 PM to 3:55 PM
Clinical Psychology/Psychologie clinique
Peter Bieling, St Joseph's Healthcare Hamilton

Workshop/Atelier . . . . . SUITE 302 - LEVEL 3 . . . . . 3:00 PM to 4:55 PM
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle
Person-Centred Research Strategies in I/O Psychology
John Meyer, The University of Western Ontario; Robert Vandenberg, University of Georgia

Section Annual Meeting/Réunion d'affaires . . . . . SUITE 303 - LEVEL 3 . . . . . 3:00 PM to 3:55 PM
Psychologists in Education/Psychologues en éducation
Donald Saklofske, University of Western Ontario

Section Annual Meeting/Réunion d'affaires . . . . . SUITE 305 - LEVEL 3 . . . . . 3:00 PM to 3:55 PM
Students in Psychology/Étudiants en psychologie
Justin Feeney, University of Western Ontario

Reception/Réception . . . . . ROOM 200C-1 - LEVEL 2 . . . . . 4:00 PM to 4:55 PM
Clinical Neuropsychology/Neuropsychologie clinique
Stewart Longman, Alberta Health Services

Reception/Réception . . . . . ROOM 200C-2 - LEVEL 2 . . . . . 4:00 PM to 4:55 PM
Traumatic Stress/Stress traumatique
Paul Frewen, University of Western Ontario

Invited Speaker (CPA/Section)/Conférencier invité (SCP/section) . . . . . SUITE 202 - LEVEL 2 . . . . . 4:00 PM to 4:55 PM
Extremism and Terrorism/Extrémisme et terrorisme
Assessing Individual Risk for Involvement in Terrorism
Randy Borum, University of South Florida

Reception/Réception . . . . . SUITE 203 - LEVEL 2 . . . . . 4:00 PM to 4:55 PM
Developmental Psychology/Psychologie du développement
Jean-Paul Boudreau, Ryerson University

Reception/Réception . . . . . SUITE 301 - LEVEL 3 . . . . . 4:00 PM to 4:55 PM
Clinical Psychology/Psychologie clinique
Peter Bieling, St Joseph's Healthcare Hamilton

Reception/Réception . . . . . SUITE 303 - LEVEL 3 . . . . . 4:00 PM to 4:55 PM
Psychologists in Education/Psychologues en éducation
Donald Saklofske, University of Western Ontario

Reception/Réception . . . . . SUITE 305 - LEVEL 3 . . . . . 4:00 PM to 4:55 PM
Students in Psychology/Étudiants en psychologie
Justin Feeney, University of Western Ontario; Missy Teatero, Lakehead University

Annual General Meeting/Assemblée générale annuelle . . . . . ROOM 200B - LEVEL 2 . . . . . 5:00 PM to 6:55 PM

SATURDAY, JUNE 16, 2012/SAMEDI 16 JUIN 2012

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 305 - LEVEL 3. . . . . 8:00 AM to 8:55 AM
Health Psychology/Psychologie de la santé
Tavis Campbell, University of Calgary

Past Presidents' Committee Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8. . . . . 8:00 AM to 8:55 AM
David Dozois, University of Western Ontario

CPA Task Force of the Future of Publicly Funded Psychology Business Meeting/Réunion d'affaires
Lorne Sexton, St Boniface General Hospital . . . . . MEETING ROOM 3 - LEVEL 8. . . . . 8:00 AM to 8:55 AM

Science & Applications Keynote Address/Conférence Science & Applications . . . ROOM 200B - LEVEL 2. . . . . 9:00 AM to 9:55 AM
Challenges in Conceptualizing, Assessing, Diagnosing and Treating Children, Adolescents, and Adults with Attention-Deficit/Hyperactivity Disorder (ADHD)
Rosemary Tannock, The Ontario Institute for Studies in Education/University of Toronto

Digital Poster Session 'F'/Présentation par affichage numérique . . . . . ROOM 100 (SUITE 101) LEVEL 1. . . 10:00 AM to 11:55 AM
Clinical Psychology/Psychologie clinique

Poster Session 'F'/Présentation Par Affichage . . . . . ROOM 100 - LEVEL 1. . . 10:00 AM to 11:55 AM
Clinical Psychology/Psychologie Clinique

CPA Gold Medal Award/Prix de la médaille d'or . . . . . ROOM 200C-1 - LEVEL 2. . . 10:00 AM to 10:55 AM
Why Interventions in Dysfunctional Communities Fail: The Need for a Truly Collective Approach
Donald M Taylor, McGill University

Conversation Session/Séance de conversation . . . . . SUITE 301 - LEVEL 3. . . 10:00 AM to 10:55 AM
What Canadians Had to Say About the Practice of Psychology: National Survey Results
Andrea Piotrowski, Faculty of Medicine, University of Manitoba; John Service, Director of Practice Directorate

Section Annual Meeting/Réunion d'affaires. . . . . SUITE 304 - LEVEL 3. . . 10:00 AM to 11:55 AM
History and Philosophy of Psychology/Histoire et philosophie de la psychologie
Jason Goertzen, University of Alberta, Augustana Campus

Workshop/Atelier . . . . . SUITE 306 - LEVEL 3 . . . . 10:00 AM to 2:55 PM
Accreditation Site Visitor Workshop
Patrick Baillie, Alberta Health Services/Calgary Police Service

Section Annual Meeting/Réunion d'affaires. . . . . MEETING ROOM 1 - LEVEL 8. . . 10:00 AM to 10:55 AM
Sport and Exercise Psychology/Psychologie du sport et de l'exercice
Stéphane Perreault, Université du Québec à Trois-Rivières

CPA Donald O. Hebb Award/Prix Donald O. Hebb . . . . . ROOM 200C-1 - LEVEL 2 . . . 11:00 AM to 11:55 AM
The Six R'S of Remembering
Colin M MacLeod, University Of Waterloo

Conversation Session/Séance de conversation . . . . . ROOM 200C-2 - LEVEL 2 . . . 11:00 AM to 11:55 AM
Highlights from the History of the CPA
John Conway, CPA Archivist and Historian

Conversation Session/Séance de conversation . . . . . SUITE 301 - LEVEL 3 . . . 11:00 AM to 11:55 AM
What Do Nova Scotians Think about Psychology: Nova Scotia Results of the National Psychology Survey
John Service, Director, CPA Practice Directorate; Lynne Robinson, APNS President; Lesley Hartman, APNS Advocacy Coordinator . . . . .

Reception/Réception . . . . . MEETING ROOM 1 - LEVEL 8 . . . 11:00 AM to 11:55 AM
Sport and Exercise Psychology/Psychologie du sport et de l'exercice
Stéphane Perreault, Université du Québec à Trois-Rivières

CPA Editorial Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 3 - LEVEL 8 . . . 11:00 AM to 11:55 AM
Martin Drapeau, McGill University

Professional Award/Prix professionnel . . . . . ROOM 200C-1 - LEVEL 2 . . . 12:00 PM to 12:55 PM
Technology is Only One Piece of the Puzzle: Enhancing the Presence and Maximizing the Benefits of Psychology in Underserved Communities
Karen G Dyck, University of Manitoba

Workshop/Atelier . . . . . SUITE 302 - LEVEL 3 . . . . 12:00 PM to 1:25 PM
Developing Cognitive Skills Using Peerscholar: A Gym for the Minds of our Students
Steve Joordens, University of Toronto Scarborough; Dwayne Pare, University of Toronto Scarborough

International Relations Committee Business Meeting/Réunion d'affaires . MEETING ROOM 3 - LEVEL 8 . . . 12:00 PM to 12:55 PM
Janel Gauthier, Université Laval

Section Annual Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8 . . . . 12:30 PM to 1:25 PM
Social and Personality Psychology/Psychologie sociale et de la personnalité
Geoff MacDonald, University of Toronto

CPA Education and Training Award/Prix de l'éducation et de la formation . . . ROOM 200C-1 - LEVEL 2 . . . . . 1:00 PM to 1:55 PM
Training and Supervision in Clinical Psychology – Challenges and Strategies
Martin M Antony, Ryerson University

CJBS Editorial Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 3 - LEVEL 8 . . . . . 1:00 PM to 1:55 PM
Todd Morrison, University of Saskatchewan

Ethics Committee Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8 . . . . . 1:30 PM to 3:25 PM
Carole Sinclair, Private Practice

Workshop/Atelier . . . . . MEETING ROOM 2 - LEVEL 8 . . . . . 1:30 PM to 2:55 PM
Nuts and Bolts of Submitting a Proposal – Preparing a Common CV and the Researchnet Process
Lisa Votta-Bleeker, Canadian Psychological Association

Section Annual Meeting/Réunion d'affaires . . . . . MEETING ROOM 3 - LEVEL 8 . . . . . 2:00 PM to 3:25 PM
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques
Karen Dyck, University of Manitoba

Publications Committee Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8 . . . . . 3:30 PM to 4:25 PM
Jean-Paul Boudreau, Ryerson University

Reception/Réception . . . . . MEETING ROOM 3 - LEVEL 8 . . . . . 3:30 PM to 4:25 PM
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques
Karen Dyck, University of Manitoba

Convention Committee Business Meeting/Réunion d'affaires . . . . . MEETING ROOM 1 - LEVEL 8 . . . . . 4:30 PM to 5:25 PM
David Dozois, University of Western Ontario; Peter Graf, University of British Columbia

SUNDAY, JUNE 17, 2012/DIMANCHE 17 JUIN 2012

CPA Board of Directors Meeting . . . . . SACKVILLE ROOM - DELTA BARRINGTON HOTEL . . . . 8:00 AM to 2:00 PM

Practice Directorate Meeting . . . . . THOMAS B - DELTA BARRINGTON HOTEL . . . . . 8:30 AM to 5:00 PM

MONDAY, JUNE 18, 2012/LUNDI 18 JUIN 2012

Practice Directorate Meeting . . . . . THOMAS B - DELTA BARRINGTON HOTEL . . . . 8:30 AM to 12:00 PM

Notes

PRE-CONVENTION WORKSHOP REGISTRATION ONLY

Delta Halifax Hotel
1990 Barrington Street, Halifax, Nova Scotia

Pre-convention workshop participants may pick up their registration kits in the main lobby of the hotel.

Registration area will remain open for Pre-convention participants only from:

Tuesday, June 12, 2012	7:00 PM - 9:00 PM
Wednesday, June 13, 2012	7:30 AM - 9:00 AM

CONVENTION REGISTRATION
World Trade and Convention Centre
1800 Argyle Street, Halifax, Nova Scotia

Registration for participants, exhibitors and companions will be located on Level 1 of the World Trade and Convention Centre.

Registration area will remain open from:

Wednesday, June 13, 2012	6:00 PM - 8:00 PM
Thursday, June 14, 2012	8:00 AM - 5:00 PM
Friday, June 15, 2012	7:30 AM - 4:30 PM
Saturday, June 16, 2012	7:30 AM - 2:00 PM

NAME BADGES

Convention participants must wear and display their name badges at all times during the convention. They are not transferable under any circumstances.

Lost badges will be replaced for a fee of $10.00

SIMULTANEOUS INTERPRETATION

Simultaneous interpretation will be available during the plenary sessions.

EXHIBITOR SHOW DATE & TIME

Thursday, June 14, 2012	11:00 AM - 6:00 PM
Friday, June 15, 2012	12:30 PM – 5:00 PM
Saturday, June 16, 2012	10:00 AM – 12:00 PM

A special thanks to all of the exhibitors and sponsors for their support

TRAVEL GRANT

Students who have been awarded a CPA / SSHRC Travel Grant can pick up their travel grant cheque at the Convention Registration Desk which will be located on the Level 1 of the Convention Centre.

INSCRIPTIONS AUX ATELIERS PRÉCONGRÈS SEULEMENT

Delta Halifax Hotel
1990 rue Barrington, Halifax (Nouvelle-Écosse)

Les participants pour les ateliers précongrès peuvent obtenir leurs trousses au comptoir d'inscription au rez-de-chaussée de l'hôtel.

Les heures d'inscription pour les participants du précongrès seulement sont les suivantes:

mardi 12 juin 2012	19 h à 21 h
mercredi 13 juin 2012	7 h 30 à 9 h

INSCRIPTION AU CONGRÈS
World Trade and Convention Centre
1800, rue Argyle, Halifax (Nouvelle-Écosse)

L'inscription des participants, des exposants et des personnes qui les accompagnent se déroulera au Niveau 1 du World Trade and Convention Centre.

Les heures d'inscription sont les suivantes:

mercredi 13 juin 2012	18 h à 20 h
jeudi 14 juin 2012	8 h à 17 h
vendredi 15 juin 2012	7 h 30 à 16 h 30
samedi 16 juin 2012	7 h 30 à 14 h

INSIGNES D'IDENTIFICATION

Les participants doivent porter en tout temps leur insigne d'identification. Elles ne sont pas transférables.

Les insignes d'identification perdues seront remplacées au coût de 10 $.

TRADUCTION SIMULTANÉE

Le service de traduction simultanée sera disponible pendant les sessions plénières pour les participants qui en font la demande sur place.

DATES ET HEURES DES EXPOSITIONS

jeudi 14 juin 2012	11 h à 18 h
vendredi 15 juin 2012	12 h 30 à 17 h
samedi 16 juin 2012	10 h à 12 h

Nos sincères remerciements à tous les exposants et les commanditaires pour leur appui.

SUBVENTION-VOYAGE

Les étudiants qui ont reçu une subvention de voyage SCP / CRSH peuvent en prendre possession au comptoir d'inscription du congrès situé au Niveau 1 au Centre de Congrès.

SOCIAL ACTIVITIES

FIRST TIME PRESENTERS BREAKFAST

Thursday, June 14, 2012
7:30 AM TO 8:25 AM
Room 200 C, Level 2
It is CPA's way of welcoming first-timers, many of whom are students, and to thank them for making CPA their convention of choice to present their work

PRESIDENTIAL RECEPTION

(All welcome)
Thursday, June 14, 2012
6:00 PM TO 8:00 PM
Room 200 C, Level 2

CPA FUN RUN / WALK

Friday, June 15, 2012,
7:00 AM - 8:00 AM
Come start your morning with an invigorating run, jog or brisk walk. Join your fellow members for CPA's annual "fun run" at 7am in the Delta Halifax Hotel Lobby. **All proceeds raised during this year's run will go to KidSport™ Nova Scotia**

SOCIAL EVENT

Lobsterfest at Murphy's The Cable Wharf
(Ticket holders only) Friday, June 15, 2012
Meet in Delta Halifax Hotel Lobby
Bagpiper-led processional from the Hotel to Murphy's The Cable Wharf at 7:30 PM

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ACTIVITÉS SOCIALES

PETIT-DÉJEUNER À L'INTENTION DES CONFÉRENCIERS QUI PRÉSENTENT LEUR PREMIÈRE COMMUNICATION

jeudi 14 juin 2012
7 h 30 à 8 h 25
Niveau 2, Salle 200 C
C'est la façon qu'a trouvée la SCP pour accueillir les nouveaux conférenciers, pour la plupart des étudiants, et pour les remercier d'avoir choisi le congrès de la SCP pour présenter leurs travaux.

RÉCEPTION PRÉSIDENTIELLE

(Bienvenue à tous et à toutes)
jeudi 14 juin 2012
18 h - 20 h
Niveau 2, Salle 200 C

COURSE / MARCHE POUR LE PLAISIR

vendredi le 15 juin 2012
7 h à 8 h
Quoi de mieux pour débuter la journée qu'une course ou une petite séance de jogging ou de marche rapide. Joignez-vous à vos confrères et consœurs de la SCP pour la « course pour le plaisir » annuelle. Rendez-vous à 7 h dans le lobby de l'hôtel Delta Halifax. **Tous les produits de l'événement seront versés à KidSport™ Nova Scotia.**

ACTIVITÉ SOCIALE

Lobsterfest chez Murphy's The Cable Wharf
(Détenteurs de billet seulement) vendredi 15 juin 2012
Rencontre dans le lobby de l'hôtel Delta Halifax à 19 h 30 pour joindre la procession dirigée par un joueur de cornemuse jusqu'au restaurant.

2012 EXHIBITORS - EXPOSANTS

Booth # 1 / Stand No. 1
McFarlan Rowlands Insurance Brokers Inc.
380 York Street
London, ON N5X 3W9
Tel: 519-679-5440
www.mcfarlanrowlands.com

Booth # 2 / Stand No. 2
Scotiabank
Scotia Plaza
44 King Street West, 10th Floor
Toronto, ON M5H 1H1
Tel: 416-701-7200
www.scotiabank.com

Booth # 3 & 4 / Stand No. 3 & 4
McGraw-Hill Ryerson Ltd.
300 Water Street
Whitby, ON L1N 9B6
Tel: 905-430-5078
www.mcgrawhill.ca

Booth #5 / Stand No. #5
Personal Insurance Company
3 Robert Speck Parkway, 10th Floor
Mississauga, ON L4Z 3Z9
Tel: 905-306-5252
www.thepersonal.com

Booth # 6 / Stand No. 6
Pearson Clinical Assessment
55 Horner Avenue
Toronto, ON M8Z 4X6
Tel: 416-644-2151
www.pearsonassess.ca

Booth # 7 / Stand No. 7
Correctional Service Canada Mental Health Branch
340 Laurier Avenue, West
Ottawa, ON K1A 0P9
Tel: 613-947-1477
www.csc-scc.gc.ca

Booth # 8 & 9 / Stand No. 8 & 9
Canadian Psychological Association
141 Laurier Avenue, West, Suite 702
Ottawa, ON K1P 5J3
Tel: 613-237-2144
www.cpa.ca

Booth #10 & 11 / Stand No 10 & 11
Nelson Education Ltd.
1120 Birchmount Road
Toronto, ON M1K 5G4
Tel: 416-752-9100
www.nelson.com

Booth #12 / Stand No. 12
American Psychological Association
750 First Street, NE
Washington, DC 20002
Tel: 202-336-5570
www.apa.org

Booth # 13 / Stand No. 13
IWK Mental Health & Addictions Program
5850-5980 University Avenue
Halifax, NS B3K 6R8
Tel: 902-470-8087
www.iwk.nshealth.ca

Booth # 14 & 15 / Stand No. 14 & 15
Pearson Canada
26 Prince Andrew Place
Don Mills, ON M3C 2T8
Tel: 416-386-3494
www.pearsoncanada.ca

Booth # 16 / Stand No. 16
Taylor Study Method
Po Box 729
Post Falls, ID 83877
Tel: 808-722-6666
www.taylorstudymethod.com

Booth #17 / Stand No. 17
Alberta Health Services
1850 10123 99 Street
Edmonton, AB T5J 3H1
Tel: 780-643-7112
www.albertahealthservices.ca

Booth # 18 / Stand No. 18
University of Manitoba Clinical Health Psychology
PZ 350-771 Bannatyne Avenue
Winnipeg, MB R3E 3N4
Tel: 204-787-3271
www.umanitoba.ca

Booth #19 / Stand No. 19
Sona Systems
6106 Wilson Lane
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Tel: 800-775-3722
www.sona-systems.com

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41 Madison Ave
New York, NY 10010
Tel: 212-576-9400
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www.biopac.com

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MHS Inc.
3770 Victoria Park Ave.
Toronto, ON M2H 3M6
Tel: 416-492-2627
www.mhs.com

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Sage Publications USA
2455 Teller Road
Thousand Oaks, CA 91320
Tel: 805-410-7239
www.sagepub.com

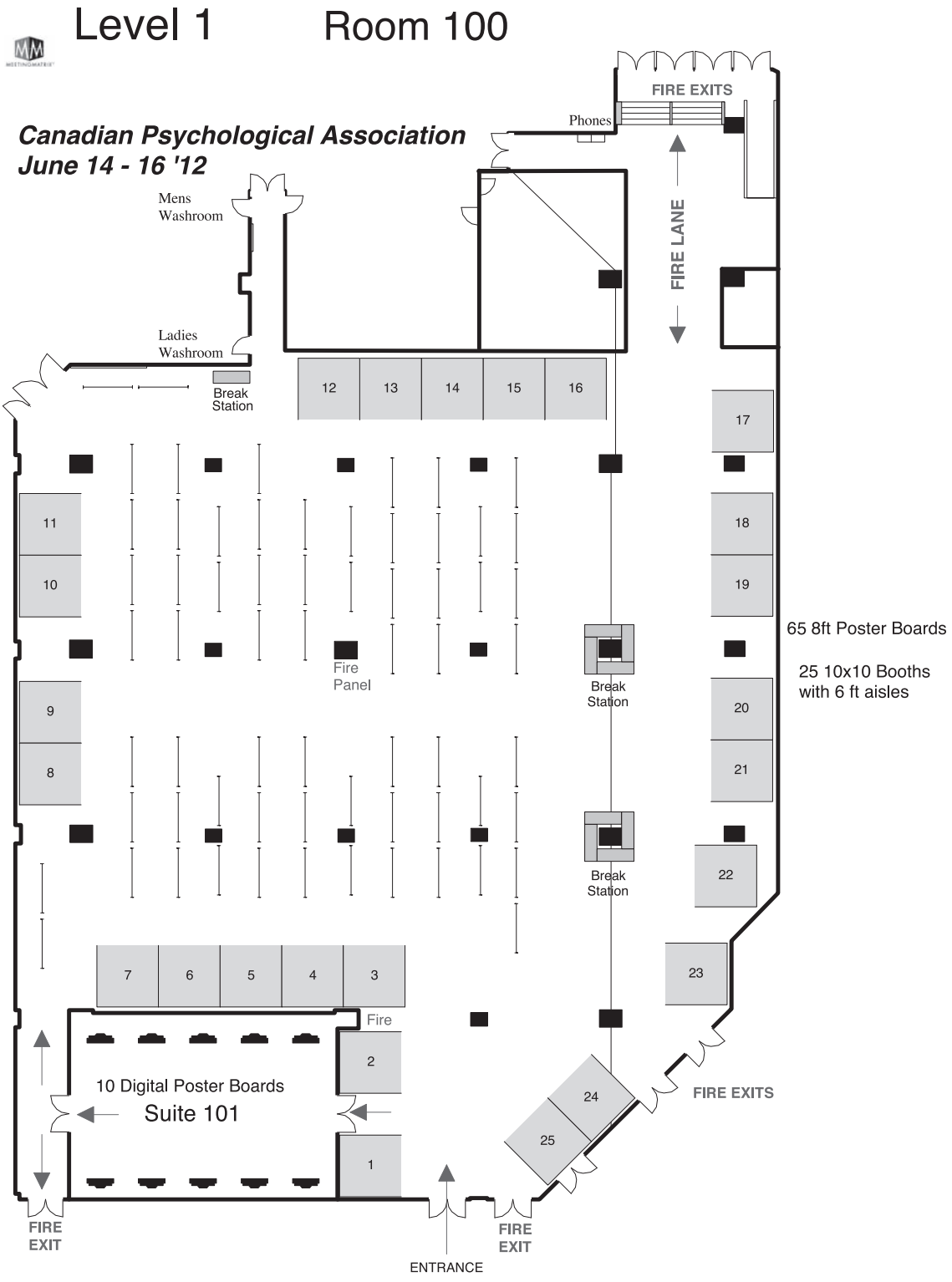
Booth # 24 / Stand No. 24
John Wiley & Sons Canada Ltd.
5353 Dundas St. W
Etobicoke, ON M9B 6H8
Tel: 416-236-4433
www.wiley.com

Booth # 25 / Stand No. 25
Canadian Alliance on Mental Illness and Mental Health
141 Laurier Avenue, West, Suite 702
Ottawa, ON K1P 5J3
Tel: 613-237-2144
www.camimh.ca

Booth – Registration Area / Stand -
Association of Psychologists of Nova Scotia
417 1657 Barrington St.
Halifax, NS B3J 2A1
Tel: 902-422-9183
www.apns.ca

See floor plan on page xvi

2012 EXHIBITORS - EXPOSANTS



2012-06-14 – 7:30 AM to 8:25 AM – 7 h 30 à 8 h 25 – ROOM 200 C - LEVEL 2 - WTCC

Plenary Session/ Session plénière
First-time Presenters Breakfast

FIRST-TIME PRESENTERS BREAKFAST (BY INVITATION ONLY)
PETIT-DÉJEUNER À L'INTENTION DES CONFÉRENCIERS QUI PRÉSENTENT LEUR PREMIÈRE COMMUNICATION (SEULEMENT SUR INVITATION)

2012-06-14 – 8:45 AM to 9:55 AM – 8 h 45 à 9 h 55 – ROOM 200B - LEVEL 2 - WTCC

Plenary Session/ Session plénière

WELCOMING CEREMONY/CÉRÉMONIE DE BIENVENUE HONORING OUR BEST/ HOMMAGE AU MÉRITE
(Simultaneous Interpretation Available/Traduction simultanée disponible)

Welcome to the 73rd Annual Convention of the Canadian Psychological Association! Our partners, Association of Psychologists of Nova Scotia, will bring greetings as we open the convention with a session in which we honour the best of the discipline and the profession by bestowing the following awards on our friends and colleagues:

Bienvenue au 73e congrès annuel de la Société canadienne de psychologie! Nos partenaires l'Association of Psychologists of Nova Scotia présenteront un mot de bienvenue à cette cérémonie où seront honorés les grands de la discipline et de la profession. Les prix suivants seront décernés :

- CPA Gold Medal Award for Distinguished Lifetime Contributions to Canadian Psychology/Prix de la médaille d'or pour contributions remarquables à la psychologie canadienne au cours de l'ensemble de la carrière : Donald M Taylor
- CPA Award for Distinguished Contributions to Education and Training in Psychology in Canada/Prix de l'éducation et de la formation pour contributions remarquables à l'éducation et la formation de la psychologie au Canada : Martin M Antony
- CPA Professional Award for Distinguished Contributions to Psychology as a Profession/Prix professionnel pour contributions remarquables à la psychologie en tant que profession : Karen G. Dyck
- CPA Donald O. Hebb Award for Distinguished Contributions to Psychology as a Science/Prix Donald O. Hebb pour contributions remarquables à la psychologie en tant que science : Colin M MacLeod
- CPA John C. Service Member of the Year Award/Prix du membre de l'année John C. Service : Jennifer A Veitch
- CPA Award for Distinguished Contributions to the International Advancement of Psychology/Prix pour contributions remarquables à l'avancement international de la psychologie : John W Berry
- CPA Distinguished Contributions to Public or Community Service/Prix pour contributions remarquables au service public ou communautaire : Reut Gruber
- New CPA Fellows/Nouveaux fellows de la SCP : Leslie R Atkinson, Julian Barling, Theresa J Kline, Candice M Monson, Dale M Stack
- CPA President's New Researcher Awards/Prix du nouveau chercheur décerné par le président : Claude Fernet, Meghan McMurtry

2012-06-14 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – ROOM 200B - LEVEL 2 - WTCC

Plenary Session/ Session plénière

CPA PRESIDENTIAL ADDRESS/ALLOCUTION PRÉSIDENTIELLE
(Simultaneous Interpretation Available/Traduction simultanée disponible)

CPA Presidential Address/Allocution présidentielle

PSYCHOLOGICAL TREATMENTS: PUTTING EVIDENCE INTO PRACTICE AND PRACTICE INTO EVIDENCE
David Dozois, University of Western Ontario

In June 2011, the CPA Board of Directors launched a task force on the Evidence-Based Practice of Psychological Treatments. The purpose of this task force was to operationalize what constitutes evidence-based practice in psychology, to make recommendations about how psychologists can best integrate evidence into practice and to disseminate information to consumers about evidence-based interventions. An important impetus for this task force was the continuing and widening scientist-practitioner gap. There are both barriers and opportunities when it comes to promoting greater reliance on the scientific literature and greater uptake of empirically supported treatments among practitioners. Two main factors prevail. For one, there is considerable controversy over what constitutes best evidence. The second is that researchers often do not communicate their findings in a manner that effectively translates their results from the laboratory to the clinic. It is crucial that we not only make practice evidence-based, but that we also make evidence practice-based. In this address, I will focus on current issues and opportunities with respect to evidence-based practice and identify strategies for closing the gap between research and practice.

2012-06-14 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – ROOM 100 (SUITE 101) LEVEL 1 - WTCC

Digital Poster/ Affichage numérique

DIGITAL POSTER SESSION 'A'/PRÉSENTATION PAR AFFICHAGE NUMÉRIQUE

Community Psychology/Psychologie communautaire; Counselling Psychology/Psychologie du counseling; Family Psychology/Psychologie de la famille; Health Psychology/Psychologie de la santé; Psychology and Religion/Psychologie et religion; Women and Psychology/Femmes et psychologie

#1
Community Psychology/
Psychologie communautaire

COLLABORATION BETWEEN PSYCHOLOGY AND THE ARTS TO ASSIST NEWCOMER REFUGEES

Annette Dufresne, Private Practice; Lara Doan, University of Windsor; Nino Palazzolo, Music Express

Newcomer refugees are often dealing not only with the effects of conflict-generated forced displacement and experiences of trauma, but also with the stresses of adjustment to a different culture, often a different language, climate, and way of life. The objective of the present pilot investigation was to explore the viability of a collaborative project combining psychological supports with involvement in a co-created music/drama project to engage newcomer refugee families. The program was founded upon principles including: providing family friendly services in recognition of the effects of trauma and resettlement on the whole family and to help maintain the strength of the family unit; including movement, music, and art as means of expression and communication that cross cultural and linguistic boundaries,strengthen creativity, and help to build a sense of community; and use of volunteers to extend connections to the broader community. Results are discussed in terms of outcomes for participants and outcomes for building community awareness. Implications for developing culturally-sensitive specialized services for refugees accepted for resettlement in Canada are explored.

#2
Counselling Psychology/
Psychologie du counseling

MAKING HOPE VISIBLE IN THERAPY: COUNSELLING INTERNS' VIEWS OF HOPE IN PERSONAL LIFE AND PROFESSIONAL PRACTICE

Gloria H Crowe, University of Calgary; Helen F Massfeller, University of Calgary

Hope has been identified as one of the key determining factors contributing to successful therapeutic outcomes, such as client change. Much empirical evidence supports the crucial role of clients' hope or positive expectations in facilitating desired outcomes in therapy. Research on the role of hope in counselling psychology from the perspective of practitioners, however, has received little attention until very recently. The present study will use a phenomenological approach to address the primary research question: What are counselling interns' experiences of their personal hope and using hope in their professional practices? Qualitative, semi-structured interviews will be conducted with a purposive sample of 7 to 10 graduate students who are engaged in counselling practica in a community setting. Interviews will then be transcribed verbatim and analyzed using interpretative phenomenological analysis (IPA), through which recurrent themes shared across participants will be identified. A key focus of this choice of methodology is to allow participants to remain the authority on what is most meaningful and significant for them about the phenomenon of hope. Understanding student counsellors' own hope and its role in their counselling work has implications for counsellor education and clinical supervision. Suggestions for future research will be provided.

#3
Counselling Psychology/
Psychologie du counseling

EXAMINING CONVERSATIONAL SPACES OF REFLECTION, GENERATIVITY, AND COMMITMENT IN FAMILY THERAPY

Jared French, University of Calgary

This presentation describes a doctoral research project that explores how family therapists and their clients co-construct conversational 'spaces' that facilitate reflection, generativity, and commitment. Such spaces refer to therapeutically negotiated contexts, spaces between clients and counsellors in which particular kinds of conversations which have not been possible are made possible. While a clinical literature promotes such spaces, how counsellors and families recognize and co-create them in therapy is unknown. This research project adopts a social constructionist, or discursive, theoretical framework which regards social and therapeutic change as involving negotiated processes wherein people communicate in ways that sustain or alter dominant social and familial realities. Such a conceptualization views 'talk' in therapy as participants' ongoing, mutually responsive joint action with one another. From this perspective, how talk is used between therapists and client family members to create conversational spaces of reflection, generativity, and commitment is examined. Preliminary data collection and analysis from this discourse-oriented ethnographic research study is presented.

#4
Counselling Psychology/
Psychologie du counseling

PREEMPTING ADVERSITY? AN EARLY EXPLORATION OF THE PROTECTIVE EFFECTS OF POSITIVE PSYCHOLOGY IN THE WAKE OF JOB LOSS

Jessica K Isenor, University of Ottawa; Jacqueline Synard, University of Ottawa

Job loss has been specifically linked to feelings of grief (Brewington et al., 2004), depression (Moorhouse & Caltabiano, 2007), and a decline in overall physical health (Price et al., 2002). However, not everyone experiences these effects equally (Caputo & Wallace, 2007; Zikic & Richardson, 2007). This study looked at the survey data of 519 participants who experienced involuntary job loss and who had yet to begin a re-employment support program. They were administered instruments measuring grief, depression (CES-D), optimism (LOT-R), hope (AHS), self-efficacy (GSE) and work role centrality. Analysis showed that while there were significant levels of both depression and grief symptoms in our sample, overall the percentage of participants reaching clinical levels (48.7% and 6.94% respectively) was less than expected. Similarly, scores on positive psychology variables were higher than expected with this population and show significant negative relationships with both the depression and grief variables. Our study's findings will be used to identify and inform potential interventions with clients who are experiencing job loss. Developments in positive psychology research and theory, particularly in the area of resilience, will be examined to provide potential explanations for the above results as well as prospective research directions.

#5
Family Psychology/
Psychologie de la famille

ASSESSING REFLECTIVE FUNCTIONING IN A BRIEF MOTHER-INFANT INTERVENTION

Natasha Whitfield, York University; Deborah Kanter, York University; Yvonne Bohr, York University

The present study assessed changes in maternal reflective functioning in eight mothers who had been exposed to the Modifying the Attributions of Parents tool (MAP; Bohr et al., 2006). The MAP is a brief mother-infant dynamic assessment and intervention for disempowered mother-infant dyads that are at risk for relationship ruptures and maltreatment. One of the goals of the MAP is to foster reflective functioning in mothers with regard to their infant-directed attributions. Dyads are videotaped engaging in a series of structured play interactions which are reviewed together with a therapist. Examples of strengths and challenges in the dyadic relationship are examined on video. Collaborative empiricism forms

the basis for feedback sessions that aim to shift parents' cognitive sets when they are maladaptive. This study used the Slade et al. (2001) adaptation of the Reflective Functioning scoring system (RF; Fonagy et al., 1998) to assess maternal reflective functioning pre- and post-intervention in at-risk mother-infant dyads that had completed the MAP at a community-based mental health centre. Audio transcriptions from the feedback sessions were coded using classifications and frequency counts. Changes in RF are discussed and interpreted, and implications for the prevention of infant maltreatment are discussed.

#6
Health Psychology/
Psychologie de la santé

PROPOSED RECOMMENDATIONS FOR INTRODUCING VAGINAL DILATORS TO WOMEN WHO HAVE BEEN TREATED FOR GYNECOLOGICAL CANCER

Kimberley Cullen, York University; Karen Fergus, York University; Tracey DasGupta, Sunnybrook Health Sciences Centre; Margaret I Fitch, Sunnybrook Health Sciences Centre - Odette Cancer Centre; Catherine Doyle, Sunnybrook Health Sciences Centre - Odette Cancer Centre; Lauran Adams, Sunnybrook Health Sciences Centre - Odette Cancer Centre

Regular use of vaginal dilators has been recommended as a prophylactic measure following radiation treatment for gynecological cancers in order to promote optimal healing of the vagina. Despite these proposed benefits, adherence is notoriously poor. In order to better understand this phenomenon, a qualitative study was conducted to explore the factors that influence women's adoption of rehabilitative dilator use. Ten women with a history of gynecological cancer and who were prescribed a vaginal dilator were interviewed and asked a series of open-ended questions designed to elicit information concerning their experiences with the dilator. Four care recommendations aimed at enhancing adherence to dilator use arose from the grounded theory analysis: 1) Introducing the dilator in a way that minimizes women's embarrassment and discomfort; 2) Building an awareness of, and sensitivity to, the emotional reactions some women have towards dilator use; 3) Introducing the dilator early on as part of the comprehensive treatment plan; 4) Prioritizing health maintenance vs. intercourse as a benefit of dilator use. The proposed recommendations highlight the importance of adopting a comprehensive approach to cancer treatment with consideration given to the psychosocial factors influencing the rehabilitation and health maintenance behaviour of women recovering from gynecological cancers.

#7
Health Psychology/
Psychologie de la santé

IMPACT OF COMPETING GOALS ON PATIENT ADHERENCE TO SELF-MANAGEMENT FOR CONGESTIVE HEART FAILURE

Karen M Zhang, The University of Western Ontario; Leora C Swartzman, The University of Western Ontario; Malcolm Arnold, London Health Sciences Centre; Kathleen Dindoff, Fanshawe College

Many patients with congestive heart failure (CHF) fail to adequately self-manage their condition, which results in significant health and financial burdens. Improving self-management adherence requires an understanding of psychosocial mechanisms that underlie CHF self-care behaviours. The present study will examine whether the extent to which personal goals are compatible/incompatible with CHF self-care regimens is a salient predictor of adherence. The study objectives are: 1) To develop an interactive assessment tool of patient competing priorities, and 2) To determine whether competing priorities predicts adherence, after controlling for CHF knowledge. A target N of 85 participants with CHF will complete tasks designed to elicit and evaluate the perceived compatibility of prioritized personal goals with prescribed CHF-regimens. Questionnaires that assess CHF knowledge, and self-care adherence will be administered. Data analysis on an interim sample (n=16; mean age = 78, % female = 25) indicates that higher adherence was positively associated with better CHF knowledge ($r = .933$, $p < .01$) but counter-intuitively, adherence was negatively correlated with the degree to which physical activity was perceived to be compatible with non-CHF goals ($r = -.914$, $p = .011$). A more comprehensive set of findings based on the entire sample will be presented and discussed.

#8
Psychology and Religion/
Psychologie et religion

A DEMONIZED OTHER: THE VOICE OF THE 'TRADITIONAL' MUSLIM IN RELIGIOUS AND NONRELIGIOUS MEN'S DISCOURSES ON ISSUES RELEVANT TO WOMEN

Matthew L Murdoch, Carleton University

Feminist scholars and academics have long postulated a link between religious belief and negative attitudes toward women. Guided by a social constructionist framework, the goal of this study was to test this relationship by exploring how attitudes toward women are mutually constructed in conversation. To help achieve this, a discourse analysis was conducted on the conversations of eight pairs of religious (i.e., Muslim, Christian, and Orthodox Jewish) and nonreligious men, with ten topics particularly relevant to women provided by the researcher. Among the few similarities shared by men from all groups was the use of the voice of an anonymous, 'traditional' Muslim other. By contrasting their views with this negative extreme, all groups used the Muslim other to present their personal and religious attitudes toward women in a positive light. Despite vast demographic differences, this mechanism was employed by all nonreligious and religious pairs, including both Sunni and Shi'ite Muslims. Following an evaluation of the accuracy of such representations, this presentation explores potential explanations for, and implications of, the apparent universality of this view of Muslim attitudes toward women.

#9
Women and Psychology/
Femmes et psychologie

MUSIC VIDEOS' IMPACT ON ADOLESCENT FEMALE BODY DISSATISFACTION AND SELF-OBJECTIFICATION

Heather A. Ksyniuk, University of Saskatchewan; Jennifer J. Nicol, University of Saskatchewan

The present study examined whether relationships exist between viewing objectifying music video images and adolescent female body dissatisfaction and self-objectification. Objectification Theory (Fredrickson & Roberts, 1997) was used as a framework for understanding the potential impact of music video viewing. Participants completed the following self-report measures: the Body Image States Scale (BISS; Cash, Fleming, Alindogan, Steadman & Whitehead, 2002) to assess levels of body satisfaction; Self-objectification Questionnaire (SOQ; Noll & Fredrickson, 1998) to measure levels of self-objectification; and the researcher-created Music Video Viewing Survey (MVVS) to determine amount of music video viewing. Sequential multiple regression analyses controlling for Body Mass Index and Ethnicity were conducted with a sample of 108 females, ages 16 – 18 years. Findings revealed significant relationships between self-objectification and body satisfaction, as well as body mass index (BMI) and body satisfaction scores. A significant relationship between music video viewing and body satisfaction scores, but not with

self-objectification scores, was observed. This finding suggests that body satisfaction decreases as amount of music video viewing time increases. Strengths and limitations of the present study and implications for practice and future research are discussed.

#10
Women and Psychology/ Femmes et psychologie

ABUSE DURING PREGNANCY AND THE COMPOSITE ABUSE SCALE

Danaka R Safinuk, University of Regina; Kimberley G Zorn, University of Regina; Mary R Hampton, Luther College; Deb George, Family Services Regina

Research suggests that abuse during pregnancy has physical, emotional and psychological consequences for women. The current study was a sub-study of a larger research project called The Healing Journey: A Longitudinal Study of Women Affected by Intimate Partner Violence. This is a tri-provincial study conducted by Research and Education for Solutions to Violence and Abuse. The current study will examine abuse during pregnancy in a diverse sample of Saskatchewan survivors of intimate partner violence (N = 184). The purpose of the study is to examine whether abuse experienced during pregnancy could be predicted using scores on the Composite Abuse Scale (CAS). It was hypothesized that higher scores on the CAS would be more predictive of abuse during pregnancy. Results from a bivariate correlation showed that abuse experienced during pregnancy was significantly correlated with the CAS ($p < .05$, $r = .181$). Results from a stepwise multiple regression demonstrated that when the CAS was divided into its appropriate subcategories (severe-combined, physical, emotional, and harassment), physical abuse was the only subcategory significantly correlated with the experience of abuse during pregnancy ($p < .05$, Adjusted $R2 = .04$). This research is useful in understanding what precedes abuse during pregnancy. Further discussion and implications of these findings will be addressed.

2012-06-14 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – ROOM 100 - LEVEL 1 - WTCC

Poster/Affiche

POSTER SESSION 'A '/PRÉSENTATION PAR AFFICHAGE

Community Psychology/Psychologie communautaire; Counselling Psychology/Psychologie du counseling; Family Psychology/Psychologie de la famille; Health Psychology/Psychologie de la santé; Psychology and Religion/Psychologie et religion; Rural and Northern Psychology/Psychologie des communautés rurales et nordiques; Women and Psychology/Femmes et psychologie

#1
Community Psychology/ Psychologie communautaire

EVALUATION INITIATIVES AND A COMMUNITY-BASED DAY TREATMENT PROGRAM: LESSONS LEARNED

Mariève L Hurtubise, London Psychology Residency Consortium; Jeff Carter, Vanier Children's Services; Sherri Whitman, Vanier Children's Services

Without a well defined model to guide the evaluation design, program managers run the risk of implementing an evaluation plan that does not focus on the most salient dimensions of a program. This investigation presents an evaluation framework prepared for a community-based day treatment program to guide future evaluation initiatives. The goal of the selected day treatment program is to reintegrate children who are experiencing serious academic, social, emotional and behavioural difficulties in their community schools. Children aged 6 to 13 years are provided with specialized education including social skills through qualified teachers and child and youth counsellors. The assumptions that link this specific program's outcomes with the planned activities and principles were examined using a logic model and program indicators. The Child and Adolescent Functional Assessment Scale (CAFAS), the Social Skills Rating System (SSRS) and the Adaptive Behavior Assessment System (ABAS-II) were suggested as clinical tools to represent overall functioning. It was suggested that children's (N=50) overall functioning be measured at intake, six months, discharge, as well as six months later. The results of these evaluation initiatives are discussed in terms of both practice and policy implications for community-based programs in child mental health.

#2
Community Psychology/ Psychologie communautaire

LE LIEN ENTRE LE CONTEXTE SOCIAL ET L'ÉTAT DE SANTÉ MENTALE DES ITINÉRANTS : EXPÉRIENCE DU NOUVEAU-BRUNSWICK

Sarah Pakzad, Université de Moncton; Julie Ringuette, Université de Moncton; Paul Bourque, Université de Moncton; Saïd Bergheul, Université de Moncton; Jalila Jbilou, Université de Moncton

L'itinérance est devenue un problème de santé publique, dû à la prévalence grandissante de troubles psychiatriques et de comorbidité élevée augmentant de façon subséquente le taux de mortalité chez cette population à risque. À l'aide des données du projet d'envergure nationale At Home/Chez soi, il sera question d'examiner la symptomatologie, la fréquence, l'intensité et la durée des diagnostics de maladies physiologiques ou psychologiques les plus communs, leur consommation de drogues et d'alcool ainsi que leur historique de traitement et ce, en lien avec leur appartenance au groupe rural ou urbain. Le but principal de l'étude est de documenter l'accessibilité de services en santé mentale pour les communautés rurales du Sud-Est du Nouveau-Brunswick et d'analyser les données du pré-test de 193 sans-abri du Grand Moncton. Les analyses corrélationnelles ne semblent pas démontrer de lien significatif entre la durée de l'itinérance et la présence d'un diagnostic de trouble mental même si 48% des participants ont été hospitalisés deux fois ou plus pour ces raisons dans les dernières années. Les troubles mentaux répertoriés comprennent les dépressions majeures, les épisodes maniaques ou hypomaniaques, les Troubles psychotiques et la dépendance à diverses substances. D'autres résultats sont discutés.

#3
Community Psychology/ Psychologie communautaire

PICTURE ME DIFFERENT: PHOTOGRAPHS AND STORIES OF FORMERLY INCARCERATED WOMEN RAISING COMMUNITY AWARENESS AND CHANGING PUBLIC ATTITUDES

Barbara Pickering, University of Calgary; Helen Massfeller, University of Calgary

When a woman goes to prison she is given a life sentence of stigma; regardless of her crime. However, research has found that most women who enter the judicial system are imprisoned for non-violent crimes and have complicated histories of abuse and poverty. Upon release all women find that stigma interferes as they seek employment, reunite with children, try to find housing, and attempt to establish healthy relationships. Five former inmates met to discuss ways in which to help the general community understand the difficult experience of transition. Using photovoice methodology, participants discussed ways in which to depict the challenges of community reentry thereby helping to educate the

general public. Subsequently participants made a collage of their photographs for the purposes of public display. Transcripts from the meetings were examined to determine common themes that arose through the discussions. These included insight on forgiveness, the ability to change and learn, acceptance from community, desire to "live a normal life", advocacy for other women leaving prison, and negative counselling experiences. The photographs were exhibited at various public venues thereby increasing participants' community profile. With a social justice framework in mind, mental healthcare professionals who work with this population will find the insights provided by participants helpful.

#4
Community Psychology/
Psychologie communautaire

THE ASSOCIATION BETWEEN WORK-RELATED STRESS, OCCUPATION TYPE, AND MENTAL DISORDERS FROM THE CANADIAN COMMUNITY HEALTH SURVEY

Andrew Szeto, University of Calgary & Mental Health Commission of Canada; Keith Dobson, University of Calgary

The Canadian Community Health Survey (CCHS) is an annual population-based survey that examines various health-related topics in a random sample of the general Canadian population. As a part of this question set, respondents (n = 10398) were questioned about several work-related issues, includes perceived work-related stress, occupation and industry types. They were also queried about their mental health, including questions concerning receiving treatment for mental health and emotional problems, having a mood disorder, and having an anxiety disorder. Logistic regression (using standardized population weights and bootstrapping technique) was used to assess the association between these sets of variables, with the mental disorders set being examined as a dichotomous outcome variable (i.e., yes or no). Analyses show that individuals with the highest levels of perceived work stress are between 2- 4 times more likely to have been treated for a mental health or emotional problem, or to have a mood disorder or an anxiety disorder. Occupation and industry type was not associated with having a mental disorder or having been treated for one. However, being unemployed or unable to work was highly associated with mental disorders. Strengths and limitations of the study are reviewed, and the implications of these findings are discussed as they relate to mental health in the work context.

#5
Community Psychology/
Psychologie communautaire

DOES A LABEL MATTER (PART 1)? EXAMINING THE EFFECT OF DIFFERENT MENTAL DISORDERS LABELS ON PEOPLES' ATTITUDES AND PERCEPTIONS

Andrew Szeto, University of Calgary & Mental Health Commission of Canada; Keith Dobson, University of Calgary; Dorothy Luong, University of Toronto

Research consistently finds that the different labels applied to the same groups elicit varying attitudes and opinions. For example, people have more negative attitudes towards overweight people and women when they are described as "fat" or as a "girl", respectively. The topic of labelling, however, has not been extensively researched with respect to mental disorders. The present study examined several widely used labels for mental disorders including "mental illness", "mental disease", "mental disorders", "mental health problem", and compared them to the specific disorder of "depression". Using a between-subjects design, in which student participants (n = 124) were presented with one of the above five labels to respond to, participants completed the same set of quantitative questionnaires. In general, the results demonstrated that the label "depression" was the most negatively perceived label, as compared to the other four labels, while the other four labels tended not to differ among each other. Paradoxically, participants also thought that "depressed" individuals receive the least discrimination and prejudice compared to someone described by one of the other labels. Discussion will focus on how the present results can be applied to various settings and contexts.

#6
Community Psychology/
Psychologie communautaire

DOES A LABEL MATTER (PART 2)? A QUALITATIVE EXAMINATION ON PEOPLES' ATTITUDES AND PERCEPTIONS OF DIFFERENT MENTAL DISORDERS LABELS

Dorothy Luong, University of Toronto; Andrew Szeto, University of Calgary & Mental Health Commission of Canada; Keith Dobson, University of Calgary

Research indicates that different labels applied to the same groups (e.g., "overweight" and "fat") elicit varying attitudes and opinions. The topic of labelling, however, has not been extensively studied with respect to mental disorders. Common usage suggests that various mental disorder labels may be used interchangeably, and that no distinction exists among them. The present study examined several widely used labels for mental disorders including "mental illness", "mental disease", "mental disorders", "mental health problem", and compared them to the specific disorder of "depression". Using a between-subjects design, in which students (n = 124) responded to their appraisal of one of the five labels, participants provided written impressions of these labels, and these data were analysed using qualitative methods. Content analyses showed that participants' definitions for mental disorders varied among the labels. As well, when participants were asked what associated terms came to mind with each label, four main categories were derived from the responses. The combination of categories, along with word valence, varied as a function of the specific label. Finally, causes for mental disorders were generally attributed to three sources. The discussion focuses on how mental disorders are viewed in this sample, and how the results can be applied to various settings and contexts.

#7
Counselling Psychology/
Psychologie du counseling

COUNSELLING NEEDS AND HELP SEEKING IN REFUGEE SINGLE MOTHERS

Lucy Amadala, University of Calgary; Sharon E Robertson, University of Calgary

Although many single mothers have been resettled in Canada as refugees under the United Nations High Commission for Refugees', "Women and Girls at Risk" program over the last several decades, there is a dearth of research reporting on their post-resettlement outcomes. While depression and other stress-related symptoms appear to be common among refugees, it has been reported that the presence of intimate partners appears to have a buffering effect against psychological distress for refugees and immigrants. This is a resource not available to single mothers. In the current study semi-structured interviews with seven refugee single mothers of African descent residing in Calgary were audio-taped, translated (if required), transcribed and analyzed to identify critical incidents that significantly affected their resettlement. Particular attention was paid to incidents they appraised as psychologically distressing and coping strategies they employed as well as counselling services they sought and/or accessed. The critical incidents are discussed with emphasis being made on counselling implications for the mothers and their children. Individual characteristics associated with how participants appraised their resettlement experience are discussed and issues associated with conducting a study with this population are shared.

#8
Counselling Psychology/ Psychologie du counseling

PARENTAL TECHNIQUES FOR MANAGING ADOLESCENT'S REBELLIOUS BEHAVIOUR IN NIGERIA – IMPLICATIONS FOR COUNSELLING

Adijat M Ariyo, Federal University Of Agriculture,Abeokuta,Nigeria.; Temitayo k Adeboye, Federal University of Agriculture, Abeokuta, Nigeria

The study assessed parents' opinions on the techniques for managing Adolescents' rebellious behaviours. Sample size comprised 260 conveniently drawn parents in Nigeria. Structured questionnaire with .75 reliability coefficient was used. Descriptive statistics were employed to interpret data. Results revealed some forms of Adolescents' rebellious behaviours; arguments 72%, disobedient 62%, opinionated 53%, manipulative manners 52%, violent 52%, persistent hostility 51%. Results also showed some parental techniques as; advice on the consequences of behaviours 59%, establishing good rapport 56%, seeking counselling assistance 51%, exhibit loving and caring attitude 39%. Other techniques includes; deprivation 54%, taking strict actions 53%, restrictions from peers and social outings 48%. Findings further revealed that 59% of parents permitted adolescents' rebellious behaviours. In addition, this study suggests that parents' attribute variables such as; age and marital status, among others may influence the technique adopted by parents. In conclusion, this study observed that parents are generally inadequately empowered in managing all forms of adolescents' rebellious behaviours. This study therefore, emphasized the need to enhance parents' counselling skills for an efficient management of adolescents' rebellious behaviours in Nigeria.

#9
Counselling Psychology/ Psychologie du counseling

ADDRESSING WEIGHT BIAS IN EATING DISORDER AND OBESITY PREVENTION EFFORTS: RESEARCH IN SCHOOLS

Erika Mohle, University of Calgary; Alana Ireland, University of Calgary; Angela Bardick, University of Calgary; Shelly Russell-Mayhew, University of Calgary

Eating disorders (ED), obesity (OB), and other weight-related issues continue to significantly impact children and youth. Weight bias can trigger a cycle of poor mental and physical health, which compromises the development of health behaviours necessary for the prevention of weight-related issues. Recommendations to include weight bias awareness in prevention efforts have been largely ignored. We outline some new and promising directions in addressing weight bias in ED and OB prevention. Section One provides a rationale for a reduced focus on weight in research and outlines the role that researchers can play in dispelling weight bias. Section Two describes two pilot studies which looked at pre-service and practicing teachers' conceptions of and attitudes toward weight. Results suggest that professional development regarding weight-bias is needed in school settings. Section Three focuses on a study which investigated the effects of addressing weight-related teasing within sequences of shared risk factors of ED and OB in a school-based prevention program. Findings demonstrate significant effects of specific sequences targeting weight-related teasing. This research highlights the necessity of addressing weight bias as part of ED and OB prevention programming, and makes recommendations to inform future work.

#10
Counselling Psychology/ Psychologie du counseling

TEACHERS' PERSPECTIVES ON WORKING WITH STUDENTS WHO HAVE ATTEMPTED SUICIDE

Kiah Buchanan, Memorial University; Gregory Harris, Memorial University

A suicide attempt is a key risk factor for completed suicide yet very little research has focused on the experiences surrounding an adolescent suicide attempt. Teachers are often on the front line with students who have attempted suicide. No one has, however, asked about the impact of having a student in the classroom who has attempted suicide. This study utilized semi-structured interviews with six intermediate/secondary teachers in Newfoundland and Labrador concerning their experiences and perspectives of working with a student who has returned to the classroom after an attempted suicide. Interview data was transcribed verbatim by the first researcher and returned to participants for review. Also returned was a summary of the participant's interview. Coding was utilized to determine common themes among the data (Patton, 2002). Preliminary findings indicate teachers experienced uncertainty and fear in how to deal with such situations and in terms of the potential implications of such situations. As well, participants reported issues around access to student information, with some participants wanting more access to information so they could be of more help, while some wished they were told less. Study results are discussed in the context of the needs of students who have attempted suicide, the needs of the teacher, and the role of the wider school system.

#11
Counselling Psychology/ Psychologie du counseling

COMPARING OCCASIONAL AND DEPENDENT SMOKING MOTIVES AMONG EMERGING ADULTS WITH A HISTORY OF CHILDHOOD MALTREATMENT

Mallory L Campbell, Ontario Institute for Studies in Education; Abby L Goldstein, Ontario Institute for Studies in Education

Childhood maltreatment (i.e., abuse and neglect) is a significant risk factor for cigarette smoking during emerging adulthood. Negative reinforcement motives (i.e., coping and conformity) have been posited as a final pathway through which childhood maltreatment influences substance use. However, the mediational pathway between childhood maltreatment and smoking has not been examined across distinct smoking patterns. The present research aims to examine this mediational pathway across dependent and occasional smokers with a history of childhood maltreatment. To date, 99 male and female emerging adults (18-24 years) with substantiated maltreatment have been recruited directly from local children's aid societies. Participants completed measures of motives and patterns of personal substance use. Data analysis will involve examining contributions of these risk factors to dependent and occasional smoking through path analysis in AMOS, and models will be contrasted to identify differences between smoking groups (i.e., dependent and occasional smokers). We anticipate that the pathway from childhood maltreatment to cigarette smoking will be mediated by motives to escape negative affect and avoid social exclusion among dependent and occasional smokers respectively.

#12
Counselling Psychology/ Psychologie du counseling

HELPING THE HELPER: A RETROSPECTIVE CHART REVIEW OF HEALTH CARE PROVIDERS WHO SOUGHT PSYCHOLOGICAL CARE

Douglas Cave, University of British Columbia/Providence Health Care; Paul R. Whitehead, University of British Columbia/Providence Health Care; Hilary M. Pearson, University of British Columbia/Providence Health Care; David R. Kuhl, University of British Columbia/Providence Health Care; Lee Butterfield, University of British Columbia

The Centre for Practitioner Renewal (CPR) at Providence Health Care (PHC) is a unique clinic that offers in-house doctoral-level psychological services to the range of health care workers (HCWs) including doctors, midwives, nurses, allied staff, administration staff and other support staff. The first 80 closed client charts and 162 client evaluations are reviewed here to understand the experiences of HCWs and to assess treatment effectiveness. Thematic analysis (Braun & Clark, 2006) was used to identify patterns and create themes from the clinical progress notes data. Thematic analysis and descriptive statistics are used to understand the evaluation data. This poster focuses on the data related to intrapersonal, interpersonal and systemic work-related issues raised by clients. The data suggests that as an in-house clinic, the Centre for Practitioner Renewal is a cost-effective service that works at the individual, team, and institutional levels to effect change and sustain HCWs.

#13
Counselling Psychology/
Psychologie du counseling

HOW DO ASIAN-CANADIAN STUDENTS EXPERIENCE TRAINING IN COUNSELLING PSYCHOLOGY IN CANADA?

Kingsley L Chan, University of Calgary; Shirley L.K. Lo, University of Calgary; Gloria H Crowe, University of Calgary; Helen F Massfeller, University of Calgary

The demand for culturally responsive counselling for Asians continues to grow in Canada (Kuo, 2004). The discrepancy between the cultural values of individualistic Western society and those of the collectivistic and relational preferences of Asian clients inspired the current investigation. Utilizing auto-ethnography, three Asian researchers reflected on personal and professional experiences as psychologists-in-training at a large urban Canadian university. Using multicultural literature regarding the key issues and controversies that influence culturally sensitive counselling practices as a starting point; we explored how our unique values, norms and backgrounds have shaped the development of our cultural and professional identities. Becoming competent and culturally responsive practitioners requires intentional exploration and awareness of how our biases and stereotypes influence our clinical practices and therapeutic relationships with our clients (Collins & Arthur, 2010). Our discussion highlighted the challenges derived from the cultural dissonance we have faced during our graduate training in counselling psychology and our struggles to achieve adequate self-awareness and cultural sensitivity to respond competently and ethically to the needs of diverse clients.

#14
Counselling Psychology/
Psychologie du counseling

INVESTIGATING A PREVENTATIVE INTERVENTION FOR SUICIDALITY: EXPANDING ONE'S TIME PERSPECTIVE

Jacqueline Chin, Queen's University; Ronald R Holden, Queen's University

Future time perspective (FTP)—a future orientation, positive future expectancies, and a tendency to pursue distal goals and shape one's actions using future consequences—has been suggested by theory and research to be a protective factor against suicide. This is the first study to explore whether a 4-week Adapted Time Perspective Modification Intervention (ATPMI) aimed at fostering FTP would reduce suicide ideation and its predictors (psychache, hopelessness, and depression). Participants (N = 92) were college students with elevated depressive symptoms or suicide ideation, assigned to the intervention condition or a no-intervention control condition. Repeated-measures Manovas revealed that the intervention group showed significantly greater decreases in psychache and hopelessness at 1 month than the control group. These novel findings suggest that key predictors of suicidality may be targeted via a brief intervention aimed at fostering an FTP. This is also the first study to uncover a significant intervention effect for psychache, complementing a growing body of research supporting the pre-eminence of psychache in the prediction of suicidality. Analyses did not reveal significantly greater changes in depressive symptoms or suicide ideation. Further research is needed to clarify the relations between the ATPMI, FTP, and suicidality using alternative methods and outcome measures.

#15
Counselling Psychology/
Psychologie du counseling

ADOPTEES' LIVED EXPERIENCES AND THE RELATION TO ATTACHMENT, BELONGING, AND CLOSE RELATIONSHIPS

Jennifer Dahl, University of Calgary

Adoption is a common experience, whether from the perspective of the adoption triad members (adoptee, adoptive parents, birth parents), or from friends or family who have contact with people in adoption triads. Adoption is lifelong, complex, and multifaceted, and how adoptees make sense of their experience will change developmentally and with various life events. Of central importance to the experiences of adoptees is the formation of attachment to caregivers, the foundation that can influence interpersonal relationships later in life (Bowlby, 1973). Given the dearth of information on sense of belonging and attachment in individuals adopted near birth, a mixed-methods approach was selected. Data was collected using semi-structured interviews and two measures of attachment: the Attachment History Questionnaire (Pottharst, 1990) and the Experiences in Close Relationships - Revised (Fraley, Waller, & Brennan, 2000). Analysis followed van Manen's (1997) hermeneutic phenomenological approach. Findings yielded eight themes including: knowledge of adoption context, thinking and talking about adoption, attitudes on adoption, searching and reuniting, belonging and identity, attitudes and beliefs on close relationships, varied experiences in close relationships, and adoption as a paradox. These themes have implications for counsellors working with members of the adoption triad.

#16
Counselling Psychology/
Psychologie du counseling

EFFECT OF STIGMA ON THE SELF-DETERMINATION OF YOUNG ADULTS WITH PSYCHOSIS

Meagan A De Jong, University of New Brunswick

Despite evidence that stigma can have many negative effects on people with severe mental health difficulties (Fung et al., 2007; Vogel et al., 2006), there has been limited previous research on how young adults with mental illness experience stigma, and how these experiences affect their self-determination. Grounded in Self Determination Theory (Deci & Ryan, 1985), this study explored discrimination experiences and their impact on individual's autonomy, competency and relatedness. Thorne's Interpretive Description method was used to collect and qualitatively analyze information on this topic from 9 young adults (ages 18-25) with psychosis. Findings suggest that the majority of young adults have experienced both public and self-stigma that has affected their self-determination in both positive and negative ways. In particular, participants discussed how this discrimination prevented them from disclosing their mental illness to others, interacting in social settings and caused them, at times, to feel inadequate, hopeless and alone. Implications for future research and practice are also discussed.

#17
Counselling Psychology/
Psychologie du counseling

CONFLICT BETWEEN EMERGING ADULTS AND THEIR PARENTS: A DOMAIN SPECIFIC APPROACH

Erika F DeSchiffart, Saint Paul University; Russell Kosits, Redeemer University College

The majority of 18-25 year olds in North America do not consider themselves to be an adult; rather they are "in between" (Badger, Nelson, & Barry, 2006). Nelson et al. (2007) examined the new adulthood criteria for this population, as well as their parents' criteria for markers of adulthood. Though there were some similarities between the two sets of criteria, significant differences in the emphasis placed on each item were found. The purpose of this study was to examine whether there is a possible link between the reported differences of adult criteria and the rates of perceived conflict between young adults and their parents. Surveys were administered to 89 parent-child pairs, which measured importance and necessity of adult criteria and conflict. The association between grouped subscale discrepancy scores and overall frequency of conflict scores was analyzed using standard multiple regression, and the results were non-significant at the 5 % level, with low overall conflict scores suggesting that perhaps a more appropriate approach to parent child conflict is domain specific. Exploratory analysis utilized forward multiple regression, revealing significant relationships between the discrepancies in importance placed on family capacities, role transitions, and norm compliance and the conflict domains of household rules and other. Suggestions for future research are discussed.

#18
Counselling Psychology/ Psychologie du counseling

SHAME AND TERROR MANAGEMENT THEORY IN A COUNSELLING CONTEXT

Carlton T Duff, University of Alberta; K. Jessica Van Vliet, University of Alberta

Clients often present with strong feelings of shame in the counselling context, and understanding its nature and course is critical for counsellors. Shame is an emotionally painful experience that typically involves a sense of exposure, negative self-judgment, and a strong desire to withdraw or hide. Such features may reflect a perceived loss of status and safety in the world, issues that are of central concern in existential psychology. One existential model called terror management theory proposes that our awareness of the inevitability of death evokes overwhelming fear, and that we are motivated to reduce this awareness by engaging in activities that bolster social status (such as meaningful interpersonal relationships and life pursuits). Based on prior literature on shame, existential psychology, and terror management theory, we hypothesized that shame threatens the safety afforded by social status, causing an increase in death-related thoughts. To test this, we used an experimental design in which 160 undergraduate students were either exposed to a shame event (i.e., remembering a past experience of shame) or not. Shame and death-related thoughts were measured using established instruments and analyzed using regression. This poster presents preliminary results of this study and their implications in current knowledge of shame and application to counselling process.

#19
Counselling Psychology/ Psychologie du counseling

THE YOUNG CHILD'S UNDERSTANDING OF DEATH: EARLY EXPERIENCES AND CONVERSATIONS WITH PARENTS AND CAREGIVERS

Paraskevi Engarhos, McGill University; Sarah-Jane Renaud, McGill University; Michael Schleifer, University of Quebec at Montreal; Victoria Talwar, McGill University

Little is known empirically about the young child's developing feelings about death, how discussions about death influence their emotions, and how this is related to their understanding of death. The focus of this research study is to gain insight into a child's initial understanding about death by closely studying the first conversations of death between parents and children. The current research will have implications for the training of professionals who work with children and parents who may be faced with questions about death. Participants are children 3- to 7-years old, and their parents. In Project 1, information has been collected over 5 months using questionnaires distributed to participants (N=100) using an online survey program. In Project 2, a randomly selected subset of parent-child dyads (N=50) having completed Project 1 come into the Child Development Laboratory. They are videotaped having an open-ended conversation about death during and after viewing a Sesame Street video (Episode 1839, "I'm going to miss you, Mr. Hooper"). The video provides parent-child dyads with a platform from which to discuss the topic of death. In addition, each parent and child individually completes a number of questionnaires. Data analysis and results will be presented with a focus on the content of these parent-child interactions, and its relation to a child's understanding of death.

#20
Counselling Psychology/ Psychologie du counseling

PSYCHOLOGISTS' PERCEPTIONS OF IMPLEMENTING INTERPROFESSIONAL COLLABORATION: A QUALITATIVE STUDY

Erin Aiofe Freeman, University of Calgary; Alana D. Ireland, University of Calgary; Barbara Kennedy, University of Calgary, Graduate Programs in Education

Interprofessional collaboration (IPC) occurs when professionals from different disciplines work together to develop new ways of collaborating in order to improve client care. IPC is recognized as a developing best-practice in health centres worldwide. As such, more psychologists will be expected to practice within collaborative teams. In an effort to guide IPC implementation, several researchers and organizations have developed models for IPC practice in health centres. However, with a paucity of research discussing the effectiveness of IPC models in practice, there is little guidance for professionals attempting to apply collaborative practice. The researchers of this study engaged in a project to help a University Wellness Centre (UWC) implement an IPC initiative. As part of that project, researchers aimed to understand how counselling psychologists envisioned IPC and its implementation at the UWC. Qualitative data were collected from psychologists (N = 7) through open-ended, written questions and a focus group informed by appreciative inquiry. Results indicated that although psychologists at the UWC engage in several strategies to promote IPC, they continue to struggle with its successful implementation. Further research is needed to clarify the limitations of current IPC strategies and to explore professionals' experience with successful collaborative practices.

#21
Counselling Psychology/ Psychologie du counseling

LIVING WITH A PARENT WITH AN ACQUIRED BRAIN INJURY: THE ADOLESCENT EXPERIENCE

Erin Aiofe Freeman, University of Calgary; Sharon E. Robertson, University of Calgary

Acquired brain injury (ABI) is an injury to the head resulting from trauma (e.g., motor vehicle accidents), illness (e.g., encephalitis), stroke, substance use or abuse, and/or a lack of oxygen to the brain. Individuals with ABIs often turn to family members for support throughout recovery. The literature suggests that parents, spouses, and siblings become the primary caregivers of individuals with ABIs, yet little research discusses the impact on or the role of children living with parents with ABIs. It is unclear what these children experience and how they adapt to the changes in their parent and their family. This is further complicated if the child is an adolescent or emerging adult attempting to make the transition to adulthood. The authors present the results of a heuristic inquiry research study exploring the experience of adolescent children who lived with

a parent with an ABI. Six adults aged 18 to 32 participated in 1- to 2-hour interviews sharing their retrospective accounts of living with their parent with an ABI. Although all participants indicated that this was a very difficult and complex experience for them to cope with, they also indicated valuing personal growth and learning as well as developmental benefits resulting from such an experience. Implications for counselling practice are discussed to enhance the knowledge and competence of practitioners.

#22
Counselling Psychology/
Psychologie du counseling

CANADIAN SCHOLARSHIP ON COUNSELLING BOYS AND MEN AT THE OUTSET OF THE 21ST CENTURY

Stuart M Hoover, University of British Columbia; Lauren K Beall, Western Washington University; Robinder P Bedi, Western Washington University

This research study examines the frequency with which Canadian scholarship on boys and men is being published in comparison to that on girls and women. A quantitative content analysis of the only national journal devoted exclusively to counselling and psychotherapy literature in the Canadian context (the Canadian Journal of Counselling and Psychotherapy [CJCP]) was conducted to ascertain the ratio of works devoted exclusively to either boys/men or girls/women. A total of 234 articles were analyzed from the years 2000 to 2011. Two raters coded each article independently. A few discrepancies were resolved by a third rater casting the deciding vote. Results indicated that women and girls are overwhelmingly preferred by gender-specific authors and researchers who publish in the CJCP at a ratio of about 12:1. Specifically, 15.8% of all articles were determined to intentionally study women, while only 1.3% of all articles were determined to intentionally study men. Only one of the three CJCP articles published within about the last 10 years was a research study that centred on male clients (other study was about male counsellors). The results of this study very likely signify a serious deficiency of articles to guide evidence-based and gender-sensitive practice with Canadian boys and men and may provide an impetus for increased research and scholarship in this area.

#23
Counselling Psychology/
Psychologie du counseling

COLLABORATIVELY DEVELOPING GUIDELINES FOR USING PERSONAL MUSIC PLAYERS IN THE CLASSROOM

Jolee Kambeitz, University of Saskatchewan; Jennifer J. Nicol, University of Saskatchewan

This study's purpose was to work collaboratively with a group of high school students to develop guidelines for using Personal Music Players (PMPs) in their classroom. Even though PMPs are extremely popular with secondary school students and there are benefits associated with music listening that align with learning and academic goals, school stakeholders remain divided on using such devices in schools. Outright banning occurs in many schools. Researchers recommend the inclusion of student voices in both research that affects them, and in the development of rules and regulations (Domitrek & Raby, 2008). Student involvement can decrease rule-breaking behavior, increase student responsibility and ownership, and teach students to be participate and be involved in matters that affect them. Using an action research model (Mertler, 2006), a research team, composed of the student researcher and a small group of high school students, moved through three cycles of the action research process in order to collaboratively develop, reflect upon and revise guidelines for using PMPs in their classroom. A list of seven guidelines was generated. Student members of the research team also provided information about music listening in their classroom. Further reflections on conducting an action research project with youth are presented, along with implications for practice and further research.

#24
Counselling Psychology/
Psychologie du counseling

RECOVERY ON AN ONLINE SUPPORT FORUM FOR PROBLEM GAMBLERS

Tanya Mudry, University of Calgary

While problem gambling has been growing more prevalent, research shows that many problem gamblers are not seeking help. Online social support forums are becoming an increasingly popular option for receiving support for problem gambling. Despite this popularity, little research attention has been paid to how participants within these forums interact, or what is supportive about participation in online communities. An integrative approach blending "Netnography" (ethnographic approaches online), discourse analysis, and ethnomethodology was used to analyze the discursive interactions of self-identified problem gamblers on an online forum. In this presentation, I report on the characteristics of this unique setting, the common discourses used by members, and how they discursively accomplished various interactional tasks, including constructing identities, and negotiating membership, legitimacy and support. I conclude with recommendations for practitioners and researchers interested in better understanding people trying to overcome problem gambling and other behavioral concerns.

#25
Counselling Psychology/
Psychologie du counseling

INFORMED CONSENT PRACTICES AMONG SCHOOL COUNSELLORS IN NEWFOUNDLAND AND LABRADOR

Laura R.L. Palmer, Memorial University; Gregory E Harris, Memorial University

The process of obtaining informed consent can be complex when counselling children and adolescents in a school context. The current study explored informed consent practices among school counsellors (n=123) in the province of Newfoundland and Labrador through distributing surveys to school counsellors in the province via SurveyMonkey. Findings indicated that a majority of school counsellors tended to obtain informed consent from the students they were working with regardless of their students' ages. Having said that, variation did exist among the school counsellors in terms of what ages they reported to seek informed consent from students. School counsellors working with children (ages 5-11) appear to be more inclined to also involve parents in the informed consent process, whereas the majority of school counsellors working with early adolescents (ages 12-15) and late adolescents (ages 16-18) were less inclined to do so. As well, school counsellors reported parents having less and less access to their children's counselling information as students became older. Ideas about necessary information to include in informed consent and the level of importance of such pieces of information varied in some cases among participants, suggesting potential variations in informed consent practices. Implications for future research and practice are discussed.

#26
Counselling Psychology/
Psychologie du counseling

INVESTIGATING THE RELATIONSHIP BETWEEN DEPRESSION SEVERITY AND COGNITIVE RIGIDITY

Brittany Pothier, McGill University; Martin Drapeau, McGill University

A number of studies have shown a relation between cognitive errors and depression (Meiran, Diamond, Toder, & Nenets, 2011). Cognitive Errors (CEs) are considered to be reflections of dysfunctional cognitive schemas observed through systematic errors in an individual's processing of information (Sacco & Beck, 1995), which contributes to cognitive rigidness (Meiran et al., 2011). This cognitive inflexibility is found in individuals with major depressive disorder (Deveney & Deldin, 2006). It is unknown whether increased severity of depression is associated with elevated cognitive rigidity. Therefore, the present study will further investigate this issue. Data from a1996 landmark component study of cognitive-behavioural treatment of depression was collected and used for the purpose of this research (Jacobson, Dobson, Truax, et al., 1996). One early and one late session were rated for CEs using the Cognitive Errors Rating Scale (CERS; Drapeau, Perry, & Dunkley, 2008). Flexible use of CEs was calculated using Ginis Concentration C measure. Depression severity was assessed using the Beck Depression Inventory (BDI; Beck, 1976). Results indicated no significant relationship between depression severity and cognitive flexibility or the use of particular CEs. Implications for treatment and research will be discussed.

#27
Counselling Psychology/
Psychologie du counseling

STUDENTS SPEAK UP: CAREER EXPLORATION AND THE WORKING ALLIANCE
Terilyn Pott, University of Calgary; Dr. Jo-Anne Willment, University of Calgary

With the availability of multiple career possibilities, the demand for career exploration for university students seeking career advice continues to be a growing factor in universities. While career interventions exist and students can engage in career exploration sessions, less is known about the way in which students perceive these career experiences. Although research has found that client ratings of a working alliance between client and counsellor are a positive predictor of client change, this relationship has not been explored in career services. To explore the experience of university students receiving career exploration services, participants who met this study's criteria were invited to engage in a 60 minute semi-structured interview, which was informed by Butterfield, Borgen, Maglio and Amundson's (2009) enhanced critical incidence technique. Using an interpretative hermeneutical analysis methodology described by Smith, Flowers & Larkin (2009), emergent themes of student experiences were identified. This poster session will provide the following results; (1) how these career experiences were described by clients; (2) the emergent themes and interpretation of these experiences; and (3) the results as interpreted through the eyes of the students and the researcher, which may provide insight to future students and career centre, as well as further career research.

#28
Counselling Psychology/
Psychologie du counseling

ATTACHMENT STYLE AND RELATIONSHIP SATISFACTION IN INTIMATE RELATIONSHIPS OF ADULT CHILDREN OF ALCOHOLICS
Marley N Resch, University of Calgary; Sharon L Cairns, University of Calgary

Alcoholism can have a large impact on the affected individual and on surrounding family members and friends. Little research exists regarding adults whose parent(s) suffered from alcoholism in terms of attachment styles and relationship satisfaction in current intimate relationships. This study examines two questions: 1)Do attachment styles and levels of current intimate relationship satisfaction differ between adults whose parents were or were not suffering from alcoholism; and 2)Are there differences when comparing the effects of maternal versus paternal alcoholism? Participants were recruited though posters and business cards on campus at a large university in Western Canada, as well as through online University list serve advertisements. In the fall of 2011, 364 participants completed a demographic questionnaire along with three quantitative measures: the Children of Alcoholics Screening Test (Jones, 1991), the Experiences in Close Relationships Scale-Revised (Fraley, Waller, & Brennan, 2000), and the Couples Satisfaction Index (Funk & Rogge, 2007). Results are discussed, and implications for this research and its importance in counselling are examined. If there are differences in attachment style and relationship satisfaction, awareness of this could enhance counsellors' ability to adapt assessment processes and how they foster development of the therapeutic alliance.

#29
Counselling Psychology/
Psychologie du counseling

STRENGTH THROUGH UNDERSTANDING: MALE CLIENTS SHARE THEIR EXPERIENCES OF WHAT HAS HINDERED WORKING ALLIANCES WITH COUNSELLORS
Mica Richards, Western Washington University; Robinder Bedi, Western Washington University

This study investigated what incidents male clients found to be most detrimental to the formation or strengthening of the working alliance with their mental health providers, using an abbreviated version of the qualitative critical incident technique. Participants were 86 adult male clients. After redundant critical incident statements were eliminated or combined, 56 statements representing unique critical incidents remained. The statements were then independently sorted into open-ended semantic categories by three participants and two researchers. An attempt was then made to seek a consensual categorization structure that adequately represented all five sorters' understandings. The final categorization scheme contained 12 categories of variables that were believed to be detrimental to the working alliance in the view of the male participants: Not the Right Fit, Unexpected Actions/Personality of Counsellor, Communication Problems, Unprofessional Behaviour, Client Needs to Build Trust, No Choice, Unsure of Counsellor/Counselling, Client Not Putting in Work, Counsellor Didn't Work Hard Enough on Client's Issues, Acting on Assumptions about Client, Pushy Counsellor, and Time Problems. These categories can serve researchers in developing measures to better represent the male client's perspective on the alliance and can aid practitioners in providing gender-sensitive counselling.

#30
Counselling Psychology/
Psychologie du counseling

SIBLING LOSS BY YOUNG ADULT WOMEN
Sharon E. Robertson, University of Calgary; Susann M. Laverty, University of Calgary; Mirjam Knapik, Mount Royal University

The death of a sibling marks the end of what is expected to be one of the longest and sometimes most intimate relationships of a lifetime (Robinson & Mahon, 1997). Yet, despite the increased recognition of the need for research in the area of sibling bereavement, studies of this phenomenon remain scarce and are mostly limited to pediatric and adolescent populations (Klass, 2006). The loss of a sibling by young adult women is particularly salient because of the normally unanticipated nature of such a loss, significant educational and psychosocial tasks which must be faced, and critical emotional and relational development which must occur at this time. We present results of a hermeneutic phenomenological study involving interviews with eight women between the ages of 18 and 25, who had experienced the death of a sibling within the past six months to two years. The purposes of the study were: (1) to understand the experience of sibling bereavement by young adult women; (2) to explore cultural, gender and societal traditions and values that influence the bereavement experience; and (3) to explore what these women

find helpful and hindering in coping with the loss. The results of the study are discussed in relation to grief theory and female development. Implications for further research and for counselling are presented.

#31
Counselling Psychology/
Psychologie du counseling

MINDFULNESS FOR UNIVERSITY STUDENTS: A BRIEF COURSE IN MINDFULNESS BASED STRESS REDUCTION AT UNB COUNSELLING SERVICES

Jenny Rowett, University of New Brunswick

This poster presents a psycho-educational group on mindfulness, which has been offered for the past two years at an Atlantic Canadian university. Mindfulness is a way of learning how to purposely pay attention, with acceptance and kindness, in the present moment. The group was designed to provide an adapted form of the empirically based Mindfulness Based Stress Reduction program developed by Dr. Jon Kabat-Zinn and his colleagues at the University of Massachusetts Medical School's Stress Reduction Clinic. An overview of the structure of this eight week, open format group will be provided including discussion of course content, characteristics of group participants and results of feedback provided by group members. The challenges and triumphs of teaching mindfulness in this format will be highlighted and recommendations for future practice will be made.

#32
Counselling Psychology/
Psychologie du counseling

SUICIDE BEREAVEMENT: THE EXPERIENCES OF YOUNG ADULT SURVIVORS OF PARENTAL SUICIDE

Lara Schultz, University of Calgary

Death confronts us with one of the most profound transformational passages that human beings experience. Youth survivors of parental suicide face the challenges of adapting to the loss and reconstructing meaning from their parents' death, while also transitioning the developmental path to adulthood. Clinicians working with suicide bereavement have identified the young adult population as difficult to treat given the dearth of research on young person's responses to parental suicide. Researchers have noted a continued need for qualitative research to explore suicide bereavement in youth (Sveen & Walby, 2008). This poster presentation will describe preliminary results from my doctoral dissertation research, an existential phenomenological study exploring lived experiences of young adults (18-35 years) who lost a parent to suicide during adolescence. The purpose is to deepen understanding of how young people grieve and adjust to parental suicide and how they construct meaning from this loss. Data was collected through interviews, which were analyzed for recurrent themes and verified by participant checks. Select themes will be presented, describing the phenomenology and meaning of parental suicide for young adults as well as the factors and therapeutic needs relevant to their adjustment. These findings can help inform clinical practice and interventions for suicide bereaved youth.

#33
Counselling Psychology/
Psychologie du counseling

UNIVERSITY STUDENTS AND ALCOHOL USE: A POSITIVE DEVIANCE PERSPECTIVE

Maryanne Tucker, Memorial University; Gregory E Harris, Memorial University

Dangerous alcohol consumption among university students continues to be a major issue in Canada. Numerous studies, focusing on high-risk alcohol consumers, have explored potential variables to explain this behaviour. Positive deviance (PD) offers an alternative framework, one that looks to members of the at-risk group whom manage to demonstrate behaviours that are more functional and healthy as compared to the more typical 'deviant' behaviour. This study, examines whether variables identified in the sexual health PD literature (e.g., perceived self-efficacy) would predict responsible alcohol consumption among university students. Three categories of students were surveyed: current alcohol abstainers (n=87), responsible drinkers (n=112), and binge drinkers (n=215) using a convenience sampling strategy at an Atlantic Canadian university. Results from our multinomial logistic regression were supported (X^2=277.592, df=26, p<.001), with several of our predictor variables significantly predicting group membership. While, the model classification accuracy rate (i.e., 69.8%) exceeded the proportional by chance accuracy rate (i.e., 48%), providing further support for the model, the model itself best predicted binge drinker membership over the other two groups. Practice and future research implications are discussed.

#34
Counselling Psychology/
Psychologie du counseling

PAUL RICOEUR AND NARRATIVE CHANGE IN PSYCHOTHERAPY

William J Whelton, University of Alberta

The self changes over the course of successful psychotherapy (Mahoney, 1991). One leading model of this process of change is called "dialectical-constructivism" (Greenberg & Pascual-Leone, 2001). The dialectic denoted by this name is between unsymbolized bodily, sensory and emotional processes and the cognitive and narrative meaning-making activities that are consciously used to make sense of human experience (Whelton & Greenberg, 2000). Recent work by Lynne Angus and her students has greatly elaborated the narrative components of this model (e.g., Boritz, Angus, Monette, & Hollis-Walker, 2011). Angus and colleagues have investigated the way that discrete event stories and macronarratives work to give meaning to emotions and to build a sense of identity in Emotion-Focussed Therapy. Often narrative difficulties like "same old story" and "broken story" are markers of underlying emotion schematic difficulties that must be addressed, changed and "restoried" in therapy (Angus & Greenberg, 2011). This poster will show that seminal contributions to the philosophy of narrative by Paul Ricoeur (e.g., 1984), such as the concepts of prefiguration, configuration and refiguration can deepen and expand the narrative dimensions of the dialectical-constructivist model. The poster will present a theoretical model, using examples from the treatment of eating disorders to illustrate these ideas.

#35
Counselling Psychology/
Psychologie du counseling

INVESTIGATING ADOLESCENT SELF-COMPASSION WITHIN THE SOCIAL RANK THEORY OF DEPRESSION

Jennifer Williams, University of Alberta; K. Jessica Van Vliet, University of Alberta

This study tested the social rank theory of depression among a sample of adolescents. This theory postulates that humans naturally engage in social competitions for status and when perceiving oneself as inferior to others, depression may be triggered. Self-compassion was examined as a potential resiliency mechanism against depression among those with perceptions of low social ranking. One hundred and nineteen grades 10 and 11 students (mean age 16.3 years) completed questionnaires evaluating depression, self-compassion, and social rank (measured in terms of

social comparison and submissive behaviour). Multiple regression analysis was conducted to investigate two hypotheses: a) perceived ranking predicts depression and b) self-compassion moderates the relationship between perceived ranking and depression. Depression was regressed onto the self-compassion, social comparison, and submissive behaviour variables, producing a significant model. However, self-compassion and submissive behaviour were the only significant predictors of depression. There was a significant interaction between self-compassion and submissive behaviour, indicating that self-compassion influences the strength of the relationship between submissive behaviour and depression. Directions for future research targeting adolescent depression, counselling psychology and prevention programs will be discussed.

#36
Counselling Psychology/
Psychologie du counseling

LIFE AFTER DANCE: STORIES OF WOMEN TRANSITIONING TO NEW CAREERS
Tricia J. Sandham, University of Saskatchewan; Jennifer J. Nicol, University of Saskatchewan

Preparing for a professional ballet dance career requires dedication, discipline, and single-minded focus. But, as training becomes increasingly competitive, many dancers are forced to give up this aspiration and must reinvent themselves for a life after dance. Researchers have studied the transition to post-dance life for professional ballet dancers, but not for younger dancers. Narrative inquiry was used to understand the experiences of five elite female dancers who were unable to achieve professional dancing careers. Multiple in-depth fully audiotaped and transcribed interviews were conducted. Participants also shared personally meaningful objects. A common overarching framework was identified that included: discovering the dream, living the dream, losing the dream, and life after the dream. Further thematic analysis generated insight about the culture of ballet (e.g., rites of passage, individual dancer characteristics, peer relations), as well as common challenges, facilitators and meaning making associated with negotiating a new work/life after failing to become a professional dancer. Findings contribute to the extant literature as well as suggest implications for adults, involved in the world of elite dancing, who can assist young women negotiating this transition (e.g., parents, ballet instructors, school teachers and helping professionals).

#37
Family Psychology/
Psychologie de la famille

LE VÉCU DES PARENTS DE PERSONNES SOUFFRANT DE SCHIZOPHRÉNIE - EXPLORATION DU LIEN ENTRE L'EMOTION EXPRIMÉE ET LE SENTIMENT DE FARDEAU
Soline Blondin, Université de Montréal

L'évolution des théories étiologiques des maladies psychiques et l'augmentation des désinstitutionalisations des patients ont provoqué une implication accrue de la famille dans leur prise en charge. L'Emotion Exprimée (EE) et le sentiment de fardeau, concepts récents validés dans la littérature scientifique, ont non seulement permis une meilleure évaluation du vécu des aidants naturels, mais constituent également des cibles thérapeutiques accessibles en vue de l'amélioration de la qualité de vie du patient et de son entourage. Onze parents de personne souffrant de schizophrénie ont complété des questionnaires auto-rapportés : le Family Questionnaire, le Caregiver Reaction Assessment et le FACES III mesurant respectivement l'EE, le sentiment de charge, et la perception des relations familiales. Il existe une corrélation positive significative entre l'Emotion Exprimée, notamment sa dimension critique, et le sentiment de fardeau chez les parents de personnes atteints de schizophrénie. Le degré de satisfaction quant au fonctionnement familial pourrait être un déterminant de ce lien. Considérant le rôle prédictif de l'EE dans le devenir de troubles psychiatriques, ces résultats encouragent à promouvoir la prise en charge des familles de personnes souffrant de schizophrénie afin de les accompagner dans leur rôle d'aidant pour leur bien-être comme pour celui de la personne atteinte.

#38
Family Psychology/
Psychologie de la famille

REJECTION OF TRADITIONAL GENDER ROLES AND POSTPARTUM DEPRESSION AMONG NEW MOTHERS AND FATHERS: AN EXAMINATION USING THE ACTOR-PARTNER INTERDEPENDENCE MODEL
Mylène Lachance-Grzela, Université de Moncton; Geneviève Bouchard, Université de Moncton

The transition to parenthood is described by scholars as one of the most stressful life transitions (Cowan & Cowan, 2000). It is well-known that the postpartum period corresponds with a higher risk for depression. However, the risk factors for postpartum depression among new mothers and new fathers remain unclear. The current longitudinal study examined the effect of the mother's and father's level of rejection of women's traditional role as homemakers measured during pregnancy on both partners' depressive symptoms during the postpartum period. Data were collected from 184 couples during the 3rd trimester of pregnancy and at 9 months postpartum. The hypotheses were tested using a dyadic analysis technique, the Actor-Partner Interdependence Model (APIM). Findings reveal the presence of an actor effect: an individual's own level of rejection of women's traditional role as homemakers is associated with their level of postpartum depression. The results also indicate the presence of a partner effect: an individual's own level of rejection of women's traditional role as homemakers is associated with their partner's level of postpartum depression.

#39
Family Psychology/
Psychologie de la famille

ON TRACK WITH THE TRIAD: INVESTIGATING TRIADIC INTERACTION, PARENTAL REARING ATTITUDES & PRESCHOOL CHILD CHARACTERISTICS
Shannon LaValley, University of Ottawa; Kim Yurkowski, University of Ottawa; Jean-François Bureau, University of Ottawa

Research on triadic interaction (father-mother-child) is a new method of study of the family dynamic. Previous research of the parent-child relationship focused mostly on the mother-child dyad (Ainsworth et al., 1974). Triadic research is limited although it is crucial to identify parental inter-influence in child-rearing (McHale, 1995). Objectives of this study include exploring the potential effect of child gender, parental rearing attitude, and child temperament on the quality of triadic interaction. Twenty-one preschool children, ages 3-5, participated in 1 laboratory visit with each parent, as well as in a 10 minute toy train set activity completed by the triad during a home visit. Parents completed questionnaires including the Child Behaviour Questionnaire (CBQ; Rothbart et al., 2001) and the Questionnaire of Evaluation of the Attitudes and the Educational Practices of the Parents (QEAEP; Rouzier, 1986). Researchers assessed the triad with the Triadic Interaction Coding System (TICS; Cowan & Cowan, 1996). Results showed that mothers are warmer with their daughters as fathers are equally warm with both genders. Fathers tend to be warmer than mothers, possibly as a result of the train activity selected. Child assertiveness and effortful control seem to disturb the triad's balance and cooperation. Results need further investigation as the sample group size is a limitation.

#40
Family Psychology/
Psychologie de la famille

CHILD FUNCTIONING AND PARENT MENTAL HEALTH OUTCOMES IN FAMILIES WITH CHILDREN WITH DEVELOPMENTAL DISABILITIES

Natalia Manay-Quian, McGill University; Ingrid E Sladeczek, McGill University

The current literature on parents' well-being in families with children with developmental disabilities (DD) has overlooked several important issues. Parental depression has been studied extensively, but much less is known about the relationship between parenting a child with a DD and other negative mental health outcomes. Studies have examined how child behaviour problems influence parent outcomes, but impairment in different areas of functioning may influence parent well-being differently. Our research sought to assess a range of child functioning domains in order to understand which child characteristics are the most predictive of parent mental health. It was hypothesized that parents of children with lower functioning would exhibit lower levels of psychological well-being. Participants were 125 parents of children with DD recruited from early intervention service providers across Quebec and Ontario. Measures of parent outcomes included depression, anxiety, anger and aggression, and interpersonal sensitivity. Children's functioning was measured across three domains: behaviour problems, adaptive functioning, and social skills. Results will be analyzed using a multivariate regression model to determine which child characteristics are the most predictive of parent outcomes. The implications of the study for family-centered interventions for children with DD will be discussed.

#41
Family Psychology/
Psychologie de la famille

MATERNAL INVOLVEMENT AND ATTACHMENT IN ADULT CHILDREN'S INTIMATE RELATIONSHIPS

Ashley McCorrisson, University of Saskatchewan; Ava D Agar, University of Saskatchewan; Karen L Lawson, University of Saskatchewan

Attachment theory (J. Bowlby, 1969) posits that, through the bond that develops with a primary caregiver (mothers), a child develops inner representations of the self and others that form the basis of future relationships. Given the theoretical salience of the primary caregiver, the present study examined the link between retrospective accounts of maternal involvement and various indices of adult relationship functioning. One hundred undergraduates (63 women) completed an online survey, including the Paternal Involvement Inventory revised to target maternal involvement, Miller Social Intimacy Scale, Adult Attachment Inventory, and the Hendricks Sexual Attitudes Scale. As expected, high maternal involvement was associated with indicators of secure adult relationship styles. Specifically, maternal involvement was positively correlated with relationship closeness for men and dependency for both men and women, while it was negatively correlated with relationship anxiety for women. Further, those recollecting high maternal involvement also evidenced more positive attitudes toward communal (idealistic) sexual relations and more negative attitudes towards permissive (casual) sexual relations. These findings suggest an association between high maternal involvement in childhood and more positive relationship outcomes in early adulthood.

#42
Family Psychology/
Psychologie de la famille

DO SIBLINGS INFLUENCE THE ATTACHMENT CLASSIFICATION OF PRESCHOOL AGED CHILDREN?

Kim Yurkowski, University of Ottawa; Jodi Martin, University of Ottawa; Jean-François Bureau, University of Ottawa

Theoretically, sharing parental attention and care with siblings should affect the quality of attachment, at least temporarily. Researchers have shown that some preschoolers experience decreases in attachment security after the birth of a sibling (Teti et al., 1996), while others have not (Toth et al., 2008). But, none of these studies compared the effect of having siblings in general (younger or older) to being a single child. This study aims to determine if having a sibling influences preschool attachment. Attachment security of 36 Canadian preschoolers (21 boys), between three and five (m age=3.68 years, SD=0.85) was assessed by an adapted separation-reunion procedure (Cassidy & Marvin, 1992). Parents completed a socio-demographic questionnaire which included questions about the child's siblings. Children with siblings were more likely to be secure (84%) than children without siblings (16%; Fisher's exact $p<.01$). There was also a statistical difference, $\chi^2(2)=8.21$, $p<.05$, between children who had an older sibling (36% secure), children who had a younger sibling (48% secure) and children who were an only child (16% secure). Thus, having a sibling, regardless of whether that sibling is older or younger, does not decrease attachment security in preschoolers; in fact, it seems to guide the child towards security while being an only child steers the child towards insecurity.

#43
Health Psychology/
Psychologie de la santé

AN EVALUATION OF THE GREAT ESCAPE: CAN A COMPUTER GAME TEACH CHILDREN ABOUT FIRE SAFETY?

Melissa A. Bell, University of Guelph; Barbara A. Morrongiello, University of Guelph; David C. Schwebel, University of Alabama at Birmingham; Julia K. Stewart, University of Guelph; Aaron L. Davis, University of Alabama at Birmingham

Objective: Throughout North America, fire is a leading cause of unintentional injury, with children being at a particularly increased risk. Child injuries and death due to fire are preventable, yet there are surprisingly few evidence-based resources available for teaching children about fire safety knowledge and behaviours. Fire prevention strategies have previously focused largely on public awareness initiatives aimed at parents (e.g., installing and maintaining smoke detectors, having home escape plans, etc.), or school based curricula. The current study used a pre-post randomized design to evaluate the effectiveness of an interactive computer game (The Great Escape) aimed at teaching fire safety information to young children (3.5 to 6 years). Methods: Children's knowledge and conduct relating to fire safety were tested using behavioural enactment procedures, and compared to those of a control group of children. Both groups were tested before and after receiving the intervention. Results: Children in the intervention group showed significant improvements in fire safety knowledge and behaviour, while the control group saw no increase in either of these two facets. Conclusions: Using computer games can be an effective way to promote young children's understanding of safety, and improve their abilities to react in different hazardous situations.

#44
Health Psychology/
Psychologie de la santé

ÉTUDE QUALITATIVE SUR LES FACTEURS DE RISQUES D'OBÉSITÉ INFANTILE; LE RÔLE DES PERCEPTIONS, DES CONNAISSANCES ET DES ATTITUDES DES PARENTS SUR L'ALIMENTATION, LE POIDS ET L'ACTIVITÉ PHYSIQUE

Krystel Cimon-Lambert, Université Laurentienne; Line Tremblay, Université Laurentienne, Sudbury, Ontario; Christina Rinaldi, Université de l'Alberta, Edmonton, Alberta; Laura Bewick, Hôpital Régional de Sudbury, Ontario; Michel Larivière, Université Laurentienne, Sudbury, Ontario

L'augmentation des taux d'obésité ne s'observe pas seulement chez les enfants d'âge scolaire, les adolescents (Cole, 2006) et les adultes (Statistics Canada, 2010), mais également chez les enfants âgés seulement de 2 à 5 ans chez qui cette proportion s'élève de 8% à 11% (Timmons et al., 2007). Cette situation est inquiétante car l'obésité avant l'âge de 6 ans prédit l'obésité plus tard à l'adolescence (Ever et al., 2007) et à l'âge adulte (Magarey et al., 2003) en plus d'être associée à différents problèmes de santé comme le diabète (Wilkin et al., 2004). Malgré les évidences de que le développement d'habitudes de vie saines associées à un poids santé, surviennent tôt (Rhee, 2008), Tremblay et ses collègues (2011) ont trouvé très peu de programmes adaptés pour la population des enfants d'âge préscolaire ainsi qu'un grand besoin de connaissances empiriques sur les perceptions des familles concernant le poids, l'image corporelle, les pratiques parentales, l'alimentation et l'activité physique. Ainsi, l'objectif de cette étude est de combler ce besoin de connaissances empiriques à l'aide de groupes de discussion pour lesquels nous comptons recruter un échantillon de 20 parents francophones ayant des enfants d'âge préscolaire. Les résultats de cette étude nous permettront d'identifier les besoins des familles en matière de santé.

#45
Health Psychology/
Psychologie de la santé

REAPPRAISAL AND MINDFULNESS: A DAILY INTERVENTION ON ACADEMIC STRESS

Jacqueline Craig, University of Guelph; Lindsay Dupre, University of Guelph; Ashlyn Patterson, University of Guelph; Upton Christopher, University of Guelph; Maria Gloria González-Morales, University of Guelph

Positive reappraisal consists of positively re-evaluating a negative event whereas mindfulness involves experiencing an objective state of awareness. Positive reappraisal and mindfulness are associated to positive affect and life satisfaction and have been found to reciprocally enhance one another. The current study investigates the use of these strategies to re-examine daily negative events in a positive constructive manner. Sixty undergraduate students are completing a six day diary study with two experimental and one control conditions. In the experimental conditions, they partake in a daily exercise (reappraisal or mindful reappraisal) and questionnaire in the evening and a daily survey in the afternoon of the next day. The control group does not perform the evening exercise. The daily surveys examine participants perceived exhaustion, vigor, academic strain and life satisfaction of the previous twenty four hours to explore the relationships with the affective states resulting from the reappraisal exercises. Emotion-regulation self-efficacy, mindfulness and psychological capital will be explored as moderators. The joint effects of mindfulness and reappraisal strategies when paired together in daily exercises and pre-post intervention strain indicators will be examined as well. Applications for occupational health psychology interventions will be discussed.

#46
Health Psychology/
Psychologie de la santé

PRE-OPERATIVE PAIN CATASTROPHIZING PREDICTS POST-OPERATIVE DEPRESSIVE SYMPTOMS IN WOMEN UNDERGOING GYNECOLOGICAL SURGERY

Kathryn J.B. Curtis, York University; Joel Katz, York University; Natalie Michel, York University

Introduction: Pain catastrophizing (PC) and psychological variables have been implicated in the development of chronic post-operative pain. This study evaluated the relationships between pre-operative PC and post-operative measures of depression, pain and morphine use in gynecological surgery. Methods: Participants (N=68) undergoing gynecological surgery were administered questionnaires on PC, pain disability, depression and anxiety, seven days before surgery. On Days 1 and 2 post-operatively, measures of depression, pain and morphine consumption were collected. Results: After controlling for pre-operative depression, pain disability and anxiety scores, multiple regression analysis revealed that pre-operative PC predicted Day 2 post-operative depression scores ($ß = 0.31$, $t\ (62) = 2.58$, $p < 0.05$) and explained 41.5 % of the variance ($R^2 = 0.42$, $SE = 4.42$, $F\ (1,62) = 6.66$, $p < 0.05$). Trends were observed in which PC explained 8.0 % of the variance in post-operative, movement-evoked pain scores on Day 1 ($R^2 = 0.08$, $SE = 25.77$, $F\ (1,60) = 3.67$, $p = 0.06$) and 11.0 % of the variance in morphine use in the first 3 hours after surgery ($R^2 = 0.11$, $SE = 8.83$, $F\ (1,62) = 3.65$, $p = 0.06$). Conclusion: The results indicate that pre-operative PC predicts depression scores on the second day following surgery, after controlling for pre-operative psychological and pain-related factors.

#47
Health Psychology/
Psychologie de la santé

CF PATIENTS AND PSYCHOSOCIAL CONCERNS: A QUALITATIVE ANALYSIS OF CF MESSAGE BOARD DATA

Alexandra Dainow, University of Guelph; Kieran C O'Doherty, University of Guelph

Cystic fibrosis (CF) is the most common genetic chronic illness among Caucasians. The Center for Disease Control and Prevention and Healthcare Infection Control Practices Advisory Committee suggest that contact between CF patients be avoided to prevent transmission of pathogens that could lead to death. Due to this, Internet based communication is the most viable mechanism for CF patients to interact with each other. Previous studies of CF patient Internet use have focused on issues of perceived social support, illness knowledge, web based disclosures of illness, and adherence of websites to AMA guidelines. However, no studies have provided a detailed analysis of forum content with an emphasis on the issues raised by CF patients themselves. Analysis of Internet forums is particularly valuable in this context as this represents a naturalistic data source, as well as one of the only sources of CF patients providing social support to each other. This study is a qualitative analysis of forum content on a prominent CF website. All posts were subjected to a thematic analysis, with a particular focus on concerns discussed by CF patients. Results of this analysis were compared to the existing literature on the psychosocial aspects of CF to highlight areas that require closer attention and further research with regard to illness management and overall well-being of CF patients.

#48
Health Psychology/
Psychologie de la santé

A COMPARISON OF PAIN RECOVERY PATTERNS FOR ACCEPTANCE AND CONTROLLED-BASED COPING FOR PAIN

Matthew H Decter, Student Counselling and Career Centre, University of Manitoba; Edward A. Johnson, Department of Psychology, University of Manitoba

Thought suppression is associated with 'rebound' effects, involving increases in the frequency of a previously suppressed thought (Wegner, 1994), and also can impact non-cognitive factors such as pain intensity (Sullivan et al., 1997). In fact, pain intensity ratings have been shown to

be higher after suppression-based coping relative to acceptance or distraction up to 60 seconds post cold pressor tolerance (Masedo & Esteve, 2007). The current study examined recovery patterns after suppression, acceptance and distraction-based coping with cold pressor pain in order to: 1) replicate the results of Masedo and Esteve (2007) using a video-based intervention; 2) examine whether higher pain intensities after suppression-based coping (relative to acceptance) are maintained for a longer duration after tolerance (i.e., up to two minutes). The results showed that predicted differences in pain recovery for video-based suppression and acceptance interventions were evident at 60 seconds post-tolerance [$F(2, 183) = 4.18$, $p < .017$] and at 120 seconds post-cold tolerance [$F(2, 183) = 3.81$, $p < .024$]. The role of faster pain recovery after acceptance-based coping is discussed in terms of possible mechanisms underlying acceptance-based interventions. Clinical implications of long-term suppression-based coping with pain, acceptance interventions, and video interventions are discussed.

#49
Health Psychology/
Psychologie de la santé

UNREALISTIC WEIGHT LOSS EXPECTATIONS AMONG BARIATRIC SURGERY CANDIDATES: GENDER DIFFERENCES IN WEIGHT OUTCOMES

Bethany L Gelinas, University of Regina; Chelsea A Delparte, University of Regina; Regan Hart-Mitchell, Regina Qu'Appelle Health Region

Introduction: Unrealistic weight loss expectations are prevalent in bariatric surgery populations (Wolfe & Terry, 2006). While there are indications of gender differences in these expectations (Walfish & Brown, 2007), there is little knowledge of the effect on program outcomes. Method: A total of 274 bariatric surgery candidates were assessed during a 6-month pre-surgery program. Various measures of current weight and weight loss expectations were obtained. If candidates expected to lose more than their excess body weight (EBW), it was considered an unrealistic expectation. After program completion the candidates were re-assessed for weight outcomes. Results: Of the 274 patients, 208 were women (age: 43.9 ± 10; BMI: 51.4 ± 8.1) and 66 were men (age: 46.5 ± 11; BMI: 52.8 ± 7.9). The program defines successful weight loss as a 10% reduction of EBW. At program end, 33.7% of women and 36.4% of men had experienced successful weight loss; however, 13.5% of women and 3% of men experienced weight gain. In females, unrealistic weight loss expectations were not related to weight outcomes; however, in males unrealistic expectations were significantly related to weight gain ($r = .38$, $p = .008$). Implications: Unrealistic weight loss expectations should be discussed with bariatric surgery candidates at the outset of pre-surgery programs. This may be especially important for male candidates.

#50
Health Psychology/
Psychologie de la santé

COGNITIVE-BEHAVIOURAL BASED GROUP TREATMENT FOR MENOPAUSAL SYMPTOMS: A PILOT STUDY

Sheryl Green, St. Joseph's Healthcare; Erika Haber, St. Joseph's Healthcare; Randi McCabe, St. Joseph's Healthcare; Claudio Soares, St. Joseph's Healthcare

The menopausal transition is frequently accompanied by adverse physical and emotional changes that can significantly impact a woman's quality of life. The purpose of our research was to develop a cognitive-behavioural based group treatment (CBGT) program as an alternative and/or complementary treatment option for reducing the frequency and intensity of debilitating/bothersome menopausal symptoms in women. Two, 10-week pilot groups ($n = 4$ participants per group) were conducted with participants drawn from referrals through the Women's Health Concerns Clinic within St. Joseph's Healthcare. Results of our pilot study indicated that participants experienced a reduction in the interference and distress associated with vasomotor symptoms, less depression and general anxiety, and an overall improvement in quality of life. Further, participants reported high levels of satisfaction with this type of treatment for menopausal symptoms. Although there was not a statistically significant improvement in sleep difficulties and sexual concerns, there was a trend for an overall reduction in scores. Overall, our pilot results indicate that CBGT for menopausal symptoms may be a promising alternative and/or complementary treatment option for women and support a more in depth examination of the efficacy of CBGT for menopausal symptoms through a randomized controlled trial.

#51
Health Psychology/
Psychologie de la santé

SLEEP FOR SUCCESS - SCHOOL-BASED PROGRAM TO CHANGE THE SLEEP HABITS OF SCHOOL-AGE CHILDREN

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Introduction. "Sleep for Success" is a school-based program that aims to change sleep habits of school-age children. Methods. A 6-week program was taught in three elementary schools. 72 students participated in program evaluation out of which 23 were randomly allocated to a control group. Sleep and daytime functioning were assessed at baseline and after program implementation. Measures. Sleep was evaluated using the "Children's Sleep Habits Questionnaire" (CSHQ) and actigraphy was used in a sub-sample of randomly selected students. Daytime functioning was assessed using the "Child Behavior Checklist" (CBCL) and the "Direct Observation Form" (DOF). Results: Sleep duration measured by actigraphy was significantly longer [$t(19)=- 2.49$; $p<0.05$]), CSHQ measures of sleepiness and sleep onset delay were lower [$t(39)=2.54$, $p<0.01$, $t(39)=2.91$, $p<0.006$); Scores on the attention, anxious-depressed, somatic complaints, and social problems subscales of the CBCL [$t(39)=2.8$, $p<0.08$; $t(39)=2.7$, $p<0.01$; $t(39)=2.8$, $p<0.008$, and $t(39)=2.6$, $p<0.01$], and scores on the DOF Hyperactivity-Impulsivity and ADHD subscales [$t(39)=3.08$, $p<0.002$; $t(39)=1.2$, $p<0.05$] were lower following program implementation. Parallel analyses on the control group revealed no significant change. Conclusion: Participation in SFS had a significant positive impact on behavior and attention of school age students.

#52
Health Psychology/
Psychologie de la santé

UNDERSTANDING FACTORS ASSOCIATED WITH HEALTH ANXIETY FOLLOWING BREAST CANCER DIAGNOSIS

Kirsten M Gullickson, University of Regina; Shannon L Jones, University of Regina; Heather D Hadjistavropoulos, University of Regina

Following breast cancer diagnosis, a proportion of women experience health anxiety or excessive worry about ill health (Grassi et al., 2004). Existing research suggests that general factors such as intolerance of uncertainty (Carleton et al., 2007) and anxiety sensitivity (Norton et al., 2005) may cause a person to be more vulnerable to develop health anxiety, whereas dysfunctional illness cognitions may perpetuate health anxiety (Hadjistavropoulos et al., 2011). The goal of the present study was to understand factors associated with health anxiety in a breast cancer

sample. Using an online survey, 119 Canadian women diagnosed with early-stage breast cancer within the past ten years were recruited. In a hierarchical multiple regression, variables were entered at three steps: 1) demographic/breast cancer variables, 2) anxiety sensitivity and intolerance of uncertainty, and 3) helplessness and acceptance illness cognitions. The regression model was significant, $F(108,8) = 14.02$, $p < .05$, and accounted for 47% of the variance in health anxiety. Younger age, high physical anxiety sensitivity, and low illness acceptance were significant predictors of health anxiety. The findings indicate that younger women who have a tendency to fear anxiety-related symptoms and are less accepting of their illness may be more likely to experience excessive health anxiety.

#53
Health Psychology/
Psychologie de la santé

SAFETY RISKS AND CONCERNS FOR CAREGIVERS IN PALLIATIVE HOMECARE

Kristine Iaboni, VON Canada; Ariella Lang, VON Canada; Tony Easty, HTSRT, University Health Network; Robin Cohen, McGill University; Kelli Stajduhar, University of Victoria; Allison Williams, McMaster University; Melissa Griffin, HTSRT, University Health Network

Caring for a palliative client at home can be an extremely overwhelming and difficult task. This task involves multiple responsibilities and expectations (Abernathy et al., 2009; Goodlin, 2009; Sunders, 2009) in an environment that was not intended for palliative care (Coyte, Baranek & Daly, 2000). This caregiving role, along with its assumed responsibilities, may lead to an increase in various safety risks. This presentation will discuss the risks and concerns experienced by family members regarding safety in palliative homecare. Semi-structured interviews and photo walk-abouts were conducted within nine Quebec households, including 10 caregivers of palliative clients. Transcripts and photos were analyzed using interpretive description and human factors. Six main areas involving safety concerns were identified: (1) client complex or multiple illness and treatment, (2) caregiver health issues, (3) emotional concerns, (4) injuries, (5) neglect of self and/or declining help, and (6) financial costs of caring at home. Implications of results with respect to applications to clinical practice and education are suggested to mitigate safety risks for caregivers involved in palliative homecare. The arguments presented are based on data and analysis from a larger study conducted in 2008-2011 on Safety in Home Care: Perspectives from Clients, Family Members, Caregivers, and Providers.

#54
Health Psychology/
Psychologie de la santé

COPING WHEN PAIN IS A POTENTIAL THREAT: THE EFFICACY OF ACCEPTANCE VERSUS COGNITIVE DISTRACTION

Todd Jackson, Southwest University; Zhou Yang, Southwest University; Hong Chen, Southwest University

This study investigated the efficacy of brief training in acceptance-based pain management versus cognitive distraction as means of coping with pain in conditions of lower versus higher potential threat. A sample of 151 pain-free Chinese adults (93 women, 58 men) randomly assigned to acceptance, cognitive distraction, or pain education control conditions engaged in a cold pressor test (CPT) after reading validated orienting information designed to prime either the safety of the CPT (lower threat) or symptoms and damaging effects of exposure to extreme cold (higher threat). A 3 (pain management) x 2 (threat level) analysis of covariance, controlling for pre-intervention pain tolerance and education, indicated the acceptance group was more pain tolerant than the other two groups albeit this main effect was qualified by an interaction with threat level. Specifically, within the lower threat condition, use of acceptance-based pain management was related to higher pain tolerance than either distraction or pain education. Conversely, within the higher threat condition there were no pain management group differences in tolerance. Together, findings suggest acceptance-based coping is superior to cognitive distraction in managing experimental pain, especially when pain sensations are appraised as comparatively low in threat.

#55
Health Psychology/
Psychologie de la santé

EVALUATION OF COOL 2 BE SAFE: A COMMUNITY-BASED INTERVENTION PROGRAM TO PROMOTE POSITIVE ATTITUDES TOWARDS LESS RISKY PLAY ON PLAYGROUNDS IN SCHOOL-AGE CHILDREN

Alexa Kane, University of Guelph; Barbara A Morrongiello, University of Guelph

Falls from playground equipment are a leading cause of injury for children, and there is a need for intervention programs to reduce the risky behaviours associated with falls. The current study is an evaluation of the Cool 2 Be Safe program, a community-based intervention that was implemented within several Boys and Girls Clubs of Canada. The program integrated the results of several research studies demonstrating effective risk-reduction strategies for school-age children. The current study evaluated the effectiveness of delivering these strategies in a small group format within community settings. Baseline data assessing children's attitudes and injury beliefs was collected with a questionnaire. Children then participated in four structured activity sessions in small groups, designed to increase risk awareness and reduce the frequency of risky play in playground settings. Activities included: (a) poster-making, in which children were asked to brainstorm examples of risky play and then pledge to avoid these behaviours; (b) watching video clips demonstrating how children could get hurt; (c) visiting local playgrounds to search for hazards; and (d) role-playing with peers to learn how to talk about risk taking. Children were then re-administered the initial questionnaire, and pre- and post- data were assessed for changes in attitudes towards risk and intentions to risk take.

#56
Health Psychology/
Psychologie de la santé

THE IMPACT OF THE QUALITY OF HETEROSEXUAL AND HOMOSEXUAL ROMANTIC RELATIONSHIPS ON A WOMAN'S BODY DISSATISFACTION AND EATING PATTERNS

Ammaar Kidwai, University of Toronto - Ontario Institute for Studies in Education

Unhealthy dietary behaviours consist of but are not limited to restricting food intake, fasting, skipping meals, vomiting, and purging for the purpose of losing weight. To date, research on the relationship between body dissatisfaction and unhealthy dieting behaviours and the quality of one's romantic relationships have been limited. Further, within this body of research, the effect of sexual orientation of participants was not systematically investigated. The current study examines the relationship between unhealthy dietary behaviours and the quality of one's romantic relationship, with sexual orientation and body dissatisfaction as mediators of this relationship. One hundred heterosexual and homosexual women ages 18-30 were recruited from the University of Toronto, social networks (Facebook, Twitter, etc.), and flyers posted around the Toronto community. Participating women were in a romantic relationship from 6 months onward. Implications of the study to the understanding of patterns of disordered eating among women will be discussed.

#57
Health Psychology/
Psychologie de la santé

CONDOMS IN PORN: DO SAFER-SEX DEPICTIONS IMPACT PSYCHOLOGICAL CORRELATES OF CONDOM USE BEHAVIOR?

Taylor Kohut, University of Western Ontario; Brendan Watts, University of Western Ontario

The current study investigated the impact of erotic depictions of condom use on psychological determinants of condom use behavior. Male and female participants were randomly assigned to view sexual depictions featuring condom use, or condom non-use, or humorous control stimuli. It was anticipated that participants who viewed condom use in the context of a rewarding sexual experience would report more positive attitudes towards condom use, stronger subjective norms and perceptions of behavioral control supporting their use, and stronger intentions to use condoms in the future than participants who viewed sexual interactions that did not depict condom use or viewed humorous control stimuli. Multivariate analysis of variance indicated significant gender by treatment interactions for two attitudinal variables, but no further treatment effects on the other end points of interest. The results were mixed for men, where depictions of condoms use, relative to control depictions, appeared to ameliorate some components of their attitudes towards condoms, but hinder others. In contrast, no significant treatment effects were found among women in the study. These mixed findings highlight the importance of employing a multivariate approach that considers participant gender in conjunction with the content of sexual media when studying the impact of pornography on sexual health correlates.

#58
Health Psychology/
Psychologie de la santé

AN EXPLORATORY STUDY ON THE PREDICTIVE EFFECT OF ATTACHMENT STYLE, EMOTION REGULATION, BODY COMPARISON, MEDIA INTERNALIZATION AND BMI ON MUSCLE-ORIENTED BODY IMAGE DISSATISFACTION AND RISKY-BODY CHANGE BEHAVIOURS IN MEN

Stacey Kosmerly, Laurentian University; Line G. Tremblay, Laurentian University; Celine Boudreau-Lariviere, Laurentian University

Approximately 91% of males report a desire to be more muscular(1). Male body image dissatisfaction issues largely revolve around this self-perceived insufficient muscularity(1). Muscle-oriented body image dissatisfaction can result in risky body-change behaviours, such as anabolic steroid use, excessive exercise, and disordered eating patterns (2). Research has identified some overlap in risk factors for body image dissatisfaction across genders, however there are certain factors, such as attachment style and emotion regulation deficits that have been identified in females (3,4) but have yet to be explored in males. The present study aims to develop a comprehensive risk factor model for muscle-oriented body image dissatisfaction and risky body-change behaviours in males. This model incorporates previously identified risk factors; body comparison, media internalization, negative affect and body mass index, as well as attachment style (both parental and peer) and emotion regulation skills as potential risk factors. Self-report measures of the aforementioned constructs will be administered to a sample of 200 males (current n=110) in both academic and community settings. Structural equation modeling will be conducted. Results and implications will be discussed.

#59
Health Psychology/
Psychologie de la santé

COMPARISON OF HAPPINESS GROUPS VERSUS OTHER DEPRESSION TREATMENT INTERVENTIONS IN PRIMARY CARE

Louise Lambert, Red Deer Primary Care Network

A 7-week happiness group program entitled Happiness 101 (Lambert, 2011) was offered and involved 13 positive psychology interventions focused on positive emotions, engagement, relationships, health, and meaning. The program integrated empirical research and theory, such as the broaden and build model (Fredrickson, 2006), adaptation (Lyubomirsky, 2011), well-being theory (Seligman, 2011), and flow (Csikszentmihalyi, 1990). Groups were developed to increase levels of happiness in the languishing (Keyes, 2005), depressed, and flourishing (Keyes, 2005). The happiness group gains held at 3 and 6 months post group termination with patients reporting greater happiness, less depression, and improvements in physical and social functioning on the SF12v2®. These findings provided the impetus to determine how the Happiness groups compared to other mental health interventions. This current project assessed the impact of the happiness group on depressed primary care patients (HAP; n=100) compared to patients receiving medication only (MED; n=100), and treatment as usual (TAU; n=100) from November 2011 to March 2012. Based on previous studies (Seligman, Rashid, & Parks, 2006; Seligman, Steen, Park, & Peterson, 2005), it is expected that happiness groups will fare as well or better than standard depression treatments. Results will involve quantitative and qualitative data.

#60
Health Psychology/
Psychologie de la santé

DOES MINDFULNESS-BASED STRESS REDUCTION (MBSR) IMPROVE DISTRESS SIMILARLY IN TWO DIFFERENT CHRONIC ILLNESSES: CANCER AND IRRITABLE BOWEL SYNDROME (IBS)?

Linette Lawlor-Savage, University of Calgary; Kristin A Zernicke, University of Calgary; Joshua Lounsberry, University of Calgary; Lihong Zhong, University of Calgary; Philip K Blustein, University of Calgary; Tavis Campbell, University of Calgary; Linda E Carlson, University of Calgary

Background: Distress is well recognized as endemic in cancer populations: less is known about distress in Irritable Bowel Syndrome (IBS). Purpose: This study compared distress between individuals with IBS (n=51) and those with cancer (n=147) participating in Mindfulness-Based Stress Reduction (MBSR). Methods: Patients completed mood and symptoms of stress questionnaires pre- and post- MBSR intervention as well as at 6-month follow-up. Results: The IBS group demonstrated higher baseline total symptoms of stress and more muscle tension, sympathetic nervous system arousal, and neurological/GI symptoms. They also had higher baseline tension/anxiety scores on the mood measure. While both groups decreased significantly post-MBSR on total stress symptoms and mood disturbance scores, the IBS group showed a small increase in stress symptoms between post-program and 6-month follow-up. Conclusions: These findings highlight the high levels of distress associated with IBS, and support emerging evidence that MBSR may be beneficial in reducing both IBS and cancer related distress.

#61
Health Psychology/
Psychologie de la santé

CORTISOL AWAKENING RESPONSE (CAR) AND SLEEP PARAMETERS IN WOMEN WITH METASTATIC BREAST CANCER

Linette Lawlor-Savage, University of Calgary; Cheryl L Green, Stanford University; Sandra

E Sephton, University of Louisville; Bita Nouriani, Stanford University; Eric Neri, Stanford University; David Spiegel, Stanford University; Janine Giese-Davis, Department of Oncology, Faculty of Medicine

The stress hormone cortisol naturally spikes 30-45 minutes after waking. Abnormalities in this Cortisol Awakening Response (CAR) are associated with physical and psychological disorder, and atypical cortisol levels are implicated in increased risk of metastases in those with cancer. Sleep may impact CAR slope, though current knowledge is inconsistent and cancer populations have not been studied. We explored relationships among sleep variables and CAR slope, and hypothesized that low sleep quality and short sleep duration would be associated with larger CAR slopes. We collected sleep diaries, cortisol, and measures of sleep quality and duration from 19 women with metastatic or recurring breast cancer. Linear regression revealed a significant effect of CAR slope on waking time ($t=-4.85$, $p<.001$) and an interaction ($t=2.95$, $p=.01$). Sleep quantity, though not efficiency, was associated with CAR slope: as total sleep duration decreased, log CAR slope increased ($r=-0.61$, $p<.001$). Earlier waking time was associated with increasing log CAR slope ($r=-0.82$, $p<.001$). Findings suggest that in female breast cancer patients who spend less overall time asleep, waking time is associated with increases in CAR, but in those with sufficient sleep duration, CAR slopes are not related to waking time. Sufficient sleep may protect an individual from experiencing drastic increases in waking cortisol.

#62
Health Psychology/
Psychologie de la santé

THE ROLE OF SELF-DETERMINED MOTIVATION, ACTION PLANNING AND COPING PLANNING IN THE PRACTICE OF PHYSICAL ACTIVITY

Samuel Morin-Carignan, Université du Québec à Trois-Rivières; Paule Miquelon, Université du Québec à Trois-Rivières

This study integrates two theoretical approaches, namely self-determination theory (Deci & Ryan, 2000) and the theory of implementation intentions (Gollwitzer, 1999) to examine how self-determined motivation combines with action and coping planning to predict regular practice of physical activity (PA) during free time. It was proposed that: 1) individuals who choose to practice PA for self-determined reasons would do so more frequently, 2) action planning would be more beneficial to individuals who choose to practice PA for non-self-determined reasons and 3) using both action and coping planning would be more beneficial to individuals who choose to practice PA for self-determined reasons. Participants were 84 individuals (N= 69 women and 15 men) with a mean age of 28 years. A prospective design with two waves of data collection was used to test the proposed assumptions. The results of an analysis of covariance (ANCOVA) 2 (Practicing PA according to self-determined versus non self-determined motives) X 3 (using no action or coping planning, using solely action planning, and using both action and coping planning), which had for dependant variable the frequency of the practice of PA at Time 2, partially support the proposed hypothesis.

#63
Health Psychology/
Psychologie de la santé

MINDFULNESS MODERATES THE RELATIONSHIP BETWEEN PAIN INTENSITY AND PAIN CATASTROPHIZING IN CANCER SURVIVORS WITH CHRONIC NEUROPATHIC PAIN

Patricia A. Poulin, The Ottawa Hospital; Heather Romanow, The Ottawa Hospital; John Kowal, The Ottawa Hospital; Howard Nathan, The Ottawa Hospital; Cathy Smyth, The Ottawa Hospital; Xinni Song, The Ottawa Hospital; Gini Jarvis, The Ottawa Hospital; Aaron Zambrana, The Ottawa Hospital; Keith Wilson, The Ottawa Hospital

Chronic neuropathic pain (CNP) is a disabling condition affecting many cancer survivors. Little research has been done to understand how psychological factors can contribute to or mitigate pain experiences in this population. This study focused on the role of mindfulness defined as the ability to maintain a non-judgmental awareness of moment-to-moment experiences (e.g., sensations, emotions, thoughts). We conducted a survey of cancer survivors who were reporting symptoms of neuropathic pain more than one year after the end of their treatment. Participants completed questionnaires measuring pain intensity, pain cognitions, health-related quality of life and mindfulness. Seventy-eight participants returned the completed survey. We found that increasing scores on a mindfulness scale significantly predicted decreased pain catastrophizing ($R^2 = .29$, $p < .001$), as well as increased physical ($R^2 = .14$, $p < .05$) and mental ($R^2 = .52$, $p < .001$) health-related quality of life. We also found that mindfulness moderated the relationship between pain intensity and pain catastrophizing; pain intensity scores were more strongly correlated with pain catastrophizing in individuals with lower mindfulness scores than in those with higher mindfulness scores. This study suggests that mindfulness may be a protective factor for cancer survivors with CNP.

#64
Health Psychology/
Psychologie de la santé

THE EFFECTS OF CATASTROPHIZING ON THE EMOTIONAL MODULATION OF ELECTROCUTANEOUS PAIN

Valérie Poulin, Université de Moncton; Douglas J. French, Université de Moncton; Julie A. Villers, Université de Moncton

Previous research has demonstrated that emotional states affect both the subjective experience of pain and supraspinal modulation of nociceptive transmission. Studies of healthy young adults have suggested that patterns of emotional regulation may differ for across levels of pain catastrophizing. This effect has not been investigated in individuals experiencing chronic musculoskeletal pain. The goal of the present study was to assess the extent to which catastrophising may influence expected patterns of affective modulation of elctrocutaneous pain in a clinical sample comprising forty seven (n=47; 19 male, 28 female) chronic back pain patients. Following a standardised pain threshold and assessment procedure, participants rated the intensity (0=no pain; 100=worst pain) of a series of 18 forearm shocks while viewing emotionally charged images (positive, negative, neutral) taken from the International Affective Picture System. A 3(image category) X 2 (hi-low catastrophising: determined by tertiary split) repeated measures analysis of variance revealed a significant interaction suggesting that the impact of emotional picture viewing on ratings of subjective pain differed across catastrophizing group. The clinical and research implications of these findings are discussed.

#65
Health Psychology/
Psychologie de la santé

HEART TO HEART: CONNECTING EMPATHY, ATTACHMENT, AND PHYSIOLOGY

Crystal Rollings, UNBC; Cindy Hardy, UNBC; Kenneth Prkachin, UNBC

Cardiovascular health is of concern to many individuals. The autonomic nervous system (ANS) regulates the cardiovascular system during physical, psychological, and emotional situations, including situations of vicarious exposure. Humans are often exposed to various sources of vicarious exposure on a regular basis. Two psychological factors related to both ANS activity and responses to the situations of others are: attachment (e.g., how we view our close relationships in terms of avoidance and anxiety) and empathy (e.g., how we physically and psychologically respond to the experiences of others). The purpose of this study is to explore the relationships between ANS activity (i.e., heart rate variability and respiratory sinus arrhythmia), empathy, and adult attachment. Participants were first asked to view video clips of others in explicitly happy, sad, and physically painful situations, while their heart rate and respiration was recorded. Then participants completed the measures of adult attachment (Experience in Close Relationships – Revised) and empathy (Interpersonal Reactivity Index). Preliminary analyses have shown relationships between the two scales of attachment and empathy, more specifically between attachment avoidance and perspective taking, empathic concern, and personal distress, and between attachment anxiety and the fantasy scale and empathic concern.

#66
Health Psychology/
Psychologie de la santé

ARE PARENTS TREADING WATER WHEN IT COMES TO AWARENESS OF CHILDREN'S DROWNING RISK?

Megan Sandomierski, University of Guelph; Barbara Morrongiello, University of Guelph; David C Schwebel, University of Alabama at Birmingham; Brent Hagel, University of Calgary

In the current community based study, parents with children aged 2 through 5 enrolled in swimming lessons completed the same questionnaire at the beginning and end of the swim lesson period. At these same time points, swim instructors also rated children's swim ability (these questions were identical to those that the parent completed). Parent beliefs were compared across two swim organizations (YMCA, Parks and Rec); these teach similar swim skills but YMCA parents received explicit feedback from instructors on their child's progress in swim skill. Parents' beliefs overall about water safety became less risky as lessons progressed, and Parks and Rec parents reported closer supervision practices compared to those at the YMCA. Parents who had experienced a "close call" for drowning had less risky views about water safety and were more vigilant about closely supervising than parents who had not. Further, parents made fewer errors in judging their child's swim ability over time, and Parks and Rec parents made more errors than those at the YMCA. Implications for parent interventions taking place during swim lessons or that are linked to a close call experience are discussed. Increasing parents' awareness of the need for close supervision around water is important to counter the possibility of parents developing a false sense of security in their child's ability.

#67
Health Psychology/
Psychologie de la santé

DEVELOPMENT OF CULTURE-APPROPRIATE MEASURES OF GENDER SOCIALIZATION AND CULTURAL ASSESSMENT OF HIV/AIDS MISCONCEPTIONS AND CULTURAL NORMS IN THE AFRICAN CARIBBEAN

Ndayiziveyi C Scott, Tyndale University College; Sujin Yang, Tyndale University College; Helen Noh, Tyndale University College & Seminary

In the African/Caribbean communities (ACC), HIV-stigma is reportedly associated with gender-role socialization, sexual norms, misconceptions, inadequate knowledge, and negative attitudes (HIV Treatment Network, 2006; Letamo, 2003; AACHO, 2006; Kempadoo, 2009). However, reliable culture-specific measures are critically needed to assess how these variables affect HIV-stigma. The study presents the multi-stage development process of two scales of gender-role socialization and HIV-related misconceptions/cultural norms in the ACC context. We established content/construct validities based on an extensive review of literature and developed 45-item and 28-item self-report Likert-scale for the Gender-Role Socialization Scale (GRSS) and the Culture Assessment Scale (CAS) of HIV misconceptions/cultural norms respectively. Results from 129 participants from ACC and North American communities indicated good consistency and test-retest reliability for both scales. Overall Cronbach's alpha reliabilities were .97 for the GRSS and .99 for the CAS. Significant cross-cultural differences emerged in sex norms, socialization and HIV-related cultural norms/misconceptions ($ps < .05$). The scales will enable HIV-stigma research in ACC from a culture-specific perspective and contribute to the identification of culture-specific variables for future prevention efforts for HIV transmission.

#68
Health Psychology/
Psychologie de la santé

PHYSICAL ACTIVITY OF YOUTH WITH VISUAL IMPAIRMENTS

Alexander Shaw, CNIB

This study explores impact of the interaction of constraints and negotiation strategies on the physical activity involvement of persons with a visual impairment. Two hundred and four youth (aged 16 to 30), randomly drawn from the client database of the Canadian National Institute for the Blind reported on their level of physical activity, constraints to participation, and the negotiation strategies they used to overcome these constraints. Analyses revealed that negotiation strategies are predictive of participation in physical activity even after controlling for constraints and that constraints may be mitigated by negotiation strategies as proposed in Hubbard and Mannell's (2001) "constraint effects mitigation model".

#69
Health Psychology/
Psychologie de la santé

IDENTITY TRANSFORMATION IN YOUNG BREAST CANCER SURVIVORS

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Whilst many women adjust well after breast cancer treatment, research suggests that younger women(aged 20-45) struggle internally with a range of issues that older women do not face over their survivorship. Yet, little scientific knowledge is available that reflects the lived experiences of younger breast cancer survivors' sense of identity. The purpose of the study was (1)to examine the unique challenges faced among young breast cancer survivors' disrupted sense of identities; (2)to explore the reconstruction process of these women's identities as they adjust to a cancer-free lifestyle; (3)to identify women's creative problems solving solution used to mitigate discontinuity between past and future selves. In-person semi-structured interviews were conducted using a life-history approach with 10 young survivors. Data was analyzed through hierarchical theme extraction. The results describe common identity transformations among participants. Participants reported the transformations heightening less meaningful aspects of their pre-cancer identity. Participants interpreted their altered bodies as a locus of gender disruption and identity signification. The data from this study can guide the implementation of specialized support groups and counselling interventions for young breast cancer survivors that focus on reshaping: self-identity, gender socialization and daily functioning.

#70
Health Psychology/
Psychologie de la santé

PARENT PERCEPTIONS OF SLEEP DISRUPTION IN PRESCHOOLERS: A QUALITATIVE STUDY

Kathryn Turnbull, University of Western Ontario; Graham J Reid, The University of Western Ontario

Behavioural Sleep Problems (delayed bedtimes and night waking) in young children can cause parental fatigue, frustration, and stress, but less is known about how parents perceive sleep disruption in children who sleep well. Interviews were conducted with parents to determine parental expectations of sleep disruption in their children. Those who completed the qualitative telephone interview (n = 19) reported no sleep problems in their children, no co-sleeping with their children, and no chronic medical or behavioural conditions that would interfere with their child's sleep. Additional questions were added to the interview for 6 participants to assess whether understanding sleep cycles would change participants' views about sleep fragmentation. Parents reported greater willingness to delay their children's bedtime for 2 or 3 nights than to wake their child from sleep. Some parents (n = 10) reported they would feel distressed about waking their child because it would upset the child or because "it's wrong." When sleep cycles were explained, parents expressed greater willingness to wake their child up from sleep in a light phase of sleep. Education on the nature of sleep may help to change parental views if they feel strongly about the negative impacts of sleep disruption.

#71
Health Psychology/
Psychologie de la santé

THE INTENTIONS OF FUTURE HEALTH RESEARCHERS TO ENGAGE IN KNOWLEDGE TRANSLATION: A THEORY-DRIVEN APPROACH

Nicolle Vincent, Dalhousie University; Lynne Robinson, Dalhousie University

Despite the recognized importance of evidence-based health practice, more empirical attention is needed to understand what motivates health researchers to share their research findings. The purpose of this study was to learn what our future health researchers (graduate students) know about knowledge translation (KT) and to uncover what factors are important in their decision to support and engage in KT. This was investigated using the Theory of Planned Behaviour, which hypothesizes that Attitudes, Subjective Norms, and Perceived Behavioral Control, combine to predict behavioural intentions. Online focus groups were conducted with 30 graduate students in health-related thesis-requiring programs across Canada. Preliminary thematic analysis results suggest that participants consider KT to be an important endeavor that would have a positive impact on research (e.g. networking, collaboration, diverse audience), but involvement would come at a cost to their own educational/career advancement. The lack of academic recognition, time, financial support, KT training and mentorship, were commonly described impediments for KT participation. These results will be used to survey a nationwide sample of graduate students' about their intentions to participate in KT. Both focus group and survey results can provide insight in how to promote KT and develop capacity building training strategies.

#72
Health Psychology/
Psychologie de la santé

HUNGER CATASTROPHIZING: A NEW CONSTRUCT

Kirstie L Walker, University of Regina; Thomas Hadjistavropoulos, University of Regina; Michelle Gagnon, University of Regina

Hunger catastrophizing is a new construct that refers to a cognitive style associated with anxiety that is experienced in response to hunger sensations (e.g., a growling stomach). This maladaptive perception of hunger leads to catastrophic thoughts (e.g., I will not be able to concentrate unless I have food immediately) which could affect daily functioning and possibly dieting success. In our initial investigation we developed a 29-item Hunger Related Catastrophizing Scale (HRC) based on conceptual grounds. We then administered the scale to 556 individuals between the ages of 18 and 59. Twenty three items showed adequate difficulty and discrimination parameters according to psychometric analyses based on Item Response Theory (IRT). Analysis using classical test theory showed excellent internal consistency of the HRC. In future research we are planning to validate the HRC by examining its relationship to other types of catastrophizing (e.g., pain catastrophizing), anxiety sensitivity, and maladaptive eating behaviours.

#73
Health Psychology/
Psychologie de la santé

COMMUNITY ENGAGEMENT AND PERCEPTION OF POPULATION HEALTH RISKS IN CANADIANS: ANALYSIS OF A NATIONAL SURVEY

An Gie Yong, University of Ottawa; Louise Lemyre, University of Ottawa; Leah Simpkins, University of Ottawa; Dan Krewski, University of Ottawa

Health promotion underscores the need for individuals to be proactive about their health. Past research has focused on individual factors (e.g., age and education) in explaining how individuals respond to health risk. In an attempt to provide a more systemic approach in health risk management, the present research uses a meso-level perspective by focusing on community engagement as a factor that could influence risk perception and risk management decision-making. This study attempts to differentiate experiences with health risks and issues amongst Canadians (N = 1503) who are involved, versus not involved, in the community volunteer activity. The survey inquired about risk perception ratings of specific hazards, sources of information, decision-making, and sense of mastery. Our findings show that individuals who participate in the community perceived health risks differently from individuals who are not involved in the community. Further, these individuals have better access to health information. They also insist on more governmental regulation of health risk, although they have more sense of mastery in controlling their own health risks. Results suggest that active participation within the community may empower individuals to be more proactive and aware of health issues in Canada. Findings will help renew the framework of health promotion with a broader social ecology model.

#74
Health Psychology/
Psychologie de la santé

ACADEMIC STRESS AND ITS CROSSOVER EFFECTS ON ONE'S SIGNIFICANT OTHER

Aisha Yorke, University of Guelph; S. Kinza Rizvi, University of Guelph; Maria Gloria González-Morales, University of Guelph

Two studies investigated the relationship between academic stressors and distress. In Study 1 the moderating effects of social support, time management, and positivity were examined. In Study 2 the mechanisms underlying the crossover of distress from students' to their significant other were investigated. The two crossover pathways explored were the empathetic pathway and the conflict pathway. The participants used in the two studies included a sample of 529 University of Guelph undergraduate students (study 1), and 70 of their significant others (study 2). Data

was collected through self-reports in online surveys. Hierarchical multiple regressions show that, after controlling for academic stressors, positivity was related negatively to distress (R^2 = .30) and that this variable, along with social support and time management positively predicted life satisfaction (R^2 = .48).The results also show some indication of crossover: focal distress was related to significant other distress (B = .23, p<.05, R^2 = .07) but was not significant (B = 18, p > .10) after entering empathetic crossover in the equation (B = .21, p< .10, R^2 = .17), however given the small sample size, the sobel test was not significant (z = 1.35, p = .18). We are collecting more data to increase power and redo the analyses. Implications related to the cross-over of work stress and work-family conflict will be discussed.

#75
Psychology and Religion/ Psychologie et religion

RELATIONSHIP OF CHILDHOOD ATTACHMENT, ADULT ATTACHMENT, AND GOD ATTACHMENT TO AGGRESSIVE, ANTISOCIAL, AND SEXUALLY COERCIVE BEHAVIOR IN CHRISTIAN MALES

Krista Barney, Rosemead School of Psychology - Biola University; Stacy Eltiti, Biola University; Gary Strauss, Biola University

Recent studies have found that insecure attachment was correlated with problematic behaviors such as aggression, antisociality, and sexual coercion. In this study, these behaviors were studied in a male Christian population. This study looked at attachment to God in addition to childhood attachment and adult attachment as this type of attachment has not been studied in relation to these behaviors. Participants were undergraduate and graduate students from Biola University and were contacted via e-mail to participate in an anonymous survey. The measures included in the online survey were a demographic questionnaire, Hazan and Shaver's attachment history paragraphs, Experiences in Close Relationships Inventory, Attachment to God Inventory, Millon Clinical Multiaxial Inventory-III Antisocial and Sadistic scales, and Sexual Experiences Survey – Perpetrator Version. The results showed that anxious and avoidant adult attachment in addition to anxious God attachment, were significantly related to aggressive behavior. Anxious adult attachment was the only type of attachment to significantly relate to antisocial behavior. Finally, anxious maternal and anxious adult attachment both significant related to sexually coercive behavior. These results indicate that individuals with insecure attachment may be more likely to develop aggressive, antisocial, or sexually coercive behavior.

#76
Psychology and Religion/ Psychologie et religion

CHRISTIAN-MUSLIM RELATIONS: RELIGIOUS FUNDAMENTALISM AND PRIMING SIMILARITY IN THE MEDIA

Matthew Stewart, Laurentian University; Reeshma Haji, Laurentian University

Religious groups have been an increasingly important topic of discussion in Western media over the past decade. Given this increase (particularly coverage concerning Muslim and Christian relations), it is important that researchers investigate the extent to which media framing can influence an audience's attitudes toward a religious outgroup. Although similarity and difference are common themes of social identity literature, little research has extended these themes to priming in the real world context of the media. This study examined the effects of priming religious similarities or differences in newspaper-style articles on Christians' (N = 38) attitudes toward Muslims. The moderating role of religious fundamentalism (Altemeyer & Hunsberger, 2004) on similarity priming was also explored. Results suggested a marginally significant Religious Fundamentalism X Prime interaction on desired social distance from Muslims. Christians high in religious fundamentalism prefer greater social distance from Muslims after being primed with interreligious similarities. Implications for media coverage of religious relations will be discussed.

#77
Psychology and Religion/ Psychologie et religion

THE EFFECT OF COGNITIVE INTERVENTION ON SELF-ESTEEM: COMPARING POSITIVE STATEMENTS AND RELIGIOUS SCRIPTURE

Rhonda B Thompson, Tyndale University College and Seminary; Caroline Kim, Tyndale University College and Seminary; Sujin Yang, Tyndale University College and Seminary

Self-esteem has been linked with quality of life, health, and well-being. Building upon a previous study of reviewing positive, self-affirming Scriptures to improve self-esteem in Christian participants, the current research compared the effectiveness of non-religious positive statements (Kim, Thompson, & Yang, 2011). Eighty-two participants (M = 27.26; SD = 10.43) were assigned to the Scripture, Statement or Control conditions. The Rosenberg Self-Esteem Scale (Rosenberg, 1965) and the Current Thoughts Scale (Heatherton & Polivy, 1991) assessed global and state self-esteem. Participants in the experimental conditions reviewed three Scripture/Statements selected by pilot ratings daily, but the Control group did no intervention. Self-esteem was measured after seven and fourteen days. ANOVA revealed a significant difference in state self-esteem between the conditions, $F(2, 79) = 3.333$, $\rho = .041$, after two weeks. Post-hoc analysis using LSD showed a significant difference between the Scripture and Control conditions, $\rho = .020$, and also between the Statement and Control conditions, $\rho = .038$. The results suggest the incorporation of Scripture in cognitive-behavioral therapy may be beneficial in promoting well-being for those of Christian faiths.

#78
Psychology and Religion/ Psychologie et religion

SEXUAL BEHAVIORS AMONG UNDERGRADUATES IN RELATION TO CONSERVATIVE VIEWS AND RELIGIOUS IDENTITY: PRACTICE WHAT YOU PREACH?

Krystian Wilk, HIV Prevention Psychology Lab-Ryerson; Niousha Navid Ehsani, HIV Prevention Psychology Lab-Ryerson

The notion of religion has become a vital part of human existence, evident from the agenda of men`s past that displays adaptation and practicing of various religion and its significance. It is these differentiations of religion that create a spectrum of religiosity: from atheist to an extreme believer. The purpose of the present study was to examine the possible correlation of individual`s religiosity with concurrence to their sexual activities and attitudes. Participants included 72 undergraduate female students between the ages of 17 to 21. Our findings displayed a minimal difference between the religious group and non-religious group in both vaginal and oral sexual intercourse and riskier sexual acts such as engaging in sexual activities without condom. Interestingly from our total sample, 31% of participants with strong religious point of views engaged in sexual relationships in the past 12 months, in comparison to 14.1% of the non-religious group. With further studies in future, one can further examine if stigma and stereotypes related to religiosity ideology correlates with female`s sexual acts and attitudes.

#79
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques

THE ANATOMY OF RURAL-URBAN YOUTH SUICIDAL IDEATION – WHO IS AT GREATEST RISK. WHAT FACTORS TO TARGET. HOW TO INTERVENE.
Laura L Armstrong, University of Ottawa; Ian G Manion, Ontario Centre of Excellence for Child & Youth Mental Health

Suicide is one of the leading causes of mortality among youth. Greater still is the prevalence of suicidal behaviour. Given the high personal costs to victims, survivors, and taxpayers, it seems crucial that prevention strategies be implemented to reduce the high rate of suicide and suicidal behaviours, as well as to promote mental health, particularly in youth. The present research with 823 rural and urban secondary school youth in Ontario was carried out to provide a potential foundation for stimulating mental health promotion and suicide prevention initiatives. Rural youth were found to be at greater risk for suicidal thoughts than urban youth. Depressive symptoms, risk behaviours, self-esteem, and social support differed in importance in the prediction of suicidal ideation based on rural-urban setting and gender. Youth engagement in extracurricular activities was also explored as one possible means of intervention. With knowledge of who is at greatest risk for suicidal ideation, what factors to target, and a possible intervention road map, we can reach youth and foster resiliency before suicidal thoughts emerge.

#80
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques

SUPPORTS FOR PEOPLE WITH FASD IN RURAL AND URBAN BRITISH COLUMBIA
Cindy Hardy, University of Northern British Columbia; Anne George, University of British Columbia

Considerable activity exists to address Fetal Alcohol Spectrum Disorder (FASD) in BC, including awareness education, individual and family supports, diagnostic services, prevention, and research. In 2006, the BC government established the FASD Action Fund, with $7 million for demonstration projects. The proposals submitted (n = 110) were analyzed as a proxy of perceived needs. Two researchers independently coded the proposals for size of community and proposal focus. Of the 110 proposals, 32 (29.1%) were from rural or small town communities, 26 (23.6%) from small cities, 38 (34.5%) from metropolitan areas, and 14 (12.7%) from agencies working with networks of communities. Rural and small town agencies proposed direct services and skill development for people affected by FASD, awareness raising education, and development of resources such as libraries. Compared to urban communities or networks of communities, rural and small town communities were more likely to focus on awareness raising education. The robust response from rural communities to the call for proposals indicates widespread interest in FASD in rural BC. The rural agencies' emphasis on services, skill development, and awareness raising education reveals perceptions of what it takes to support people affected by FASD in rural BC communities.

#81
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques

AN INVESTIGATION OF THE GEOGRAPHIC DISTRIBUTION OF PSYCHOLOGISTS WITHIN NOVA SCOTIA
Lachlan A. McWilliams, Acadia University; Sarah J. Brown, Acadia University; Remi Winder, Acadia University; Jillian C. S. Glasgow, Acadia University; Rachel C. Weldrick, Acadia University

Rural residents have poorer access to mental health services relative to residents of major urban centers. One explanation for this disparity is the lower number of mental health professionals working in rural areas. To evaluate this possibility with regard to access to psychological services, this study describes the geographic distribution of psychologists within Nova Scotia. The Directory of Psychologists was used to identify psychologists located within each county. This data was combined with census data to investigate the distribution of psychologists in relation to the population of each county. Most psychologists in Nova Scotia (59.6%) are located within the Halifax Regional Municipality (HRM). The number of psychologists/1000 residents is higher in the HRM (.78) than in the other counties (.22). A majority (52.6%) of psychologists in the HRM possess a doctoral degree; this level of training is significantly less common (33%) outside the HRM. The findings clearly indicate that psychologists in Nova Scotia are concentrated within the one major metropolitan centre (i.e., the HRM), and that the psychologists in this centre generally have a higher level of formal education than those located in rural areas. The implications of these findings for the training of psychologists, registration requirements, and access to mental health services will be discussed.

#82
Women and Psychology/ Femmes et psychologie

EXPLORING THE RELATIONSHIP BETWEEN EMPOWERMENT AND RESILIENCE IN SURVIVORS OF INTIMATE PARTNER VIOLENCE
Sara E Crann, University of Guelph; Paula C Barata, University of Guelph

Many of the factors associated with psychological empowerment have been identified as protective factors for resilience. However, there is little research examining this relationship in the context of intimate partner violence (IPV), where it may be particularly important for the maintenance of mental health and well-being. In-depth semi-structured interviews were conducted with 10 English-speaking adult women from diverse backgrounds who identified as survivors of IPV and who had some experience working or volunteering in an advocacy role to end violence against women. A secondary data analysis of the participant's open-ended responses will examine how (dis)empowerment is experienced by survivors of IPV and how experiences of empowerment may relate to the development of resilience. Qualitative thematic analysis will be used to identify the major themes in the interviews using NVivo9 software. The analysis will focus on participants' experiences of empowerment, the relationship between their experiences of empowerment and experiences as a survivor and/or advocate, changes to their experiences of (dis)empowerment over the course of their abuse or advocacy work, and provide a preliminary examination of the relationship between empowerment and resilience.

#83
Women and Psychology/ Femmes et psychologie

GENDER DIFFERENCES IN MATH PERFORMANCE UNDER STEREOTYPE THREAT: A META-ANALYSIS
Randi A Doyle, University of New Brunswick; Daniel Voyer, University of New Brunswick

The goal of the present study was to quantify the magnitude of gender differences in math performance under stereotype threat conditions. A total of 126 effect sizes (d) drawn from 48 studies were included in a meta-analysis using a hierarchical approach. The effect sizes were calculated by subtracting performance under conditions that would represent a threat for women from performance in control conditions. Thus, a positive effect size reflects a deleterious effect of stereotype threat on performance. Effect sizes had to be partitioned by gender (male, female), and age (under 12 years, 12 and over) to achieve homogeneity. The first partition showed a homogeneous and non-significant effect of stereotype threat on men's math performance ($d = -.08$) whereas it was heterogeneous and significant in women ($d = .36$, $p < .001$). Further partitioning of the female sample by age produced two homogeneous clusters. However, math performance was significantly affected by stereotype threat in women 12 years and older ($d = .37$, $p < .001$) but not in girls under the age of 12 ($d = .02$). Implications of these results for future work and for theoretical interpretations of gender differences in math performance are discussed.

#84
Women and Psychology/
Femmes et psychologie

A QUALITATIVE EXAMINATION OF WOMEN'S CONCERNS WITH STARTING NEW ROMANTIC RELATIONSHIPS AFTER BREAST CANCER

Darya Gaydukevych, York University; Karen Fergus, York University

For a significant number of non-partnered women with a history of breast cancer, dating is a significant source of concern. The rate of new marriages for female cancer survivors is also significantly lower than for men, suggesting that some kind of barriers are preventing women from establishing new romantic relationships. The purpose of this qualitative study was to investigate the factors that may contribute to the difficulties women encounter with respect to starting new romantic relationships after breast cancer. Fifteen women with a history of breast cancer and who were in a new committed relationship at the time of participation were interviewed either in person or over the telephone. Participants were questioned regarding their concerns and the ways in which these concerns were overcome in the current relationship. Interviews were transcribed and analyzed using grounded theory methodology. Preliminary analyses revealed the following themes with respect to the barriers associated with starting new relationships: 1) Feeling inadequate as a potential partner, 2) Loss of womanhood, 3) Self protection, 4) Expectation of rejection. This study addresses the gap in literature surrounding breast cancer survivors' experiences with starting new romantic relationships and has important implications for informing psychosocial interventions for women struggling with these issues.

#85
Women and Psychology/
Femmes et psychologie

EXAMINING THE LIFE WORLD OF CANADIAN FEMALE SOLDIERS: THE EFFECTS OF BLATANT AND SUBTLE DISCRIMINATION

Lynne Gouliquer, St. Thomas University/University of New Brunswick

In 1988, the Canadian Forces (CF) created its first sexual harassment policy. In the 1990s, it modified this policy, implemented sexual harassment prevention training, and established a military Ombudsman office. Why was the CF taking all these measures? Was sexual harassment amongst its troupes a significant problem? One difficulty in determining the prevalence of sexual harassment is that utilizing reported cases excludes incidents not reported officially. Victims' failure to report harassment can result from the perception they hold regarding the efficacy of the policy in place to deal with the complaints (Fitzgerald, Drasgow, & Magley, 1999). Unfortunately, limited independent empirical research exists regarding the efficacy of the CF sexual harassment policy. Using the Psycho-Social Ethnography of the Commonplace methodology, 39 in-depth life histories of CF female soldiers were conducted and analysed. The present study investigates servicewomen's experiences of sexual harassment in the context of military life. Findings indicate that, while blatant forms of discrimination have been greatly reduced, more subtle and insidious forms of discrimination are pervasive and may continue to undermine women's ability to soldier. Heath implications and policy recommendations will be discussed.

#86
Women and Psychology/
Femmes et psychologie

CONTEXTUALIZING WOMEN'S RECOVERY FROM AN EATING DISORDER: A CALL FOR INCREASED EMPIRICAL ATTENTION TO RELATIONAL EXPERIENCES AND PROCESSES

Megan I Hughes-Jones, The University of British Columbia

Increased empirical attention to the relational experiences, processes, and contexts of adult women engaged in recovery from an eating disorder (ED) is needed. Although it is well established in the literature that interpersonal and social factors are essential components of one's recovery process (Peters & Fallon, 1994; Tozzi et al., 2003), less is known about the ways in which interactions promote and/or hinder women's attempts at change. Indeed, few studies have examined relational components of recovery from the women's perspective, based on her lived experience. The current presentation reviews and critiques pertinent empirical and theoretical literature on adult women's recovery from an ED, with explicit focus on the ways in which (a) interpersonal and social factors, and (b) relational experiences, processes, and contexts, have been addressed or overlooked. Key gaps in knowledge and their associated implications for understanding and supporting women's change processes are highlighted and discussed. Qualitative methodologies are proposed as a means of accessing aspects of experience otherwise obscured by the quantitative designs favored in the ED literature. Privileging women's voices, personal meanings, and a contextual view of recovery, qualitative research affords deeper understanding of relational complexities.

#87
Women and Psychology/
Femmes et psychologie

MEAN GIRLS: VICTIM AND PERPETRATOR ACCOUNTS OF RELATIONAL AGGRESSION IN YOUNG WOMEN

Emily Jewell, University of Prince Edward Island; Fiona A Papps, University of Western Sydney

Research on victim and perpetrator accounts of interpersonal transgressions related to unrequited love and anger has found systematic discrepancies in accounts based on participants' roles in the transgressions. The present research examines if accounts of relational aggression among young women exhibit similar patterns to other interpersonal transgression accounts. Thirty-two female students from UPEI completed a survey requiring them to offer a brief narrative account of a relationally aggressive incident in which they were the victim and a brief narrative account of a relationally aggressive incident in which they were the perpetrator. Participants then rated each of their two accounts on fifteen variables derived from previous research. These data were analyzed using dependent measures t-tests. Victim and perpetrator accounts of relational aggression were found to differ from accounts of other interpersonal transgressions in several noteworthy ways. Individual differences rarely mediated the dependent variables, indicating that the fundamental attribution error is particularly important in understanding role-based discrepancies.

#88
Women and Psychology/
Femmes et psychologie

THE EFFECTS OF WEB-BASED ATTRIBUTIONAL RETRAINING ON ACHIEVEMENT FOR AT-RISK FEMALE UNDERGRADUATES

Laia Juilo, McGill University; Kyle Hubbard, McGill University; Jason Ringo, McGill University; Nathan C Hall, McGill University

Attributional retraining (AR) is an intervention method based on Weiner's attribution theory in which individuals are encouraged to reframe attributions for failure to controllable and unstable causes. Over 30 years of research illustrates the effectiveness of in-person AR programs for university students on academic achievement (Perry et al., 1993). Recent research by Hall et al. (2005, 2010, 2011, 2012) reveals three findings of interest: First, AR predicts better motivation and lower stress for women vs. men; second, low-self-esteem students benefit most from AR on academic and employment outcomes; and third, that web-based AR can improve course grades. As women tend to have lower self-esteem than men (Baumeister, 1993), the present study aims to further investigate whether gender and self-esteem combine to moderate the effects of web-based AR on achievement. The data to be compiled by February 2012 is from an anticipated sample of 200 Canadian undergraduates. A 3-way interaction is hypothesized in which women with low self-esteem show the greatest achievement gains after AR as assessed using 2 (low/high self-esteem) x 2 (AR/No-AR) x 2 (female/male) ANCOVAs (covariates: age, course load, high school GPA) on mid-term and end-of-year academic achievement (GPA).

#89
Women and Psychology/
Femmes et psychologie

LES MASSEUSES ÉROTIQUES ET LES ESCORTES : DIFFÉRENCES ET SIMILITUDES

Delphine Lagacé, Université du Québec à Chicoutimi; Karine Côté, Université du Québec à Chicoutimi; Christopher M Earls, Université de Montréal

Plusieurs auteurs suggèrent qu'il existe différentes catégories (contextes) de prostitution et que les prostitués de chaque catégorie ont des caractéristiques et un profil particulier. La présente étude s'inscrit dans l'Étude sur le Développement et le Comportement Sexuel des personnes offrant des services sexuels (ÉDECS) et compare le profil psychosocial de femmes qui travaillent dans deux contextes de prostitution, soit 38 femmes offrant des services d'escortes (M=31,3 ans, ET=9,1) et 23 femmes offrant des services de massages érotiques (M=30,5 ans, ET=9,9). Les participantes ont été recrutées par le biais des méthodes utilisées par les clients (annonces dans les journaux, agences d'escortes et salons de massages). Elles ont été rencontrées pour une entrevue individuelle semi-structurée où plusieurs questionnaires leur ont été administrés. En général, les résultats démontrent que pour la majorité des variables évaluées, les masseuses érotiques et les escortes ne diffèrent pas significativement (p.ex., absence des parents, rapports sexuels intrafamiliaux et violence au travail). Parmi les différences significatives trouvées, les masseuses érotiques (73,9%) rapportent avoir vécu plus de violence physique de la part de leurs parents que les escortes (31,6%). Les retombées cliniques et théoriques de ces résultats seront discutées.

#90
Women and Psychology/
Femmes et psychologie

NAMING VIOLENCE AGAINST WOMEN IN ONTARIO

Jenna Mackay, Carleton University; Hatav Shalileh, Carleton University; Reynosa Mangagil, Carleton University; Connie Kristiansen, Carleton University

Prior to the feminist anti-violence movement there was no name for violence against women. Given this lack of a name, there was no interest in the topic from researchers or health practitioners. Beginning in the 1970s women from the community developed a language and an understanding of violence through their interactions with other women. The understandings and practices of anti-violence activists informed community-based services (i.e., women's shelters, rape crisis centres) and mainstream institutionalized services (i.e., hospitals and the criminal justice system). Drawing upon interviews with anti-violence activists and hospital-based service providers in Ottawa and Toronto, as well as archival documents, the current poster presents a historical, discursive account of how violence against women in Ontario was named. Using discourse analysis the current poster explores how violence against women in Ontario has been talked about and understood from the mid-1970s to today, and what impact this has had on services for survivors of violence.

#91
Women and Psychology/
Femmes et psychologie

A THEORETICAL PERSPECTIVE OF RELATIONSHIP CONTEXTUAL FACTORS RELATED TO THE EXPERIENCE OF BODY IMAGE DISSATISFACTION AMONG NORTH AMERICAN WOMEN

Meredith MacKenzie, Adler School of Professional Psychology

This study explored factors of female body image in the context of romantic relationships, from an evolutionary theory and social comparison theory perspective. One hundred twenty-six women, over the age of 19 years were surveyed via an online questionnaire. Accounting for differences in BMI, romantic relationship status and relationship satisfaction were compared with measures of body dissatisfaction, symptoms of disordered eating, dietary restraint, and self-objectification. Participant age and biological motherhood status were also compared with relationship satisfaction, and the body image factors. Results indicated that regardless of relationship status and relationship satisfaction, the experience of body dissatisfaction, symptoms of disordered eating, dietary restraint, and self-objectification were universal. Biological mothers reported greater body dissatisfaction, but fewer symptoms of disordered eating than non-biological mothers. Regardless of participant age, body dissatisfaction was consistent among the participants. Older women, however, engaged in less self-objectification than younger women, indicating that older women tend to value health related attributes, while younger woman value outwardly visible attributes, such as weight. Social comparison theory provides support for these findings, but several of these results are inconsistent with evolutionary theory.

#92
Women and Psychology/
Femmes et psychologie

THE IMPACT OF RELATIONAL AGGRESSION VICTIMIZATION ON SOCIAL INFORMATION PROCESSING AND ATTENTIONAL BIAS' IN FEMALE UNDERGRADUATE STUDENTS

Sarah Mansfield-Green, Laurentian University

Relational Aggression is defined by Crick (1995) as behaviors that harm others (or intend to harm) through damage to relationships, feelings of acceptance or group inclusion. This phenomenon has been studied primarily within children and adolescents within a school setting. Relational

aggression has been shown to promote distorted social information processing in children (Crain et al 2005). Similarly, social information processing has been examined in adults; highlighting its function in adults social interactions (Hess & Kotter-Gruhn, 2011). Research has also demonstrated the formation of attentional bias' in connection with aggression and past negative experiences (Kulas, 2000). Each of these factors have been examined independently; however, the interaction of these processes, in regards to relational aggression victimization specifically, has not been addressed. The aim of this research is to determine if there is an interaction between relational aggression victimization, distorted social information processing and the creation and maintenance of attentional bias'. Female participants (n=60) will be asked to complete the Teasing Questionnaire-Revised (TQ-R) and the Indirect Aggression Scale- Target Version (IAS-T); followed by an implicit memory task and scenario evaluation. An Analysis of Variance will be performed. Results, implications will be discussed.

#93
Women and Psychology/
Femmes et psychologie

TALKING ABOUT MEN: AN ANALYSIS OF THE ACCOUNTS OF WOMEN WHO ARE SINGLE AT MIDLIFE

Jennifer A. Moore, University of Calgary; Lorrie Radtke, University of Calgary

In Canada, demographic and socio-cultural changes have contributed to a retreat from the 'married with children' pattern of family life and a growing number of single women. However, never-married women continue to be judged by the standards of the "ideology of marriage and family". How, then, do single-at-midlife women who have had few or no romantic relationships negotiate their identities in the context of talking about men and long-term relationships? This study explored how a sample of 12 never-married, heterosexual-identified women (ages 35-44) constructed romantic relationships, and constructed their identities and those of the men who did not become their partners. Participants were recruited by snowball sampling in Calgary, Alberta. Interview data were analysed using discourse analysis (Edwards & Potter, 1992; Potter & Wetherell, 1987), which provides a guiding framework for examining how the women employed common cultural resources in their accounts. Data analysis illustrated how single-at-midlife childfree women drew on neo-liberal discourses of autonomy, independence, and achievement to provide positive accounts of their lives. Results are considered in relation to recent theorising regarding the retreat from the 'married-with-children' pattern of family life (Barri & Morgan, 2010; Reynolds, 2006; 2009).

#94
Women and Psychology/
Femmes et psychologie

THE ROLE OF PEER RELATIONS ON ADOLESCENT GIRLS' PHYSICAL ACTIVITY

Sachiko Nagasawa, OISE

The poster presentation will examine the well-documented trend of girls' reduced involvement in physical activities during adolescence. The study involved a life history inquiry with 12 girls of diverse backgrounds, ages 12-15 years old. Girls' reduced involvement in physical activities was examined through delineating both facilitators and barriers to girls' involvement. The social domains of the family, school environment, peer relations and body-centered concerns were found to begin as facilitators during childhood and increasingly transform into barriers as the girls entered adolescence. For the purpose of this presentation the social domain of peer relations will be explored. From the narratives of the girls involved in the study there is a shift in the meaning of friendships resulting in reduced engagement in physical activities. Physical activity is essential to adolescents' positive psychological and physical development, while inactivity has been associated with a range of disordered eating, substance use patterns, and self harm behaviours. Peer relations are crucial to understanding the social context in which adolescent girls navigate through in attempts to remain connected to their bodies. Therefore it is important for researchers to continue to study peer relations in order to assist young women to remain physically connected to their bodies.

#95
Women and Psychology/
Femmes et psychologie

AN EXAMINATION OF THE ROLE OF PARENTAL INFLUENCES AS PROTECTIVE FACTORS ON GIRLS' DEVELOPMENT OF POSITIVE EMBODIMENT

Marianne Pelletier, Ontario Institute for Studies in Education of the University of Toronto; Niva Piran, Ontario Institute for Studies in Education of the University of Toronto

Adolescence is marked with significant changes in how young girls feel and act within their bodies, and is considered a special risk period for disruptions in body esteem. Parental relationships represent an important developmental contributor to the context in which young girls develop. Most studies conducted within this area have utilized retrospective designs with eating disorder sufferers who were in hospital-based treatments. In addition, these studies focused on the exploration of risk factors. The present study aimed to address these limitations by delineating the role of parental influences as protective factors on girls' embodied experiences through utilizing a prospective qualitative design with girls recruited from various communities. The analysis included the interviews of twelve girls, ages 9-15, interviewed annually for a period of four years. Initial results suggest the importance of protective factors shaping girls' embodied experience through adolescence, including the presence of positive relational qualities between the adolescent girls and the parental figures and the guiding by parents of girls' self-care related to pubertal development in the domains of eating, exercise, sexual involvement and pressures in regards to the 'ideal' female body. The implications for future research and prevention initiatives with parents and young girls are discussed.

#96
Women and Psychology/
Femmes et psychologie

SETTING LIMITS AND HAVING THEM RESPECTED WITHIN AN INTIMATE RELATIONSHIP: A CHALLENGE FOR WOMEN VICTIMS OF SEXUAL ABUSE DURING CHILDHOOD AND ADOLESCENCE

Sophie Richard, Université de Moncton; Stéphanie Thibodeau, Université de Hearst; Mylène Lachance-Grzela, Université de Moncton

Women who have been sexually abused as children tend to experience difficulties with intimacy (Tourigny, Hébert, & Daigneault, 2006). Davis and Petritc-Jackson (2000) postulated that these relational difficulties could be explained by the fact that their development of assertive skills was compromised during a sensitive period in life. The purpose of the current qualitative study was to verify whether women who have been sexually abused as children or adolescents have problems setting boundaries and taking measures to have them respected in their intimate relationships. The sample is composed of ten women victims of sexual abuse during childhood and adolescence. Each woman participated in an individual semi-structured interview composed mainly of open-ended questions regarding family decision-making, emotional intimacy, and sexual intimacy within their romantic relationship. Results suggest that, even if a number of women who have been sexually abused as children succeed

in establishing and having their limits respected concerning family decisions, a majority of them experience difficulties in making their limits respected concerning sexual intimacy. These findings could enhance therapeutic interventions offered to women who have been sexually abused during childhood and adolescence by providing a better understanding of the challenges they face in their romantic relationship.

#97
Women and Psychology/
Femmes et psychologie

DEVELOPMENT OF THE GENDER ROLE SOCIALIZATION SCALE (GRSS) FOR WOMEN

Noreen Stuckless, York University; Brenda Toner, University of Toronto; Alisha Ali, New York University; Taryn Tang, University of Toronto; Donna Akman, University of Toronto; Mary Jane Esplen, University of Toronto; Cheryl Rolin-Gilman, University of Toronto; Lori Ross, University of Toronto

The Gender Role Socialization Scale for women (GRSS) was developed with 692 women to address the internalization of prescribed gender role messages for women affecting well-being. Female gender role socialization is an enduring social construct in which women's lives can be contextualized. Many mental health concerns are more prevalent in women than men; depression, eating disorders, somatoform disorders & most phobias. It is imperative that research be undertaken to examine factors accounting for these differences. Candidate items were generated from "Too Good for Her Own Good" (Bepko & Krestan, 1990), two family therapists & experts in gender issues. Also, our intent was to generate candidate items having broad cultural applicability & so we consulted with international experts to produce a more culturally sensitive scale. The 82 candidate items were reduced to 30 items and principal components analysis resulted in two main factors (42% of the variance): the first factor - a priori gender role socialization themes & the second factor - the theme "be unselfish and of service." The scale is highly reliable with alphas of .90 for both factors and .93 for the overall scale. This scale can be used as a tool for assessing and/or exploring the degree to which women have internalized prescribed gender role messages and how these messages may be affecting their health and well-being.

#98
Women and Psychology/
Femmes et psychologie

THE ROLE OF ART MAKING IN THE PROMOTION OF YOUNG WOMEN'S WELL-BEING

Jennifer Titus, McGill University; Ada Sinacore, McGill University

The poster will present results from a recent study which explored the relationship between art making and well-being in the lives of young women artists. A standpoint epistemology was employed, and a phenomenological methodology was utilized. Participants were ten female artists, ranging in age from twenty five to thirty three. Participants kept a journal for an eight month period, documenting thoughts and feelings experienced before, during and after they spent time making art. In addition, they participated in three ninety minute focus groups and one individual interview. Art making was found to interact with both emotional and psychological aspects of participants' experiences. Creating art led participant's to experience a range of emotions, and these emotions in turn effected how participants experienced their art making sessions. In addition, participants created art to manage and negotiate various emotions they experienced. Furthermore, art making influenced how participants thought about themselves, and the world around them. For example, art making fostered a positive self-image. Similarly, art making helped participants to negotiate various psychological challenges they faced. Therefore, art making served to foster well-being in several young adult women through influencing their emotional and psychological experiences.

#99
Women and Psychology/
Femmes et psychologie

JAPANESE WOMEN'S EXPERIENCE OF RETURNING HOME: A NARRATIVE INQUIRY

Kaori Wada, McGill University; Ada Sinacore, McGill University

With the current trend in globalization and increased mobility, many women around the world pursue higher education in North America as a way to realize desired future careers and new identities. In particular, it has been documented that Japanese women's pursuit for international education is often motivated by their desire to resist conventional gender roles ascribed in Japanese society (Kelsky, 2001; Habu, 2000). Yet, little is known about what happens to these women when they return to their home country. Previous research on reentry adjustment suggests female international students experience more difficulties than male students (Brabant et al, 1991; Yoshida et al. 2002), because their Western education and language skills may be perceived as threats to male dominant hierarchy in their home countries (e.g., Ono & Piper, 2004). Thus, this poster presentation will report the results of a narrative inquiry that investigates Japanese women's experience of returning to Japan after completing a degree in North America. Fourteen women participated in the study. Using feminist standpoint theory (Harding, 1998; Sprague, 2005) as an epistemological framework, particular attentions will be paid to the role of gender in the reentry experience of foreign educated Japanese women. Implication for practice and future research will be discussed.

#100
Women and Psychology/
Femmes et psychologie

GENDER REPRESENTATION IN A SELECTION OF CHILDREN'S PICTURE BOOKS: A SKEWED RATIO OF MALE TO FEMALE CHARACTERS?

Heather MacArthur, University of New Brunswick; Carmen Poulin, University of New Brunswick

The present research investigates the ratio of male to female characters in the titles, cover illustrations, page illustrations, and main characters of children's picture books. Previous research (e.g., Clark, Guilmain, Saucier, & Tavarez, 2003; Hamilton, Anderson, Broaddus, & Young, 2006) has shown that female characters are consistently depicted less often than male characters in the titles, cover illustrations, main characters, and page illustrations of children's literature, and that this under-representation can have a negative impact on the self-esteem of young girls (Ochman, 1996). The present study updates current knowledge on this issue by examining the ratio of male to female characters in a selection of 92 children's picture books chosen at random from the local library of a small Atlantic Canadian city. Results indicate that, consistent with past findings, male characters are depicted more often than female characters in the titles, cover illustrations, main characters, and page illustrations of the sample. When the results are broken down according to character type, however, it is apparent that human male and human female characters are depicted relatively equally, while male animals are represented significantly more often than female animals. Possible reasons for these findings and the implications for young readers are discussed.

#101
Health Psychology/
Psychologie de la santé

DOES SEX MATTER? HEALTH PROFESSIONALS' PERCEPTIONS OF PATIENTS WITH CHRONIC PAIN

Heather MacArthur, University of New Brunswick; Diane L. LaChapelle, University of New Brunswick; Nancy C. Higgins, St. Thomas University; Katherine Harman, Dalhousie University; Thomas Hadjistavropoulos, University of Regina

Participants observing others in pain consistently rate females as experiencing greater pain than males (e.g., Martel et al., 2011) and female observers tend to rate patients' pain levels significantly higher than do male observers (e.g., Sullivan et al., 2006). However, most of these studies have utilized undergraduate students as both observers and targets. In the present study we asked 150 health professionals and students studying the health professions (50% male) to rate excerpts from videotaped physiotherapy assessments for 10 patients (50% male). Male and female observers were matched on relevant demographic and professional variables. Analysis of variance results indicated that, although male and female observers did not differ in their perceptions of the targets' pain/disability levels, female observers expressed more sympathy and wanted to offer more help than did male observers. Patient sex also had an impact: although male and female patients were perceived as having similar levels of pain/disability, observers of both sexes indicated they felt more anger/annoyance towards female patients and more sympathy for and desire to help male patients. There were no significant observer sex by patient sex interactions. Possible reasons for the findings and the implications for health care delivery are discussed.

2012-06-14 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – SUITE 202 - LEVEL 2 - WTCC

Symposium/Symposium

2nd ANNUAL HIGH SCHOOL SCIENCE AWARDS PRESENTATION
2e PRÉSENTATION ANNUELLE DES PRIX SCIENTIFIQUES - ÉCOLES SECONDAIRES

Peter Graf, University of British Columbia; David Dozois, University of Western Ontario

A

THE RELATIONSHIP BETWEEN PHYSICAL FITNESS AND DRIVING PERFORMANCE

Dave Saraswat, Old Scona Academic High School (Grade 12), Edmonton, Alberta

Purpose: It is important to understand the factors which affect driving performance. Previous studies indicate that regular exercise enhances driving ability in experienced drivers but there has been little investigation on its effects with novice drivers between the ages of 18-25, a group that is labelled high-risk by insurance companies. The purpose of this study was to measure how physical fitness correlates with driving ability in novice drivers aged 18-25. Methods: 16 undergraduate students between the ages of 18-25 with driver's licences and no driving offences within the past two years completed the International Physical Activity Questionnaire (IPAQ). Subjects were asked to drive normally while completing a simulated driving task. This task included three instances in which subjects were required to brake in response to the sudden appearance of a stop sign. The mean speed and mean distance from the center line were collected and correlated with IPAQ scores. Results: Subjects with higher IPAQ scores tended to have higher mean speeds ($r = 0.56$, $p < 0.01$) and drove closer to the center line ($r = -0.40$, $p < 0.01$). Reaction time to the appearance of the stop sign was inversely correlated with IPAQ score ($r = -0.28$, $p < 0.05$). Conclusion: In this study, physically fit drivers were associated with high risk driving behaviours, but mitigated some of this risk through improved driving performance. Further study is needed to investigate whether the superior driving performance of physically fit drivers eliminates the excess risk accumulated by unsafe driving behaviour.

B

SLOW IT DOWN TO SPEED IT UP: CONNECTING A BRIDGE TO AN AUTISTIC MIND'S WORLD

Adelina Cozma, Bayview Secondary School, Richmond Hill, Ontario

Recent magnetoencephalographic studies suggest that auditory processing deficits are key in the communication and socialization problems observed in autism. This project investigated whether artificially modified speech, using the latest digital audio-video technology, can improve the temporal processing deficit that occurs in autistic children. Thirteen high-functioning autistic children and thirteen age-matched controls completed emotional and non-emotional auditory processing tasks incorporated in three innovatively developed software program games. The accuracy and response times of the two groups were compared when consonant-vowel syllable pairs were slowed down or sped up. Time-stretching of syllables improved processing of auditory information in all participants, especially in the autistic individuals. The autistic children demonstrated a left ear preference and right brain hemispheric lateralization tendency for non-emotional auditory processing, which is a reversed ear preference and hemispheric dominance compared to controls. Both groups processed emotional approach-related stimuli better than withdrawal-related stimuli. This finding indicates a left brain lateralization tendency for emotional auditory processing in both autistic and typically developing children. The results demonstrate that it would be easier for a child to perceive and learn if speech matched his/her listening window. Establishing each subject's optimal artificially time-stretched speech rate of auditory processing led to the development of an innovative educational system, personalized for each individual's specific needs, based on a world-class real-time media encoding system. Its application goes beyond the classroom environment, and can not only improve the lives of people with autism and other learning disabilities, but also those of typically developing individuals and foreign language learners.

2012-06-14 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – SUITE 203 - LEVEL 2 - WTCC

Symposium/Symposium
Social and Personality Psychology/Psychologie sociale et de la personnalité

FOCUSING ON THE JOURNEY: COGNITIVE PROCESSES UNDERLYING ROMANTIC RELATIONSHIP JUDGMENTS AND DECISIONS

Samantha Joel, University of Toronto

Romantic relationships are a decision making domain of great personal and evolutionary importance. Choices such as how to approach a potential date, when to invest in a fledgling relationship, or whether to commit to one's romantic partner can directly affect one's long-term relationship

outcomes, which are strong predictors of health and well-being. However, much of the extant research on these relationship judgments and decisions has focused on their predictors and outcomes; relatively less attention has been paid to the cognitive processes that mediate them. In the present symposium, we will present a series of research programs that examine the processes that underlie relationship judgments and decisions. First, Speaker 1 will present research on how people judge the probability of future relationship events. Next, Speaker 2 will present research on the variety of strategies that people can choose from in efforts to obtain and retain romantic partners. Finally, Speaker 3 will present research on lay theories that people have about how quickly relationships should progress, judgments that have implications for relational investment choices. Together, these lines of research suggest that there is much to be learned by examining not only the predictors and outcomes of relationship judgments and decisions, but also the cognitive processes behind them.

A
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE EFFECTS OF ARBITRARY ANCHORS ON RELATIONSHIP JUDGMENTS
Samantha Joel, University of Toronto; Geoff MacDonald, University of Toronto

Probability judgments are important for romantic relationship choices, yet the processes behind these judgments are not well understood. We hypothesized that, as in other domains, people's romantic judgments would be influenced by arbitrary numbers, or anchors. However, because relationships are of high personal relevance, anchors should be processed in a biased manner, such that only non-threatening anchors are used to inform judgments. In two studies, we presented people with a series of judgments about their romantic futures paired with either optimistic anchors (e.g., "Do you think that the chances that your next relationship will be fulfilling are more or less than 80%?") pessimistic anchors (e.g., 20%), or no anchors. In Study 1, single individuals made predictions about their next romantic relationship, whereas in Study 2, romantically attached participants made predictions about their romantic alternatives. We found that single participants' estimates were affected by the optimistic anchors, but not by the pessimistic anchors, whereas the reverse was true for romantically attached participants. Thus, single people discounted anchors that threatened their romantic prospects, whereas attached people discounted anchors that threatened their current relationship. These findings show that (non-threatening) arbitrary information can influence people's romantic expectations.

B
Social and Personality Psychology/Psychologie sociale et de la personnalité

HOW ROMANTIC RELATIONSHIP STATUS INFLUENCES ONE'S USE OF COMPETITIVE BEHAVIOURS FOR OBTAINING VERSUS RETAINING A MATE
Maryanne L Fisher, St Mary's University

The majority of literature on competition for romantic partners has focused on strategies that one can use, such as self-promotion or the derogation of competitors. However, an important consideration is whether or not someone is actually romantically involved. Those who are involved are likely to be more interested in strategies that enable mate retention, while those who are uninvolved may be more likely to engage in strategies to obtain mates. In this talk, I will present the results from a two-part study. In part one, a convenience sample of undergraduate students completed a forced-choice measure outlining six hypothetical competitive tactics, such that the items pitted self-promotion against competitor derogation. These results showed no significant influence of relationship status. In part 2, continuous measures, based on part one, were provided to a community sample. Those who were uninvolved or dating reported higher levels of all competitive behaviours, as compared to those who were married or common-law. There were also sex differences; women reported higher levels of self-promotion and men reported higher levels of competitor derogation. I will discuss these findings in terms of the decisions surrounding intrasexual competition that one might need to make according to their romantic relationship status.

C
Social and Personality Psychology/Psychologie sociale et de la personnalité

YOU CAN HURRY LOVE, BUT SHOULD YOU? SCRIPTS FOR GRADUAL VS. ACCELERATED DATING RELATIONSHIPS, AND THEIR PERCEIVED CONSEQUENCES
Diane Holmberg, Acadia University

Some dating relationships develop gradually over time, with the partners getting to know each other quite well before they begin dating. Other dating relationships follow a more accelerated trajectory, with partners beginning to date very shortly after meeting. A series of studies investigates the perceived consequences of these two dating trajectories. First, when participants were given a set of positive and negative relationship events and asked to arrange them to represent their realistic expectations of dating relationship progression, those scripts that were spontaneously generated with more positive endings were more likely to follow the gradual relationship progression, whereas those generated with more negative endings were more likely to follow the accelerated progression. Second, when explicitly asked to generate gradual vs. accelerated dating scripts, the gradual scripts contained more positive events, and were more likely to end on a positive note, compared to the accelerated scripts. Finally, when exactly the same set of dating events was shown arranged into a gradual vs. an accelerated sequence, people predicted greater likelihood of long-term relationship success for those couples following the gradual order. Discussion centers on how script-based methodology has the potential to provide detailed insights into lay theories of relationship progression.

2012-06-14 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – SUITE 302 - LEVEL 3 - WTCC

Featured Speaker/ Conférencier Invité
Traumatic Stress/ Stress traumatique

A SENSITIVE TOPIC TOUCHING THE LIVES OF MANY FORCES MEMBERS AND THEIR FAMILIES
Michael Hobson, Joint Speakers Bureau Mental Health Educator

A member of the JSB will outline the organizations strategy and approach to overcoming several mental health issues for Canadian Forces members. The outline is as follows: JSB Methodology The JSB (Joint Speakers Bureau) educational program is based on effective strategies aimed at mental health promotion, mental illness prevention, and decreasing associated stigma. The Pedogogical Approach The JSB has chosen a pedagogical approach which is experiential rather than theoretical, making sure all teaching points are anchored to solid leadership theories and

practices rather than based on traditional scientific and clinical theories. A key component of the JSB is the partnership between peers and mental health professionals at all levels of the organization. By bringing together the collective knowledge and expertise of these two groups the program is able to better reach its target audience and thus achieve its goals. The inclusion of mental health professionals in developing and delivering mental health education is also important. They provide up to date theoretical and practical knowledge of mental health issues in the areas of eitiology, prevention, intervention and resources. The overall approach is about teaching skills and not drills. As such, the delivery of our program takes into account the appropriate amount of time, manner and approach that must be used. It is based on seven key relational principles which include: - Establishing safety with the audience in order for learning to occur; - Establishing credibility - Creating a positive belief about the possibility of attitude change; - Engaging students through interaction; - Enabling changes in beliefs to occur through discussion rather than lecturing; - Encouraging reflection; and, - Anchoring knowledge in real life and practical skill application

2012-06-14 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – SUITE 303 - LEVEL 3 - WTCC

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

PARENTING PRACTICES AND INTERNALIZING SYMPTOMS IN CHILDREN

Sarah E Francis, Memorial University of Newfoundland

Parents may confer a risk for anxious and depressive symptoms in their children through their parenting practices and the types of relationships they have with their children. This symposium will address specific parenting practices and their associations with internalizing symptoms in children. The first paper will discuss parentification and the associated psychological difficulties presented in these children who are the primary caregivers in their home and are responsible for the emotional and behavioural needs of the parent. The second paper will discuss parental overprotection as it is associated with increased child anxiety and whether this relationship may be explained through a child's locus of control. The third paper will discuss the relation between parental emotion-related beliefs, coping socialization practices, and children's internalizing symptoms. The final paper will discuss the association between the quality of the relationship a child has with her parents and child depressive symptoms and whether this association may be explained through a series of cognitive and behavioural factors known to be predictive of depressive symptoms in children.

A
Clinical Psychology/
Psychologie clinique

THE EFFECT OF CHILDHOOD PARENTIFICATION ON DEPRESSION AND ANXIETY SYMPTOMS IN ADOLESCENTS

Kristen Williams-Outerbridge, University of Windsor

Childhood parentification has been defined as a functional and/or emotional role reversal in which a child becomes responsible for the emotional and/or behavioral needs of a parent (Chase, 1999). Childhood parentification has been found to occur in disorganized family systems in which parents demonstrate reduced care for children. When children become primary caregivers in the family it is hypothesized that the child's needs for comfort and guidance are forfeited, leaving a potential lasting impact on psychological adjustment (Hooper, 2007). The present investigation sought to examine the relationship between childhood parentification and internalizing symptoms in a community sample of adolescents (N = 96). Results indicate a significant relationship between perceptions of childhood parentification and both depression and anxiety symptoms in young people. Further, childhood parentification was found to predict unique variance in depression and anxiety scores after controlling for perceptions of maternal and paternal care. Findings from the study indicate that the experience of childhood parentification leads to increased depression and anxiety symptoms in children. Theoretical rationale and implications for the findings will be discussed.

B
Clinical Psychology/
Psychologie clinique

PARENTAL OVERPROTECTION AND CHILD LOCUS OF CONTROL (LOC) AS PREDICTORS OF CHILD ANXIETY

Stephanie L Fung, York University

Parental overprotection has been previously identified as a risk factor for child anxiety. Research efforts are now focusing on the control-related cognition locus of control (LOC) as a cognitive mediator to explain the relationship between parental overprotection and child anxiety. The purpose of the present study was to identify the different ages at which LOC functions as a mediator or a moderator of the relationship between overprotection and anxiety in children. A non-clinical sample of children (N = 129) ranging in age from 7 to 14 years comprised two age groups (7-10 and 11-14 years). Participants completed self-report measures that assessed parental overprotection, child LOC, and child anxiety. Significant correlations were found between the main constructs in the full sample but not within the separate age groups. The lack of statistically significant findings precluded further testing of mediation or moderation models within the age groups. A discussion of the fit of the models will be presented. Differences in the relationships among overprotection, LOC, and child anxiety may exist when examined across a wide age range compared to when examined by age groups.

C
Clinical Psychology/
Psychologie clinique

PARENTAL EMOTION SOCIALIZATION AND SYMPTOMS OF ANXIETY AND DEPRESSION IN CHILDREN

Megan I Duffett, University of Windsor

The process whereby parents help their children to learn, understand, regulate, cope, and express emotion is called emotion socialization (ES). Two components of ES include the beliefs that parents hold about negative emotions and the way in which parents help their children cope in emotion-provoking situations. The present study examined emotion-related parenting beliefs (e.g., emotion coaching, rejection and acceptance of negative emotion) and parental coping socialization as predictors of symptoms of anxiety and depression in children in a nonclinical sample. The sample consisted of 100 parents (Mage=32.06, SD=8.11), with children aged 3 to 12 (Mage=6.79, SD=2.95). Eighty-four percent of the parents were mothers and 35% of the sample was ethnically diverse. Multiple regression analyses were conducted while controlling for parental internalizing symptoms. The results revealed that anxiety symptoms are predicted when parents hold the contradicting emotion-related beliefs of high rejection and high acceptance. Low emotion coaching beliefs and high accepting of emotion predicted depressive symptoms. Unsupportive coping socialization predicted anxiety and depression symptoms. The current study suggests that the way in which parents approach negative emotions may be associated with anxious and depressive symptoms in children. Implications for the findings will be discussed.

D
Clinical Psychology/
Psychologie clinique

THE INFLUENCE OF QUALITY OF RELATIONSHIPS ON THE LINKS BETWEEN COGNITIVE AND BEHAVIOURAL VARIABLES ASSOCIATED WITH THE DEVELOPMENT OF DEPRESSION IN YOUTH
Valerie A Noel, Memorial University of Newfoundland

Quality in a relationship can be defined by the degree of communication and trust. Poor parent-youth and peer relationship quality has been shown to be associated with depression in youth. Depressed youth have shown less secure attachment to their parents, and have reported having fewer friends than non-depressed youth. Youth who perceive a lack of social or emotional support from their family and peers may become lonely and as a result develop a sense of worthlessness. A youth's subjective worthlessness may lead to the use of poor emotion coping strategies, which could place them at risk of depression. This study proses a model to examine the contribution of quality of parent, sibling, and peer relationships to the best description of the relationships between loneliness, self-worth, and maladaptive emotion coping strategies, and depression to determine whether a direct or indirect relationship exists between quality of relationships and depression. Exploratory and confirmatory structure equation modelling will be used to test this model using a sample of youth ages 10-14 (a sensitive period for determining the trajectory of depressive symptoms). This model will provide a broader view of the system of risk factors and outcomes related to depression and suggest the mechanisms which underlie the relationships between these variables as they lead to the development of depression.

2012-06-14 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – SUITE 304 - LEVEL 3 - WTCC

Conversation/Séance de conversation

ACCREDITATION CONVERSATION SESSION
Patrick Baillie, Alberta Health Services/Calgary Police Service

Internship and doctoral programme directors, faculty, supervisors, students and other interested individuals are invited to talk about current issues, developments, needs, and concerns regarding training and accreditation of professional psychology programmes. We will provide an overview of the 5th Revision of the Accreditation Standards and Procedures, as well as a demonstration of the new electronic accreditation reporting system. Please note that a Site Visitor Workshop will also be held on Saturday, June 16th in Suite 306 (3rd Level) from 10:00 am to 3:00 pm.

2012-06-14 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – SUITE 305 - LEVEL 3 - WTCC

Symposium/Symposium

THE U.S. SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION'S NATIONAL REGISTRY OF EVIDENCE-BASED PROGRAMS AND PRACTICES (NREPP)
Kristin Miller, MANILA Consulting Group, Inc.

NREPP, sponsored by the Substance Abuse and Mental Health Services Administration, is a compilation of research studies and corresponding dissemination systems for substance abuse prevention/treatment and mental health promotion/treatment interventions. The NREPP Web site (www.nrepp.samhsa.gov) contains summaries for over 210 interventions, and new summaries are added upon the completion of objective peer reviews that rate Quality of Research and Readiness for Dissemination. Because of funders' increased emphasis on evidence-based interventions, many users rely on NREPP as a decision support system, comparing needs assessments of target populations with a variety of interventions, reinforcing a research-to-practice, science-to-service agenda.NREPP's international footprint is considerable, and increasingly, researchers and developers from outside the United States are requesting NREPP reviews. Besides the United States, Canada is the country with the most implementations of NREPP interventions, having implemented 81 of them. Moreover, Canadian residents are the most frequent non-U.S. visitors to the NREPP Web site, with over 5,300 unique visitors in 2010. This symposium will include three presentations providing (1) an overview of NREPP, (2) a demonstration of the NREPP Web site, and (3) insight into the experience of a developer whose intervention has been reviewed by NREPP.

A

UNDERSTANDING NREPP
Stephen Gardner, SAMHSA's National Registry of Evidence-based Programs and Practices

NREPP's intervention review process has two parts: Quality of Research (QOR) and Readiness for Dissemination (RFD). QOR reviewers evaluate the quality of the outcome studies available to support an intervention's evidence base, using six criteria: (1) reliability of measures, (2) validity of measures, (3) intervention fidelity, (4) missing data and attrition, (5) potential confounding variables, and (6) appropriateness of analysis. RFD reviewers evaluate the quality of the dissemination materials and system in place to facilitate widespread use of the intervention, using three criteria: (1) availability of implementation materials, (2) availability of training and support resources, and (3) availability of quality assurance procedures. The criteria ratings, as well as narrative strengths and weaknesses, from the QOR and RFD reviews and descriptive information are combined in a searchable intervention summary that is accessible at www.nrepp.samhsa.gov.To qualify for review, interventions must be supported by research studies using a quasi-experimental or experimental design, report statistically significant behavioral outcomes, and be published, and implementation materials must be available to the public. Developers may submit materials for consideration during an annual open submission period, announced each summer in a Federal Register notice and on the NREPP Web site.

B

USING THE NREPP WEB SITE
Kristin Miller, SAMHSA's National Registry of Evidence-based Program and Practices (NREPP)

The NREPP Web site (www.nrepp.samhsa.gov) contains a summary for each intervention that has been reviewed, and NREPP users can view a complete list of interventions or conduct keyword or advanced searches. Advanced search options include areas of interest, outcomes, geographic locations, ages, races/ethnicities, settings, and gender, and users can further compare and refine results throughout the search process. Users also can print and save both search results and individual intervention summaries. A description of the NREPP submission process, review criteria and steps, and reviewer qualifications are also available on the Web site, along with a list of interventions that have been accepted for

review. An online Learning Center provides links to multiple resources for intervention developers and potential implementers who want to acquire a greater understanding of NREPP and evidence-based practices.

C

NREPP FROM A PROGRAM DEVELOPER'S PERSPECTIVE
David Wolfe, RBC Chair, Children's Mental Health (CAMH); Professor of Psychiatry and Psychology, OISE/University

A developer currently listed on NREPP will share his experience building an evidence base for his intervention, developing dissemination materials, considering submission, submitting intervention materials to NREPP in 2009, and participating in the NREPP review process from review acceptance in 2010 through posting of the intervention summary on NREPP's Web site in June 2011. He will share tips for fellow Canadian developers who may be considering NREPP submission, and he will explore benefits, possible obstacles, and lessons learned regarding participation in an NREPP review from a location outside of the United States.

2012-06-14 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – SUITE 306 - LEVEL 3 - WTCC

Symposium/Symposium
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

GRADUATE STUDENT RESEARCH IN I-O PSYCHOLOGY
Thomas Oliver, University of Guelph

This symposium showcases Canadian graduate student research in I-O psychology. Accordingly, each first author presenter is a graduate student who represents a different Canadian university. The symposium examines various psychometric or nomological issues relevant to a range of workplace outcomes. The first paper, by Leung, presents experimental results for a new model that explains how leaders' vision impacts people's intentions to behaviourally support the vision. The second paper, by Al-Hamdani et al., introduces the construct of organizational impairment and presents findings from the development and validation of a scale to measure the construct. The third paper, by Goyette et al., reports on findings from a large employee survey, which suggest employees' adjustment at work is impacted by their perceptions of organizational justice and the satisfaction of their psychological needs. The last paper, by McLarnon et al., reports on procedures and findings from examining job performance ratings through a novel approach that takes into account the systematic variation from non-independent ratings. Together, these four presentations provide insight into how some of Canada's top I-O graduate students are helping to improve our understanding of workplace outcomes, which makes this symposium highly relevant to anyone interested in the phenomena of people in the workplace.

A
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

MODELING THE OPERATION OF VISIONS IN SUPPORT OF ORGANIZATIONAL CHANGE
Kevin Leung, University of Waterloo

How can leaders motivate followers to pursue major organizational change? Various pronouncements have been made about the mobilizing effects of vision—a description of an organization's future tied to shared values or identities. In particular, congruence between followers' values or identities and those espoused in the vision can motivate pursuit of visions. However, a systematic theory is still needed to elucidate the impact of leaders' visions on support of organizational change. In the first part of this presentation, we propose such a theory, based on an expansion of the Theory of Planned Behaviour (TPB). Then we describe a corresponding experiment. Participants were assessed on their self-identity as a seeker of broad personal development. Subsequently, participants viewed a visionary presentation of a new approach to university education that was either augmented to emphasize broad personal development (congruent with the development seeker identity), or economized to emphasize efficiency (incongruent with the development seeker identity). Participants were also assessed on other TPB predictors including attitude towards the vision, perceived behavioural control, and social norms supporting the vision. These assessments are expected to aid understanding of our earlier studies showing significant effects of identity and value congruence on behavioural support of visions.

B
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

EMPLOYEE FUNCTIONING AT WORK: DEFINING AND VALIDATING AN ORGANIZATIONAL IMPAIRMENT SCALE
Mohammed Al-Hamdani, Saint Mary's University; Lindsay Bryson, Saint Mary's University; Anjali Date, Saint Mary's University; Jenn Dimoff, Saint Mary's University; Joanna Solomon, Saint Mary's University; Arla Day, Saint Mary's University

Although a great deal of research has been conducted on clinical and physiological impairment, there is a lot of variability in how the term is used. There is little research on the measurement of impairment at work, and when the term is used in a work context, it can refer to psychological stress or physical impairment, resulting in conceptual ambiguity. Therefore, based on general impairment definitions (e.g., World Health Organization) and consultation with occupational health experts, we defined Organizational Impairment as "the alteration of an employee's psychological health status, such that it interferes with work activities and restricts the employee's ability to plan and perform work duties within his or her normal range of functioning." Using classical test theory practices, we created the Organizational Impairment Scale, focussing on behavioural attributes of impairment to ensure it would be applicable to work. Subject matter experts helped identify components of impairment, and write and sort items. We validated the OIS using a convenience sample of workers and a sample of employed university students. We examined the scale's reliability, factor structure, and convergent and discriminant validity. The feasibility of using the OIS in organizations is discussed in terms of its structure, construct validity, and its relationships with organizational outcomes.

C
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

HOW TO PROMOTE AN EMPLOYEE'S ADJUSTMENT AT WORK? AN EXPLORATION OF ORGANIZATIONAL AND INDIVIDUAL ANTECEDENTS
Veronique Goyette, Université de Montréal; Isabelle Tremblay, Université de Montréal; Mathieu Forget, Université de Montréal; Marie Malo, Université de Montréal; Jean-Christophe Durand, Université de Montréal; Luc Brunet, Université de Montréal

The aim of this research is to explore the antecedents of an employee's adjustment at work by assessing the mediating effect of the satisfaction of the three basic psychological needs (i.e. autonomy, competence and relatedness, [Deci & Ryan, 2000]) on the relationship between perception of organizational justice and the employee's adjustment. Questionnaires were distributed amongst a population of Quebec teachers (N = 537). Many variables were measured: organizational justice (α = .91), satisfaction of the three basic psychological needs (α = .87) and work adjustment (α = .90). Optimism (α = .75) was also measured, to act as a controlling variable. A mediation analysis, based on the Omnibus test and the procedures established by Hayes and Preacher (2011) was then conducted. Controlling for the impact of the employee's optimism, the results reveal that the satisfaction of the three needs (β = .43, $p < .05$) mediate completely the relationship between organizational justice and work adjustment ($F[3, 442] = 86.95$, $p < .05$; $F,[1, 442] = 3.17$, ns; IC 95% [0,09 – 0,17]). The mediating relation accounts for 37% of organizational justice's influence on work adjustment. The implications of these results, on the organization as well as on the employee, will be detailed in the discussion.

D
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

AN EXAMINATION OF JOB PERFORMANCE RATINGS USING MULTILEVEL FACTOR ANALYSIS
Matt McLarnon, University of Western Ontario; Tom A O'Neil, University of Calgary; Julie Carswell, Sigma Assessment Systems Inc.

Many organizations employ a multisource performance appraisal system for employee development purposes. While there are many advantages to a system of this type, it often results in a structure of job performance data that is clustered. A clustered data structure can be represented by multiple ratings given for the same target employee, or by ratings made by the same rater for multiple employees. This hierarchical, and often unbalanced, data structure violates the assumption of independent observations that is required by standard confirmatory factor analysis (CFA). The violation of this assumption can lead to incorrect parameter estimates, and inaccurate statistical inferences may be drawn. As opposed to standard CFA, multilevel factor analysis (MFA) is able to account for the systematic variance in job performance ratings that emerges from a clustered data structure. This study examined the construct validity of job performance ratings through the application of MFA. This study presents the procedures and findings of an exploratory and confirmatory MFA of job performance ratings of a large sample of employed adults. To our knowledge, we present one of the first investigations into the structure of job performance ratings that takes into account the systematic variation due to non-independent ratings. Implications for research and practice are discussed.

2012-06-14 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Committee Business Meeting/Réunion d'affaires

PROFESSIONAL AFFAIRS COMMITTEE BUSINESS MEETING
Dorothy Cotton, PMHL Solutions

2012-06-14 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – MEETING ROOM 2 - LEVEL 8 - WTCC

Symposium/Symposium
Clinical Psychology/ Psychologie clinique

FROM STRATEGIC PLAN TO IMPLEMENTATION: RIDING THE WAVE OF CHANGE IN MENTAL HEALTH AND ADDICTIONS AT THE IWK HEALTH CENTRE
Sharon Clark, IWK Health Centre

This symposium will be an opportunity to share our experience of creating change within a child and adolescent mental health and addictions system. The symposium will start with an overview of the process we followed to create our strategic plan. Key areas that were highlighted within the strategic plan included a need for evaluation of outcomes across our programs and a need to do something dramatic to have a significant impact on our wait times for access into our system. The Mental Health & Addictions program at the IWK Health Centre has a mandate to provide services to children and youth across Nova Scotia and currently has a wait time of 18 months for children and youth to access our outpatient services.

A
Clinical Psychology/ Psychologie clinique

STRATEGIC PLANNING IN THE FACE OF A HURRICANE: DRAWING THE MAP, INVESTING IN THE JOURNEY AND BUILDING PARTNERSHIPS ON THE ROAD TO RENEWING MENTAL HEALTH AND ADDICTIONS SERVICES
Barbara A Casey, IWK Health Centre

How do you change an existing continuum of mental health and addictions services when the demand continues to grow and the dollars continue to shrink? This is a service planning dilemma facing many clinical leaders and health care administrators across the county. Join this symposium on the strategic planning initiative undertaken by IWK Health Centre, Mental Health and Addictions program. The talk will focus on the design of the planning process and the tools used to engage front line staff, community, patients and families. Research and evidence-based practices were reviewed as a foundation for change. The lack of a national mental health and addictions database was the first of many hurdles encountered. Other challenges faced during the process included tabulating structured/semi-structured survey data; competing clinical priorities and the growing commitment to early intervention and prevention in a tertiary care setting. We will share the lessons learned and offer recommendations for improvement. Despite the hurdles, a plan for change is documented and the implementation of 57 actions is underway.

B
Clinical Psychology/ Psychologie clinique

UNDERSTANDING A SYSTEM OF CARE: PROGRAM EVALUATION IN THE CONTEXT OF TRANSFORMATIONAL CHANGE
Debbie Johnson Emberly, IWK Health Centre

To improve the delivery of mental health care, we need to first understand its current functioning, identify what is working well and what is broken. Our strategic plan recognized that nothing less than fundamental transformation in the delivery of services would address the current difficulties facing our system. Within the IWK Mental Health and Addictions program, there are over 17 individual services across the continuum of care, e.g., outpatient, community, day treatment, residential, inpatient, crisis, forensics and addictions. In order to set the stage for sustainable change and transformation, accurate knowledge about the strengths and weaknesses of the current system, including organizational structure,

access, flow, and clinical practice, was required. This talk will describe the process of designing a comprehensive evaluation of the mental health system, including the development of an evaluation logic model and the questions, indicators and methods of data collection utilized in this comprehensive evaluation. Recommendations for reallocation of financial and human resources in response to the evaluation will be presented.

C
Clinical Psychology/
Psychologie clinique

RETHINKING ACCESS AND WAIT TIMES: IMPLEMENTING THE CHOICE AND PARTNERSHIP APPROACH TO SET THE FOUNDATION FOR TIMELY MENTAL HEALTH INTERVENTION FOR CHILDREN AND YOUTH
Sharon Clark, IWK Health Centre

Long wait times are a challenge facing mental health care providers across the country. The state of the waitlist within the Mental Health & Addictions program at the IWK Health Centre reached a crisis point and it was time to take dramatic action. This talk will outline the steps taken to address our serious wait time issues. A focus will be on the phases of implementing the Choice and Partnership Approach (CAPA) which is a clinical system the employs lean thinking principles including the concepts of "demand" and "capacity" to better estimate the clinical needs on our system and matching our clinical capabilities to those needs. Data will be presented to chronicle the changes that have happened to our wait list from the current starting point of 1100 children and youth waiting for mental health and addictions services for upwards of 18 months. Bottlenecks and barriers to treatment flow will be discussed. Clinical profiles of our clients receiving services will inform how we are monitoring our provision of "best treatment" to match clinical needs. Challenges and successes in the change process will be shared.

2012-06-14 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – MEETING ROOM 3 - LEVEL 8 - WTCC

Section Annual Meeting/
Réunion d'affaires
Teaching of Psychology/
Enseignement
de la psychologie
SECTION PROGRAM/
PROGRAMME DE LA SECTION

TEACHING OF PSYCHOLOGY/ENSEIGNEMENT DE LA PSYCHOLOGIE
Nicholas Skinner, King's University College

2012-06-14 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – MEETING ROOM 4 - LEVEL 8 - WTCC

Workshop/Atelier
Students in Psychology
Étudiants en psychologie

PROCURING GRADUATE SCHOLARSHIPS FROM SSHRC, NSERC, AND CIHR
Justin Feeney, University of Western Ontario; Michelle Gagnon, University of Regina

Given the financial hardship of being a graduate student, it is no surprise that students stress out every fall over external scholarship applications to the Tri-Council (i.e., SSHRC, NSERC, CIHR). The lengthy application process is daunting and students have little access to helpful information. Many supervisors are unaware of the process, and information sessions are typically general to each council and do not provide psychology-specific information (McGill, 2011). Left to their own devices, it is no surprise that students perpetuate myths such as that scholarship statements do not matter and having a publication is the only way to win (McGill, 2011). This workshop provides an insider's perspective to procuring Tri-Council funding. The dos and don'ts of writing statements of intent and training expectations, the navigation of ResearchNet/Common CV, and the ultimate assembling of a strong application will be discussed (McGill, 2011; UBC, 2011). A psychology review committee member will provide insider information on what reviewers look for in an application. Past award winners will provide student perspectives and share samples of funded applications. The workshop will end with a discussion period. This workshop will provide prospective and current graduate students with valuable knowledge on how to win these coveted awards.

2012-06-14 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 202 - LEVEL 2 - WTCC

Symposium/Symposium
Developmental Psychology/
Psychologie du développement

COGNITION, ATTENTION AND PERCEPTION: INSIGHTS INTO AUTISM, DOWN SYNDROME AND GENERAL DEVELOPMENTAL PROCESSES
Mariette Huizinga, University of Amsterdam; Jacob A Burack, McGill University

The study of the cognitive development of persons with developmental disorders, such as autism and Down syndrome, provide considerable insight both (1) into the unique strengths and weaknesses that characterize their own everyday functioning, and (2) into more general developmental relationships among underlying mechanisms that emerge together in typically developing persons but not necessarily across all populations (Burack, 1997, Burack, Russo, Flores, Iarocci, & Zigler, 2012; Cicchetti & Pogge-Hesse, 1982; Hodapp & Burack, 1990, 2005). In this symposium of studies with persons with autism and Down syndrome, the presenters adopt this dual focus in the study of complex cognitive processes that involve several mechanisms for task completion – cognitive flexibility in the use of rules, visual focus and filtering with dynamic stimuli, and shape perception with only partially visible stimuli. Although these abilities vary considerably along the spectrum of higher to lower order processes, all are informative about the functioning of persons with autism and Down syndrome as well as of typical developmental relationships and processes.

A
Developmental Psychology/
Psychologie du développement

VERBAL MENTAL AGE, PERFORMANCE MENTAL AGE AND CHRONOLOGICAL AGE: THE INFLUENCES ON COGNITIVE FLEXIBILITY AMONG INDIVIDUALS WITH AUTISM SPECTRUM DISORDER AND DOWN SYNDROME
Colin A Campbell, McGill University; Heidi V Flores, McGill University; Oriane Landry, Dalhousie University; Sophie Jacques, Dalhousie University; Natalie Russo, Syracuse University; Jacob A Burack, McGill University

The disassociation between the development of verbal and nonverbal abilities among populations with distinct profiles of strengths and weaknesses provides an opportunity to understand the contributions of each domain of functioning to complex task completion. The picture can be further fine-tuned with consideration of chronological development in the case of persons with an intellectual disability as chronological age (CA) is disassociated from mental age (MA). We examined the performance of two groups with specific cognitive profiles, persons with autism spectrum disorders (ASD) and those with Down Syndrome (DS) on the Flexible Item Selection Task (FIST), a measure of cognitive flexibility related to verbal abilities (Jacques & Zelazo, 2001; 2005). The FIST was administered to 14 participants with ASD and 21 with DS. The groups differed with regard to the range of CA (114 mos. to 248 mos. DS; 53 mos. to 206 mos. ASD), and performance mental age (PMA) as assessed by the Leiter-R (M=61.4 DS; M=75.9 ASD), but were similar on verbal mental age (VMA) as assessed via the PPVT-III (M=61.1 DS; M=61.1 ASD). Whereas CA was not a significant predictor of cognitive flexibility for either group, VMA was a better predictor of cognitive flexibility for the participants with DS, and PMA was a better predictor for the participants with ASD. The implications for development will be discussed.

B
Developmental Psychology/ Psychologie du développement

SPATIAL AND TEMPORAL EFFECTS ON VISUAL FILTERING IN CHILDREN WITH AUTISM SPECTRUM DISORDER AND DOWN SYNDROME
Jillian Stewart, McGill University; Tamara Dawkins, McGill University; Heidi V Flores, McGill University; Jacob A Burack, McGill University

The ability to filter irrelevant stimuli in order to attend to meaningful sources of information is crucial to the developing child's adaptive functioning within their environment. In this study, we focus on the ability of children with autism spectrum disorder (ASD), Down syndrome (DS), and their typically developing peers (TD) to visually filter distracting task-irrelevant stimuli in order to better process and respond to task-relevant information in dynamic situations. In order to address issues of the effect of the spatial and temporal distance between distracters and the target stimuli, we used a modified version of the flanker paradigm (Eriksen & Eriksen, 1974) in which participants are asked to focus on a particular location within the visual field in order to identify a target stimulus presented simultaneously with irrelevant stimuli that flank the target on both sides (Dawkins et al., submitted). Participants were 45 school-aged children; 15 with ASD, 15 with DS, and 15 TD, matched on developmental level. The findings will be discussed in terms of the effect of temporal and spatial context on visual filtering among children with ASD and children with DS as compared to TD children, and the implications for a more universal understanding of the development of attention.

C
Developmental Psychology/ Psychologie du développement

PERCEPTUAL CLOSURE: THE USE OF SPATIAL PROXIMITY AND COLLINEARITY AMONG CHILDREN WITH AUTISM
Vanessa Babineau, McGill University; BatSheva Hadad, University of Haifa; Colin A Campbell, McGill University; Heidi V Flores, McGill University; Jacob A Burack, McGill University

Our environment is comprised of fragmented shapes, patterns, and shadows that we perceive in a structured, coherent manner. This ability to perceive fragments as organized and meaningful patterns, referred to as perceptual closure, is a rapid, effortless process that is typically fully developed by 14 years. As this ability should be enhanced among persons with autism who typically show particular attention to detail, we compared performance on a task of perceptual closure between children with autism spectrum disorder (ASD) and TD children matched on a measure of visuo-spatial mental age. Our method included a visual perception task that required participants to detect the presence or absence of a spindle-like concave shape among multiple barrel-like convex shapes, with separate trials varying in shape closure, spatial proximity, and collinearity. Both the children with ASD and the TD children showed sensitivity to the use of spatial proximity and collinerarity in the grouping process, as shape detection was higher in both groups for closed connected stimuli. However, contrary to our expectations, the findings indicated that the children with ASD showed a general reduced efficiency in shape detection.

2012-06-14 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – SUITE 304 - LEVEL 3 - WTCC

Conversation Session/ Séance de conversation

THE FIRST STREET ACCORD: CPA/APA'S 2012 AGREEMENT ON MUTUAL RECOGNITION
Karen Cohen, Ph.D., CEO, Canadian Psychological Association; Susan Zlotlow, Ph.D., Director of Program Consultation and Accreditation APA

Join CPA and APA for the launch of the First Street Accord. The Accord, approved and launched by both associations in 2012 marks the way forward for international collaboration on accreditation in professional psychology. At this session, we will present a brief overview of the history and impetus for the Accord, a description of the Accord itself, and some ideas about future collaboration and activity. Anyone with an interest in the accreditation of professional psychology doctoral and internship programs is welcome to attend.

2012-06-14 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Committee Business Meeting/ Réunion d'affaires

SCIENTIFIC AFFAIRS COMMITTEE BUSINESS MEETING
Aimée Surprenant, Memorial University of Newfoundland

2012-06-14 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – MEETING ROOM 3 - LEVEL 8 - WTCC

Section Annual Meeting/ Réunion d'affaires
Criminal Justice Psychology/ Psychologie et justice pénale
SECTION PROGRAM/ PROGRAMME DE LA SECTION

CRIMINAL JUSTICE PSYCHOLOGY/PSYCHOLOGIE ET JUSTICE PÉNALE
Mark Olver, University of Saskatchewan

2012-06-14 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – SUITE 203 - LEVEL 2 - WTCC

Symposium/Symposium
Psychologists in Education/
Psychologues en éducation

SCHOOL PSYCHOLOGY ADVOCACY IN ALBERTA

Michael L. Zwiers, CanLearn Centre/Calgary Learning Centre; R. Coranne Johnson, RCJ Psycho-Educational Services; Charlene J Barva, Calgary Board of Education

This symposium outlines the Psychologists' Association of Alberta (PAA) response to changes in the Alberta Education system that will have significant implications for school psychologists. The session consists of 3 papers: the first reviews changes occurring in the provincial education system; the second reviews the PAA's formal response to the proposed changes; the third reviews a series of advocacy strategies embarked on by the PAA School Psychology Committee. For almost 2 decades, psychologists have primarily provided assessment services for identification and funding. Although the new model offers a three-tiered intervention system (universal, targeted, specialized), with specialized assessments a part of the third-tier response, school systems may not see a role for school psychologists in either of the first two tiers. Since the inception of this initiative, the PAA has responded publicly to ensure that students with special needs are not lost, and that school psychologists maintain a role in the new service model. The PAA School Psychology Committee views this provincial change as an opportunity to expand and diversify the role of school psychologists in Alberta schools in the areas identified by CPA (2007) and NASP. As change sweeps across educational systems of the US and Canada, this advocacy initiative may hold relevance for school psychologists in other provinces.

A
Psychologists in Education/
Psychologues en éducation

SETTING THE STAGE: CHANGES IN ALBERTA'S EDUCATIONAL SYSTEM

Michael L. Zwiers, Calgary Learning Centre; R. Coranne Johnson, RCJ Psycho-Educational Services; Charlene J Barva, Calgary Board of Education

In 2008, Alberta Education began a review of its delivery of Special Education Services through an initiative known as Setting the Direction for Special Education. The Steering Committee quickly realized that their focus was too narrow and the initiative evolved into Setting the Direction for all students. The resulting Setting the Direction Framework advocated for an inclusive educational system with a range of options and services to meet the needs of all students, not just those in special education. By the Fall of 2010, the government accepted the committee's recommendations and set up Action on Inclusion (AoI) to implement the committee's recommendations. This has led to the creation of an inter-Ministerial team (education, health, and child and youth services) to develop an inclusive education system with seamless service delivery. AoI has defined a three-tier intervention model to respond to student learning needs. AoI is a bold new direction in meeting the needs of ALL Alberta students; however, the government has not yet clarified a funding or accountability model. As well, the role of school psychology is unclear and the services of Learning Coaches has been introduced. This paper reviews the change process in Alberta, and highlights the potential challenges facing school psychologists.

B
Psychologists in Education/
Psychologues en éducation

RESPONSE TO ALBERTA EDUCATION: PSYCHOLOGISTS' ASSOCIATION OF ALBERTA'S POSITION PAPER

R. Coranne Johnson, RCJ Psycho-Educational Services

A key component of the Psychologists' Association of Alberta's (PAA) mission statement is to promote the wellbeing of all Albertans; hence, the PAA has had a significant interest in Alberta Education's revisioning of its delivery of special education services. School psychologists are perceived by the PAA to be pivotal members of students' support teams and serve an essential role in understanding, planning, and programming for the success of all diverse learners. The PAA therefore developed a position paper entitled, The Pivotal Role of Alberta School Psychology Services: A Response to Alberta Education's Setting the Direction. This symposium paper outlines key aspects of the position paper, which reviews the breath of expertise and practice that school psychologists possess; summarizes the recent roles of school psychologists in Alberta; examines relevant research that is related to an expansion in school psychologists' working roles; and links the service of school psychologists to Alberta Education's Setting the Direction initiative implementation framework. Lastly, but significantly, this position paper advocates for the establishment of comprehensive school psychology services that reflect the Canadian Psychological Association's Guidelines for Professional Practice for School Psychologists (2007).

C
Psychologists in Education/
Psychologues en éducation

THE PSYCHOLOGISTS' ASSOCIATION OF ALBERTA'S SCHOOL PSYCHOLOGY COMMITTEE PROVINCIAL ADVOCACY EFFORTS

Charlene J Barva, Calgary Board of Education; R. Coranne Johnson, RCJ Psycho-Educational Services; Michael L. Zwiers, Calgary Learning Centre

In 2011, PAA created a School Psychology Standing Committee with the objective of advocating for a broader and more diversified role for school psychologists within Alberta school systems. The Committee consists of 8 school psychologists – employed in school systems, community agencies, and private practice. The Committee's mandate is to advocate for meaningful and effective incorporation of psychologists into Alberta school systems, and to promote the profession of school psychology and professional practices that support the educational, health, and psychological wellbeing of children in Alberta school systems. To this end, committee work is being carried out at the local, provincial, and national levels. This paper will review the Committee's key undertaking in the 2011-12 school year, which was to disseminate the messages in the PAA position paper as a means to advocate for a broader role for school psychologists in the Alberta education system. This has been accomplished through PowerPoint presentations, articles, web-based information, and networking. The Committee is targeting stakeholder groups that include school administrators, educators, parents, and school psychologists. On a broader level, committee members are active in networking with other school psychology associations across Canada to discuss future roles and effective advocacy strategies.

2012-06-14 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – SUITE 302 - LEVEL 3 - WTCC

Invited Speaker (CPA/Section)/ Conférencier invité (SCP/section)
Social and Personality Psychology/Psychologie sociale et de la Personnalité/ Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle
SECTION PROGRAM/ PROGRAMME DE LA SECTION

PROSOCIAL INCENTIVES INCREASE EMPLOYEE SATISFACTION AND TEAM PERFORMANCE
Michael I Norton, Harvard Business School

Previous research suggests that spending money on others - prosocial spending - causes individuals to become happier than spending money on themselves (Dunn, Aknin, & Norton, 2008). In two field studies, we explore the impact of providing employees and teammates with prosocial incentives, a novel type of bonus spent on others rather than on oneself. In Study 1, we show that prosocial incentives in the form of donations to charity lead to happier and more satisfied employees at an Australian bank. In Study 2, we show that prosocial incentives in the form of expenditures on teammates lead to better performance in both pharmaceutical sales teams in Belgium and sports teams in Canada. These results suggest that a minor adjustment to employee incentives - shifting the focus of those incentives from the self to others - can produce measurable benefits for employees and organizations.

2012-06-14 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – SUITE 303 - LEVEL 3 - WTCC

Workshop/Atelier
Clinical Psychology/ Psychologie clinique

CREATING AN EFFECTIVE INTERNET PRESENCE: STRATEGIES FOR PSYCHOLOGISTS
Randy J. Paterson, Changeways Clinic

Once, long ago, a telephone was an exotic curiosity employed by early adopters - but it rapidly became a business essential. The same progression has now occurred with a web presence for professionals: If you are not on the net, how do prospective clients know you really exist? This workshop provides specific recommendations about the development of an effective website for the mental health professional, from selecting and registering a name to measuring and enhancing site usage by visitors. Topics include: the respective roles of site designer and site owner; how to select content for posting; why everything you ever learned about writing will get in your way; how not to waste the time of your visitors; the critical importance of the "above the fold" region of your homepage; and how to maximize in-person business via a practice website. We will also discuss strategies for tracking visitors, using online advertising options to promote a site and practice, and some suggestions and concerns about using social media. Finally, the question of whether practitioners should have a blog is considered - and, if so, how to design it, content to include, and ethical issues.

2012-06-14 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – SUITE 305 - LEVEL 3 - WTCC

Symposium/Symposium
Extremism and Terrorism/ Extrémisme et terrorisme

BUILDING AN UNDERSTANDING OF EXTREMISTS AND THEIR VIOLENT COUNTERPARTS
Ryan W Cross, Department Psychology, University of British Columbia

Radicalization and extremism present an evolving and persistent challenge to Canada and the international community at large. On the one hand we balance individual freedom, liberty, and an open society with the need to maintain security, and prevent death, destruction, and widespread fear of terrorism on the other. This symposium will be of interest to those who seek greater understanding of: where radicalization occurs; which individuals are likely to become extremists in general and those who, even more worryingly, are inclined to engage in violent extremism; the patterns of behaviour prior to terrorist strikes; and, the changes in those who become less likely to engage in violence.

A
Extremism and Terrorism/ Extrémisme et terrorisme

ECONOMIC DEPRIVATION AND RADICALIZATION: AN ANALYSIS OF CANADIAN INCIDENTS
Lianne McLellan, Defence Research and Development Canada; Quan Lam, ; Karen Richards,

The escalation of radicalization into violence is a potential threat to Canada's national security and social stability. Although radical behaviour is by no means new, its nature has evolved over time; today's threat is different from what it was 50 years ago. An empirical analysis of radical incidents in Canada is presented, using open source data from 1960 to 2010. We identify various characteristics of the incidents including the suspected motive, the type of target, and the damage sustained, and examine how these characteristics co-vary over time. Further, in light of the current global economic climate, we examine socio-economic factors in Canada such as GDP, unemployment, and inflation to determine whether these factors are related to the number and severity of radical events. Contrary to common belief, there was no link between poor socio-economic conditions and radical behaviour. Results suggest that radicalization is not affected by economic fluctuations, and may instead be driven by more deeply-rooted factors.

B
Extremism and Terrorism/ Extrémisme et terrorisme

SINN FEIN AND THE NORTHERN IRELAND PEACE PROCESS: PSYCHOLOGICAL STATES ASSOCIATED WITH STRATEGIES OF VIOLENCE AND OF NEGOTIATION
Brad Morrison, McGill University; Ryan W Cross, University of British Columbia; Peter Suedfeld, University of British Columbia

The IRA, the militant arm of Sinn Fein, conducted a campaign of political violence for decades in Northern Ireland & the UK. This continued into the 1990's when it declared a ceasefire, broke it, & in 1997 declared another. Sinn Fein entered peace negotiations which culminated with the Good Friday Agreement in the spring of 1998. There is comprehensive information on the violent campaigns & on participation in negotiations, as well as a wealth of statements produced by Sinn Fein leaders. This affords the opportunity to relate the psychology of Sinn Fein leadership, as measured from these statements, with acts of violence & participation in negotiations. We apply two quantitative Thematic Content Analysis (TCA) measures to verbatim statements, speeches, writings, etc., by Sinn Fein leadership from 1993 to 2003. TCA allows for the analysis of qualitative material & transforms it into quantitative data allowing for statistical analyses. To measure the cognitive style of Sinn Fein leadership we measure Integrative Complexity (IC) & Motive Imagery (MI) which identifies motivations for action. Past research has found that IC decreases prior to violent acts; during negotiations rising or stable IC is associated with stability & political success. This study applies these tools to the psychology of extremists, & their strategies of violence & negotiation, as both evolve over a decade.

C
Extremism and Terrorism/
Extrémisme et terrorisme

OSAMA BIN LADEN AND AL-QAEDA TERRORIST STRIKES: FINDINGS & RESEARCH CHALLENGES

Ryan W Cross, University of British Columbia; Peter Suedfeld, University of British Columbia

Al-Qaeda uses terrorist tactics to combat what it considers oppression of Muslims by Western governments & non-fundamentalist Muslim governments in the Middle East. Following its attacks on September 11, 2001 all available statements its leader—Osama bin Laden—were intensively studied. However, there has been limited scrutiny using Thematic Content Analysis (TCA). TCA allows for the analysis of qualitative material, such as interviews, statements, or transcripts of the group or individual, & transforms it into quantitative data allowing for standard statistical analyses. Two such TCA methods are applied to the study of bin Laden: Motive Imagery (MI) analysis considers the motivations that drive a person, while investigating Integrative Complexity (IC) reveals cognitive processing. Previous work on IC changes suggests that the measure shows significant decrease prior to violent actions, while aspects of MI show an increase. In past studies violent actions were clear-cut (i.e., one country invades another). Studying bin Laden presented a range of challenges, including significant differences between translations of the same source material, notable disagreements over what constitutes an Al-Qaeda terrorist attack, & incomplete or hard to find data. Where it was possible to clear these hurdles, the findings reveal patterns of IC & MI consistent with previous research.

D
Extremism and Terrorism/
Extrémisme et terrorisme

HOME-GROWN ISLAMIST RADICALIZATION IN CANADA: USING SURVEY EVIDENCE TO MODEL THE STRUCTURE OF RADICAL ATTITUDES

Christian Leuprecht, Royal Military College of Canada; David B Skillicorn, Queen's University; Conrad Winn, Carleton University & President, COMPAS Public Opinion and Customer

withdrawn

Political radicalization is the process by which an individual changes beliefs, feelings, & actions toward increased support for one side of an inter-group conflict. This work focuses on the process by which individuals move to the use or support of politically motivated violence. The precise process by which this happens is detectable only by longitudinal analysis. Existing work tries to reconstruct the process by looking at those who have become radicalized; theories & mechanisms result, with an absence of empirical support. Theories of radicalization make implicit predictions about variation among attitudes in the communities from which radicals are drawn. We report the results of a survey of attitudes to issues widely believed to be relevant to radicalization among Ottawa Muslims. Analysis of variation in attitudes is inconsistent with popular theories of radicalization. In the population sample, attitudes vary along three dimensions: social/economic/political satisfaction/dissatisfaction, moral/religious satisfaction/dissatisfaction, & a dimension that seems plausibly to be associated with radicalization. Results suggest preventing radicalization by providing better economic support, redressing unpopular policies, addressing discrimination & other grievances, & even emphasizing moderate forms of religion may actually have little effect on reducing radicalization in Canada.

2012-06-14 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – SUITE 306 - LEVEL 3 - WTCC

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

SLEEP AND ITS RELATIONSHIP TO SYMPTOMS OF ATTENTION DEFICIT HYPERACTIVITY DISORDER IN CHILDREN

Penny Corkum, Dalhousie University; Aimee Coulombe, Dalhousie University; Fiona Davidson, Dalhousie University; Jessica Waldon, Dalhousie University; Andre Benoit, Dalhousie University; Meredith Bessey, Dalhousie University

Research highlights associations between sleep and symptoms of Attention Deficit Hyperactivity Disorder (ADHD); however, the nature of these associations is unclear. This symposium will present research seeking to clarify associations between sleep and symptoms of ADHD. First, our moderator will briefly outline possible models of association. Next, we present experimental sleep restriction data examining sleep and daytime functioning in typically developing (TD) children. Even mild sleep deprivation impacts daytime functioning in areas relevant to ADHD symptomatology. Second, we present data suggesting that poor sleep has similar effects on functioning in children with ADHD as those observed in TD peers. We then examine the sleep architecture of children with ADHD and TD children. Our findings suggest that, apart from the amount of time taken to fall asleep, there are no differences in objectively measured sleep parameters. Our fourth presenter will discuss results from two studies, the first suggesting that sleep hygiene is comparable between TD children and children with ADHD and the second suggesting that parents of children with ADHD think about sleep differently than parents of TD children. Finally, our discussant will situate these results within the context of the broader literature, suggesting implications, explanations, and areas for further research.

A
Clinical Psychology/
Psychologie clinique

THE IMPACT OF MANIPULATING SLEEP DURATION ON DAYTIME FUNCTIONING IN CHILDREN

Fiona Davidson, Dalhousie University; Jennifer Vriend, Dalhousie University; Penny Corkum, Dalhousie University

Sleep is an important component of child development, yet a growing number of children are sleeping fewer hours than recommended. Correlational research has showed a significant relationship between shortened sleep and difficulties with attention and behaviour, however, very few

studies experimentally manipulate children's sleep to evaluate the daytime consequences. This study examined the impact of sleep restriction on attention and behaviour in typically developing children. Sleep duration was restricted and extended by one hour in relation to baseline sleep for 4 nights each. The impact of these sleep conditions was assessed through both objective (one-to-one tests) and subjective (parent, teacher, RA, child questionnaires) measures. Results showed significant differences on parent, but not teacher, ratings of attention and behaviour in the restricted versus extended sleep condition. Importantly, the research assistant who was blind to experimental condition also reported significant changes. Performance was also poorer on objective measures of executive functioning and memory. These results indicate that even modest amounts of sleep restriction can affect daytime behaviour in children, and that these changes could mimic ADHD symptoms.

B
Clinical Psychology/
Psychologie clinique

THE RELATIONSHIP BETWEEN SLEEP AND ATTENTION IN CHILDREN WITH ADHD AND THEIR TYPICALLY DEVELOPING PEERS

Jessica Waldon, Dalhousie University; Jennifer Vriend, Dalhousie University; Penny Corkum, Dalhousie University

In this presentation we will discuss results of a project examining poor sleep and attention in typically developing (TD) children and children with ADHD. Specifically, we were interested in whether children with ADHD would demonstrate significantly poorer sleep and attention than their TD peers, if poor sleep would predict weaker attention in children with ADHD and TD children, and, if so, whether children with ADHD would be affected by poor sleep to a greater extent than their TD peers. The sample for this study consisted of forty 8-12 year olds. Strengths included an objective measure of attention, the Attention Network Task-Interaction, which provided measures of three attention networks: alerting, orienting, and executive. Subjective measures of attention, more typical of the existing literature, were also used. Sleep duration and efficiency were measured using actigraphy. Compared to TD peers, children with ADHD demonstrated deficits in two of the three attention network tasks, and poorer parent-reported attention. Sleep efficiency significantly predicted alerting attention in both groups of children. Finally, a diagnosis of ADHD did not moderate the relationship between sleep and attention, suggesting that the association between sleep and attention is similar in children with ADHD and TD children.

C
Clinical Psychology/
Psychologie clinique

SLEEP ARCHITECTURE IN CHILDREN WITH ADHD AND THEIR TYPICALLY DEVELOPING PEERS

Andre Benoit, Dalhousie University; Penny Corkum, Dalhousie University

Polysomnography (PSG) is the gold standard measure of sleep architecture (i.e., sleep stages, including REM and NREM). Although studies using parent-report measures have consistently demonstrated that children diagnosed with ADHD take longer to fall asleep and have more night-wakings than their typically developing (TD) peers, the results of PSG studies have been inconsistent. Methodological differences across the PSG studies may account for some of the discrepancies in this literature. In this presentation, we will discuss results from a recent PSG study comparing the sleep quality and sleep architecture profiles of a rigorously diagnosed sample of 30 children aged 6 to 12 years with ADHD and 30 age and sex matched TD peers. Children in the ADHD group were medication-naïve prior to PSG testing. Results from a between subjects multiple analysis of variance revealed that although children with ADHD did take significantly longer to fall asleep than their TD peers, no significant differences in sleep architecture were found between ADHD and TD groups, calling into question any specific sleep architecture profile in medication-naïve children with ADHD.

D
Clinical Psychology/
Psychologie clinique

ENVIRONMENTAL INFLUENCES ON SLEEP IN CHILDREN WITH ADHD AND THEIR TYPICALLY DEVELOPING PEERS

Meredith Bessey, Dalhousie University; Aimee Coulombe, Dalhousie University; Penny Corkum, Dalhousie University

Parent report studies consistently find higher rates of sleep problems in children with ADHD in comparison to their typically developing (TD) peers; however, findings using objective measures, such as polysomnography (PSG) and actigraphy, do not consistently demonstrate such differences. In this presentation, we will explore two constructs that may help us to better understand this discrepancy. First, we will discuss sleep hygiene. Poor sleep hygiene is associated with sleep problems across the life span; however, little is known about the sleep hygiene of children with ADHD. In the first study, parent-reports of their child's sleep hygiene were used to compare the sleep hygiene of children with ADHD and TD children. No differences were found between the groups; however, all children exhibited fairly poor sleep hygiene practices. Second, results of a study comparing sleep attitudes and beliefs between parents of children with ADHD and TD peers will be discussed. Compared to parents of TD children, parents of children with ADHD endorsed greater belief that sleep problems: were due to underlying medical, physiological, or neurological causes; were less responsive to treatment; and were less modifiable. These differences highlight the potential importance of targeting parental cognitions, in addition to sleep hygiene, in the treatment of sleep problems.

2012-06-14 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – MEETING ROOM 2 - LEVEL 8 - WTCC

Workshop/Atelier
Counselling Psychology/
Psychologie du counseling

THE SCIENCE OF BULLYING INTERVENTION

Kenneth L. Pierce, Clarendon Consulting

We have known there is a dynamic between the bully and the bullied. We know it is often the same children involved. We know we have been devoting a lot of resources to eradicating bullying...but to no avail. The Science of Bullying Intervention shows the science of what is going on and how to intervene effectively.The Science of Bullying Intervention is based on the groundbreaking work of Dr. John F. Demartini, world renowned human behavioral specialist. Dr. Demartini's Institute, in Houston, Sydney and Johannesburg has been successfully incorporating fundamental scientific laws into human relationship conflicts for over forty years. His work is considered on the leading edge of clinical psychology's future endeavors in helping people restore balance to their lives. The presenter has been in education, corporate and private practice for over 30 years utilizing these scientific principles with bullied clients of all ages. Five current clients ages 5 and 14 are in this situation. This seminar was presented at the "International Restorative Justice Conference" in Vancouver and was videotaped by the organizers for sale to the

general public.This seminar designed for psychologists working with children, families, schools, community groups. This workshop will offer participants cutting edge concepts and techniques that have immediate practical application.

2012-06-14 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – SUITE 301 - LEVEL 3 - WTCC

Featured Speaker/ Conférencière Invitée

THE MENTAL HEALTH STRATEGY FOR CANADA: BY CANADIANS, FOR CANADIANS
Louise Bradley, Mental Health Commission of Canada (MHCC)

Our mental health system is not working as well as it could – or should. Significant changes are needed to give people with mental health problems and illnesses the system they need, and deserve. The Mental Health Strategy for Canada is a blueprint for making those changes. It was created by the Mental Health Commission of Canada (MHCC) in consultation with numerous groups representing thousands of individuals across the country, including people and families with lived experience, researchers, governments and many, many more. Success will require the support and engagement of every government, everyone involved in the mental health system, the private sector and every Canadian. Louise Bradley, President and CEO of the MHCC, will talk about the directions, priorities and recommendations in the Strategy, and how together we can transform the mental health system.

2012-06-14 – 1:00 PM to 2:55 PM – 13 h 00 à 14 h 55 – SUITE 304 - LEVEL 3 - WTCC

Workshop/Atelier
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

SUFFRAGE TO #OCCUPY: A CENTURY AND A HALF OF PEACEFUL PROTEST IN NORTH AMERICA
Laurie Hollis-Walker, York University

At this moment in history citizens are seizing opportunities to make positive change for economic, social, and ecological justice and sustainability. For instance, there has been a surge of global support for the #Occupy movement, an economic, social, and environmental justice action meme floated by Canadian-based culture jamming group AdBusters. Based on AdBuster advertisements in national media and their own published magazine (e.g., AdBusters #96, 97, 98, 2011) a large scale demonstration began on Wall Street, New York City, September 17, 2011 and found support by similar peaceful demonstrations in cities across North America, the Middle East, and Europe. This workshop is designed to explicate a history of peaceful protest in North America, beginning with suffrage, then focusing on civil rights, anti-nuclear, peace, environmental, anti-corporation, and -economic globalization movements. In a multi-media presentation, you will observe demonstrations of nonviolent resistance and learn to recognize unsafe and to apply safe techniques in implementation of peaceful protest. There will be a summary of historical bases of North American movements from Mohandas K. Gandhi's experiments in nonviolence (Satyagraha), experiential workshop components, and time for participant interaction and discussion.

2012-06-14 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Committee Business Meeting/ Réunion d'affaires

PUBLIC POLICY COMMITTEE BUSINESS MEETING
David Dozois, University of Western Ontario

2012-06-14 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – MEETING ROOM 3 - LEVEL 8 - WTCC

Business Meeting/ Réunion d'affaires

TASK FORCE ON THE FUTURE OF PSYCHOLOGY IN CORRECTIONS SERVICES
Marc Olver, University of Saskatchewan

2012-06-14 – 1:00 PM to 2:55 PM – 13 h 00 à 14 h 55 – MEETING ROOM 4 - LEVEL 8 - WTCC

Workshop/Atelier
Students in Psychology Étudiants en psychologie psychologie

GRADUATE STUDIES IN PSYCHOLOGY: NAVIGATING THE APPLICATION PROCESS
Missy L Teatero, Lakehead University; Meredith Rocchi, University of Ottawa; Diane Gibson, Athabasca University

Pursuing graduate studies in Psychology can be a long and complicated process. The purpose of this workshop, led by members of the Executive Committee of the Section for Students, is to provide potential applicants and prospective graduate students with practical information on the key components of the application process. Topics will include, among other things, how to: (1) apply, and improve the likelihood of gaining admission, to graduate school;(2) secure funding; and (3) find a supervisor. Information will be based on both published literature and the personal experiences of the collaborators. This interactive workshop will also include the opportunity for discussion as this has shown to be important to attendees in previous years. Handouts will be provided.

2012-06-14 – 1:30 PM to 3:25 PM – 13 h 30 à 15 h 25 – ROOM 100 (SUITE 101) LEVEL 1 - WTCC

Digital Poster/ Affichage numérique

DIGITAL POSTER SESSION 'B'/PRÉSENTATION PAR AFFICHAGE NUMÉRIQUE

Aboriginal Psychology/Psychologie autochtone; Criminal Justice Psychology/Psychologie et justice pénale; Environmental Psychology/Psychologie de l'environnement; Industrial Organizational Psychology/Psychologie industrielle et organisationnelle; International and Cross Cultural Psychology/Psychologie internationale et interculturelle; Psychology in the Military/Psychologie du milieu militaire

#1
Aboriginal Psychology/ Psychologie autochtone

CULTURALLY-CENTERED THERAPEUTIC GUIDELINES THAT MAY INFLUENCE THE EFFECTIVENESS OF PSYCHOTHERAPY WITH ABORIGINAL PEOPLES IN CANADA

Aziz A Nashef, Massachusetts School of Professional Psychology; Robert Kinscherff, Massachusetts School of Professional Psychology (MSPP); Brian Ott, Massachusetts School of Professional Psychology (MSPP); Yousef Alajarma, Massachusetts School of Professional Psychology (MSPP)

Preliminary culturally-centered therapeutic guidelines for use in psychotherapy with Aboriginal Peoples in Canada were developed through a process similar to Interpretive Phenomenological Analysis (IPA). Four expert reviewers (two Aboriginal, two Non-Aboriginal) were randomly selected to answer open-ended questions regarding the usability of the guidelines via an online survey. Feedback from the expert reviewers was solicited and incorporated into the final draft of the guidelines. The paper concludes with a discussion of how the guidelines may be utilized in field work with this population. Limitations of the current study are also discussed. It is hoped that these preliminary guidelines may influence the effectiveness of psychotherapy outcome with this population.

#2
Criminal Justice Psychology/ Psychologie et justice pénale

POSITIVE RESTRUCTURING: INCORPORATING STRENGTHS INTO QUANTITATIVE ASSESSMENTS OF CRIMINAL RISK

Natalie J Jones, Orbis Partners Inc.

Addressing practical concerns over deficit-based frameworks that have traditionally guided the conceptualization of criminal conduct, the primary aim of this study is to determine the extent to which the consideration of promotive (i.e., strength-based) factors might enhance the predictive validity of risk assessment protocols. Archival data from the Pre-Screen version of the Service Planning Instrument (SPIn; Orbis Partners, 2003) – a tool featuring a breadth of risk/need and promotive items – were analyzed for 889 women and 3848 men on probation across Alberta, Canada. Both risk/need and promotive aggregate scores were entered into a direct entry logistic regression model, after which ROC analysis was applied to gauge model accuracy. In both female and male subgroups, the promotive component contributed incremental variance over and above the risk component in predicting general recidivism over an 18-month period (e.g., Female group: Risk score – Wald chi-square = 20.47, $p<.001$; Promotive score – Wald chi-square = 14.27, $p<.001$). Moreover, the predictive validity of the screening instrument was equivalent across gender (AUC = .77). Rather than relegate consideration of a client's strengths to case management contexts exclusively, results of the current research suggest that it is highly advisable to integrate promotive items into quantitative assessments of criminal risk.

#3
Criminal Justice Psychology/ Psychologie et justice pénale

DRUG FACILITATED SEXUAL ASSAULT: DELAYS IN REPORTING AND MOCK JURY SENSITIVITY TO EXPERT TESTIMONY

Regina Schuller, York University; Gwen Jenkins, York University

This study examined the impact of negative toxicological test results on mock jurors' decisions in a case of alleged drug-facilitated sexual assault. Participants (N = 112) were presented with a trial transcript in which the complainant's time to report the alleged assault (early, late) was systematically varied. An expert testified about the reliability of a negative test result in relation to the time at which a blood/urine sample was collected, noting that a negative result should be viewed as more reliable when the test is conducted early as opposed to late. Prior research has demonstrated, however, that earlier reporting is associated with greater complainant credibility. Thus, to disentangle the conflicting impact that the timing manipulation could have on jurors' decisions, additional conditions in which no test results were available (equipment malfunctioning) were included. Results revealed that male, but not female, participants were sensitive to the timing manipulation when a negative test result (no drugs found) was produced. Men were less conviction prone when the test was more reliable (early as opposed to late). This pattern was not evidenced, however, when the forensic test failed to produce test results; here, the complainant's delay in reporting was associated with greater skepticism of the validity of the sexual assault (i.e., complainant credibility).

#4
Criminal Justice Psychology/ Psychologie et justice pénale

FACTOR ANALYSIS OF THE YOUTH PSYCHOPATHIC TRAITS INVENTORY WITH CROSS POPULATION VALIDATION IN CANADA

Ran Wei, University of New Brunswick; Mary Ann Campbell, University of New Brunswick

The current study aimed to validate the item and subscale structure of the Youth Psychopathic Traits Inventory (YPI, Andershed, Kerr, Stattin, & Levander, 2002) in Canadian populations of forensic and community youths and adults. Factor analytic procedures performed with the aggregate sample at the YPI item level produced a ten-factor structure, but item loadings did not consistently match the original 10 YPI subscales developed by Andershed et al. The higher order three-dimensional YPI structure (grandiose-manipulative, callous-unemotional, and impulsive-irresponsible) was also examined, and it explained 37% of the total variance in the YPI scores. The item groupings generally matched the original YPI higher-order dimension structure with only a few exceptions. Separate factor analyses at the subscale level were performed to assess the higher-order structure of the YPI across forensic adults (males only, N=114), university students (N=485), and adolescent offenders/high school students (N=182). A three-dimensional structure was most clearly distinguished among forensic adults, while some overlap in factor loadings was found in the other samples. Overall, the YPI appears to produce a three-factor model in Canadian populations that is consistent with the construct of psychopathy, however, some adjustment may be needed at item level to better measure subscale content.

#5
Environmental Psychology/ Psychologie de l'environnement

COGNITIVE AND EMOTIONAL TASKS WITH COLOURED GLASSES

Diane Humphrey, King's University College; Kylie Garrison, King's University College at The University of Western Ontario

A spectrum of colour-emotion associations has been found with drawing, naming, pointing, colouring-book and other tasks (eg. Humphrey 2011). Williams et. al. (2011) showed an inhibiting effect of red-coloured glasses on reaching behaviour. Coloured exam papers can produce lower scores on tests (Skinner, 2005). The present study further examines the effects of colour on cognitive tasks and emotional associations. Participants wearing coloured glasses (red, orange, yellow, green, blue, violet in randomized sequence) are asked to perform two one-minute

fluency tasks (figural fluency and verbal fluency) and to rate emotional associations (anger, surprise, happiness, disgust, sadness and fear). Emotion ratings are expected to be similar to those found previously associating emotion and colours. Effects of coloured glasses on fluency tasks are less predictable. Red may inhibit figural fluency, as previously found for reaching behaviour, while blue may inhibit verbal fluency, affecting dorsal and ventral visual streams (Goodale and Milner, 1982) respectively.

#6
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

EXAMINING RETESTING EFFECTS ON ACHIEVEMENT TESTS
Lauren Florko, Saint Mary's University; Victor Catano, Saint Mary's University

Achievement tests are commonly used in workplace settings as they are excellent predictors of job performance. The Canadian Council of Human Resources Association (CCHRA) permits designation of Certified Human Resources Professionals (CHRP) through two of these tests. Specifically, CCHRA administers a job knowledge test and a situational judgement test. This research aimed to explore the retesting effects on these tests. Retesting effects are defined as significant increases to test scores upon subsequent test administrations. Surveys were given to individuals writing these tests from 2004 to 2009. Generally, applicants significantly increased their scores upon subsequent test administrations. For the situational judgement test, this relationship was moderated by having visible minority status (this relationship did not exist for the job knowledge test). Gender did not moderate this relationship for either test. In examining why these relationships may exist, there was a significant difference between certain study methods for the tests. Implications and future research directions are discussed.

#7
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

RELATIVE VS. ABSOLUTE MEASURES OF TEAM COHESION
Travis J Schneider, University of Western Ontario; Matthew McLarnon, University of Western Ontario

Using 337 engineering students (77 long-term project teams) at a large Canadian university, the current study investigates the nature of a new response format, the Relative Percentile Method (RPM; Goffin, Gellatly, Paunonen, Jackson, & Meyer, 1996), for assessing team cohesion. Traditionally, team cohesion has been assessed with Likert response scales. Cohesion has been defined as "a dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objective and/or for the satisfaction of [team] member affective needs" (Carron, Brawley, & Widmeyer, 1998, p. 213). Given the social nature of this operational definition of team cohesion, and the comparative nature of the process used to provide RPM ratings (Goffin & Olson, 2011), it was hypothesized that the new RPM format may result in stronger relations with team performance. Exploratory and confirmatory multilevel factor analyses were used to examine and compare the structure of traditional team cohesion measures that use Likert items and team cohesion measures that use RPM items. Also, multilevel structural equation modeling was used to assess both measures' relation to team performance.

#8
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

EVALUATION OF GENERAL SATISFACTION AND WORK ENVIRONMENT AFTER RESTRUCTURING: FINDINGS FROM AN INPATIENT SCHIZOPHRENIA PROGRAM
Christine Walter, The Royal - Mental Health

Working in an acute care inpatient psychiatric ward can be challenging for nurses and other professionals. Work environment has been shown to have profound effects on the health and work stability of mental health workers (Schaefer & Moos, 1996, Hanrahan et al., 2010). Given recent Schizophrenia Inpatient Program restructuring at The Royal in Ottawa, an evaluation using General Milieu Index (GMI: Moos, 1974) and work environment scale (WES-10: Rossberg et al, 2004) were done within a larger follow-up ward atmosphere survey. Staff (N = 40) responded to the GMI and WES-10; and patients (N = 11) to GMI. GMI mean scores for staff were 3.92 (0.54) and 3.42 (1.01) for patients. Independent samples t-tests showed staff and patients significantly differed on their responses to the question "How much do you like the patients on this ward?" with staff liking patients better than co-patients liked each other (t=2.87, p = .006, two-tailed). Intercorrelations between the WES-10 subscales and GMI questions of general satisfaction with the psychiatric wards, patients, and staff members suggest staff that were satisfied with the ward in general felt more self-realized and less nervous about being on the ward. Also, they felt a sense of self-realization, less nervous on the ward, and workload was less of an issue, the more they liked patients on the ward and other staff members.

#9
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

THE MULTICULTURAL IDENTITY INTEGRATION SCALE (MULTIIS): A VALIDATION STUDY
Maya A Yampolsky, Univérsité du Québec à Montréal; Catherine E Amiot, Univérsité du Québec à Montréal; Roxane de la Sablonnière, Université de Montréal

Being multicultural necessitates the management of one's different identities within the self. Amiot and colleagues (2007) propose different configurations of one's multiple cultural identities: categorization, where people only identify with one culture; compartmentalization, where people maintain multiple, separate identities within the self; and integration, where people link their cultural identities. Two studies tested the reliability and validity of the Multicultural Identity Integration Scale (MULTIIS). Study 1: EFA results (N=378) supported the three factorial structures of categorization, compartmentalization, and integration, with alphas for each subscale ranging from acceptable (.62) to sufficient (.85). Correlations (N=168) revealed sufficient convergence and divergence with previous cultural identity measures (e.g., Benet-Martinez & Haritatos, 2005). Multiple regression analyses demonstrated the predictive validity of the integration subscale to well-being (e.g., Ryff, 1995). Study 2: EFA analyses with preliminary data for the improved MULTIIS (N = 83) support the three subscales with sufficient alphas for categorization (.72), compartmentalization (.79) and integration (.79). Data from future confirmatory factorial analyses will be presented along with results for the predictive validity of the MULTIIS to several well-being measures.

#10
Psychology in the Military/
Psychologie du milieu militaire

PRELIMINARY FINDINGS ON THE EFFECTIVENESS OF A STRESS MANAGEMENT PROGRAM FOR MILITARY AND CIVILIAN DEFENCE PERSONNEL

Jennifer Born, Department of National Defence; Jennifer EC Lee, Department of National Defence; Christine Dubiniecki, Department of National Defence

While stress can be positive in the short-term, chronic stress that is improperly managed can evolve into negative mental and physical health conditions. 'Stress: Take Charge!' (STC) was developed in the Canadian Forces (CF) as a non-clinical, course-based program to help increase awareness of the negative impact of stress and to develop more effective stress management skills among military and civilian defence personnel. The aim of this study is to provide preliminary findings of a one-year evaluation of the effectiveness of the STC program for improving stress management and well-being. Participants of STC were surveyed at baseline and after their participation in the program to assess their knowledge about stress and stress management, self-efficacy, stress management skills, coping, perceived stress and well-being. Data collected from participants in the first quarter of the evaluation were analyzed to provide preliminary findings on changes in stress and stress management and to determine whether participation in STC contributed to improved stress management and well-being. These findings will provide initial input on the effectiveness of the program in terms of increasing stress management skills and help to refine the proposed analytical strategy for this evaluation. The implications for the validity of the data collection methods and tools will be discussed.

2012-06-14 – 1:30 PM to 3:25 PM – 13 h 30 à 15 h 25 – ROOM 100 - LEVEL 1 - WTCC

Poster/Affiche

POSTER SESSION 'B'/PRÉSENTATION PAR AFFICHAGE

Aboriginal Psychology/Psychologie autochtone; Criminal Justice Psychology/Psychologie et justice pénale; Environmental Psychology/Psychologie de l'environnement; Industrial Organizational Psychology/Psychologie industrielle et organisationnelle; International and Cross Cultural Psychology/Psychologie internationale et interculturelle; Psychology in the Military/Psychologie du milieu militaire

#1
Aboriginal Psychology/
Psychologie autochtone

TOWARDS CRITICAL YET PEACEABLE INDIGENOUS PSYCHOLOGIES

Jeffrey P Ansloos, Fuller Graduate School of Psychology

For well over a century Indigenous peoples have been the subject of reductionist research and clinical inquiry by the social sciences. The result of such inquiry has been that indigenous perspectives on paradigms of health and pathology are limited within the field. In the last few decades, the development of critical and constructivist theory by Indigenous and non-Indigenous scholars has led to increased attention towards the unique ontology and methodology of indigenous research. The articulation of diverse indigenous psychologies emerge from this movement. However, much of this research has uncritically utilized the language of warfare to articulate indigenous protest. In this paper, the author explores these unique sociopolitical dynamics of power which emerging indigenous researches describe in the articulation and legitimization of their respective psychologies. The author suggests that both the investigation and articulation of indigenous psychologies require methodological consideration of the dynamics of power, violence and peace in the cultural context of indigenous peoples. Through an analytical examination of the philosophical foundations, the sociohistorical functions and indigenous interpretation of cultural imperialism and colonialism, the author proposes a peaceable and nonviolent posture for indigenous research in psychology.

#2
Aboriginal Psychology/
Psychologie autochtone

PERSONALITY AND DRINKING MOTIVES AMONG CANADIAN ABORIGINAL YOUTH

Suzanne E Chomycz, Lakehead University; Alexandra S Kruse, Lakehead University; Christopher J Mushquash, Lakehead University; Dalhousie University; Sherry H Stewart, Dalhousie University; Aislin R Mushquash, Dalhousie University; M. Nancy Comeau, Dalhousie University; Patrick J McGrath, IWK Health Centre; Dalhousie University

Problematic alcohol use is disproportionately high among Aboriginal youth in Canada. This study investigated the association between personality traits (i.e., anxiety sensitivity, sensation seeking, impulsivity, and hopelessness), drinking motives (i.e., enhancement, social, coping, and conformity), and problematic patterns of alcohol use among Canadian Aboriginal youth. Confirmatory Factor Analyses provided support for a three-factor model of drinking motives among Aboriginal youth. Hierarchical regression analyses demonstrated personality traits independently predicted certain motives for alcohol use. Specifically, sensation seeking and impulsivity significantly predicted drinking for enhancement motives; anxiety sensitivity significantly predicted conformity motivated drinking; and hopelessness significantly predicted coping motivated drinking. In addition, while all personality traits significantly and independently predicted greater alcohol-related problems, sensation seeking and impulsivity independently predicted heavy episodic drinking. These findings suggest that specific personality traits among Canadian Aboriginal youth are differentially related to their reasons for drinking. Implications for alcohol prevention and early intervention programs that address specific personality-motive patterns are discussed.

#3
Aboriginal Psychology/
Psychologie autochtone

DEVELOPMENTAL ASSETS AS A PREDICTOR OF RESILIENT OUTCOMES AMONG ABORIGINAL YOUNG PEOPLE IN OUT-OF-HOME CARE

Katharine M Filbert, University of Ottawa; Robert J Flynn, University of Ottawa

These two studies are among the first to focus on resilience among Canadian Aboriginal (i.e., First Nations, Métis, and Inuit) youth living in out-of-home care. For the cross-sectional study, the participants consisted of 510 First Nations (237 females, 273 males), 39 Métis (15 females, 24 males), and 10 Inuit young people (2 females, 8 males) aged 10-16 years, who were drawn from an ongoing study of young people in out-of-home care in Ontario. The second Canadian adaptation of the Assessment and Action Record (AAR-C2; Flynn, Ghazal, & Legault, 2006) from Looking After Children (LAC) was used to collect data. The criterion variables were the youth's self-esteem, suicidality index, educational performance, pro-social behaviour, and positive emotional and behavioural development. The predictor variables included the youth's gender, ethnicity, age, behavioural difficulties, cognitive impairments, attainment of LAC goals, and number of developmental assets. The longitudinal

investigation examined the OnLAC data for year eight. The second study was qualitative, and involved interviewing 21 First Nations children and adolescents in out-of-home care in Thunder Bay, ON to obtain their views regarding resilience, and the factors related to the presence and/or absence of resilient outcomes. The results of these studies will help to inform research, policy and practice in child welfare.

#4
Aboriginal Psychology/ Psychologie autochtone

A CASE STUDY OF CULTURAL COMPETENCE IN COUNSELLING THROUGH AN INDIGENOUS LENS

Roger John, University of British Columbia

There is limited research on the efficacy of psychotherapeutic approaches with Indigenous peoples. This paper will share the findings of a case study of three Indigenous participants who had participated in a psychotherapeutic relationship with a non-Indigenous counsellor. These participants were asked about their experiences of participating in a therapeutic relationship with a non-Indigenous psychotherapist. I wished to explore how Indigenous clients experienced, perceived and assessed the cultural competency of non-Indigenous counsellors. This presentation will outline my process of obtaining Research Ethics Board Approval, sampling, choice of data analysis and a discussion of themes generated from a qualitative analysis of the interview data.

#5
Aboriginal Psychology/ Psychologie autochtone

ENVIRONMENTAL STRESSORS AND BEHAVIOURAL PRESENTATIONS IN A SAMPLE OF CANADIAN FIRST NATIONS YOUTH EXPOSED TO TRAUMA

Carmel L Kleisinger, Ranch Ehrlo Society; Dennis P Alfano, University of Regina

Exposure to trauma has no social, economic, or racial boundaries and there is a paucity of research in this area specific to First Nations youth in Canada. The goal of this study was to obtain preliminary data on the presenting behavioural problems and environmental stressors that characterized a sample of 60 Canadian First Nations youth in residential treatment. Data for this study was obtained through an extensive record review of 37 male and 23 female First Nations youth presenting for assessment at Ranch Ehrlo Society, a Saskatchewan-based residential treatment facility. The mean age on admission was 13.7 years, and home communities included reserves and urban centres in western Canada and the territories. Results revealed that greater than 75% of the youth were first exposed to trauma before the age of 4. All youth were exposed to multiple forms of environmental stressors and trauma, including impoverished communities (65%), parental incarceration (22%), physical abuse (58%), neglect (68%), and domestic violence (50%). Behavioural presentations common in this sample included disorders of aggression (75%), alcohol, drug, and/or inhalant abuse (60%), suicidal behaviour (47%), and disorders of emotional dysregulation (67%). These preliminary data underscore the critical need for intensive and trauma-sensitive treatment among First Nations youth at risk for trauma.

#6
Criminal Justice Psychology/ Psychologie et justice pénale

MANAGEMENT OF FORENSIC PATIENTS WITH LITIGIOUS PARANOIA: CONTROLLED SPLITTING

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Litigious Paranoia is a form of paranoia in which the person seeks legal justification for systematized delusions. The condition is mentioned regularly in the written opinions of the judiciary, and in response "vexatious litigants" laws have been passed in a number of countries.The common approach to treatment parallels the legal one: the condition is managed by helping the individual resolve the issues that can be resolved and then close the case "sympathetically but firmly". However, this approach does not address the affective investment in the delusional behaviour, and the danger that restricting the perception of legal recourse may increase the risk of violence.To address these issues, we have developed a two-pronged technique of "controlled splitting". The first prong aims at optimizing pharmacotherapy and risk management. The second prong consists of psychotherapy focused on reducing the affective tension. A secondary objective consists of redirecting the patient toward more constructive goals. All parties are aware that the psychotherapist does not participate in decisions about risk management, hence the "controlled splitting".We propose to illustrate the promise of this approach by highlighting the commonalities and differences shared by patients with this condition who have been assessed and treated on our forensic psychiatric ward over the last several years.

#7
Criminal Justice Psychology/ Psychologie et justice pénale

MURDER IN NUMBERS: DIFFERENCES IN INDIVIDUAL AND MULTIPLE PERPETRATOR HOMICIDES COMMITTED BY YOUTH

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Homicides involving multiple perpetrators (MPs) tend to be more difficult to solve than those involving individual perpetrators (IPs). M. Juodis and colleagues (2009) found that the characteristics of homicides committed by adults differed in a number of ways when considering the number of perpetrators. Importantly, Statistics Canada data indicates that MP homicides represent a greater proportion of youth- as opposed to adult-perpetrated homicides, suggesting that MPs may be a particularly important factor to consider with regards to youth. However, no study has examined differences in youth-perpetrated IP and MP homicides. The present study examined the crime, victim, and offender characteristics of IP (n = 38) and MP (n = 66) homicides. IP homicides were more likely to be committed against known victims (e.g., family, friends, acquaintances) and by individuals who had higher Psychopathy Checklist: Youth Version Factor 1 and Facet 2 scores. MP homicides were more likely to involve more gratuitous or excessive violence and be committed for instrumental purposes (e.g., money, drugs, alcohol). Our results indicate that IP and MP homicides committed by youth have distinct dynamics, particularly compared to patterns found in adult-perpetrated homicides. Additional differences will be presented and implications for criminal investigation and violence prevention will be discussed.

#8
Criminal Justice Psychology/ Psychologie et justice pénale

WIZARDS OR WIDE-EYED?: THE RELATION BETWEEN EMOTIONAL INTELLIGENCE AND HIGH-STAKES, EMOTIONAL DECEPTION DETECTION

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There is major disagreement about the existence of naturally-gifted deception detection "wizards". While some studies have suggested that a few such individuals may exist, others have attributed these findings to chance [see O'Sullivan & Ekman (2004) vs Bond & Uysal (2007)]. This

study examined the role of a specific, and relevant individual difference - emotional intelligence (EI) - in detecting high-stakes, emotional deception. Participants (N = 115) viewed a sample of 20 international videos of individuals emotionally pleading for the safe return of their missing family member, half of whom were responsible for the missing person's disappearance/murder. Participants judged whether pleaders were honest or deceptive, provided confidence ratings, reported the cues they utilized, and rated their emotional response to each plea. The ability to perceive and express emotion (a component of EI), specifically, was negatively related to detecting deceptive targets (lower sensitivity (d')). Further, EI was positively related to (excessive) confidence in detecting deception and greater self-reported sympathetic response to deceptive targets (enhanced gullibility), both potentially contributing to the diminished capacity to spot liars.

#9
Criminal Justice Psychology/ Psychologie et justice pénale

BACKSTABBING BOSSES AND CALLOUS CO-WORKERS: A MIXED METHODS EXAMINATION OF THE EXPERIENCE OF WORKING WITH A PSYCHOPATH

Janelle Beaudette, Carleton University; Adelle Forth, Carleton University; Jenelle Power, Correctional Services of Canada

This study draws attention to the considerable gap in the literature regarding psychopaths in the workplace. Study 1 will recruit 200 individuals who have a superior or a co-worker with psychopathic traits from an online support website. Participants will complete a number of questionnaires designed to measure work productivity and impairment, coping, social support, workplace bullying, and depression and anxiety. A series of open-ended questions will follow in order to gain a deeper understanding of the experience of being victimized by a psychopath at work. Participants with co-workers who are psychopathic will be compared to those with psychopathic superiors to determine whether outcomes on the dependent measures can be predicted by the psychopath's position. In addition, content analysis will be used to determine the physical, psychological, economic, and social effects of victimization. In study 2, 20 participants from study 1, will be chosen at random and semi-structured interviews will be conducted. All data will be analyzed using Grounded Theory and Strauss and Corbin's (1998) coding procedures. The participants' narratives will contribute knowledge and insight into how psychopaths target their victims in a workplace setting, elucidate the concept of a "successful psychopath", and demonstrate the impact that victimization in this environment has on other life domains.

#10
Criminal Justice Psychology/ Psychologie et justice pénale

MUG SHOT PRE-EXPOSURE BEFORE A PHOTO LINEUP: BIASING AN EYEWITNESS THROUGH IMPLICIT MEMORY?

Renee Boudakian, Dalhousie University; Raymond Klein, Dalhousie University

The malleability of memories has been well reported in eyewitness testimony research, thus prompting inquiries into the accuracy of eyewitness information. It is well accepted that identification lineups should be controlled for the physical properties of the foils (filler mug shots). That is, if the culprit is described by the witness as being bearded, the foils should be bearded as well. The interest for this project is based in the general area of forensic cognitive psychology. 200 undergraduate students (a minimum 100 needed) are being recruited to participate in this study. The purpose of this research is to examine whether eyewitnesses form implicit biases resulting from prior exposure to mug book photographs later used in a lineup. As such, the present study will investigate if the probability of selecting a non-exposed target foil increases when this photograph is presented among previously seen and dismissed mug shots in a photo lineup. If such biases exist, we expect the probability of participants selecting a novel mug shot to increase when this photograph is presented among previously dismissed mug shots, in comparison to being presented among other novel photographs. If the results turn out as expected, this study will demonstrate that not only physical, but also mental biases (in the mind of the witness) must be avoided in eyewitness identification procedures.

#11
Criminal Justice Psychology/ Psychologie et justice pénale

AN EXAMINATION OF MENTAL HEALTH, HOSTILITY, AND TYPOLOGY IN HOMICIDE OFFENDERS

Curtis A Brad, University of Saskatchewan; Richard BA Coupland, University of Saskatchewan; Mark E Olver, University of Saskatchewan

Rates of mental illness have been demonstrated to be higher in homicide offenders than in the general population. Research has primarily used the Minnesota Multiphasic Personality Inventory (MMPI) in the examination of homicide offender's mental health concerns. Many attempts have been made using the MMPI to determine a typology of homicide offenders based on their mental health profiles. However, such attempts have generated inconsistent, and often contradictory, results. Some authors suggest that hostility measures such as the Buss-Durkee Hostility Inventory (BDHI) may be important in the investigation of homicide offender typology. In the present study, we examined mental health and hostility profiles of approximately 150 homicide offenders using the MMPI and the BDHI. Data are presented contrasting mental health and hostility profiles of homicide offenders against related offender types (e.g., general violent offenders, rapists). Further, data are presented examining homicide offender typologies based on prior criminal history, as well as differences in mental health and hostility profiles. Implications regarding the clinical utility of a homicide offender typology based on personality and psychopathology self-report measures are discussed in relation to treatment considerations.

#12
Criminal Justice Psychology/ Psychologie et justice pénale

ASSOCIATIONS BETWEEN GAMBLING, SUBSTANCE ABUSE, IMPULSIVITY, AND RECIDIVISM AMONG CANADIAN OFFENDERS: A MULTI-FACETED EXPLORATION OF POOR IMPULSE CONTROL

Nicholas Chadwick, Carleton University; Caleb D. Lloyd, Carleton University; Ralph C. Serin, Carleton University

Research has revealed that offenders who display poor impulse control are more likely to engage in substance use and abuse, as well as gambling (Vitaro, Ferland, Jacques, & Ladoucer, 1998). What remains unclear is how these impulsive behaviours interact with each other and in turn affect offenders' criminal behaviour post release. In the current study, 140 male participants incarcerated in minimum and medium security institutions reported their substance use, gambling involvement, and several features of impulsive personality (including sensation seeking, behavioural inhibition, and general impulsivity). Use of multiple questionnaires provided a unique opportunity to examine the multi-faceted dimensions of this personality trait. Data were also collected over a four year period post-release to assess recidivism rates. A survival analysis was conducted to assess if offenders with a history of impulsive behaviour in multiple contexts (gambling, substance abuse) were more likely

to reoffend. Findings are discussed regarding the ability to predict post-release outcomes as well as implications for the development of effective treatment strategies for this sample of offenders.

#13
Criminal Justice Psychology/ Psychologie et justice pénale

POLICE CAUTION COMPREHENSION IN ADULT OFFENDERS: WHAT DO THEY ALREADY KNOW?

Sarah J. Chaulk, Memorial University

A police caution is a passage that contains the right-to-silence and right-to-legal counsel and is delivered routinely by a police officer prior to arresting or detaining an individual. Previous research has demonstrated that police cautions are overly complex and university students generally demonstrate limited understanding of their legal rights when delivered in this fashion. The current study investigated the level of police caution comprehension in a sample (N = 80) of Canadian offenders. In the first condition, participants (n = 60) watched two police caution videos and were asked to recall the information presented. In the second condition, participants (n = 20) were asked to simply tell what they knew about their rights without having heard the two cautions. Both groups also completed a 13-item true-false questionnaire. It is hypothesized that the participants will demonstrate poor understanding of their legal rights, regardless of condition, and that the no-video condition will demonstrate a similar level of understanding as the video condition (approximately one third of the required information). The results of this study will inform the level of understanding that Canadian offenders have concerning their right-to-silence and right-to-legal counsel and the policies and procedures for administering police cautions.

#14
Criminal Justice Psychology/ Psychologie et justice pénale

EXPLORING CORRECTIONAL TREATMENT TARGETS: CRIMINOGENIC AND RESPONSIVITY FACTORS RELATED TO RECIDIVISM

James Cheston, Ontario Correctional Institute; Christopher Koegl, Ontario Correctional Institute; Jessica Ricci, Ontario Correctional Institute

The Risk-Need-Responsivity (RNR) paradigm emphasizes the importance of targeting criminogenic risk-need factors and taking into account responsivity variables that mediate treatment effectiveness. The present study capitalized on a clinical dataset that included information about childhood risk factors, current measures of psychopathology (i.e., Personality Assessment Inventory or PAI), alcohol problems (Michigan Alcohol Screening Test or MAST); drug problems (Drug Abuse Screening Test or DAST) and verbal cognitive abilities (Shipley-2). Analyses were based on 192 offenders who were treated and released from an Ontario Correctional facility during the 2010/11 fiscal year. Linear and logistic regression models were fitted using the aforementioned variables to predict the total number of prior convictions (recidivism). Results showed that the strongest two predictors were presence of a severe drug problem (Criminogenic) and poor verbal cognitive abilities (Responsivity). Other more specific, significant predictors were: reported physical abuse in childhood (Responsivity) and elevated PAI scores in the borderline (Responsivity) and antisocial (Criminogenic) domains. Overall, the study further informs the nature and strength of several correctional treatment targets and their relative relationships to recidivism.

#15
Criminal Justice Psychology/ Psychologie et justice pénale

THE EXAMINATION OF CRIMINOGENIC NEEDS OVER TIME IN YOUTH OFFENDERS

Maggie Clarke, University of Toronto

The purpose of the present study was to examine the relationship between a young person's initial assessed risk and changes in their risk level and criminogenic needs over time. The sample consisted of 163 youth (140 males, 23 females) whose identified risk and criminogenic needs were obtained retrospectively through scores on the Risk/Need Assessment (RNA) completed by probation officers at two separate time points. Wilcoxon tests were conducted to evaluate whether a young person's overall risk and criminogenic needs changed from Time 1 to Time 2. Results found a significant change in youths' overall risk scores but not their risk levels. Only criminal history and substance abuse domains of the RNA differed in both total scores and risk levels over time. Using Kruskal-Wallis tests, results also indicated that changes in most criminogenic needs were not dependent on their initial risk level. That is, higher risk youth were more likely to decrease in risk over time only on measures of education and attitudes in comparison to low and moderate risk youth whose risk and needs did not change. Spearman correlations also indicated no significant relation between age and changes in criminogenic needs. Findings will not only better enhance the Risk-Needs-Responsivity framework, but will also improve the accuracy of risk assessments and better inform treatment implementation.

#16
Criminal Justice Psychology/ Psychologie et justice pénale

LES TRAJECTOIRES DE VIE : LES DROGUES ET LA JUSTICE

Tessa Collette, Université de Moncton; Saïd Bergheul, Université de Moncton; Sarah Pakzad, Université de Moncton

La présente étude fournit des informations complémentaires depuis l'adolescence jusqu'à l'âge adulte des itinérants concernant la prise des drogues et la criminalité. Pour ce faire, divers aspects de la vie associés à la prise de drogues et la criminalité sont examinés rétrospectivement. Les informations fournies concernant les niveaux d'anxiété et les traits de la personnalité sont également examinées. L'hypothèse de l'étude est que les traits de personnalité, les tendances des troubles mentaux, le contexte des circonstances de la vie, le niveau de dépendance de drogues et de l'alcool, la précocité et le niveau de soutien social seront différents chez les sujets judiciarisés, non judiciarisés et le groupe de contrôle. L'étude adopte une approche ventilée, qui identifie des relations fortes entre les facteurs par la création des clusters. La méthode de l'analyse de cluster hiérarchique est utilisée pour déterminer les groupes de variables similaires selon leur proximité. Les résultats préliminaires démontrent des tendances intéressantes pour informer les programmes de prévention et ceux d'intervention futures qui sont axés sur la dépendance de la drogue et/ou de l'alcool et la criminalité des adolescents.

#17
Criminal Justice Psychology/ Psychologie et justice pénale

IMPACT OF GENDER AND DIAGNOSIS ON MENTAL HEALTH COURT OUTCOMES

Heidi M. Collicutt, St. Francis Xavier University; Margo C. Watt, PhD, St. Francis Xavier University

A Mental Health Court (MHC) is a program that strives to provide rehabilitation as an alternative to the criminalization of the mentally ill. MHCs are designed to address the needs of clients whose crimes are thought to result from an underlying mental illness. Given the limited

research on MHCs to date, the current study's goal is to investigate the impact of gender and diagnosis on participant outcomes. The Primary Investigator will attend MHC sessions between December and March 2012, collecting observational (e.g., appearance, presentation), current and archival file-based data (e.g., DSM-IV-TR (2000) diagnosis, index offences, frequency of MHC visits, treatment contacts, changes in functioning) on a Court Observation Form (adapted from Castro-Martinez, 2010). A second independent rater will permit assessment of inter-rater reliability. Previous experience with the Nova Scotia MHC and recent court statistics for November 2011 suggest that 60 adult (> 18 years) clients (67% M) will consent to participate, each having charges under the Controlled Drug and Substances Act or the Criminal Code of Canada. Results will be discussed in terms of implications for men and women attending the MHC and program effectiveness.

#18
Criminal Justice Psychology/ Psychologie et justice pénale

RÉSULTATS CORRECTIONNELS DES DÉLINQUANTS SOUS RESPONSABILITÉ FÉDÉRALE AYANT DES DÉFICITS COGNITIFS

Colette Cousineau, Correctional Service Canada; Lynn A Stewart, Correctional Service Canada; Geoff Wilton, Correctional Service Canada

Les déficits cognitifs ont été impliqués en tant que facteurs de risque associés à un certain nombre de résultats liés à la criminalité. Il n'existe actuellement aucune information sur la prévalence des déficits cognitifs dans la population des délinquants sous responsabilité fédérale au Canada ou comment ces déficits affectent les résultats correctionnels. Dans la présente étude, 497 délinquants nouvellement admis dans un centre d'accueil correctionnel fédéral sur une période de 14 mois ont été évalués avec COGNISTAT, un outil de dépistage neuropsychologique (Mueller, Kiernan, et Langston, 2011). Les déficits modérés et sévères ont été identifiés. Aussi, cette étude a examiné les relations entre les déficits cognitifs et un certain nombre de variables du profil démographiques. Les résultats clés tels que l'inconduite en établissement, l'achèvement du programme et le succès sur la libération conditionnelle ont été comparés aux délinquants avec et sans déficits. Finalement, les résultats pour les délinquants souffrant de déficits cognitifs et de problèmes de toxicomanie graves ont été obtenus afin de déterminer l'impact des troubles concomitants sur la récidive. Les résultats obtenus seront discutés à l'égard de leurs implications pour l'emploi des délinquants, la formation pédagogique et la participation aux programmes correctionnels.

#19
Criminal Justice Psychology/ Psychologie et justice pénale

THE PROOF IS IN THE WORDS!: DISCRIMINATING BETWEEN FALSE AND SUBSTANTIATED ALLEGATIONS OF SEXUAL ASSAULT

Naomi Doucette, University of New Brunswick; Mary Ann Campbell, University of New Brunswick

Sexual assault refers to any form of sexual activity that is committed without consent. However, there are instances in which individuals have made false allegations of sexual assault which can create problems for police agencies that often must rely on the statements of victims and witnesses. In the current study, three commonly used techniques of evaluating statement veracity, including Reality Monitoring (RM; e.g., Sporer, 1997), Content Based Criteria Analysis (CBCA; e.g., Undeutsch, 1989) and Scientific Content Analysis (SCAN; Sapir, 1987/2005) were analyzed. Forty-two statements relating to allegations of sexual assault were obtained from police agencies in New Brunswick and were analyzed using the three techniques. Overall, results showed that all three techniques were poor at differentiating true and false allegations of sexual assault. Further, the individual cues did not differentiate between the two types of statements. Implications for law enforcement and future research will be discussed.

#20
Criminal Justice Psychology/ Psychologie et justice pénale

MISLEAD ME NOT: THE RELATIONSHIP BETWEEN INTERROGATIVE SUGGESTIBILITY, PSYCHOPATHIC TRAITS, AND PERSONALITY TRAITS

Lauren Fine, Carleton University; Simon Larmour, Carleton University; Adelle Forth, Carleton University

Interrogative suggestibility is the tendency for people to modify their accounts of events when provided misleading information. This study will examine the relationship between interrogative suggestibility, Big Five personality, and psychopathic traits in a sample of undergraduates. Research in this area has reported moderate correlations between interrogative suggestibility and neuroticism as well as its many facets (Drake, 2010; Wolfradt & Meyer, 1998). The Gudjonnson Suggestibility Scale (GSS; Gudjonnson, 1987) measures both the tendency to yield to misleading questions and to shift their answers upon receiving negative feedback from an interviewer. There has been no research done to date on the relationship between psychopathy and interrogative suggestibility. However, research on psychopathy and personality concludes that psychopaths tend to exhibit lower levels of compliance (Decuyper et al., 2009) as well as low levels of vulnerability and anxiety (Lynam et al., 2005). Since these characteristics are all facets of neuroticism, it is hypothesized that there will be a negative correlation between psychopathy and interrogative suggestibility. This research will help to shape interrogations based on personality type in order to ensure the most effective techniques are used to obtain as accurate information as possible.

#21
Criminal Justice Psychology/ Psychologie et justice pénale

FINDING THEIR WAY: HOW WOMEN READAPT TO LIFE AFTER PRISON

Pamela Forrester, Correctional Service Canada; Flora I Matheson, St Michael's Hospital; Sherri Doherty, Correctional Service Canada; Amanda Brazil, Correctional Service Canada

Research on what constitutes effective treatment for female offenders is sparse and conditions that contribute to success – "kicking" the drug habit and staying out of prison – are not fully understood. The objective of this project was to gain knowledge of the perceptions and experiences of women newly released from prison as they reintegrate into the community; this provides an opportunity to understand those conditions that lead to successful reintegration. Thirty-one qualitative interviews were conducted with women offenders under federal supervision in Canada. Some women were interviewed in the community and some in prison. Our findings identify key areas of need that contribute to a woman's successful reintegration including continuity of care, support networks, and the feeling of readiness. Furthermore, our findings identify the impact of past trauma on present circumstances. The results show how the absence of treatment for traumatic events experienced by women offenders contributes to addiction and affects the success of women returning to the community. In conclusion, planning for successful reintegration of women offenders with substance use issues requires a strategy that is inclusive, holistic, and individualized; informed by the whole of each woman's life experiences.

#22
Criminal Justice Psychology/ Psychologie et justice pénale

A PSYCHOMETRIC EVALUATION OF THE YOUTH ASSESSMENT SCREENING INSTRUMENT (YASI) AMONG MALE YOUTHFUL OFFENDERS

Celia Geck, Carleton University; Leigh Greiner, Carleton University; Shelley Brown, Carleton University

The Youth Assessment Screening Instrument (YASI; Orbis Partners, 2007) is a recently developed interview-based assessment tool that measures a range of risk, need and protective factors. The YASI is used to develop case plans for justice-involved youth and to assess their likelihood of re-offending. Although some psychometric data on the tool exists, thus far it has primarily been used in the United States. Moreover, the YASI's inter-rater reliability has yet to be examined. Consequently, the primary objective of this study is to test the psychometric properties of the YASI in a Canadian sample of male youthful offenders (n = 100). Specifically, using a cross-sectional research design, reliability (i.e., internal consistency and inter-rater reliability), concurrent validity with the Youth Level of Service/Case Management Inventory 2.0 (YLS/CMI 2.0; Hoge & Andrews, 2011), and convergent validity with the Psychopathy Checklist: Youth Version (PCL: YV; Forth, Kosson, & Hare, 2003) will be examined. The utility of using comprehensive risk/need assessment tools for the assessment and management of youthful offenders will be discussed.

#23
Criminal Justice Psychology/ Psychologie et justice pénale

CANADIAN POLICE OFFICERS' BEHAVIORAL RESPONSES TOWARD PERSONS WITH MENTAL ILLNESS: EXAMINING THE EFFECT OF THE LABEL

Kathy Keating, Memorial University; Brent Snook, Memorial University

The primary purpose of the current study was to examine how knowledge that an individual has a mental illness influences Canadian police officers' behavioral responses toward that individual. The effect of gender was also explored. Officers (N = 112) from a Canadian police organization were presented randomly with one of eight hypothetical vignettes describing a male or female, suspect or victim, who was labeled as having a mental illness or for whom no information about mental health was provided. Officers were asked to indicate how they would respond (e.g., take no action, file a complaint, verify claim with neighbors, arrest) in such situations. Results indicated that officers were significantly more likely to take no action in a situation involving a victim with a mental illness and more likely to take a report and file a complaint for a victim without a mental illness. Officers were also significantly more likely to arrest a suspect with a mental illness. Gender of the victim or suspect did not have an effect on behavioral responses. The implications of these findings for police training programs and education on mental health issues will be outlined.

#24
Criminal Justice Psychology/ Psychologie et justice pénale

INTERACTIVE TRAINING OF POLICE OFFICERS REGARDING VARIOUS PSYCHIATRIC ILLNESSES: A NOVEL ROLE-PLAY APPROACH

Yasmeen I Krameddine, University of Alberta; Peter H Silverstone, University of Alberta

Police officers constantly interact with individuals exhibiting varying forms of mental illness. This interaction lacks understanding by both parties and may result in poor outcomes. The need to strengthen communication between police officers and mentally ill individuals is widely recognized, but is poorly researched. For these reasons a novel training program was created in close collaboration with the Edmonton Police Service. It focuses on how to best interact with individuals suffering from different psychiatric disorders. This training incorporates the use of professional actors carefully trained in 6 role-play scenarios, depicting various forms of mental illness. Over a 2-month period, 663 police officers participated in training, receiving feedback from senior officers, training staff, mental health experts, as well as the actors. Goals of training aim to increase knowledge and empathetic understanding regarding issues encountered by mentally ill individuals, as well as awareness of officer verbal and non-verbal techniques of communication. Confidential feedback from both officers and actors was assessed, showing the training approach was well accepted by all groups, thus achieving its short-term goals. On-going research will determine if knowledge, attitudes and behaviour of police officers involved was positively affected in the following 6 months.

#25
Criminal Justice Psychology/ Psychologie et justice pénale

WHY WOULD YOU SAY THAT? FACTORS RELATING TO INTERROGATIVE SUGGESTIBILITY, PSYCHOPATHY, AND TAKING THE BLAME

Simon R Larmour, Carleton University

The purpose of this study is to determine whether people with more psychopathic traits differ from people with fewer psychopathic traits on interrogative suggestibility, rates of false confessions, and motives underlying false confessions. A sample of 1400 undergraduates has been screened to identify those scoring highest on psychopathy and compliance who will be asked to participate in the current study. There has been no research done to date on the relationship between psychopathy and interrogative suggestibility. However, research on psychopathy suggests that people with higher psychopathic traits tend to exhibit lower levels of compliance (Decuyper et al., 2009) and since compliance and interrogative suggestibility are positively correlated with one another (Gudjonsson, 1990), it can be hypothesized that there will be a negative correlation between psychopathy and interrogative suggestibility. Furthermore, since higher compliance is also a predictor of false confessions, it is hypothesized that people who are more psychopathic will be less likely to take the blame for someone else's antisocial acts. We will also explore whether there are different motives behind falsely confessing for people who score high on psychopathic traits compared to people who score higher on compliance. Implications for police interrogations will be discussed.

#26
Criminal Justice Psychology/ Psychologie et justice pénale

REVISITING "WHAT WORKS": A SYSTEMATIC REVIEW OF CORRECTIONAL SERVICE OF CANADA OFFENDER TREATMENT PROGRAMS ACROSS TIME

Kathleen R Latter, Carleton University; Caleb D Lloyd, Carleton University; Ralph C Serin, Carleton University

Rehabilitation and successful reintegration of offenders into the community is one of the primary goals of the Canadian justice system. As such, a comprehensive examination of the effectiveness of offender treatment programs across time will help to identify those factors that are directly related to successful offender treatment implementation and effectiveness. This review involves a systematic statistical examination of the past 40 years of offender treatment programs delivered through Correctional Service of Canada, using publically available documents. The effect

size of several variables are examined to assess their impact on overall recidivism rates, including training of correctional personnel, referral criteria, and program drop-out rates. The results of this review critically assess advances in federal correctional programming practices and evaluation. Results are compiled to examine how program effect sizes have shifted with the changing landscape of offender rehabilitation over the last four decades, which started as small-scale efforts to build effective programming before advancing to the widespread implementation of manualized programs. An integrative discussion outlines lessons learned for future approaches to offender rehabilitation and successful implementation of contemporary offender programming

#27
Criminal Justice Psychology/ Psychologie et justice pénale

LA CRIMINALITÉ ET LA VICTIMISATION DES ITINÉRANTS : UNE ÉTUDE AU NOUVEAU-BRUNSWICK

Lucie Levesque, Université de Moncton; Saïd Bergheul, Université de Moncton; Sarah Pakzad, Université de Moncton

Les sans-abris se déplacent fréquemment ou se cachent loin du regard de la population générale. Ils sont souvent perçus comme des individus violents qui commettent des crimes. Cette idée préconçue a pour effet d'influencer l'opinion des citoyens quant à l'aide apporté à cette population. Le présent projet permet d'étudier les itinérants en tant que victimes et également en tant qu'auteur de crimes. Cette recherche a pour but de déterminer si un lien significatif existe entre l'itinérance et la criminalité. Il est donc judicieux de savoir si les itinérants sont victimes ou plutôt auteurs de crimes, et de vérifier s'il y a une différence entre la criminalité des hommes et celle des femmes. Les données utilisées sont celles recueillies pour la région de Moncton dans le cadre du projet At Home/Chez Soi. Nous avons tenté de déterminer si l'état mental, les troubles concomitants d'abus de substances ainsi que le niveau d'intégration sociale de l'itinérant augmentent ou non le risque d'être une victime d'un crime ou d'en commettre un. Les résultats de cette recherche permettent de répondre à plusieurs questions et de proposer une meilleure intervention et prise en charge des itinérants-victimes ou auteurs de crimes.

#28
Criminal Justice Psychology/ Psychologie et justice pénale

COMPARING THE DRUG USE AND MENTAL HEALTH HISTORIES OF MEN AND WOMEN PARTICIPANTS OF CORRECTIONAL SERVICE CANADA'S OPIOID SUBSTITUTION THERAPY PROGRAM

Mary-Ann MacSwain, Correctional Service Canada - Addictions Research Centre; Madelon Cheverie, Correctional Service Canada - Addictions Research Centre; Shanna Farrell MacDonald, Correctional Service Canada - Addictions Research Centre; Sara Johnson, Correctional Service Canada - Correctional Research Division

Correctional Service Canada's (CSC) Opioid Substitution Therapy Program (OSTP) is a correctional intervention designed to address the needs of opioid dependent offenders to support their safe reintegration into society. This research aimed to examine the drug use and mental health histories of 2065 men and 209 women participants of CSC's OSTP between 2003-2008. Compared to men, a significantly greater proportion of women participants had histories of abuse (89% vs. 50%), mental health issues (84% vs. 69%), suicide attempts (57% vs. 33%), and self injury (39% vs. 22%). Drug use histories also differed, with a significantly greater proportion of women using pharmaceutical opioids only (68% vs. 45%), and a greater proportion of men using heroin only (40% vs. 23%), although pharmaceutical opioid use was also common among men. Women were more likely than men to report poly-substance use (65% vs. 53%). A large proportion of both men and women reported lifetime histories of injection drug use (93% vs. 97%) and needle sharing (69% vs. 74%); however a significantly greater proportion of men reported opioid (65% vs. 35%) and injection drug use (81% vs. 62%, of those who used opioids) prior to initiating OST during their current period of incarceration. The results of this research highlight the differing profiles of men and women participants, and their complex treatment needs.

#29
Criminal Justice Psychology/ Psychologie et justice pénale

EVALUATION OF A PEER SUPPORT GROUP FOR AT-RISK OR COURT-INVOLVED GIRLS IN NOVA SCOTIA

Susan M. McAfee, IWK Health Centre; Jodi L. Butler, IWK Health Centre; Dawn Dupuis, IWK Health Centre

Within Nova Scotia girls account for up to 25% of the youth violent crime rate (NS DOJ, 2006). Increasingly there is recognition of the need to consider gender in prevention and intervention approaches with young offenders (Zahn et al., 2008). The Girls Circle model is a structured support group that integrates relational theory, resiliency practices, and skills training in a format designed to increase positive connection, strengths, and competence in girls (Hossfeld & Taormina, 2007). Girls Circle is recognized as a "promising approach" in the U.S. Model Programs Guide of the Office of Juvenile Justice and Delinquency Prevention. This study is a pilot project to investigate the feasibility and usefulness of applying the Girls Circle within a Canadian youth justice context. Goals include assessing the interest of justice partners and youth in this type of program, evaluating outcomes (i.e., social and emotional competence, relationship quality, affiliation motivation, help seeking) following participation in groups, and identifying the most salient variables for future research. Twenty-four to thirty girls will complete the 12-week "Paths to the Future" Girls Circle program, offered by IWK Youth Forensic Services. Descriptive analyses and repeated measures t-tests will be conducted with all variables of interest.

#30
Criminal Justice Psychology/ Psychologie et justice pénale

FACTOR STRUCTURE OF THE GUDJONSSON COMPLIANCE SCALE IN UNDERGRADUATES

Kendra A McGuffin, Carleton University; Simon R Larmour, Carleton University; Lauren E Fine, Carleton University; Adelle E Forth, Carleton University

The aim of this study is to investigate the factor structure of the Gudjonsson Compliance Scale (GCS; Gudjonsson, 1989) in a sample of undergraduates. Gudjonnson originally proposed a three-factor structure. Factor 1 relates to difficulties coping with pressure from authority and avoidance behaviour. Factor 2 represents eagerness to please and to behave as expected. Factor 3 consists of items related to the perception of oneself. Meanwhile, the published GCS manual reports two main components to compliance: eagerness to please and avoidance of conflict and confrontation (Gudjonsson, 1997). The present sample consists of 1406 undergraduate students (948 females, 418 males) who completed the GCS and the Self-Report Psychopathy Scale (SRP-SF; Paulhus et al., in press). The current study will compare a two- and three- factor model to de-

termine which provides the best fit in males as compared to females. Correlations between participants' factor scores on the GCS and the factors of the SRP-SF will also be investigated. Consistent with previous research, it is hypothesized that women will score higher on compliance (Gudjonsson et al., 2006)and men will score higher on psychopathy (Williams & Paulhus, 2004). Potential implications of this research include advancing knowledge in the domains of compliance and psychopathy as well as sex differences in these areas.

#31
Criminal Justice Psychology/ Psychologie et justice pénale

PANTS ON FIRE: VERBAL CUES IN DECEPTION DETECTION

Sarah McQuaid, University of British Columbia-Okanagan; Michael Woodworth, University of British Columbia-Okanagan; Erin Hutton, University of British Columbia-Okanagan

Deception is a prevalent aspect of human social interaction, and we are much better liars than we are lie detectors. However, language can potentially reveal a great deal about an individual, including whether or not they are lying (see Porter et al., 2008; Vrij et al., 2004). Automated language analysis programs are particularly useful in cases where aspects of language are not consciously controllable or measurable by human coders. The current study will use the Dictionary of Affect in Language (DAL; Whissell & Dawson, 1986), the Linguistic Inquiry and Word Count (LIWC; Pennebaker, Francis, & Booth, 2001), and the UCREL Semantic Analysis System (USAS; Rayson, 2008) to investigate language use in a sample of 78 individuals who were pleading for the return of a missing loved one during an official press conference. Subsequent information has revealed that approximately half of these individuals were being deceptive. Transcripts of the pleas will be coded for a variety of linguistic properties such as emotional intensity, past-tense slip ups, and optimism. Results are expected to show important linguistic differences between liars and truth tellers, demonstrating that liars are unable to control all aspects of their language that may be indicative of deception. The results of the current study could be of considerable use to law enforcement agencies and the judicial system.

#32
Criminal Justice Psychology/ Psychologie et justice pénale

THE ABUSE EXCUSE? CONTENT ANALYSIS OF MALINGERED CHILD ABUSE CLAIMS AS A FUNCTION OF PSYCHOPATHY

Ashton Milroy, Grant MacEwan University; Tessa Dimnik, Grant MacEwan University; Kristine A Peace, Grant MacEwan University

Given the relevance of claims of child abuse in relation to issues of criminal responsibility and credibility, the present study was designed to assess the content of false claims of child abuse. Scholars have noted that the psychopathy-malingering link (i.e., inherent believe that psychopaths are more likely to malinger) has excluded evaluation of whether there are any distinguishing features of malingerers in this population. Past research has been inconsistent as to whether psychopaths are more successful at malingering than non-psychopaths. In the present study, an undergraduate sample (N = 300) was assessed for their levels of psychopathic traits (using the Psychopathic Personality Inventory), provided malingering instructions and a scenario (criminal v. civil context), and asked to generate a fabricated claim of child abuse that would later be assessed for credibility by professionals (i.e., incentive to make claims as if they occurred). Participants were also provided monetary incentives (positive, negative, none) for the most successful claim. Participants with a previous history of abuse were excluded from this study. All claims will be assessed using the Memory Assessment Procedure and coded on other content-criteria (i.e., type of abuse, abuser-victim relationship, unusual details), and analyzed as a function of levels of psychopathy, scenario, and incentive.

#33
Criminal Justice Psychology/ Psychologie et justice pénale

VIDEO, AUDIO, AND WRITTEN EVIDENCE: HOW DOES THE FORMAT FOR PRESENTING INFORMATION IN COURT AFFECT JUROR DECISION MAKING?

Erica C Milton, Ryerson University; Tara Burke, Ryerson University

There is a lack of research on how the type of technology used to present evidence in court affects juror decision making, and the limited research on this topic has yielded conflicting results. The purpose of this study is to explore how technology affects the way jurors' process trial information and whether it ultimately affects their verdict decisions. Thirty-eight undergraduate psychology students were given a videotape of a real murder trial to watch. While a control group viewed only this videotape, three experimental groups were given additional interrogation testimony in either a video, audio, or written format. Participants then completed a series of post-trial questionnaires. While somewhat unexpected, it was found that those in the video condition were most likely to report that the accused was not guilty; conversely, participants in the audio condition were most likely to render guilty verdicts. Those in the control and written conditions were equally likely to choose guilty or not guilty. As might be expected by processing models (Cacioppo et al., 1983) those in the written condition may have paid more attention to detail compared to information in the video which may have been processed less deeply. The implications from these results on how evidence should be presented in court are discussed.

#34
Criminal Justice Psychology/ Psychologie et justice pénale

EXAMINING THE RELIABILITY AND VALIDITY OF THE MEASURE OF ANTISOCIAL ATTITUDES AND ASSOCIATES (MCAA) IN A SAMPLE OF MALE AND FEMALE JUSTICE INVOLVED YOUTH

Carlye Myers, Carleton University; Shelley Brown, Carleton University; Leigh Greiner, Carleton University; Tracey Skilling, University of Toronto

Criminal attitudes and associates are two of the strongest predictors of criminal behavior (Andrews & Bonta, 2006). The Measure of Antisocial Attitudes and Associates (MCAA; Mills, Kroner & Forth, 2002) has been successfully validated for adult male offenders. However, to date the measure has not been validated on justice-involved youth, nor has it been used on a sample of female offenders, let alone youthful female offenders. Consequently, the primary objective of this study was to examine the psychometric properties of the MCAA in a sample of justice-involved youth (50 female; 100 male). This was accomplished by examining the internal consistency of the MCAA, as well as the MCAA's concurrent validity with the Pride and Delinquency Scale (PIDS; Shields & Whitehall, 1994) and the attitudes and associates domains of the Youth Level of Service/Case Management Inventory (YLS/CMI; Hoge & Andrews, 2011). Preliminary results are encouraging. The extent to which measures that have been developed and normed on adult male offender samples can be used with youthful as well as female samples is discussed.

#35
Criminal Justice Psychology/ Psychologie et justice pénale

MEASURING MOTIVATION, CRIMINOGENIC RISK FACTORS, AND PROTECTIVE STRATEGIES IN SUPERVISED OFFENDERS

Karen Parhar, Kwantlen Polytechnic University; Stephen C.P. Wong, Institute of Mental Health, University of Nottingham Innovation Park

The Criminal Life Adjustment Scale (CLAS) was developed to assess motivation to desist from crime and changes in criminogenic risk factors and protective strategies. The CLAS consists of 14 questions rated on a 5-point scale ranging from -2 to +2. The present study assessed the reliability and validity of the CLAS in a sample of 60 federally released offenders. Interviews and case file information were used to score the measures. A graduate student rated all the participants and a senior undergraduate student independently rated 13 randomly selected participants. The tool was found to be reliable (ICC = .86) and a panel of experts found the scale content valid. Significant correlations of the CLAS with an Adult Social Bonds Rating Tool (used to assess attachment to adult social bonds), $p < .001$, and a Crime Desistance Survey (used to assess factors associated with crime desistance), $p = .014$, provided evidence of construct validity. Evidence of discriminant validity was provided by a non-significant correlation of the CLAS with participant number, $p > .05$, and evidence of predictive validity was provided by significant correlations with four measures of crime desistance, $p < .05$. The CLAS may be useful for monitoring dynamic changes in supervised offenders and providing supervisors with targets for interventions that include more than just a focus on criminogenic risk factors.

#36
Criminal Justice Psychology/ Psychologie et justice pénale

PIN THE TALE ON THE LIAR: LINGUISTIC AND CONTENT-CUES IN VERACITY DETERMINATIONS

Kristine Peace, Grant MacEwan University; Jarod Cedor, Grant MacEwan University; Mikayla Kuchinsky, Grant MacEwan University

The ability to accurately discern when a victim is reporting a genuine versus deceptive criminal event has critical implications for both victims and potential suspects. Recent research on content-based cues to deception has lead to the development of protocols used to assess statement credibility. The Memory Assessment Procedure (MAP) evaluates content on a range of subjective (participant-rated) and objective (coder-rated) features of narratives. Recent research has reported that the MAP correctly classified statements 75% of the time as truths or lies. That said, linguistic features of narratives are another possible mechanism for deception detection. The Linguistic Inquiry and Word Count (LIWC) has been developed and applied to deception contexts, and discriminates statement veracity ranging from 65-74%. The current study examined the effectiveness of the MAP and LIWC to successfully discriminate truths from lies, using a set of repeated false allegations of trauma provided at three time periods within approximately 6 months. Our results indicate that content-cues were more reliable discriminators of veracity, and increased in effectiveness over time. However, combinations of MAP and LIWC criteria yielded the highest rates of discrimination (73%, 74%, and 78%). Implications for the forensic assessment of false allegations will be discussed.

#37
Criminal Justice Psychology/ Psychologie et justice pénale

IS AGGRESSION REPLACEMENT TRAINING EFFECTIVE AMONG FEMALE JUVENILE OFFENDERS ?

Nicolas Plante, Bishop's University; Marc Daigle, Université du Québec à Trois-Rivières; Ste Marie Julie, Centre Jeunesse de la Montérégie; Chloé Gaumont, Association des centres jeunesse du Québec; Charbonneau Lucie, Centre jeunesse de la Montérégie

Aggression Replacement Training (ART) is a program designed to prevent delinquent behaviour among juvenile offenders. To do so, ART objectives are to increase social skills, decrease anger and increase moral judgment through a group therapy. Numerous studies have shown positive effects of ART among male juvenile offenders. However, few studies have looked at the impact of ART on female juvenile offenders. Therefore, the objective of this research is to evaluate if female juvenile offenders exposed to ART will have an increase in their social skills, a lower level of anger and an increase in moral judgment. Method: To do so, a sample of female juvenile offenders was selected. They completed several questionnaires to assess their social skills, their anger and self-serving cognitive distortions. Results suggest that female juvenile offenders exposed to ART have better social skills, lower level of anger and lower level of self-serving cognitive distortions. Discussion: Like other evaluation assessing the effect of ART among juvenile male offenders, ART implanted with female offenders have positive results. The relation between modification of social skills, anger and moral judgment will be discussed in relation with the long term objective of ART to decrease recidivism among juvenile female offenders.

#38
Criminal Justice Psychology/ Psychologie et justice pénale

WHAT ARE THE DIFFERENCES BETWEEN FEMALES TEENAGERS LIVING IN REHABILITATION CENTERS WHO PROSTITUTE AND THOSE WHO DO NOT PROSTITUTE ?

Nicolas Plante, Bishop's University; Marc Daigle, Université du Québec à Trois-Rivières; Girard Stéphane, Centre Jeunesse de la Montérégie; Gregoire Linda, Centre Jeunesse de la Montérégie; Ste-Marie Julie, Centre Jeunesse de la Montérégie; Gaumont Chloe, Association des Centres Jeunesse du Québec; Charbonneau Lucie, Centre Jeunesse de la Montérégie

In Quebec, 25 % of female teenagers living in rehabilitation centers recognized that they ever had sex in exchange for money or drugs. Several risks factors were identified by past researches for adolescent prostitution like drug abuse and past sexual abuse. Also, female teenage prostitutes have experienced familial instability and living in a rehabilitation center is frequent for them. However, few studies have looked at the difference between female teenagers living in rehabilitation centers who prostitute and those who don't. Method: To do so, a sample of 100 female teenagers was selected from youth rehabilitation centers. They completed several questionnaires assessing drug abuse, delinquent behaviours, relations with family and attitudes toward prostitution. Results suggest that female teenagers involved in prostitution are significantly more likely to have a drug abuse problem, to have different attitude toward prostitution and have a difficult relation with their mothers. Discussion: Most programs designed to prevent female teenager prostitution focus on decreasing attraction toward street gang. However, our results suggest that female teenagers who prostitute are significantly different in several areas and that programs designed to prevent prostitution should focus simultaneously on these areas rather than focusing only on attraction toward street gang.

#39
Criminal Justice Psychology/ Psychologie et justice pénale

PUT YOUR MONEY WHERE YOUR MALINGERING IS: MALINGERED PTSD AS A FUNCTION OF SCENARIO, INCENTIVE, AND PSYCHOPATHY

Victoria E.S. Richards, Grant MacEwan University; Kristine A Peace, Grant MacEwan University

This study addressed how context of malingering, provision of incentives, and psychopathy influenced malingered symptom profiles of PTSD. While past studies have examined fabrications when there is something to gain (e.g., financial compensation), little research has evaluated malingering when people have something to lose. In the present study, an undergraduate sample (N = 300) was assessed on their level of psychopathic traits (using the Psychopathic Personality Inventory), and provided a malingering scenario where they were asked to complete PTSD symptom measures (i.e., Trauma Symptom Inventory, Impact of Event Scale – Revised, Post-traumatic Checklist) as if they had experienced an abusive incident and were claiming this in either a civil or criminal context. Participants were randomly assigned to one of three incentive conditions: 1) positive (told that "successful" claims would result in a monetary reward); 2) negative (told that "unsuccessful" claims would result in the loss of a monetary reward); and 3) no incentive was stated. Individuals with a genuine abuse history were excluded from this study. Malingered symptom profiles on three PTSD inventories will be analyzed as a function of psychopathic traits (high/low) as well as subscale scores, malingering scenario (civil/criminal), and incentive (positive/negative/none).

#40
Criminal Justice Psychology/ Psychologie et justice pénale

EXAMINING HETEROGENEITY AMONG VIOLENT OFFENDERS: ARE OFFENDER CHARACTERISTICS RELEVANT FOR SETTING TREATMENT TARGETS?

Angela H. Smeth, Carleton University; Caleb D. Lloyd, Carleton University; Ralph C. Serin, Carleton University

Violent offenders comprise a complex, heterogeneous group that differs in a variety of meaningful ways, such as variations in offence history and type of non-sexual violence used. Unfortunately, this is a poorly understood area lacking a significant body of research. The goal of this study was to identify the unique qualities and characteristics that distinguish violent offenders from each other and to evaluate the relevance of these grouping variables. A sample of federally convicted male violent offenders was examined (n = 258). Offence severity ranged from robbery/assault to manslaughter/murder. Offenders were sorted across different domains: risk level (SIR scores), number of past violent crimes, weapon use, motive (instrumental vs. reactive), PCL-R scores (high vs. low), and type of substance use. Participants were assessed using traditional self-report measures as well as vignette-based measures. Findings examined the impact of sorting participants and whether these groupings yield differences on standardized measures of anger, aggression, empathy, impulsivity, and hostility. Results underscore the difficulty in treating violent offenders without attending to important differentiating features. Results are discussed in terms of attending to this heterogeneity in order to enhance treatment efficiency and efficacy.

#41
Criminal Justice Psychology/ Psychologie et justice pénale

DOES PSYCHOPATHY PREDICT INSTRUMENTAL VIOLENCE AMONG YOUTH AND ADULTS? A META- ANALYSIS

Elizabeth Solodukhin, Carleton University; Julie Blais, Carleton University; Adelle Forth, Carleton University

The current study will examine the predictive validity of the Psychopathy Checklists (PCL-R; PCL:SV and PCL:YV) in terms of instrumental, as opposed to reactive violence. There appears to be a consensus within the literature regarding the proactive and instrumental nature of crimes committed by individuals with psychopathic characteristics (Cornell et al., 1996; Flight & Forth, 2007; Glenn & Raine, 2009; Vitacco et al., 2006, 2010; Walsh et al., 2009). The purpose of the current study is to determine which facets of psychopathy are most strongly related to instrumental violence. An exhaustive search of academic journals and dissertations will be conducted to identify studies examining psychopathy and instrumental violence. The results of each study will be converted into a common measure of effect size (Cohen's d) weighted by the inverse of the variance and aggregated to produce a measure of overall effect. The results of this study will help identify which facets of psychopathy are most consistently predictive of instrumental violence among youth and adult offenders.

#42
Criminal Justice Psychology/ Psychologie et justice pénale

IMPACT OF STEREOTYPING ON PERCEPTIONS OF CRIMINAL BEHAVIOUR

Mike Storozuk, Algoma University; Dr. Paul Dupuis, Algoma University; Alyssa Garofalo, Algoma University

Research shows that racial differences between an offender and victim can impact perceptions of both the offender and the victim (Rayburn, Mendoza, & Davidson, 2003). Research also indicates that the severity of the crime can impact perceptions of both the offender and victim, especially when they are racially different (Saucier, Hockett, & Wallenberg, 2008; Saucier, Hockett, & Heffel, 2010). This research had participants view crime vignettes with a passive victim. We expand on this research by focusing on an active victim. We varied the race of the victim, the race of the offender, the severity of the crime, and always included an active victim. Preliminary results indicate that the greater the crime severity the more likely that the police will be called, that the offender will be charged and that the offender is culpable, and the less likely that the victim will be charged. These patterns were expected. There are several results reflecting an impact of victim race. The offender was more culpable when the victim was Aboriginal and Caucasian victims were seen as more culpable and were more likely to be charged (all results at or below a significance of p = .07, data collection is continuing). These results are counter to expectations and may be reflective of a social responding bias and will be discussed as a possible example of modern racism.

#43
Criminal Justice Psychology/ Psychologie et justice pénale

YOUR LYIN' EYES: BLINK RATE REVEALS COVERT KNOWLEDGE

Leanne ten Brinke, University of British Columbia; Brendan Wallace, University of British Columbia; Stephen Porter, University of British Columbia

The guilty knowledge test (GKT), when utilized properly can discriminate between deceptive and genuine denials at a high level of accuracy. Based on the orienting reflex, physiological arousal (as measured by the polygraph) is expected to increase when confronted with a personally relevant stimulus (e.g., intimate knowledge of a crime recently committed). We propose that the behavioural indicators of recognition in this

context also are related to emotional concealment (i.e., neutralization of one's true emotion) and that individual differences related to affective experience may exacerbate, or minimize, these effects. Participants watched a strongly negative emotional video and were asked to deny knowledge of this video in a GKT format interview. Participants also (genuinely) denied knowledge of an unseen video. The orienting reflex, when concealing key information about a previously seen video, was related to a decrease in blink rate, congruent with behavioural findings related to emotional neutralization. Further, this decrease in blink rate in response to key questions and questions about previously watched videos was greater for highly emotionally intelligent individuals, and diminished for individuals with high levels of psychopathic traits. Implications for our understanding of emotional manipulation, and the use of the GKT, specifically, will be discussed.

#44
Environmental Psychology /Psychologie de l'environnement

INDIVIDUAL DIFFERENCES FOR THE MAGNITUDE OF IMPROVEMENT IN ATTENTION FOLLOWING EXPOSURE TO IMAGES OF NATURE

Stephanie Allen, Dalhousie University; Brittony Osler, Dalhousie University; Shannon A Johnson, Dalhousie University

Previous findings suggest that exposure to nature might be a viable way to improve our attention. However, no prior studies have examined how baseline attention abilities may affect the relationship between improved attention and nature. It is possible that exposure to nature is an effective method for improving attention for individuals with no or minimal attention difficulties but is not sufficient for improving attention in individuals with higher levels of attention difficulties. The present study has two objectives: 1) To examine the effect of exposure to nature on attention in a laboratory environment 2) To examine whether the relationship between attention performance and exposure to nature is associated with self-ratings of attentional abilities. Sixty adults will complete self-report ratings of attentional difficulties (Conners Adult ADHD Rating Scale), followed by a battery of attention tasks (backwards digit span, combined attention systems task, dual 1-back task) before and after exposure to images of nature. We will use correlational analyses to examine associations between self-report ratings of attention and the magnitude of changes in attention performance after viewing images of nature. Results will improve our understanding of the relationships between exposure to nature and attention.

#45
Environmental Psychology/ Psychologie de l'environnement

MENTAL MODELS OF BIODIVERSITY

Katherine Arbuthnott, Campion College, University of Regina; Daniel Devoe, Luther College, University of Regina

Biodiversity is a frequent news topic in recent years, in part because human activities and climate change are threatening global biodiversity. We were interested in determining the level and sophistication of public understanding of biodiversity. Using the mental model approach of Morgan et al. (2002), we assessed students' understanding of biodiversity. The mental models of biodiversity experts suggested five general categories: definitions, processes, value, threats, and human responsibility. The majority of participants reported that biodiversity was valuable, but described very simplistic mental models. Most participants indicated a basic understanding that biodiversity refers to variety of organisms, but many thought this was isolated to diversity of human cultures. There was little understanding of the processes by which biodiversity is maintained or threatened. Brief exposure to information from a natural history museum display on healthy ecosystems improved understanding slightly. These results suggest that public service messages about the importance of biodiversity have an impact on attitudes toward biodiversity, but not on the general understanding of what biodiversity is and why it is vital to maintain life. Poor understanding of biodiversity among the general public has important implications for public policy initiatives aimed at reducing threats to biodiversity.

#46
Environmental Psychology/ Psychologie de l'environnement

ENCOURAGING PRO-ENVIRONMENTAL BEHAVIOUR: THE INFLUENCE OF GOAL FRAME AND SELF-DETERMINED MOTIVATION

Katherine Arbuthnott, Campion College, University of Regina; Tricia Lawrie, University of Regina

Within the field of conservation psychology, the assumption in Goal Framing Theory (Lindenberg & Steg, 2007) is that a normative goal frame would support pro-environmental behaviour (PEB) more than a gain or a hedonic goal frame. To test this, participants read a passage describing lake ecology. They imagined themselves as members of a community near a lake and wrote about one of three goals. To make a profit as a fisherman primed a gain goal, to enjoy their lakeside cabin primed a hedonic goal, and to serve the community as mayor primed a normative goal. Goal frame is thought to be a transient state and self-determined motivation (Deci & Ryan, 2008) is thought to be more stable. Thus participants completed a questionnaire designed to measure motivation (autonomous, controlled, amotivated) to engage in PEB. PEB was measured using The Resource Management Task (adapted from Knapp & Clark, 1991), a simulated computer task that mimics the propogation rate of fish based on catch sizes and natural conditions. According to Goal Framing Theory participants primed with a normative goal frame would demonstrate PEB by catching fewer fish. Autonomously motivated individuals would engage in PEB regardless of goal frame.

#47
Environmental Psychology/ Psychologie de l'environnement

THE MODERATING EFFECTS OF NATURE ON STRESS

Maxine R Crawford, UBC Okanagan; Mark D Holder, UBC Okanagan

Experiences with nature can help us cope with the impact of stress. Research indicates that exposure to nature following a stressful event can reduce the stress evoked by that event (i.e., the nature exposure reduces autonomic arousal, stress, and stress-related health complaints), and that these reductions differ depending on sex. Individuals recover faster from stressful events if they are exposed to nature following the stress. However, research has largely ignored the possibility that exposure to nature can lessen the effects of subsequent stress. The prophylactic benefits of nature have been shown in correlational studies, but not in controlled experiments. In the present study, undergraduates self-reported their stress, personality, and connectedness to nature and then watched a ten-minute nature, urban, or neutral video followed by a stressful event (i.e., a series of photos designed to elicit an emotional stress response). The impact of this stressor on blood pressure and heart rate, as well as self-reports, was then assessed. The data indicate whether exposure to a nature video, versus an urban or neutral video, can act as a buffer mitigating the impact of a stressful event. This study offers new protocols for research examining the preventative parameters of nature, as well as informs current health care procedures.

#48
Environmental Psychology/ Psychologie de l'environnement

INDOOR/OUTDOOR LOCATION, NATURE CONNECTION, AND WELL-BEING

Constance T Heidt, University of Regina; Katherine D Arbuthnott, Campion College - University of Regina

Experiences in natural settings increase both well-being and environmentally-protective behaviour, so public spaces such as parks could play an important role in facilitating both pro-environmental behaviour changes and citizen well-being.To determine whether individuals are aware of the connection of well-being with pro-environmental actions and time spent in nature we measured nature connection using the Connectedness to Nature Scale (Mayer et al., 2009), well-being, and well-being intentions across various indoor and outdoor public locations in a mid-sized Canadian city (n=201). Participants' freely listed 3 actions they would pursue over the next 6 months to increase their well-being.We observed higher nature connection in the outdoor locations but no association between location and pro-environmental intentions.Well-being also did not differ by location, although there was a positive correlation between nature connection and well-being (r=.17). In their lists of well-being intentions, participants indicated good understanding of the roles of exercise (M=.70), nutrition (M=.45), sleep and stress reduction (M=.40) on well-being.However, awareness of the potential contributions of nature and pro-environmental behaviour to well-being was less evident (M=.29).Increasing public awareness of this association could have a positive impact on both people and the environment.

#49
Environmental Psychology/ Psychologie de l'environnement

BEHAVIOURAL, COGNITIVE, AND AFFECTIVE CHARACTERISTICS OF RECREATIONAL DEER HUNTERS

Kenneth Hill, Saint Mary's University

The presentation will describe research conducted with Nova Scotia deer hunters. Previous research by the author has found that nearly 3/4 of hunters surveyed reported having been significantly lost in the woods at least once while hunting deer. The current research examines the roll of concern for getting lost on hunting practices, especially those pertaining to wayfinding practices. It was found that concern for getting lost was associated with a cautious wayfinding style when hunting, such as not penetrating the woods very far and only hunting in familiar locations. Hunters who reported having a good sense of direction expressed less concern for getting lost. They also reported having better knowledge of the magnetic compass as well as knowing environmental cues for determining direction, such as the sun and other stars. These and similar findings pertaining to hunting experience and history of being lost will be described.

#50
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

BROAD AND NARROW CORE SELF-EVALUATIONS AND THE PREDICTION OF WORKPLACE CRITERIA

Zoe Arthurson-McColl, Department of Psychology, University of Calgary; Tom O'Neill, University of Calgary; Stephanie E Hastings, University of Western Ontario

Whereas core self-evaluations (CSE) is a relatively new construct and it is almost exclusively measured at the broad level, it was originally posited as a combination of four narrow facets: self-esteem, self-efficacy, emotional stability, and work locus of control (Judge, Erez, Bono, & Thoresen, 2003). Our interest was in whether there would be any predictive or theoretical advantage to examining facets of CSE as a supplement to the broad factor. Data were collected from 149 employees working in a variety of organizations and positions. Results suggested that broad CSE was advantageous for the prediction of some criteria (e.g., organizational workplace deviance), whereas narrow dimensions were advantageous for other criteria (e.g., constructive behaviors). Numerous interactions involving broad CSE and justice-related variables were uncovered, with the general pattern suggesting that broad CSE is negatively related to deviance when justice perceptions are high rather than low. The narrow CSE facet of work locus of control was also found to be the main facet involved in corresponding interactions. We conclude that, whereas facets do not always augment the prediction of broad factors, they do support the theoretical understanding of relations involving broad predictors such as CSE and workplace criteria.

#51
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

DEVELOPMENT AND VALIDATION OF THE CUSTOMER DIRECTED REVENGE BEHAVIOR SCALE

Akanksha Bedi, Bishop's University; Aaron Schat, McMaster University

Customer directed revenge behaviors are defined as intentional behaviors by service employees designed to get back at uncivil customers. This study describes the development and validation of a 7 item measure of customer directed revenge behavior. Study 1 involved a group of 97 undergraduate students providing examples of customer directed revenge behaviors. Study 2 established content-related validity by using Hinkin and Tracey's (1999) analysis of variance approach. Study 3 established the construct validity of the measure from two subsamples consisting of 155 and 463 service employees. An exploratory factor analysis (EFA) on the first subsample of 155 employees yielded a two factor solution: direct revenge and indirect revenge behaviors. This 2-factor structure received further support from a confirmatory factor analysis on the second subsample of 463 employees. Finally, the 463 employee subsample was further used to examine the associations between customer directed revenge behaviors and theoretically relevant correlates such as state negative affect, customer service orientation and extra role service behaviors. Overall, the results of the studies support the construct validity of the measure and illustrate the important implications of the construct for both individuals and organizations.

#52
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

HOW DOES VOLUNTEER VERSUS PAID WORK AND TYPE OF MOTIVATION AFFECT THE JOB-RELATED ATTRIBUTIONS OF YOUNG ADULTS?

Brandon D. Blenkarn, Mount Saint Vincent University; Stephen Perrott, Mount Saint Vincent University

The motivational sets and background preparation needed for the entry level job market are changing and the meaning of volunteerism is being fundamentally altered for the current generation of young adults. Consider, for example, challenges to the gendered nature of traditionally male dominated, action-oriented occupations like police work and fire fighting and the increasing need to first volunteer in order to gain a competitive foothold for paid work. In this study we manipulated hypothetical vignettes to assess the impact of a firefighter's job status (volunteer or career)

and motivational set (service or action oriented) on a number of job-related attributions. Undergraduate participants (n = 52 with data collection continuing) also completed Zuckerman's sensation seeking scale and a measure tapping into six volunteer motivation types. Preliminary 2 X 2 ANOVAs demonstrated that the service oriented fire fighter was judged as significantly safer than her action oriented counterpart with trends towards greater competence and longevity. Interestingly, the volunteer was judged as more likely to continue firefighting than her paid counterpart at a level nearing significance (p = .06). Findings will be discussed in terms of the changing world view of the millennial generation as they enter the workforce and look forward to the most industrious years of life.

#53
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

TOWARD MEASUREMENT EQUIVALENCE OF THE ENGLISH AND FRENCH-CANADIAN VERSIONS OF THE ORGANIZATIONAL CULTURE INVENTORY®
Cheryl Boglarsky, Human Synergistics, Inc.

Organizational culture surveys are often translated for use across populations differing in preferred language. Ironically, these surveys are used to assess cultural differences, but equivalence in construct measurement is assumed to exist. While this may be a correct conclusion, merely wishing it were so does not make it so. Using data from one multinational organization in Canada, we tested the hypothesis that the psychometric properties of the Organizational Culture Inventory® (OCI®) administered in English (n=177) and French-Canadian (n=116) were the same. The OCI measures the operating culture in terms of the behaviors that members believe are expected or implicitly required, or behavioral norms. These behavioral norms are categorized into three clusters (Constructive, Passive/Defensive and Aggressive/Defensive) with four cultural styles each. Results indicated that, in general, the psychometric properties of the OCI were equivalent across languages. However issues may exist in the Passive/Defensive cluster along with the Competitive behavioral norm scale. Implications and future directions are discussed.

#54
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

INITIAL VALIDATION EVIDENCE FOR A SHORT SELF-REPORTED SCALE MEASURING INFORMATIONAL ROLE SELF-EFFICACY
Francois Chiocchio, Université de Montréal; Jean-Nicolas Dubé, Université de Montréal; Paule Lebel, Université de Montréal

Whether collaboration is defined in terms of addition, translation or assimilation of other's knowledge and expertise (i.e., multidisciplinary, interdisciplinary, and transdisciplinary collaboration, respectively), interprofessional collaboration requires cross-boundary transfer of task relevant knowledge and expertise. While most scientists and practitioners focus on integration and its effects, few discuss, conceptualize, or study precursors of integration. Combining Murphy and Jackson's (1999) definition on work roles, Bandura's (1982) definition of self-efficacy, and Jehn, Bezrukova, and Thatcher's (2008) definition of informational characteristics, we define informational role self-efficacy as one's capability beliefs to communicate his/her underlying attributes that pertain to task relevant work experience and education. Following parallel deductive and inductive item development processes, data gathered from two samples of nurses, professionals and physicians working in interprofessional health care settings provide validity evidence for a 5-item self-reported measure. Specifically, informational role self-efficacy is a single construct with high internal consistency that demonstrates incremental validity in predicting team proactivity over sex, age, profession, goal similarity, task interdependence, and coordination.

#55
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

ANTECEDENTS OF FEELING GRATEFUL: THE ROLE OF SITUATIONAL CHARACTERISTICS
Julie Choi, University of Guelph; Jeffrey R Spence, University of Guelph

In recent years, employee affect has been found to be a significant predictor of work performance with research showing links to organizational citizenship behaviour (OCB) and deviance. However, previous emotion research in I/O psychology has largely focused on the aggregated dimensions of positive and negative affect, overlooking the potential importance of discrete emotions. The current study seeks to better understand the antecedents of gratitude, a discrete positive emotion that has implications for generating OCB. Using a scenario based methodology, we manipulated the characteristics of a helping situation to determine if, and the extent to which, several situational characteristics were responsible for generating feelings of gratitude. Our results demonstrate that the value of the help that was received, how intentional and effortful it was to generate the help, and whether or not the helper benefited from providing the help, each significantly predicted feelings of gratitude. Additionally, several statistically significant interactions were found revealing that certain situational characteristics worked together to generate feelings gratitude. For example, relation between the value of help and feelings of gratitude was stronger when the help was intentional.

#56
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

GAINING POWER, REACTIVE EGOISM, AND SELF-INTERESTED BEHAVIOR
Amy Christie, Wilfrid Laurier University; Angela Dionisi, Queen's University; Julian Barling, Queen's University

While the salience of power change is practically signified by anecdotal accounts of how gaining power 'corrupts' the power-holder, empirical investigations are scarce. An exception is Sivanathan et al.'s (2008) study, which showed that those who gained power acted more selfishly than those with consistently high power. Participants over reacted to acquiring power, their selfish responses were exaggerated. We explored one moderator of this relationship, arguing that gaining power leads to self-interested behavior when power-holders perceive others as competitors. When so, self-interest in response to gaining power is a form of reactive egoism: "egoistic or self-serving behavior in reaction to the presumably egotistic behavior of others" (Epley et al., 2006, p. 873). Perspective taking triggers reactive egoism. People often assume they are entitled to more resources than is fair, and taking the perspectives of others can correct this error. Even so, self-interested counter-reactions are, ironically, increased. In competitive environments, considering another's thoughts evokes a strategic response; egotistical behavior is expected from the counterpart and so one's own self-interested behavior is increased as a counter measure. Thus, we predicted that perspective takers would exhibit self-interested behavior in response to gaining power, and tested our hypothesis experimentally.

#57
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

THE IMPORTANCE OF MEMBERSHIP MINDSET ON TEAM INTERACTIONS AND PERFORMANCE

Amanda Deacon, University of Guelph; Maria Gloria González-Morales, University of Guelph

Turnover is inevitable in the workplace and it can affect team processes and organizational performance. The purpose of this research is to look at the mindset of teams as permanent (membership change is not expected) or temporary (membership change is expected) and its effects on group interactions and performance. Based on social exchange theory, it is proposed that teams with a permanent mindset will allocate more resources on relational processes than teams with a temporary mindset, which will allocate more resources on task related processes. A change in membership will occur for both teams. Undergraduate students will participate in this experiment, to be analyzed with mixed-ANOVA design. Expected pre-change results in permanents teams include higher levels of cohesion, equal participation across members and slower performance time than the temporary condition. After a membership change has occurred for both teams, expected results post-change for permanent teams include lowered levels of cohesion, unequal participation across members and slower task time than during the first task. Temporary teams are expected to stay consistent across tasks. It is expected that new members to teams will be more likely to share unique information with their team and will have that information accepted by the original team members more often in temporary teams than in permanent teams.

#58
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

IF YOU CANNOT SAY ANYTHING NICE...PERCEPTIONS OF EMPLOYEE NEGATIVE WORD-OF-MOUTH

Randy Delorey, St. Francis Xavier University; Susan Myrden, Memorial University; Catherine Loughlin, Sobey School of Business, Saint Mary's Univrsity

The global workforce is on the cusp of a transition from Baby Boom (1946-1964) to Millennial (1980-2000) employees. There has been much anecdotal discussion about differences between these cohorts, but little empirical research. Legal cases involving employee use of electronic communication to speak critically about workplace experiences have become more common. Organizations and managers need to understand this trend. Given a preference for potentially more public forms of interpersonal communication, such as Internet blogs and social networking sites, the modern 'water-cooler' may have the potential to result in a widespread disclosure of employee dissatisfaction. This study presents preliminary findings from a survey of 275 Millennial and Baby Boomer employees about their attitudes regarding Internet vs. traditional face-to-face communication for voicing workplace dissatisfaction. Results indicate differences in the beliefs of these two generations regarding the appropriateness of employees using the Internet to express negative word-of-mouth. They also suggest that voice will differ for direct vs. indirect experiences of dissatisfaction. This study contributes to the ongoing evaluation of generational differences in the workplace as well as the potential implications of new mediums of communication, such as social networks, for workplace environments.

#59
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

UNDERSTANDING THE RELATIONSHIP OF ORGANIZATIONAL JUSTICE AND ANTISOCIAL BEHAVIOURS AT WORK: TIME TO GET PHYSICAL

Jean-Christophe Durand, Université de Montréal; Véronique Goyette, Université de Montréal; Forget Mathieu, Université de Montréal; Tremblay Isabelle, Université de Montréal; Malo Marie, Université de Montréal; Brunet Luc, Université de Montréal

This research wanted to understand the relationship of organizational justice (distributive and procedural) and antisocial behaviours at work. To do so, it explored the possible mediating effect of individuals' physical health on this relationship. A sample of 537 teachers from three different Quebec school boards responded to a pen and paper questionnaire. Organizational justice scale (distributive $\alpha = .82$; procedural $\alpha = .95$), antisocial behaviours at work ($\beta = .89$) and individuals' physical health ($\alpha = .70$) were used to assess the studied variables. Statistical analysis were processed with Omnibus test and procedures established by Hayes and Preacher (2011). Results suggest that there is a partial mediation effect of individuals' physical health ($\beta = .20$, $p < .05$; IC 95% [-0.03 – -0.01]) on the relationship between procedural justice ($\beta = -.08$, $p < .05$) and antisocial behaviours at work. Moreover, a complete mediation effect of individuals' physical health ($\beta = .20$, $p < .05$; IC 95% [-0.02 – 0,01]) on the relationship between distributive justice ($\beta = .01$, ns) and antisocial behaviours at work was also found. Furthermore, this model would explain 22% of the unique variance of the antisocial behaviours at work unique ($F [3,441] = 41.53$, $p < .05$; FOmnibus effet direct $[2,441] = 20.06$, $p < .05$). The discussion specifies the scope of these results.

#60
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

PREDICTING FAKING WITH INDIVIDUAL DIFFERENCES IN PERSONALITY AND NEED TO FAKE

Justin R Feeney, University of Western Ontario; Richard D Goffin, University of Western Ontario

An increasing number of Fortune 500 companies are employing personality testing to recruit high-class talent, but research has consistently shown that applicants are able to artificially enhance their scores in order to be hired. Research has shown that there are individual differences in applicant faking based on personality traits such as openness and conscientiousness. The purpose of this study was to investigate whether individual differences in personality could be used to predict applicant faking, and if so, how personality predicted applicant faking. We found that Dutifulness, Achievement Striving, and Self-Monitoring all provided small to medium prediction of faking, and that these variables predicted applicant faking through their relationships with motivation to fake. We also found that a participant's need to improve their scores was the largest predictor of applicant faking. Mediation analysis showed that motivation to fake partially mediated the relationship between need to fake and applicant faking. Implications of these findings are discussed.

#61
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

WHY DO ANXIOUS INTERVIEWEES PERFORM LESS WELL IN JOB INTERVIEWS? THE ANSWER MAY LIE IN INTERVIEWERS' PERCEPTIONS

Amanda Feiler, University of Guelph; Deborah Powell, University of Guelph

The aim of this study was to investigate why anxious (vs. non-anxious) job candidates tend to receive lower ratings of interview performance. Specifically, we were interested in how anxious interviewees are perceived by interviewers and how this affects their subsequent interview performance ratings. Interviewees were co-op students (N = 120) who were required to participate in a mock job interview as part of their course credit. Interviewees were rated by interviewers on their performance and four raters were recruited to assess the interviewees on 11 macro cues (e.g., dominant, enthusiastic). An exploratory factor analysis was performed on the macro cues and provided evidence for a 2-factor structure. Specifically, items appeared to form an "assertive" dimension (e.g., dominant, attentive) and an "interpersonal attractiveness" dimension (e.g., warm, pleasant). The results indicated that the 'assertive' dimension fully mediated the relation between self-rated interview anxiety and interview performance, whereas the 'interpersonal attractiveness' dimension partially mediated this relation. Our findings suggest that anxious interviewees may receive lower ratings of interview performance because they are perceived as less assertive and less interpersonally attractive than non-anxious interviewees. Implications and future directions are discussed.

#62
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

LE BURNOUT ET L'ENGAGEMENT CHEZ LES UNIVERSITAIRES : L'EXPLORATION D'UN NOUVEAU MODÈLE

Lise Gallant, Université du Québec à Montréal; John Tivendell, Université de Moncton

Initialement, le burnout était uniquement lié aux professions de services à la personne (Maslach & Jackson, 1981). Depuis, plusieurs études démontrent que le construit se produit à travers toutes les professions (Schaufeli, Leiter, Maslach, & Jackson, 1996) et également chez les étudiants universitaires (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002). Récemment, certains chercheurs postulent qu'il existe un lien complémentaire entre le burnout et l'engagement au travail. Notre recherche explore la validité de cette affirmation, et ce, dans le milieu universitaire en explorant la corrélation entre ces deux variables et en utilisant un paradigme dit de la troisième variable, c'est à dire à l'aide des variables de la personnalité et des caractéristiques de l'environnement académique. Au total, 177 étudiants universitaires participent à cette étude et les résultats indiquent que les «névrotiques» sont plus émotionnellement épuisés en raison des demandes et du contrôle perçu vis-à-vis les études et que les «extravertis» et les «consciencieux» ont une bonne résilience mentale (vigueur). On conclue que le burnout n'est pas simplement l'inverse de l'engagement, mais bien un concept indépendant.

#63
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

VALUES, COMMUNITY, WORK SETTING, AND BURNOUT IN PROFESSIONALS PROVIDING TREATMENT TO SEXUAL OFFENDER POPULATIONS

Michael Hanrahan, Acadia University

Only a handful of studies have examined the impact on those who treat perpetrators of sexually abusive behaviour. Those studies suggest sexual offender therapists are impacted across their professional and personal lives, including negative physiological and emotional consequences and feeling professionally undervalued. Interviews with sexual offender treatment providers have revealed embarrassment to the point of not disclosing the nature of their work. Lack of support from their employers, peers, and even family, have reportedly made their work more difficult. Previous findings also indicate that doing such work in an institutional setting increases the likelihood of negative outcomes compared to working in a community setting. This study will explore the potential for perceptions of community and shared values to predict burnout among sexual offender treatment providers; and to determine if these perceptions or their relationship with burnout is influenced by work setting. To accomplish this permission is being sought to distribute an online survey to members of ATSA (Association for the Treatment of Sexual Abusers). The survey consists of demographic variables, the Areas of Worklife Survey, and the Maslach Burnout Inventory. Results will be discussed in terms understanding the consequences of this work and possible areas to target to prevent burnout.

#64
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

USING FUNCTIONAL JOB ANALYSIS AND PERFORMANCE ORIENTED SKILLS MODELING TO UNDERSTAND THE ROLE OF A GRADUATE STUDENT

Peter Hausdorf, University of Guelph; Sandeep Aujla, Univeristy of Guelph; Leann Schneider, University of Guelph; Vishi Gnanakumaran, University of Guelph; Christopher Upton, University of Guelph; Daniella Permack, University of Guelph

The purpose of this research was to conduct a job analysis for the atypical job of a graduate student and to identify the adaptive skills required to ensure success in this role. First, Functional Job Analysis (FJA) technique was used to analyze the outputs and tasks involved in the position of a graduate student in Industrial/Organizational (I/O) Psychology. This was achieved through focus groups conducted with a group of I/O graduate students who acted as Subject Matter Experts (SMEs). Further, the same group of SMEs completed a Performance Oriented Skills Model (POSM) for the role of a graduate student, which revealed eight critical skills required for success in the graduate student role. Although this skills model was constructed specifically for the role of graduate students in I/O Psychology, it is expected to generalize to other specialized graduate programs in Psychology.

#65
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

SPOUSAL CROSSOVER OF WORK-FAMILY CONFLICT AND FACILITATION AMONG WORKING PARENTS

Tracy Hecht, Concordia University; Heather Cluley Bar-Or, Concordia University

Much research on work-family interactions has examined individual effects. There is evidence, however, that crossover effects can occur from a focal person to other individuals. To date, research on such crossovers has focused on the negative side (e.g., how work-family conflicts cross over from one spouse to another). The purpose of this study was to take a more balanced look, by examining the positive side as well. Twenty-three dual-earner couples provided data for this study. Each couple had at least one child, with an average of 2 children per family. Husbands worked an average of 40 hours per week; the average for wives was 32 hours per week. Both spouses completed survey measures of work-family conflict and facilitation. They also completed measures regarding workplace factors, such as job characteristics, personal factors, such as positive and negative affectivity, and boundary management tactics between work and home domains. Health outcomes, including somatic

complaints and emotional exhaustion, were also measured. Results of this study contribute to an increased understanding of the work-family interface, while taking into account that individuals are embedded in family systems.

#66
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

WHY DO THEY MOVE? EXPLORING JOB AND ORGANIZATIONAL PREDICTORS OF MOBILITY INTENTIONS IN THE FEDERAL PUBLIC SERVICE OF CANADA

Holly T-M Holmes, Government of Canada; Dr. Janet Mantler, Carleton University; Dr. Tzvetanka Dobreva-Martinova, Carleton University

Using a stratified random sample of 11,412 employees who responded to a survey of all federal Public Service of Canada employees, the present research examined demographic, job-related, and organizational-level predictors of voluntary intra-organizational mobility, defined as intention to change departments. As expected, belonging to a younger age group and having a higher level of education were significant predictors of one's intention to change departments. Poor person job-fit, a highly stressful work environment, low job satisfaction, and a lack of supervisory support were significant job-related predictors and a lack of organizational commitment was a significant organizational predictor of intention to change departments. These results demonstrate that the reasons employees change departments are aligned with the reasons employees change organizations. At the same time, very few employees were willing to leave the organization as a whole, suggesting that the availability of movement and career progression within the Government of Canada can work alongside job embeddedness to improve overall employee retention, particularly if employees are able to find jobs with a better fit. Intra-organizational mobility may, however, differ in the public service sector relative to the private sector and more research needs to examine job mobility within the public sector.

#67
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

PREDICTING EMPLOYEES' EMOTIONAL REACTIONS TO CUSTOMER MISTREATMENT: THE ROLE OF PERCEIVED INTENT TO HARM

Camilla Holmvall, Saint Mary's University; Sonya Stevens, Saint Mary's University

For employees who work in customer-service roles, how they are treated by customers has significant implications for their job attitudes and well-being (e.g., Dormann & Zapf, 2004; Holmvall & Sidhu, 2007). For example, experiencing aggression and incivility at the hands of customers has been linked to employee psychological strain including emotional exhaustion (Grandey, Dickter, & Sin, 2004; Kern & Grandey, 2009). One feature believed to distinguish customer aggression from incivility is beliefs about the intent of the perpetrator, with a defining feature of aggression being a more clear intent to harm the target (Schat & Kelloway, 2005). In the current research, we asked participants to complete a short survey following a specific incident of customer mistreatment encountered on the job. Participants rated the extent to which they believed the customer intended to hurt them as well as the extent to which they were feeling various negative emotions (e.g., anger, frustration) toward various sources including the customer, their supervisor, and themselves. We expected that employees who perceived greater intent to harm on the part of the customer would report more negative emotions following the incident. Results partially supported our hypotheses. Implications and limitations of our research will be discussed.

#68
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

CHANGING THE CULTURE OF OCCUPATIONAL HEALTH AND SAFETY IN THE WORKPLACE

Henry A Hornstein, Algoma University; Cathy Denomme, Algoma University

This study is an examination of the relationship between the attitude toward Occupational Health and Safety, the resultant impact on injury rates in the workplace, and successful culture change management. A large company in the electrical industry (Great Lakes Power Ltd) that successfully managed the change from an unsafe to a safe organization was used as an exemplar to direct further investigation. This is an opportunity to conduct an investigatory effort to identify the critical issues that may influence the movement of electrical power generation and transmission organizations from unsafe to safe. The change process will be investigated, its success, and its applicability to other organizational contexts. Some of the significant issues that will be examined are the following: the impact of leadership, culture change, the management of organizational change, and collaboration.

#69
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

MEASURE DEVELOPMENT FOR EVIDENCE-BASED MANAGEMENT: DEFINING THE CONSTRUCT DOMAIN

R. Blake Jelley, University of Prince Edward Island; Denise M Rousseau, Carnegie Mellon University

The potential benefits of applying insights from organizational research to managerial practice have been espoused for decades (Briner, Denyer, & Rousseau, 2009). Nevertheless, profound gaps continue to exist between research and the teaching and practice of management (Burke & Rau, 2010). A fundamental shift in management education has begun to support a fledgling movement toward more EBMgt of organizations (e.g., Rousseau & McCarthy, 2007). Some universities have started to develop management students' skills in accessing and applying research findings (Briner et al., 2009; Jelley, Carroll, & Rousseau, in press). Assessment tools for evaluating evidence-based approaches to professional education exist in other fields, such as medicine (Shaneyfelt et al., 2006) and social work (e.g., Rubin & Parrish, 2010), but not in management. The present work explicates the construct of evidence-based practice in management to provide a foundation for a well-designed process of scale construction and validation (e.g., Hinkin, 1998; Jackson, 1970). The choice and specification of construct(s) is the critical first step in the development of valid measures (Jackson, 1970) and "must be carefully negotiated because it is profoundly value-laden" (Messick, 2000, p. 7). The product will be a valid measure for assessing evidence-based management practice in education and in organizations.

#70
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

WORK CLIMATE AND SOURCES OF SUPPORT IN RELATION TO WORKERS' MOTIVATION

Tomas Jungert, McGill University

This study investigates relations between workers' perceptions of their work climate and support by managers and co-workers and employees' work motivation and team quality. Research has shown that the work climate is significantly related to individuals' motivation and performance. In Self Determination Theory (SDT), it has been found that a climate that supports the three basic needs for autonomy, competence, and relatedness will have positive effects on motivation. Research has also found that support from managers has positive effects, but it has neglected to examine how co-worker support for autonomy can affect workers and the relative importance of both sources of support. In a quantitative study, a sample of 140 Swedish care givers (130 females and 10 males completed surveys and in a qualitative study, qualitative in-depth interviews were carried out with eleven care givers (9 females and 2 males) from the same organization. Results showed that employees perceived the climate to be highly supportive of the need to feel related but moderately supportive of the need to feel autonomous. Interview results showed that the climate was controlling because of many work related rules. Workers received equally high support from co-workers and managers, but effects of co-worker support were stronger than those obtained for manager for team quality.

#71
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

IDENTIFYING RETURN TO WORK PREDICTORS AMONG INDIVIDUALS OBTAINING PSYCHOLOGICAL SERVICES

Caleb Leduc, Michel A.S. Lariviere Psychology Professional Corporation; Michel Lariviere, Michel A.S. Lariviere Psychology Professional Corporation

Predicted to be the leading work disability by 2020, mental health problems have particularly incapacitating effects on an individual's capacity to hold and maintain employment. While estimates maintain 1 in 5 Canadians experience a mental illness in their lifetime, over half a million Canadians are absent from work due to mental health problems every day costing Canadian companies 14% of their net annual profit. Individuals off work for mental health reasons often experience longer periods of absence, and return to work at a much lower rate than individuals absent for other reasons. Regrettably, empirically based return to work interventions focused on mental health problems are severely lacking. As a result, the current study seeks to identify factors that influence the likelihood of successful re-entry into the workforce. A review of patient files from a private psychological practice yielded the sample. Potential participants were selected based on their satisfaction of one central criterion: having experienced workplace absence due to a mental health problem. Recruitment letters and consent forms were mailed to 74 eligible participants in August, 2011. Thorough file reviews are underway on 50 (response rate of 68%) of the patients who have consented to inclusion to date. Results will be presented, and best practice implications for stakeholders will be discussed.

#72
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

WORKPLACE AGGRESSION EXPERIENCES: USING A SPECIFIC INCIDENTS APPROACH TO EXAMINE THE EFFECTS OF CONTEXTUAL FACTORS ON VICTIM STRESS

Ashley Leopold, Saint Mary's University; Gina Gaul, Saint Mary's University; Lori Francis, Saint Mary's University

Workplace aggression has been assessed primarily via frequency measures, which lack situational detail. The purpose of this study is to examine contextual factors that influence perceptions of and reactions to workplace aggression using a specific incidents approach. Participants described two experiences of workplace aggression: most extreme and most bothersome. Approximately 60% of participants reported different incidents in these two categories. For the most extreme incidents the linear combination of four predictors (I had a good relationship with the aggressor prior to the incident, The aggressor intended to hurt me, This person had acted in an aggressive way to me in the past, and This type of behaviour happens often in that workplace) explained a significant amount of variance in perceived stress (19.9%). For incidents reported as most bothersome the same four predictors did not explain a significant amount of variance in perceived stress (7.4%). One item, "This person had acted in an aggressive way to me in the past", was significantly correlated with perceived stress. In conclusion, stress responses to the two types of incidents had different predictors, suggesting that underlying differences exist between extreme and bothersome incidents of aggression and providing a glimpse of the nuances that may be missed by studying workplace aggression via frequency measures.

#73
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

IS CONFLICT BENEFICIAL OR DETRIMENTAL FOR TEAM FUNCTIONING? IT DEPENDS ON TEAM COMPOSITION

Lindie H Liang, University of Waterloo; Arthur Au-Yeung, University of Waterloo; Raina Armstrong, University of Waterloo; Frank X Mu, University of Waterloo; Ivona Hideg, University of Toronto; Wendi Adair, University of Waterloo

Prior research has established that group conflict is detrimental for group functioning (De Dreu & Weingart, 2003), and group diversity impedes group functioning when a team splits into subgroups (i.e., forming group faultlines). The current study builds on and extends previous group conflict literature by examining whether there are circumstances where conflict may benefit team functioning. In an experimental laboratory study, 360 participants forming 45 culturally homogeneous (CH) and 45 culture faultline (CFL) four-person teams completed a group decision-making task. Gender was kept constant within each group, and conflict was experimentally manipulated. In a 2 (Group Conflict: Conflict vs. No-Conflict) x 4 (Group Type: Male-CFL vs. Female-CFL vs. Male-CH vs. Female-CH) ANOVA with Team Identity as the dependent variable, a significant 2-way interaction was observed: Male-CH teams benefitted from conflict whereas Females-CFL teams did not benefit from conflict. This is in line with the gender and communication theory: males tend communicate to debate the task at hand, thus, in Male-CH teams where communication is not restricted, conflict benefits team identity. Whereas females tend to communicate to establish connection with the group members, thus, in Female-CFL teams where communication between subgroups is usually restricted, conflict hinders team identity.

#74
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

MACHIAVELLIANISM AND "FORCING" BEHAVIOURS IN INTERPERSONAL CONFLICTS

Christin Moeller, University of Windsor; Greg A. Chung-Yan, University of Windsor

Interpersonal conflict at work is associated with numerous adverse organizational and individual outcomes, including absenteeism and reduced health and well-being. Individuals may respond to conflict in various ways such as by dominating or coercing the other party to assert their own

interests and needs. Although such "forcing" behaviours may seem effective and efficient in responding to interpersonal conflict (at least initially), this type of response generally has considerable adverse effects, including future strained interpersonal relations. Research on the dispositional antecedents of conflict management behaviours has predominantly focussed on the Big 5 personality factors; yet, we suggest that Machiavellianism is a likely predictor of "forcing" as Machiavellians are categorized as manipulative, cunning, and intent on getting their own way with little regard for others. Using an online survey, data from 373 participants was collected to investigate how Machiavellianism relates to individuals' use of "forcing". The results indicate that Machiavellian tendencies (i.e., distrusting and controlling others, striving for personal status and power) are positively associated with the use of dominating and coercive conflict behaviours. Study limitations and implications as well as future research directions are discussed.

#75
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

PREDICTING CYNICISM AS A FUNCTION OF TRUST AND CIVILITY: A LONGITUDINAL ANALYSIS

Ryan Nicholson, University of Manitoba; Michael Leiter, Acadia University

Job burnout, defined as a lasting negative effect of workplace stressors, incorporates three dimensions: exhaustion, cynicism, and inefficacy. The present study examined whether participant views of job resources (i.e., trust and civility) towards their co-workers and supervisors at Time 1 were predictive of workplace cynicism, an aspect of burnout, at Time 2. The study also examined whether experience moderated the relationship between Time 1 cynicism and Time 2 cynicism. Surveys were completed by 323 participants across five hospitals in two provinces whose responses were matched across two occasions, one year apart. Results of the multiple hierarchical regressions showed that co-worker civility negatively predicted cynicism, while co-worker trust, supervisor civility, and supervisor trust did not predict cynicism. Experience did not play a moderating role in the relationship between Time 1 job resources and Time 2 cynicism.

#76
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

SUPERVISOR INCIVILITY AND COWORKER INCIVILITY AS PREDICTORS OF INSTIGATED INCIVILITY IN A SAMPLE OF NURSING PROFESSIONALS

Ashlyn Patterson, University of Guelph; Michael Leiter, Acadia University

Workplace incivility is a problem for both employees and employers, as it can lead to declines in job satisfaction, quality of work, and psychological well-being (Blau & Andersson, 2005; Pearson & Porath, 2005). The current longitudinal study focused on the development of instigated incivility, which is the extent to which participants acknowledge engaging in uncivil actions towards others. More specifically, this study examined the role supervisor incivility and coworker incivility had on the development of instigated incivility. Nurses from five Canadian hospitals (N=290) completed surveys on two occasions measuring instances of both incivility and civility. Correlational analyses showed supervisor incivility, coworker incivility, and instigated incivility were all highly related. Results from a hierarchical multiple regression showed supervisor incivility at Time 1 was the only significant predictor of instigated incivility at Time 2, over and above the effects of instigated incivility at Time 1. Implications for human resource departments, and future research, are discussed.

#77
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

THE JOINT EFFECTS OF INTERVIEWEE PERSONALITY AND INTERVIEW ANXIETY ON EMPLOYMENT INTERVIEW PERFORMANCE

Leann Schneider, University of Guelph; Amanda R Feiler, University of Guelph; Deborah M Powell, University of Guelph

This study examined the impact of interviewee personality and interview anxiety on employment interview performance. A sample of 119 cooperative education students participated in mock employment interviews. Congruent with past research, self-reported interview anxiety negatively predicted interview performance. Extending previous findings, we found that extraversion negatively predicted self-reported interview anxiety. Interviewee conscientiousness and openness to experience also positively predicted interview performance. In addition, an interactive effect of conscientiousness and interview anxiety was found where highly conscientious interviewees performed well on the interview regardless of anxiety, but interviewees low on conscientiousness only performed well if they were low on anxiety. This suggests that individuals who are low in conscientiousness who are not anxious are able to compensate to maintain high performance during the job interview, perhaps with the use of impression management. Implications for research and practice are discussed.

#78
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

ASSESSING RECALL OF PERSONALITY-RELEVANT CUES IN INTERVIEWS

Leann Schneider, University of Guelph; Brittany Miller, University of Guelph; Deborah Powell, University of Guelph

Although employment interviewers can assess applicants' personality with some degree of accuracy, some interviewers are more accurate than others. Funder (1995) argued that to understand why some judges are more accurate, we must focus on the processes underlying accurate judgments. The purpose of this research was to investigate the possibility that accuracy in personality judgments is related to one's ability to detect and recall personality-relevant cues in applicants' responses. As a first step toward this purpose, we developed two different formats of a test to assess detection and recall of personality-relevant cues in interviews. In Study 1, participants (N = 71) watched a video of a non-scripted interview, and filled out frequency ratings for cues related to specific personality traits (e.g., "organizational skills"). In Study 2, (N = 100), participants watched two videos of interviews that were scripted specifically to include personality-related cues, and then completed a multiple choice test, which was written to assess recall of those scripted cues. Participants also completed measures of intelligence and interpersonal orientation to provide evidence of discriminant and convergent validity of the new tests. The cue recall test can be used in future studies to investigate the processes involved in accurate personality judgments in the interview.

#79
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

HARASSMENT, JOB SATISFACTION, AFFECTIVE COMMITMENT AND INTENT TO LEAVE: RESULTS FROM EXECUTIVES IN THE CANADIAN PUBLIC SERVICE

Leah Simpkins, University of Ottawa; Louise Lemyre, University of Ottawa; Wayne Corneil, University of Ottawa; Jacques Barrette, University of Ottawa; An Gie Yong, University of Ottawa

Harassment at work is increasingly being documented as a negative psychological factor affecting the health of individuals and organizations. This study examined the role of harassment reported by executives of the Canadian public service on organizational outcomes as per reported job satisfaction, affective commitment and intent to leave. The data was derived from a multi-phase national survey on stress and health among 2,081 executives of the Canadian Federal Public Service (Lemyre et al, 2007). Validated and reliable scales were used to measure organizational factors: the NIOSH Generic Job Stress Questionnaire (GJSQ) (Hurrell & McLaney, 1988) and Tepper (2000) and Colquitt (2001) for harassment. Multiple regression analyses were conducted to explore the relationship between reported harassment and organizational outcomes of executive job satisfaction, intention to leave and affective commitment, after adjustment for individual characteristics such as age, gender and hierarchical level. Results indicated that workplace harassment was a significant predictor of job dissatisfaction and intent to leave among executives. Moreover, harassment in the workplace contributed to low affective engagement at work. Implications and future directions are discussed. *With financial support from SSHRC and the McLaughlin Research Chair on Psychosocial Risk

#80
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

RESILIENT AND SUPPORTED: A FORMULA FOR HEALTHY AND ENGAGED CORRECTIONAL OFFICERS

Eropa Stein, University of Guelph; Maria Gloria González-Morales, University of Guelph

The present study investigated the relationships among job demands burnout and engagement in correctional officers. Following the Job Demands-Resources model (Demerouti & Bakker, 2001) and the Holistic Model of Stress (Nelson & Simmons, 2009) we proposed a model in which personal and organizational characteristics such as resilience and perceived organizational support (POS) interact with job stressors to alleviate burnout and enhance engagement. We collected survey data on job stressors (law enforcement stressors), burnout and engagement (exhaustion, vigor and cynicism) from 140 correctional officers employed at a detention centre in East-Central Canada. Multiple hierarchal regression analyses revealed that job stressors predicted burnout and engagement. However, resilience and POS can: (1) buffer the effects of stressors on exhaustion and cynicism, and (2) predict vigor positively. We discuss how these individual and organizational characteristics have direct effects on eustress outcomes and interactive effects on distress outcomes. Practical implications include selection for resilient candidates and organizational interventions on supportive climates.

#81
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

EXPLORING THE RELATIONSHIP OF PERSONALITY DIMENSIONS AND MOTIVATION TO INTRINSIC AND EXTRINSIC JOB SATISFACTION

Amirreza Talaei, University of Windsor; Amir Talaei, University of Windsor; Said Pournaghash-Tehrani, University of Tehran

The present study aimed to explore the relationship of personality dimensions and motivation to intrinsic and extrinsic job satisfaction.Personality dimensions were measured according to the Cloninger's Temperament and Character Inventory and motivation was measured according to the Organismic Integration Theory which is a sub-theory of Self-Determination theory. 202 employees in different organizational levels of an industrial setting completed the Temperament and Character Inventory (TCI-56),Motivation at Work Scale (MAWS) and Job Satisfaction Scale(JSS). The Artificial Neural Networks model was used for analysing the data. Results revealed that Identified Motivation,Intrinsic Motivation and Self-directedness were respectively the most important factors in predicting Intrinsic Job Satisfaction.Moreover, Persistence , Self-Directedness,Identified Motivation and Reward-Dependence, were respectively the most important factors in predicting Extrinsic Job Satisfaction.We have discussed how and why the predictors of intrinsic job satisfaction differed from the predictors of extrinsic job satisfaction.

#82
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

EMOTIONAL LABOUR: MEASUREMENT VALIDATION

Rima C. Tarraf, The University of Western Ontario; Leah K. Hamilton, The University of Western Ontario; Joan E. Finegan, The University of Western Ontario

Employees engage in emotional labour when they regulate their emotional displays by either expressing unfelt emotions or suppressing felt emotions in order to comply with organizational rules and norms (Brotheridge & Lee, 2003). Such regulation leads to burnout and decreased job satisfaction and organizational commitment (Diefendorff & Richard, 2003; Hochschild, 1983; Yanchus, Eby, Lance, & Drollinger, 2010). Though the impact of emotional labour is thought to be considerable, the measurement of the construct is problematic. To address these concerns, Hamilton et al. (2008) developed a new measure which focused on the frequency with which emotions were faked or suppressed during the work week. In this study, we used survey data from a sample of 195 full-time employed adults to further establish construct validity of the Hamilton et al. scale. Results from a confirmatory factor analysis replicated the hypothesized three-factor structure of emotional labour found in the original study. That is, emotional labour was associated with faking positive emotions, and hiding one of two clusters of negative emotions: anger, frustration, and dislike, or sadness, fear, anxiety, and jealousy. Consistent with theory, emotional labour was associated with affective commitment, turnover intentions, and work-family conflict. Implications for theory and practice are discussed.

#83
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

L'IMPACT D'ANTÉCÉDENTS ORGANISATIONNELS ET INDIVIDUELS SUR L'ADAPTATION EN EMPLOI

Isabelle Tremblay, Université de Montréal; Marie Malo, Université de Montréal; Véronique Goyette, Université de Montréal; Mathieu Forget, Université de Montréal; Jean-Christophe Durand, Université de Montréal; André Savoie, Université de Montréal

Cette étude investigue les antécédents à l'adaptation en emploi. Deux variables organisationnelles sont étudiées: la justice organisationnelle et le ratio entre les demandes et les ressources en emploi. De plus, les composantes de la santé psychologique sont étudiées comme variables médiatrices. Cinq échelles mesurant la justice organisationnelle(α =.91), les demandes-ressources (β = .59), le bien-être psychologique (β = .93), la détresse psychologique (β = .95) et l'adaptation au travail (β = .90), ont été distribués à 537 enseignants du Québec. Une analyse de médiation a été réalisée à partir de tests Omnibus et des procédures établies par Hayes et Preacher (2011). Les résultats montrent que les composantes de la santé psychologique médiatisent partiellement la relation entre la justice organisationnelle, les demandes-ressources et l'adaptation au travail ($F[4, 416]= 42.31$, $p <.05$; FOmnibus effet direct$[2, 416]= 11.51$, $p <.05$; $R^2=.28$). Le bien-être psychologique produit un effet médiateur partiel sur la relation (β =.43, $p<.05$; ICjustice organisationnelle 95% [0,07 – 0,16]; ICdemandes-ressources 95% [-0,31– 0,08]), alors que la détresse n'a pas d'influence significative (β = .00, ns; ICjustice organisationnelle 95% [-0,04 – 0,04]; ICdemandes-ressources 95% [-0,03 – 0,03]). Les implications de ces résultats sont détaillées dans la discussion.

#84
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

WORKPLACE PSYCHOLOGICAL HARASSMENT IN THE NURSING PROFESSION: AN EXAMINATION OF ITS CONNECTION TO EMPLOYEE WELL-BEING AND FUNCTIONING AT WORK

Sarah-Geneviève Trépanier, Université du Québec à Trois-Rivières; Claude Fernet, Université du Québec à Trois-Rivières; Stéphanie Austin, Université du Québec à Trois-Rivières

Workplace psychological harassment in the nursing profession has been recognized as a serious organizational issue (Quine, 2001). Workplace psychological harassment — defined as a situation in which an employee feels persistently subjected to repeated negative behaviors from others at work (Einarsen, 1999) — is related to employees' ill-being (e.g., anxiety, depression; Mikkelsen & Einarsen, 2002) and undermines employees' functioning at work (e.g., decreased performance and job satisfaction; Yildirim, 2009). In spite of these alarming outcomes, psychological harassment in the nursing profession has received little attention in Canada. This descriptive study aimed to examine workplace psychological harassment in Canadian nurses. Two complementary types of assessment were used: exposure to negative behaviors and perceived victimization. The results of this study, conducted among 1179 nurses from the province of Quebec, revealed that exposure to negative behaviors is associated with lower well-being (psychological distress and psychosomatic complaints) and suboptimal functioning at work (poor-quality work motivation and turnover intentions). Also, although many nurses reported being exposed to negative behaviors, few perceived these behaviors as psychological harassment per se. The managerial implications of this study are discussed.

#85
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

CAPTURING THE DYNAMICS OF A WORK DAY IN LONG-TERM CARE FACILITIES

Jennifer HK Wong, Saint Mary's University; E. Kevin Kelloway, Saint Mary's University

The long-term care sector in Canada is undergoing fundamental transformations. Yet, our understanding of how workplace demands affect caregivers' health has not changed. Past research conducted has been mostly self-reports, which are susceptible to recall bias and fail to capture the complexity of a workday. The objective of this study is to facilitate a greater understanding of the stressors in long-term care work settings and their consequences using an ecological momentary sampling. This sampling method captures experiences in real-time, allowing us to 'map' reactions back to the antecedents. To supplement psychological measures of health, ambulatory blood pressure (ABP) monitors will assess caregiver's physiological functioning. Moreover, the mediated role of emotion between stressors and health outcomes will be explored. A diary study accompanied by ABP measurements will be conducted with long-term care employees. Caregivers will wear the ABP monitors programmed to take hourly readings for a full day. After each reading they will fill out a diary entry consisting of items assessing workplace stressors, the emotions and recovery experiences associated with it. Data will be analyzed using multi-level modeling. The current study will contribute to the knowledge of the demands faced by caregivers and their health outcomes by using a unique combination of methodologies.

#86
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

THE DARK SIDE OF EQUITY IN THE WORKPLACE

Hayden Woodley, University of Western Ontario; Natalie Allen, University of Western Ontario

Equity sensitivity refers to the extend to which individuals differ in their perceptions of equity and inequity. The current study adds to our understanding of equity sensitivity by examining its relations to the dark triad (i.e., machiavellianism, narcissism, and psychopathy). Participants were 507 university students who completed the Equity Preference Questionnaire and the Dirty Dozen Dark Triad as part of a mass testing. It was hypothesized that machiavellianism, narcissism, and psychopathy all would be negatively correlated with equity sensitivity. Results of a bivariate correlation analysis supported all three hypotheses. Furthermore, results of a stepwise multiple regression analysis showed that psychopathy and narcissism significantly add to the prediction of equity sensitivity, while machiavellianism did not. Implications for understanding equity in the workplace will be discussed.

#87
Industrial and Organizational Psychology/Psychology industrielle et organisationnelle

TEAMWORK SELF-EFFICACY AND TEAM REWARD ATTITUDE

Hayden Woodley, University of Western Ontario; Natalie Allen, University of Western Ontario

The current study adds to the development and validation of a new measure of teamwork self-efficacy, the Teamwork Self-Efficacy Scale (TWSES). Participants were 507 university students who completed both the TWSES and the Team Reward Attitude (TRA) Scale, a measure that assesses attitudes toward receiving team-based rewards. Although factor analytic evidence supports the distinction between the two measures, they are correlated. As hypothesized, individuals who are confident in their ability to work in a team also feel more positively toward receiving team-based rewards. Implications for compensating work teams in organizations will be discussed.

#88
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

PARTICIPATORY ACTION RESEARCH: METHODOLOGICAL CONSIDERATIONS
Dawn Bremner, University of Calgary; Kelly D Schwartz, University of Calgary; Nancy Arthur, University of Calgary; Jessica Piitz, University of Calgary

Participatory approaches to research have become increasingly popular due to their emphasis on doing research with participants rather than on them. For example, Participatory Action Research (PAR) is a democratic process that enables oppressed and excluded individuals or groups to achieve the culturally-appropriate change they desire (Bradbury Huang, 2010; Reason & Bradbury, 2008). Participatory refers to the fact that relevant stakeholders are invited to participate in the research as co-researchers. The action in PAR refers to the fact that the focus of the research is the process of continuous change, rather than on a specific outcome. This process is non-linear and begins with identifying a need. Researchers then go through a cycle of developing and implementing a plan, observing the effects, and reflecting on their experiences until a desired goal is reached. This poster will present the framework and methodological considerations utilized by a doctoral student for her dissertation research in an international setting.

#89
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

CROSS-CULTURAL DIFFERENCES IN THE USE OF EMOTION REGULATION STRATEGIES AND THEIR RELATIONSHIPS WITH DEPRESSION IN CHILDREN AND ADOLESCENTS
Danielle Bullen, School of Psychology & Psychiatry, Monash University; Eleonora Gullone, School of Psychology & Psychiatry, Monash University

Emotion Regulation (ER) strategies can be differentiated as antecedent-focused, adopted before an emotion is activated (e.g., cognitive reappraisal), or response-focused, adopted once an emotion is being experienced (e.g., expressive suppression; Gross 2001). Expressive suppression (ES) is associated with many negative outcomes and a strong link has been found between increased use of ES and depression in Western samples. Cross-cultural researchers argue that collectivist cultures encourage use of ES and place lower value on expression of thoughts and emotions. Research findings reveal that negative associations with ES may be moderated by cultural values (Butler et al. 2007). It has been argued that emotional symptoms associated with depression represent deviations from the culturally sanctioned norms of emotional expression rather than from a universal pattern of healthy emotional functioning (Chentsova-Dutton et al. 2007). Thus the relationship between depression and emotional responding may vary depending on cultural values in regards to healthy emotional functioning. This study aims to investigate the use of ER strategies, and the relationship between ES and depression across cultural groups. The sample consists of 8-16 year olds whose parents were born in Australia (n= 419) and whose parents were born in East Asia (n=285). Results will be presented and discussed.

#90
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

INTERNATIONAL STUDENTS, ENGLISH COMPETENCE, AND THE ADAPTATION TO COLLEGE QUESTIONNAIRE
Saeid Chavoshi, York University; Maxine Wintre, York University; Lorna Wright, York University

There have been a growing number of international students attending North American universities, bringing with them social and economic benefits. Undergraduate international students represent a unique subsample of the emerging adults in our universities, especially given that for a majority of them English is not their first language. They may experience both a magnification of common student problems in their transition to university and unique issues that require further examination. Addressing this need is complicated by the inconsistency in the literature with regards to operationalization of international student adjustment and English competence. Cross-sectional data from international students across four undergraduate years have been collected at a large, ethnically diverse Canadian university. Baker and Siryk (1984) posit that student adjustment to college is multifaceted and should be measured as such by including academic, social and psychological adjustment, and institutional and goal commitment, which forms the basis of their Student Adaptation to College Questionnaire (SACQ). The current study examines how well self-reported English competence and standardized scores of English competence, predict adjustment outcome variables using the SACQ while controlling for demographic variables.

#91
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

THE IMPACT OF FAMILY INFLUENCE ON SEXUAL ATTITUDES AND BEHAVIOURS OF SECOND GENERATION SOUTH ASIAN CANADIANS
Chantal M Darzi, University of Ottawa; Marta Young, University of Ottawa; Emilie Gravel, University of Ottawa; Andrea M.S. Lee, University of Ottawa; Marcela Olavarria, University of Ottawa

Despite the fact that studies have explored the relationship between family influence and sexuality, very few have been conducted with migrant populations. As young second generation immigrants are exposed to the sexual attitudes and behaviours of the mainstream culture and to those of their parents' culture, reconciling these differences can be challenging. The objective of the present study was to examine the impact of family on the sexual experiences of second generation South Asian Canadians. Ninety-one participants between the ages of 18 and 25 completed the Family Allocentrism Scale (Lay et al., 1998) to assess family connectedness, and the Premarital Sexual Permissiveness Scale (Schwartz & Reiss, 1995) to evaluate the participants' permissiveness as well as perceived parental permissiveness toward different premarital sexual behaviours. The participants' sexual behaviours were also assessed. The analyses revealed that participants' sexual permissiveness had a mediating role on the predictive relationship of mothers' and fathers' permissiveness on oral and genital sexual experiences. These findings also concluded that family connectedness did not have a significant impact on sexual behaviour. These results offer interesting directions for future research and are discussed in relation to the culture and sexuality literatures.

#92
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

CULTURE, GENDER AND INTERPERSONAL TOUCH IN PUBLIC SETTINGS: A FIELD STUDY IN CANADA AND TURKEY
Pelin Gul, York University; Jorida Cila, York University

Cultures differ in terms of the amount of physical contact people display during social interactions, with people from contact cultures engaging in more touching behavior than people from non-contact cultures (Hall, 1966). Observational studies in public places have also revealed gender differences in opposite-sex interactions, with men initiating touch significantly more than women, a difference that has been attributed to male dominance (Henley, 1973). The present research explored cultural and gender differences in Canada (a non-contact culture with high gender equality) and Turkey (a contact culture with high male dominance) in terms of the type and amount of touch displayed during social interactions. Participants were 280 adults (140 pairs) from Canada and Turkey. Data were collected through unobtrusive observations in public settings, such as cafes and shopping centers in the cities of Toronto and Istanbul. Two raters observed and coded each interaction independently for three minutes. As predicted, there was a significant culture by gender interaction, $F(1, 100) = 7.17$, $p = .009$, $\eta p^2 = .067$, with men initiating "mutual touch" more than women among opposite-sex pairs in Turkey, but no such gender differences were found in Canada. Understanding such differences is especially important in today's society, where people from various cultures interact on a regular basis.

#93
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

A COMPARISON OF CULTURE PRIMING TASKS IN A HETEROGENEOUS SAMPLE

Vivian Y.L Huang, University of Calgary; Amanda M Epp, University of Calgary; Kayla Balsden, University of Calgary; Keith S Dobson, University of Calgary

The present study is a replication and extension of previous studies on culture priming (i.e. the selective alteration of cultural values and self-concepts in bi-cultural individuals). The objective of the present study was to investigate if priming procedures can manipulate culture, regardless of cultural background, and to determine if the two most frequently used priming tasks result in differential effects on values and self-construals. A culturally heterogeneous sample of 184 undergraduate students was assigned to one of the two culture priming tasks: the Sumerian Warrior Story (SWS) or the Similarities and Differences Among Friends and Family (SDFF) tasks. They were also assigned to one of the three priming conditions: individualism, collectivism, or no-prime. Participants completed the Portrait Values Questionnaires and the Self-Construal Scale. A significant task by condition interaction was found on interdependent self-construals. However, contrary to prediction the priming tasks did not increase the accessibility of independent self-construals, or individualism and collectivism values. A qualitative analysis of the SDFF provided some insight into the reasons for our contradictory findings. The results are discussed in comparison to previous findings. Methodological and theoretical concerns with regard to culture priming are addressed.

#94
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

UNDERSTANDING THE ETHNIC DENSITY EFFECT: ISSUES OF ACCULTURATION, SOCIAL SUPPORT, AND DISCRIMINATION

Tomas Jurcik, Concordia University; Esther Yakobov, Concordia University; Rana Ahmed, Concordia University; Liza Solopieieva-Jurcikova, Freelance; Andrew G. Ryder, Concordia University

Evidence suggests a negative relation between ethnic density (the proportion of people from the same ethnic group living in a particular neighbourhood) and mental health problems in ethnic minority groups (Das-Munshi, 2010). Similarly, other evidence suggests that acculturation to the heritage culture (Ahmed, Jurcik & Ryder 2011) and social support (Mirsky, 2009) are protective factors for visible minorities and recent immigrants respectively, while discrimination is a risk factor for depressive symptoms (Noh & Kaspar, 2003). The current pilot study attempts to link these separate literatures in a sample of visible minority students. Data collection is ongoing (current n=179). It is expected that individuals living in higher ethnic density neighbourhoods will report more social support and less discrimination and depression. Furthermore, it is hypothesized that acculturation to the heritage group will be positively related to ethnic density, which in turn will be linked to depression outcomes indirectly through greater social support and lower levels of discrimination. Preliminary analyses show significant ($p<.05$) correlations in the predicted direction between perceived ethnic density and depression, $r=-.15$, between social support and perceived ethnic density, $r=.19$, and between social support and depression, $r=-.42$. Theoretical and clinical implications will be discussed.

#95
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

CULTURE, GENDER, AND INTERGENERATIONAL CONFLICT FOR SECOND-GENERATION CANADIANS

Richard N Lalonde, York University; Jorida Cila, York University; Evelina Lou, York University

In order to empirically test for gender differences in familial cultural conflict for second generation Canadians that has been reported in qualitative studies (e.g., Talbani & Hasanali, 2000), a quasi-experimental design was used to determine if intergenerational cultural conflicts differed by culture and if they were gendered. Young Canadian adults from 3 groups (South Asian, n = 190; East Asian, n = 94; European, n = 266) were given Chung's (2001) Intergenerational Conflict Inventory, which assesses conflict in three domains: education and career, dating and marriage, and family expectations. Male and female participants who had an opposite-sex sibling were asked to complete the inventory twice: once for themselves (i.e., how much conflict does X cause between you and your parents?), and once for their opposite-sex sibling (i.e., how much conflict does X cause between your opposite-sex sibling and your parents?). The gender differences predicted by the qualitative literature did not emerge, and the only cultural differences that were found were relatively small and primarily between the South Asian and European samples. The results are discussed with reference to the literature on gender and cultural conflict and for the potential of availability heuristics to bias the perception of certain perceived gendered conflicts.

#96
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

DOES ONE SIZE FIT ALL? A CLOSER LOOK AT THE FACTOR STRUCTURE OF THE MULTIGROUP ETHNIC IDENTITY MEASURE AMONG THREE ETHNICALLY DIVERSE GROUPS

Josée LeBlanc, Université de Moncton; Ann M. Beaton, Université de Moncton; Jimmy Bourque, Université de Moncton; Mathieu Chalifoux, University of Moncton; Denis LeBlanc, University of New Brunswick; Yolanda Levi, Elsipogtog First Nation; DJ Joseph, Elsipogtog First Nation

In 1992, Phinney proposed that the Multigroup Ethnic Identity Measure (MEIM) contained three factors: affirmation and belonging, ethnic identity achievement and ethnic behaviours. However, research that has examined the factor structure of the MEIM is mixed. For instance, there is also evidence to support a revised MEIM 2-factor model (Dandy, Durkin, McEvoy, Barber, & Houghton, 2008; Roberts et al., 1999). Furthermore, other researchers have found evidence for a one-factor solution (Smith, Stratton, Stones, & Naidoo, 2003; Worrell, Conyers, Mpofu, & Vandiver, 2006). Cokley (2007) argues that these mixed results may be due to the use of ethnically heterogeneous samples and inconsistent statistical analyses. To address these problems, the MEIM was administered to three ethnically diverse groups of adolescents: Anglo-Canadians (n = 166), Acadians (n = 165) and First Nations (n = 107). Confirmatory factor analysis was performed to evaluate a one, two and three factor model. Findings point to the importance of conducting factorial analyses separately for each ethnic group. The study supports the revised 2-factor MEIM solution for Anglo-Canadians and Acadians: affirmation/belonging and exploration. However, the 3-factor structure was more appropriate for the First Nations respondents. Theoretical and practical implications of these findings will be discussed.

#97
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

DETERMINANTS OF SEXUAL KNOWLEDGE AMONG SECOND GENERATION CHINESE CANADIANS: THE ROLES OF CULTURE AND SEXUAL ATTITUDES

Andrea MS Lee, University of Ottawa; Marta Young, University of Ottawa; Emilie Gravel, University of Ottawa

Sexual health is important for young emerging adults as research has shown that sexual knowledge and sexual attitudes are associated with safer sex behaviours. Although Chinese Canadians are excelling academically, and are thus views as a 'model minority', research has shown that their sexual health is compromised by this misconception. For example, Asian American women have the highest increase in certain STIs (e.g., gonorrhea and HIV/AIDS), they believe they are the least likely to be at risk, and they are the least likely to receive sexual health care and education (Foo, 2002). Furthermore, research on Chinese Canadians' level of sexual health knowledge is not clear or understood and this may be due to differences in cultural variables. Therefore, the main goals of this study were: to examine the relationships between culture, sexual attitudes, and sexual knowledge and to determine the role of culture and sexual attitudes in predicting sexual knowledge. Second generation Chinese Canadians (n=100) between the ages of 18 and 25 completed the following measures: ethnic identity (Canadian and Chinese), sexual attitudes, comfort with one's own sexuality, and sexual knowledge (HIV and STIs). The obtained results and implications of the study will be discussed in the context of current findings in the cross-cultural and sexuality literatures.

#98
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

CROSS-CULTURAL DIFFERENCES IN EMOTIONAL REGULATION KNOWLEDGE: THE DIFFERENTIAL EFFECTS OF NORMATIVE VERSUS IDIOSYNCRATIC ASSESSMENT CUES

Kevin Leung, University of Waterloo; Vivian Wing-Sheung Chan, University of Waterloo; Tracy X Xiong, University of Waterloo; Douglas J Brown, University of Waterloo

Past research has found that individuals from collectivistic cultures tend to perform slightly better on assessments of emotional intelligence than those from individualistic cultures. Much of that difference has been attributed to cultural factors (such as emphasis on others vs. self) while situational effects of assessment procedures have been largely unexplored. In this study, we explore how culture and assessment cues combine to influence performance on the Situational Test of Emotional Management (STEM), a standard assessment of emotional regulation knowledge. In a laboratory setting, university student participants of East Asian (N=17) and Caucasian ethnicities (N=13) were administered the STEM under one of two conditions: In the normative assessment condition, 15 participants were told that their scores are contributing to a pool of normative data; in the idiosyncratic assessment condition, 15 participants were told that their scores are diagnostic of their individual ability. The results showed a significant (p =.03) interaction of culture and assessment cues on test performance such that East Asians tend to score higher when they were cued to normative assessment (vs. idiosyncratic assessment), while Caucasians tend to score higher when they were cued to idiosyncratic assessment (vs. normative assessment). Implications and research directions are discussed.

#99
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

MULTICULTURAL EXPERIENCES AND BICULTURALISM DO NOT ALWAYS GUARANTEE ENHANCED CREATIVITY

Evelina Lou, York University; Richard N Lalonde, York University

Different types of experiences involving multiple cultures have been shown to enhance creativity and divergent thinking. The effects of multicultural experiences may stem from external (e.g., foreign exposure) or internal (e.g., biculturalism) sources. We explored the creative performance of bicultural and monocultural participants (N = 414) who had varying degrees of foreign culture exposure. Multiple measures of bicultural identity, cultural exposure, and creativity were used. Results were mixed in that biculturals who had lived in two or more countries generated more novel examples of categories compared to monoculturals, regardless of how many countries they have lived in, as well as biculturals who have lived in only one country. However, monoculturals had higher fluency, flexibility, and creativity scores than biculturals on an unusual uses task. Moreover, our findings did not replicate those from previous studies (e.g., Benet-Martinez et al., 2006; Maddux & Galinsky, 2009). The cognitive advantages shown by biculturals over monoculturals were not associated with bicultural identity integration. We also did not find any significant correlations between foreign experiences (e.g., number of countries lived in) and creative performance. Finally, the pattern of results was not consistent across three measures of creativity. Theoretical implications research are discussed.

#100
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

CONTRASTING AUTHENTIC SOUTH ASIAN INTERNATIONAL ARRANGED MARRIAGES FROM MARRIAGES FOR IMMIGRATION

Noorfarah Merali, University of Alberta; Jasmine Bajwa, University of Alberta; William Whelton, University of Alberta

Marriage fraud occurs when a foreign national marries a Canadian citizen/permanent resident and abandons him/her after landing or obtaining citizenship. Fifty-seven percent of new spouses entering Canada annually are coming from the South Asian countries of India and Pakistan (Cit-

izenship and Immigration Canada, 2009), through arranged marriages across international borders. Marriage-based immigration applications are subject to a relationship authenticity assessment based on Western relationship norms, yielding false positives (genuine marriages that result in denied sponsorship applications) and false negatives (approved sponsorship applications that end up representing fraudulent relationships). This qualitative study utilized semi-structured interviews to compare relationship histories and events at the pre-marriage, marriage, sponsorship, and family unification stage among 30 arranged marriages between South Asian Canadians and foreign nationals that had remained intact for 5 years after re-unification (2 years beyond the timeframe for citizenship), and 30 fraudulent arranged marriages where Canadian partners were abandoned after their spouses' permanent residency or citizenship. Pre-cursors of fraud varied for male and female Canadian marriage partners at each stage and results attested to the need for changes to the relationship assessment for arranged marriages.

#101
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

SOUTH ASIAN AND NORTH AMERICAN PARTNER PREFERENCES: EXAMINING CULTURE, GENDER AND FAMILY ALLOCENTRISM

Gauthamie Poolokasingham, McGill University; David W Reid, York University

The purpose of the present study was to extend the findings of Buss (1989) and Lalonde et al. (2004) on gender and cultural differences in marital partner preferences to include the role of family interconnectedness known as allocentrism. The study found differences in cultural upbringing as well as gender were associated with perceived ideal marital partner preferences. Sixty participants from four subgroups (North American/European-male, North American/European-female, South Asian-male, South Asian-female) completed self-report questionnaires including a Revised Marital Partner Questionnaire and the Family Allocentrism Questionnaire. Our findings partially replicated Buss (1989) and Lalonde et al. (2004) for gender and cultural differences in partner preferences. Similar to Lalande et al. (2004) we ascertained a traditional factor but extended it empirically to include more culturally pertinent relationship values such as chastity, social status, religious background, family reputation, caste, parental approval, parental relationship, and cultural ties. Family allocentrism was a mediator of the relationship between participant culture and endorsement of traditional mate preferences. Implications and future directions for research will be discussed.

#102
Psychology in the Military/ Psychologie du milieu militaire

RESILIENCE FOLLOWING MILITARY OPERATIONS: A SURVEY OF CANADIAN SOLDIERS FOLLOWING AFGHANISTAN

Warren Armstrong, Department of National Defence

Canadian soldiers deployed on operations to Afghanistan are exposed to operational stressors that result in various psychological distress trajectories including resilience. The goal of this study was to examine whether the protective factors of cohesion, commitment and leadership moderate the relationship between operational stress (combat exposure) and the distress level. Measures of operational exposure, cohesion, commitment, confidence in leadership and psychological distress were administered prior to, during and following deployment. Results confirmed that exposure to operational stressors was significantly correlated to distress reaction. Using multiple regression, there was no evidence that cohesion, commitment or leadership significantly moderated the relationship between combat exposure and subsequent distress. For exploratory purposes the military sample was examined using Bonanno's method of analysis of distress trajectories following traumatic events. Approximately 67% of soldiers followed a resilience trajectory while all six distress trajectories were found which mirrors civilian samples. Results are discussed in terms of their implications regarding protective factors and distress trajectories following deployment on operations.

#103
Psychology in the Military/ Psychologie du milieu militaire

INDIVIDUAL READINESS FOR DEPLOYMENT

Fred Buick, Defence Research & Development Canada - Toronto; Donna Pickering, Defence Research & Development Canada - Toronto; Ann-Renee Blais, Defence Research & Development Canada Toronto

For operational deployments, Canadian Forces soldiers take part in: (i) individual basic combat and occupational skills training; (ii) collective training to meet combined arms battle task standards; (iii) a scenario-based exercise to validate the brigade has achieved high readiness; and (iv) specialty training focused on unique conditions of the upcoming deployment. Personnel Readiness Verification is an annual administrative process screening for any risks suggestive of possible problems with one's abilities during deployment, e.g. physical fitness, medical and dental health, immunizations, current will, power of attorney, etc. Except for an interview with a social worker or chaplain to reveal any psycho-social concerns, personal readiness is not formally assessed. The current project takes a whole-human approach for determining the main antecedents to readiness for operational deployment. From a review of literature and discussions with military and civilian personnel familiar with deployment issues of concern to soldiers, a structural model was proposed incorporating biological, psychological and social factors potentially related to individual readiness. Both occupational and personal aspects were considered. The poster will present descriptive and inferential statistics for these variables collected via survey at a recent military training exercise.

#104
Psychology in the Military/ Psychologie du milieu militaire

EVALUATING THE EVIDENCE BASE OF A STRESS MANAGEMENT PROGRAM FOR MILITARY AND CIVILIAN DEFENCE PERSONNEL

Jennifer EC Lee, Department of National Defence; Jennifer Born, Department of National Defence; Christine Dubiniecki, Department of National Defence

Stress has been identified as one of the most pervasive occupational health problems of our time. Given the substantial economic costs of stress-related illness to employers due to lost productivity, absenteeism and disability, workplace stress management programs have become increasingly popular. Consequently, a growing number of studies have been conducted to evaluate their effectiveness. Part of a comprehensive evaluation, the current study was undertaken to evaluate the evidence base of 'Stress: Take Charge!' (STC) – a stress management program designed for Canadian Forces members and civilian personnel at the Department of National Defence. Primarily based on the transactional model of stress, STC aims to promote stress reduction through change in lifestyle and attitudes as well as the use of relaxation techniques. In order to evaluate the evidence base for this program, a review of the literature was carried out on key concepts and theories used in STC. Results generally provided support for the effectiveness of stress reduction techniques promoted by STC. However, evidence supporting some of the tools of change used in the program was lacking. Overall, findings emphasized that a key strength of this program may prove to be its multi-faceted approach to stress reduction. Additional research is being conducted to evaluate the process and outcomes of the program.

#105
Psychology in the Military/
Psychologie du milieu militaire

MEDIATION OF COGNITIVE APPRAISAL ON COMBAT EXPOSURE AND PSYCHOLOGICAL DISTRESS

Heather J McCuaig Edge, Director General Military Personnel Research and Analysis; Gary W Ivey, Director General Military Personnel Research and Analysis

Military operational stressors are associated with psychological distress, though little research has explored the processes through which combat stressors have their effects. Cognitive Appraisal Theory (CAT; Lazarus & Folkman, 1984) suggests that the appraisal of an event influences positive or negative psychological health outcomes. By applying CAT with military personnel, we expected that appraisal of combat-related events would mediate the relationship between recent combat exposure and psychological distress. A total of 3,002 military personnel completed measures of combat exposure, cognitive appraisal of combat-related events, and psychological distress either during or soon after combat operations in Afghanistan. We tested the mediation models using bootstrap sampling. In both mid-tour and post-deployment samples, combat exposure was positively related to appraisal, and appraisal was positively related to psychological distress. For both samples, mediation results indicated that appraisal fully mediated the relationship between combat exposure and psychological distress; bootstrap analysis revealed a significant indirect effect for appraisal. Mediation results suggest that the impact of a potentially stressful event on well-being is contingent on one's appraisal of the event. Experiencing combat-related events alone does not fully explain psychological distress onset.

#106
Psychology in the Military/
Psychologie du milieu militaire

THE IMPACT OF EDUCATION ON PERCEPTIONS OF ORGANIZATIONAL ETHICAL CLIMATE AMONG DEFENCE PERSONNEL

Deanna Messervey, Department of National Defence; Glen Howell, Department of National Defence; Tingting Gou, Statistics Canada; Martin Yelle, Department of National Defence

Many large scale organizations have implemented ethics programs that encourage ethical decision-making (Weaver, Trevino, & Cochran, 1999). The Department of National Defence has examined perceptions of organizational ethical climate among Defence staff since 1999 as part of an established ethics program. The present research examines organizational ethical climate as a function of education based on the results of the 2010 survey administration that was completed by Regular Force personnel (n = 1551), Reserve Force (Class B) personnel (n = 359), and civilian DND employees (n = 1307). Respondents were asked to indicate their current perceptions of ethical climate as measured by 13 indicators (e.g., supervisors' behaviour) and their personal beliefs about what organizational ethical climate should be like (individual expectations). In general, we found that personnel who had graduate degrees tended to report that their perceptions of current organizational ethical climate was more consistent with their personal expectations regarding what the organizational ethical climate should be like as compared to personnel who had college diplomas. Reasons for the observed findings and organizational implications will be discussed.

#107
Psychology in the Military/
Psychologie du milieu militaire

CROSS-VALIDATION OF THE WAR EVENTS INVENTORY WITH A CANADIAN MILITARY SAMPLE

Wendy L Rogers, Operational Trauma and Stress Support Centre (OTSSC), CFB Gagetown; Julie Devlin, Operational Stress Injury Clinic, Fredericton, NB; Shannon A Glenn, Operational Trauma and Stress Support Centre, CFB Gagetown

The War Events Inventory [WEI] (Katz et al, 2009) was used as part of a prospective study incorporating an observational and longitudinal design to assess treatment outcomes in a well-defined active duty Canadian military cohort recently returned from operational duty in Afghanistan (Roto 9 Provincial Reconstruction Team). The WEI was developed in the US and had been validated originally with an American military population, but it has not been validated with a Canadian military sample. This instrument was chosen because it captures important dimensions of war-related stressors: combat experiences, injury, pre- and post-deployment stress, sexual trauma, and lack of support during deployment. This poster presents the results of a cross-validation of the WEI with 180 Canadian soldiers who took part in the outcomes study.

2012-06-14 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 202 - LEVEL 2 - WTCC

Conversation Session/
Séance de conversation

DEVELOPING PROFESSIONAL PSYCHOLOGY INTERNSHIPS IN CANADA

Melissa Tiessen, Director, CPA Education Directorate; John Service, Director, CPA Practice Directorate; Michael Teschuk, Department of Clinical Health Psychology, University of Manitoba, & President, CCPPP; George Hurley, University Counselling Centre, Memorial University of Newfoundland, & President-Elect, CCPPP; Deb Dobson, Calgary Clinical Psychology Residency, Alberta Health Services; Anna Beth Doyle, Department of Psychology, Concordia University; Bill McKee, Faculty of Education, University of British Columbia; Dorothy Cotton, Correctional Service Canada; Brian Chartier, Chartier Arnold Brock & Associates

Students and faculty in professional psychology training programmes across Canada are keenly aware of the need for increased numbers of internship positions, to address the growing match imbalance. The aim of this session is to bring together relevant doctoral and internship programme stakeholders, in order to generate innovative means of addressing the imbalance. Panelists in this session, representing a cross-section of existing and potential internship sites in Canada, will first discuss their perspectives on the gaps, opportunities, challenges, and strategies for developing new positions. We will then invite the audience to share their respective challenges and insights. Participants will leave this session with action steps relevant to both their own programmes, as well as to enhancing the opportunities for professional psychology training across Canada. Presented jointly by the Education and Practice Directorates and CCPPP.

2012-06-14 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – SUITE 302 - LEVEL 3 - WTCC

Keynote (Section)/
Conférencier de la section
Sport and Exercise Psychology/
Psychologie du sport et
de l'exercice
SECTION PROGRAM/
PROGRAMME DE LA SECTION

A REVIEW OF THE ACHIEVEMENT-RELATED VARIABLES MEASURED IN THE SPORT DOMAIN: TOWARD A MULTI-FACETED CONCEPTUAL FRAMEWORK
Patrick Gaudreau, Université d'Ottawa

Performance enhancement has often been portrayed as the "golden standard" to evaluate the effectiveness of sport psychology interventions. Quite surprisingly, little attention has been allocated to review and synthesize the various meanings attached to the word "sport performance". According to the APA dictionary (VandenBos, 2007), achievement refers to the level of performance by an individual on a task as determined by objective and/or subjective criteria. This definition clearly highlights the multidimensional intricacies of achievement, while outlining the need to examine how it has been measured by sport psychology researchers. The goal of this study was to review the articles published from 1979 to 2010 in the Journal of Sport & Exercise Psychology (ISI Impact Factor = 2.82) - the top sport psychology journal. A first result indicated that yearly percentage of studies that measured some achievement-related variable(s) significantly declined from 1979 to 2010. This trend is preoccupying given the need for applied sport psychologists to use empirically-proven principles in their interventions. A second result revealed the plural nature of the achievement-related variables measured in the literature. Hence, this review tried to propose a multi-faceted framework to categorize achievement-related variables using a series of conceptually meaningful dimensions.

2012-06-14 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – SUITE 203 - LEVEL 2 - WTCC

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

UNDERSTANDING FEATURES OF BORDERLINE PERSONALITY DISORDER: A FOCUS ON GRADUATE STUDENT CONTRIBUTIONS TO THE RESEARCH LITERATURE
Emma M MacDonald, Ryerson University

Borderline personality disorder (BPD) is a pervasive condition that is associated with an elevated risk for a variety of self-destructive and health-compromising behaviors. BPD is characterized features such as emotional dysregualtion and non-suicidal self-injury (NSSI). This symposium will present empirical findings on the features associated with BPD, and in doing so will highlight graduate student research. Arbuthnott and Lewis examine the effect of rumination on NSSI and disordered eating in the context of the Emotional Cascades Model. Fitzpatrick and Kuo focus on the usefulness of dissociation and emotion dysregulation in differentiating BPD from posttraumatic stress disorder. Gelinas & Wright use a qualitative design to investigate and understand the factors involved with cessation of deliberate self-harm in university students with a history of self-harm. Sharp & Kalynchuk investigate the effect of interpersonal and intrapersonal factors on the occurrence of NSSI, all in the context of the Experiential Avoidance Model. Each of these studies provides clinically relevant findings that will positively contribute to our understanding of key features to BPD, and will increase our knowledge of this complicated personality disorder.

A
Clinical Psychology/
Psychologie clinique

THE EFFECTS OF RUMINATION ON EMOTION IN NON-SUICIDAL SELF-INJURY AND EATING DISORDER BEHAVIOURS
Alexis E. Arbuthnott, University of Guelph; Stephen P. Lewis, University of Guelph

Non-suicidal self-injury (NSSI) and eating disorder behaviours (EDB) may have a common proximal antecedent of emotion dysregulation. The Emotional Cascades Model addresses emotion dysregulation in the context of NSSI and EDB. This model posits that ruminating on negative events increases the intensity of negative emotion. A cyclical pattern develops wherein increasingly intense negative emotion prompts continued rumination, which further increases the intensity of the negative emotion. Using a sample of university students—a high risk population for both NSSI and EDB—this study examined the relations between repeated rumination episodes and negative emotion in NSSI and EDB in the context of the Emotional Cascades Model. Gold-standard measures were used to assess emotion regulation and the topography of NSSI and EDB. Rumination episodes were induced using the Emotional Event Disclosure task. Affect was reported using the Positive and Negative Affect Scale prior to and pursuant to each rumination induction. Relative to controls, individuals with NSSI and/or EDB reported that some negative emotions were stronger and increased faster during rumination. The results highlight similarities and differences in emotion regulation characteristics and in the patterns of emotion change throughout rumination in NSSI and/or EDB. Theoretical and clinical implications will be discussed.

B
Clinical Psychology/
Psychologie clinique

DISENTANGLING OVERLAP BETWEEN BORDERLINE PERSONALITY DISORDER AND CHILDHOOD TRAUMA: THE ROLE OF DISSOCIATION AND EMOTION REGULATION
Skye Fitzpatrick, Ryerson University; Janice R. Kuo, Ryerson University

Borderline personality disorder (BPD) involves impulsivity, self-injury, and emotion dysregulation (Kuo & Linehan, 2009). Many BPD characteristics overlap with posttraumatic stress disorder (PTSD) characteristics, specifically in relation to childhood sexual trauma (CST). Consequently, some theorists posit BPD is a complex, non-distinct extension of PTSD (McLean and Gallop, 2003). The present study aims to disentangle the shared overlap between BPD and PTSD (specifically in relation to CST) by investigating differences in the quality of two characteristics commonly reported in both groups- dissociation (i.e., derealization, depersonalization, absorptive involvement, and amnestic experiences; Bernstein and Putnam, 1986) and emotion dysregulation (Lanius, Vermetten, & Lowenstein, 2010). A large sample of undergraduate students completed measures of BPD and CST severity, emotion dysregulation, and dissociative experiences. Hierarchical regression showed that both higher BPD and CST severity was associated with depersonalizing and derealizing dissociative experiences. However, only higher BPD severity was associated with absorptive and imaginative dissociative experiences and difficulties with reappraisal emotion regulation strategies. These findings contribute understanding to distinguishing BPD from CST and differential treatment mechanisms for BPD and trauma populations.

C
Clinical Psychology/
Psychologie clinique

THE CESSATION OF DELIBERATE SELF-HARM IN A UNIVERSITY SAMPLE: THE REASONS, BARRIERS, AND STRATEGIES INVOLVED
Bethany L. Gelinas, University of Regina; Kristi D. Wright, University of Regina

Little is known about how individuals come to cease their deliberate self-harm (DSH) behaviours, and what they experience as helpful and hindering to this process. Preliminary data (N = 38) from an ongoing study in a sample of university students with a past history of DSH was examined. Qualitative analysis revealed five main themes of reasons for DSH cessation: Recognition of stupidity/futility; Stigma and scarring; Receipt of help, Change for others, and Desire for wellness. Four themes of strategies used to cease DSH behaviours include: Mental health services, Substitution of positive coping behaviours, Substitution of negative coping behaviours, and Rationalization/self-talk. Four themes of barriers to the cessation of DSH also emerged: Stress, Depression, Interpersonal influences, and the Ease and functionality of DSH. Past research has indicated similar themes of reasons for cessation (Young, Van Beinum, Sweeting, & West, 2007); however, barriers and strategies have yet to be investigated in this way. Provision of treatment should be informed by the barriers individuals experience in their search for help, and optimization of treatment should be informed by the motivations that individuals naturally experience. The positive strategies that individuals naturally use to cease DSH should be capitalized on in treatment, and the negative strategies should be minimized.

D
Clinical Psychology/
Psychologie clinique

NON-SUICIDAL SELF-INJURY: THE ROLE OF EMOTION REGULATION, PARENTAL AND PEER ATTACHMENT, AND SUBCULTURE IDENTIFICATION
Maegan Sharp, University of Saskatchewan; Lisa Kalynchuk, University of Saskatchewan

Non-suicidal self-injury (NSSI), or the deliberate, direct destruction or alteration of body tissue, severe enough for tissue damage to occur, but without suicidal intent, represents a dangerous and complex set of behaviours that are gaining increasing attention in the research literature. A number of intrapersonal models have been proposed to explain the reasons for engaging in NSSI, such as the Experiential Avoidance Model (EAM; Chapman, Gratz & Brown, 2006). The EAM posits that NSSI is maintained via negative reinforcement through the avoidance of aversive affective experiences; thus, NSSI is proposed to represent a maladaptive emotion regulation strategy. Research has also begun to explore the influence of parental and peer attachment on engagement in NSSI, and preliminary evidence suggests certain subcultural groups may be more likely to self-injure (such as "Emo" and "Goth;" e.g., Young, Sweeting & West, 2006). The current study aimed to provide both a test of the EAM, as well as a test of interpersonal factors involved in self-injurious behaviours, among young-adult members of self-injury internet support forums. Structural equation modeling analyses were utilized to provide an overall test of both the intrapersonal and interpersonal factors assessed. Results will be discussed in terms of the unique and mediational effects of the factors predictive of NSSI engagement.

2012-06-14 – 2:00 PM to 3:55 PM – 14 h 00 à 15 h 55 – SUITE 305 - LEVEL 3 - WTCC

Section Annual Meeting/
Réunion d'affaires
Women and Psychology/
Femmes et psychologie
psychologie
SECTION PROGRAM/
PROGRAMME DE LA SECTION

WOMEN AND PSYCHOLOGY/FEMMES ET PSYCHOLOGIE
Carmen Poulin, University of New Brunswick

Section on Women and Psychology (SWAP). Annual Business meeting.

2012-06-14 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Section Annual Meeting/
Réunion d'affaires
Psychopharmacology/
Psychopharmacologie
SECTION PROGRAM/
PROGRAMME DE LA SECTION

PSYCHOPHARMACOLOGY/PSYCHOPHARMACOLOGIE
David Nussbaum, Ontario Shores Centre for Mental Health Sciences

In this meeting we will review the progress achieved by the section in 2011 and plan activities for 2012. implications of the CPA RxP task force will be discussed as well as liaison efforts with other RxP task forces in Canadian Provinces. The Section's financial report will be tabled.

2012-06-14 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – SUITE 301 - LEVEL 3 - WTCC

Symposium/Symposium
Social and Personality
Psychology/Psychologie
sociale et de la personnalité

NEW DIRECTIONS IN RESEARCH ON INTERPERSONAL RELATIONSHIPS
Sana Rizvi, University of Waterloo

This symposium explores new theoretical and empirical findings pertaining to interpersonal relationships. Lorne Campbell will examine the association between partners' ideal discrepancies and relationship satisfaction. Mihailo Perunovic will present research on the differential effects of relationship threats on individuals with varying levels of agreeableness. Lucia O' Sullivan will discuss various forms of technology that predict sexual exploration in adolescents. Lastly, Jennifer Bartz will examine the effects of oxytocin on trust, cooperation, and attachment representations, as moderated by individual differences in attachment.

A
Social and Personality Psychology/Psychologie sociale et de la personnalité

INFERRING A PARTNER'S IDEAL DISCREPANCIES: ACCURACY, PROJECTION, AND THE COMMUNICATIVE ROLE OF INTERPERSONAL BEHAVIOR
Lorne Campbell, University of Western Ontario

Guided by the Ideal Standards Model (ISM; Simpson, Fletcher, & Campbell, 2001) and the perceived partner responsiveness framework (Reis, Clark, & Holmes, 2004), two studies tested hypotheses regarding interpersonal perceptions and relationship satisfaction. Both members of dating and/or married couples were recruited for each study. In both studies it was found that individuals were less satisfied when they failed to match their partner's image of an ideal partner (as rated by their partner). As predicted, this effect was mediated by individual's inferences regarding how closely they matched their partner's image of an ideal partner. Moreover, people's inferences into how closely they were meeting their partner's ideals were based on a blend of accuracy and projection processes. In Study 2 spouses were also video-recorded while attempting to resolve an important marital conflict. As predicted, individuals more accurately inferred how closely they matched their partner's image of an ideal partner following the discussion, and this effect was partly mediated by the observed interpersonal behaviors of each spouse. Results from these dyadic data analyses extend the ISM by leveraging a perceived partner responsiveness framework to identify processes that lead to the partner effect of ideal discrepancies on relationship satisfaction.

B
Social and Personality Psychology/Psychologie sociale et de la personnalité

I KNOW MY PARTNER LOVES ME: RELATIONSHIP THREATS, AGREEABLENESS, AND TRUST
Mihailo Perunovic, St. Thomas University

Research has suggested that people who score high in Big 5 agreeableness have better romantic relationships than people who score low in Big 5 agreeableness because agreeable people are more secure (trusting), which leads them to value their partner and relationship more. That is, if I believe my partner loves and values me, I will be more likely to allow myself to love and value them back, which should cause me to be kinder toward them. Although interesting, said research employed only correlational methods. We conducted two experiments examining the differential effects relationship threats have on agreeable and low agreeable people. Given that agreeable people tend to be more secure in their relationships, we hypothesized that they would react to a relationship threat in a manner less harmful to their relationship than low agreeable people would. Results supported our hypotheses. When criticized by their partner or made to believe that others find their partner desirable, low agreeable people, who already tended to be somewhat sceptical about their partner's feelings for them, tended to devalue their partner and relationship even more. Agreeable people, in contrast, did not devalue their partner or relationship.

C
Social and Personality Psychology/Psychologie sociale et de la personnalité

NEW TECHNOLOGIES AND LINKS TO SEXUAL INTERCOURSE EXPERIENCE AMONG EASTERN CANADIAN HIGH SCHOOL STUDENTS
Lucia O'Sullivan, University of New Brunswick; Justine Gibbings, University of New Brunswick

The current study assessed which forms of technology use best predicted intercourse experience in high school students. A substantial minority reported talking to someone about sex online (44%). Fewer (11%) reported talking about sex to a stranger online. Approximately 15%reported "sexting". Only one gender difference emerged: More adolescent girls than boys reported never having viewed Internet porn (58% versus 17%), and more boys than girls reported viewing porn 50+ times. Only those who reported no intercourse experience two years earlier were included. Predictors of intercourse experience were age, age of first period (girls only), computer use, phone use, video gaming, TV viewing, occasions of Internet porn use, ever "sexted," ever talked about sex online, and ever talked about sex online to a stranger. For females, the best predictor of intercourse was whether they had ever talked about sex with someone online. Of those that had (39%), 70% reported intercourse experience. Among those that had not talked online about sex, hours spent on the phone, more porn viewing, and age best predicted intercourse. For males, only age, and none of the technology variables predicted intercourse. These results suggest that the sexual lives of female adolescents may be more susceptible to the influence of new technologies.

D
Social and Personality Psychology/Psychologie sociale et de la personnalité

OXYTOCIN, ATTACHMENT AND PROSOCIAL BEHAVIOR
Jennifer A Bartz, McGill University

The ability to engage in prosocial, cooperative behavior is vital to developing and maintaining close relationships. Although personality and social psychology has made great strides in identifying the individual difference and situational factors that influence people's abilities to engage in such behaviors, much less is known about the biology of affliative behavior in humans. One likely player is oxytocin, a neuropeptide that plays a critical role regulating attachment, prosocial behavior, and social information processing in animals. Although some remarkable parallels have recently been reported in humans, the prevailing view that oxytocin—dubbed the "hormone of love" by the popular press—has broad positive effects on social perception and function may be overly simplistic. In this talk, I will present research showing that individual differences in attachment critically moderate the effects of oxytocin on trust, cooperation and attachment representations. These data suggest that far from being a universal prosocial enhancer, oxytocin likely plays a more nuanced role in human social perception and behavior, perhaps, altering specific motivational and/or perceptual states that make social cues more salient.

2012-06-14 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – SUITE 302 - LEVEL 3 - WTCC

Symposium/Symposium
Clinical Psychology/ Psychologie clinique

UNDERSTANDING THE ROLE OF PERFECTIONISM IN DEPRESSION: EXPLANATORY MECHANISMS TO TARGET IN IMPROVING CLINICAL INTERVENTIONS
David M. Dunkley, Lady Davis Institute - SMBD Jewish General Hospital and McGill University

Over the past 20 years, an impressive body of research on perfectionism has accumulated indicating that perfectionism plays an important role in the etiology, maintenance, and course of depression (e.g., Flett & Hewitt, 2002). The present paper symposium involves four papers that examine key explanatory mechanisms in the relation between perfectionism and depression. The first paper demonstrates negative social cognitions and daily conflict as mediating mechanisms in the relation between perfectionism and depression in young adults. The second paper illustrates the differential impact of perfectionism and neuroticism on the maintenance of daily depressive symptoms three years later in community adults through distinct associations with trait-like tendencies in daily stress and coping. The third paper further distinguishes perfectionism from neuroticism by demonstrating the specific vulnerability of perfectionistic individuals to experience emotional reactivity to achievement-related stressors, negative appraisals, and coping three years later. The fourth paper indicates the cross-cultural relevance of perfectionism, and identifies shame as a mediator in the association between perfectionism and psychological distress in Chinese adolescents. Finally, the symposium moderator will provide an integrative discussion and consider the clinical implications of these new findings.

A
Clinical Psychology/
Psychologie clinique

WHY ARE PERFECTIONISTS PRONE TO DEPRESSION? A MULTI-WAVE LONGITUDINAL STUDY AND AN EXPERIENCE SAMPLING STUDY TESTING THE PERFECTIONISM SOCIAL DISCONNECTION MODEL

Simon B. Sherry, Dalhousie University; Aislin R. Mushquash, Dalhousie University

Why are perfectionists prone to depression? According to the perfectionism social disconnection model, perfectionists generate depression through negative social cognitions (e.g., seeing others as uncaring), behaviors (e.g., conflictual interactions), and outcomes (e.g., romantic breakups). Study 1 involved a 4-wave, 4-week longitudinal study of 240 young adults. Results suggested perfectionists are prone to depression due to their social cognitions involving perceptions of other people as dissatisfied with them and disappointed in them. Study 2 involved a 7-day experience sampling study of 317 young adults. Results indicated perfectionists are prone to depression because of their social behaviors involving hostile, critical, and conflictual interactions with other people. Three key findings emerged in Study 2: (a) perfectionism contributed to daily conflict and to daily depressive affect; (b) a within-day pattern of results was found with conflict in the morning contributing to depressive affect in the evening; (c) a cross-day pattern of results was found with depressive affect in the evening "spilling over" and contributing to conflict the next day. Perfectionists are characterized by social cognitions and behaviors that impede their ability to participate in and to benefit from positive, satisfying relationships. Without such relationships, perfectionists get depressed.

B
Clinical Psychology/
Psychologie clinique

PERFECTIONISM DIMENSIONS, NEUROTICISM, AND THE MAINTENANCE OF DEPRESSIVE SYMPTOMS THREE YEARS LATER: DAILY STRESS AND COPING AS MEDIATORS

Molly Moroz, Lady Davis Institute - SMBD Jewish General Hospital and McGill University; David M. Dunkley, Lady Davis Institute - SMBD Jewish General Hospital and McGill University

This study of 157 community adults examined daily stress and coping as mediators in the prospective relations between specific (i.e., perfectionism) and broad (i.e., neuroticism) personality vulnerability dimensions and the maintenance of depressive symptoms three years later. Participants completed questionnaires assessing the two higher-order dimensions of perfectionism (self-criticism [SC], personal standards [PS]) and neuroticism, and then three years later completed questionnaires for 14 consecutive days to assess daily stress, coping, and affect. Structural equation modeling results showed that the relation between SC and aggregated daily negative affect three years later was mediated by aggregated daily avoidant coping, event stress, and cumulative hassles. PS was indirectly related to aggregated daily positive affect three years later through aggregated daily problem-focused coping. The relation between neuroticism and aggregated daily negative affect three years later was mediated by aggregated daily event stress, whereas the relation between neuroticism and lower aggregated daily positive affect was mediated by lower aggregated daily problem-focused coping. The findings demonstrate the differential impact of perfectionism dimensions and neuroticism on trait-like characteristics in daily stress, coping, and depressive affect over the long term.

C
Clinical Psychology/
Psychologie clinique

THE ROLE OF PERFECTIONISM DIMENSIONS AND NEUROTICISM IN EMOTIONAL REACTIVITY TO DAILY STRESS, APPRAISALS, AND COPING THREE YEARS LATER

Tobey Mandel, Lady Davis Institute - SMBD Jewish General Hospital and McGill University; David M. Dunkley, Lady Davis Institute - SMBD Jewish General Hospital and McGill University

This study examined the role of specific (i.e., perfectionism) and broad (i.e., neuroticism) personality vulnerability dimensions in emotional reactivity to daily stress, appraisals, and coping three years later in a sample of 157 community adults. Participants filled out questionnaires assessing the two higher-order dimensions of perfectionism (self-criticism [SC], personal standards [PS]) and neuroticism, and then three years later completed daily diaries assessing stress, appraisals, coping, and depressive symptoms for 14 consecutive days. Multilevel modeling results showed support for the general vulnerability hypothesis such that perfectionism and neuroticism dimensions were both seen to be emotionally reactive to cumulative hassles, negative social interactions, and stressfulness of most bothersome daily events three years later. Results also provided support for the specific vulnerability hypothesis in that individuals with high SC and/or individuals with high PS, but not high-neurotics, exhibited heightened emotional reactivity to achievement-related hassles, low perceived control, perceived criticism from others, and avoidant coping with most bothersome daily events three years later. These findings highlight the differential impact of perfectionism dimensions and neuroticism on emotional reactivity to stress, appraisals, and avoidant coping over the long term.

D
Clinical Psychology/
Psychologie clinique

PERFECTIONISM, SHAME, DEFEAT, DEPRESSION, AND SOCIAL ANXIETY IN CHINESE ADOLESCENTS

Gordon L. Flett, York University; Chang Su, York University; Paul L. Hewitt, University of British Columbia; Liang Ma, Anshan Continuing Education Institute; Lianrong Guo, Anshan Normal University

Children and youth in China are believed to be under substantial pressure to be perfect as a result of a confluence of factors, including high parental expectations, the one child policy, and Confucian values that promote striving for perfection. It is possible, for instance, that this pressure is a factor that contributes to the increased levels of anxiety now being detected among Chinese youth. In the current presentation, we describe the most recent results from a program of research examining the correlates and consequences of perfectionism among adolescents in China. A sample of 242 adolescents from Mainland China completed the Child Adolescent Perfectionism Scale, the Perfectionistic Self-Presentation Scale – Junior Form and measures of shame, sense of defeat, loss of face, depression, and social anxiety. Analyses confirmed that trait perfectionism and perfectionistic self-presentation are associated with depression, social anxiety, loss of face, and feeling a sense of defeat. Particularly robust associations were found with shame and further tests indicated that shame mediated the association between perfectionism and psychological distress. The results are discussed in terms of the need for prevention efforts focused on reducing the pressure to be perfect and feeling ashamed of oneself for not measuring up to impossible standards and parental expectations.

2012-06-14 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – SUITE 303 - LEVEL 3 - WTCC

Symposium/Symposium
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

THE ECONOMIC RECESSION: ROLE OF PSYCHOLOGICAL RESOURCES IN ALLEVIATING DISTRESS

Esther Greenglass, York University

Recently, there are reports of anxiety, depression and anger in response to rising unemployment and uncertainty. The ability to effectively deal with these stressors is particularly important to avoid negative psychological outcomes. Three years ago, our research team began an in-depth examination of the economic downturn's psychological effects and produced an extensive online survey with key variables affecting financial anxiety and ways of dealing with the associated distress. The four papers here focus on how reactions to economic stressors can be modified by factors such as self-esteem, social support and coping. Financial threat and individual difference variables predict significantly to psychological distress with financial threat, rumination and worry predicting increased distress, while self-esteem, reframing and self-efficacy are associated with lower distress. In another paper, financial threat was a mediator of economic hardship on anxiety in four national samples. Self-esteem serves as a buffer of economic hardship on anger in another paper. And, proactive coping in combination with practical social support, is associated with lower appraisals of financial threat. Taken together, these papers provide a comprehensive examination of the role of psychological resources in alleviating distress associated with the recent economic downturn.

A
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

PERSONAL RESOURCES AND FINANCIAL THREAT: PREDICTORS OF PSYCHOLOGICAL WELL-BEING

Tonia Relkov, York University; Alyssa Counsell, York University

Previous research indicates that the current economic downturn has resulted in several highly visible negative outcomes regarding individuals' emotional reactions and behaviours. To the extent that people experience threat associated with their financial situation, they will also report higher anxiety and depression. Presently, research is needed to identify the strategies people use to mitigate these negative psychological reactions. This paper investigates the relationship of demographic variables, financial threat, ruminative brooding, and worry, as well as personal resources such as coping to psychological well-being in university students. Hierarchical multiple regression results showed that negative coping such as rumination as well as worry predicted to lower psychological well-being, while positive resources such as reframing, self-efficacy, and self-esteem were key elements in improved well-being. These findings indicate the importance of positive strategies for alleviating the distress associated with difficult economic times.

B
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

FINANCIAL THREAT AS A MEDIATOR OF ECONOMIC HARDSHIP ON ANXIETY: A CROSS NATIONAL STUDY

Melina Condren, York University; Taryn Nepon, York University

Individuals who experience stressors may appraise them differently. When stressors are appraised as threats, negative psychological outcomes are more likely to occur. Threat appraisals were examined here in the context of the recent economic recession. People worldwide continue to experience stress and anxiety as a result of the economic downturn, and many individuals report economic hardship, which is the perceived need to cut back or make lifestyle changes due to a change in financial status. In general, those who have been affected by the recession report increased psychological distress. Financial threat, appraisal of a financial situation as being uncertain, risky, and threatening, was examined here as a mediator of economic hardship on anxiety. Data were collected in Canada, the Czech Republic, Germany, and Portugal using the same online survey assessing financial and psychological variables. In all four samples of students and non-students, financial threat was a significant mediator of economic hardship on anxiety. Results suggest that threat appraisals are important to individuals' reactions to economic stressors. The findings' validity is increased since they were replicated in four national samples. This suggests that people in different countries react to the economic recession in similar ways. Theoretical and practical implications of the results are discussed.

C
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

THE RELATIONSHIP BETWEEN FINANCIAL THREAT AND ANXIETY: ROLE OF PROACTIVE COPING AND PRACTICAL SOCIAL SUPPORT

Constance A Mara, York University; Joana K Q Katter, York University; Esther Greenglass, York University; Alyssa Counsell, York University

University students have not been immune to the effects of the recent economic downturn, experiencing increased debt as well as increased uncertainty in terms of finding a job after graduation. Students' perceptions of financial threat can influence the degree to which they experience distress, including anxiety. In times of economic hardship, it is expected that internal resources, such as proactive coping and external resources, such as practical social support will function together to reduce financial threat, thereby lowering psychological distress symptoms. The present

study examined the relationships between financial threat, proactive coping, practical social support, and anxiety in university students. It is hypothesized that proactive coping should reduce anxiety by first influencing the amount of financial threat a student perceives. Additionally, this effect is expected to be moderated by practical support, such that for those who are higher in practical social support, the effects of proactive coping on anxiety through financial threat will be stronger. Present findings suggest that proactive coping in combination with practical social support is associated with lower appraisals of financial threat, thus leading to lower anxiety. Theoretical and practical implications of the results are discussed.

D
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

THE EXPERIENCE OF ANGER IN RESPONSE TO ECONOMIC STRESSORS: BUFFERING ROLE OF SELF-ESTEEM
Joana KQ Katter, York University; Esther Greenglass, York University

Effects of the economic recession are widespread, with many individuals experiencing higher levels of stress. Recently, reports of resentment and anger in response to perceived financial uncertainty, financial cutbacks and job insecurity, have been documented. In the face of economic stress, individual differences, such as self-esteem, may function as a protective factor against negative outcomes such as anger. Self-esteem is a personality trait reflecting individuals' evaluation of their own self-worth, and has been shown to buffer individuals from the deleterious effects of stressful situations. In the present study, 292 university students completed measures of economic stress, self-esteem, and anger. It is hypothesized that self-esteem will moderate the effect of economic hardship on anger, such that higher levels of self-esteem will be associated with lower levels of anger when economic stress is high. Results of a hierarchical regression showed a significant interaction between self- esteem and economic hardship on anger. The relationship between anger and economic hardship was weaker at high levels of self-esteem, thus supporting our hypothesis that self-esteem can serve as a buffer of economic hardship on anger. These results extend the buffering hypothesis to the experience of anger in response to economic hardship. Theoretical and practical implications of the findings are discussed.

2012-06-14 – 2:30 PM to 4:25 PM – 14 h 30 à 16 h 25 – SUITE 306 - LEVEL 3 - WTCC

Workshop/Atelier
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

RESPECT FOR PROTOCOLS AND RITUALS: AN ABORIGINAL TEACHING FOR CULTURALLY COMPETENT RESEARCH
Kathy Offet-Gartner, Mount Royal University

Research, at best, can be an arduous task—one which requires diligence, integrity, and skill—add cultural considerations and the task can become daunting! A major contributing factor in this challenge is the lack of consensus on what constitutes culture. Pedersen (2001), a prolific leader in this field declared: "culture is perhaps the most important and most misunderstood construct that has emerged from the social sciences in this century" (p. 20). Yet culturally competent practices—including research—require academics, practitioners, and investigators alike to acknowledge that all activity is a cultural activity and that all beings are cultural beings (Arthur & Collins, 2010). This workshop offers the basic tenets of Canadian-focused, Culture-Infused Counselling Competencies (C-ICC) which include: (a) Cultural self-awareness, (b) Awareness of client cultural identities, and (c) Culturally sensitive working alliance (Collins & Arthur, 2010, p. 53) as they relate specifically to research (Offet-Gartner, 2010). Secondly, the paradigm of Aboriginal Research (Kenny, 2000) combined with the wisdom of (Wheaton, 2000), will be introduced as an exemplary model of culturally competent research. Although originally designed for Aboriginal focused inquiries, its adherence to C-ICC, easy to understand protocols and rituals make it an excellent model for all research considerations.

2012-06-14 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – MEETING ROOM 2 - LEVEL 8 - WTCC

Townhall Session/Séance de discussion ouverte

(TOWNHALL SESSION) THE PUBLIC PRACTICE OF CLINICAL AND HEALTH PSYCHOLOGY: WHAT PSYCHOLOGY NEEDS, AND NEEDS TO DO, IN CANADA'S HOSPITALS AND HEALTHCARE CENTRES
Robert McIlwraith, Department of Clinical Health Psychology, Faculty of Medicine, University of Manitoba; Joyce D'Eon, The Ottawa Hospital; Karen Cohen, Canadian Psychological Association

Hospitals and other publicly-funded healthcare centres, such as primary care clinics, are where most Canadians obtain their psychological services. Psychology services in these institutions have been under attack in some provinces, while growing and diversifying in other parts of the country. Changes in organizational structures, administrative and clinical accountability lines over the past two decades have been challenging for psychology, at the same time as the private practice sector has expanded significantly. Professional training has been impacted by the changes in hospital psychology departments. The CPA Task Force on Psychology in the Public Sector has examined psychological services in hospitals and healthcare centres, and members of the task force will provide an overview of issues in Canada as well as a progress report on their activities. Psychologists in administrative, practice leader and training roles are particularly invited to attend and speak to the issues that are relevant to their facilities. Immediately following this town-hall presentation and discussion, the organizational meeting of the new CPA Section of Psychologists in Hospitals and Health Centers will be held, which will set the agenda for national action by psychologists providing clinical and health psychology services in the public sector.

2012-06-14 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – SUITE 201 - LEVEL 2 - WTCC

Section Annual Meeting/ Réunion d'affaires
Counselling Psychology/ Psychologie du counseling
SECTION PROGRAM/ PROGRAMME DE LA SECTION

COUNSELLING PSYCHOLOGY/PSYCHOLOGIE DU COUNSELING
José Domene, University of New Brunswick

Join us for a discussion of business related to the Counselling Psychology Section of CPA, including elections for positions that will be open on the section executive: Student Rep, Secretary/Treasurer.

2012-06-14 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – SUITE 202 - LEVEL 2 - WTCC

Keynote (Section)/ Conférencière de la section
Teaching of Psychology/ Enseignement de la psychologie
SECTION PROGRAM/ PROGRAMME DE LA SECTION

MUSIC PSYCHOLOGY IN THE 21ST CENTURY: THEORY AND TEACHING
Annabel J. Cohen, University of Prince Edward Island

An increase in music psychology training at both undergraduate and graduate levels has paralleled a burgeoning interest in the field of music psychology over the past decade. Because of the appeal of music, music psychology coures can attract many students and can provide an opportunity to teach psychology through music. Students, however, may underestimate the rigorous work involved in mastery of the developing canon of knowledge fundamental to this subdiscipline. A pedagogical challenge is to find the balance between experiential learning and more traditional study of core material. Based on over 25 years of teaching in this field, this presentation will focus on: (1) curriculum decisions for the stand-alone course in music and psychology, including how to handle music theory (e.g., from the perspective of the backgrounds of both the professor and the student); (2) the potential for integrating music psychology into various other courses in psychology; and (3) opportunities provided by music psychology for independent studies and honours theses as well as graduate work. The presentation will include "ears-on" examples and interactive demonstrations exploiting various digital media resources, and should interest teachers or future teachers of psychology who also enjoy music and who understand the appeal of music for students.

2012-06-14 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – SUITE 304 - LEVEL 3 - WTCC

Symposium/Symposium
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

MODERN PSYCHOLOGY AND THE ENVIRONMENTAL CRISIS: CONTRIBUTIONS FROM CONTINENTAL PHILOSOPHY
Michael Arfken, University of Prince Edward Island

In many cases the survival of an intellectual discipline hinges on that disciplines ability to make connections between the knowledge it produces and the issues facing the society in which it is embedded. So when a society seeks answers to pressing cultural, social, and economic issues, we often witness the intellectual institutions within that society altering the trajectory of their research to address these concerns. Given that the threat of environmental collapse has increasingly moved from the periphery to the center of modern thought, it should be of no surprise that the discipline of psychology has begun to explore in greater detail some of the psychological dimensions of environmental degradation. The papers in this symposium explore the way that modern psychology has attempted to address the environmental crisis. The common theme running through each of these papers is a concern that the theoretical and philosophical foundations of modern psychology are ultimately inadequate for dealing with the root causes of environmental degradation. Drawing on continental philosophy and ecopsychology, these papers suggest that solutions to the environmental crisis may require a radical transformation in psychological research and practice.

A
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

MODERN PSYCHOLOGY, HERMENEUTICS AND THE ENVIRONMENTAL CRISIS
Jen Bevins, University of Prince Edward Island

The emergence of enlightenment rationality has transformed nearly every aspect of human understanding and existence. To the extent that psychology is a product of enlightenment rationality, we can recognize these transformations in the very structure of modern psychological research and practice. This is particularly clear when we look at how psychology has attempted to address the destruction of our natural environment. If addressing the environmental crisis requires us to challenge orthodox views about the relationship between people and the natural environment, consumer society, mechanical materialism, and the very structure of the self, then we must be prepared to interrogating many of the guiding assumptions of modern psychological science. Drawing on the ontological hermeneutics of Martin Heidegger and Hans-Georg Gadamer, I would like to argue that the philosophical anthropology underlying both enlightenment rationality and modern psychology ensures that a solution to the environmental crisis will remain perpetually out of reach. I suggest that a new approach to the self is our only option if we wish to address the very real possibility of irreversible environmental destruction.

B
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

MEANING PSYCHOLOGIZED: IMPLICATIONS FOR ENVIRONMENTALISM
Jennifer Bradley, University of Prince Edward Island

Since the Enlightenment, meaning has been construed largely as an affair of consciousness. Instead of encountering a world with inherent meaning, the modern individual encounters a demystified collection of objects that he or she must make meaningful. Implicit within this conception of the self is the emergence of a gulf separating people from the natural environment. Drawing on the emerging field of Ecopsychology as well as the work of Martin Heidegger, I hope to demonstrate that this gulf reflects an impoverished understanding of our primary engagement in the

world. I also suggest that so long as modern psychology takes this alienated view of the self as its point of departure for addressing environmental issues, it may inadvertently perpetuate the environmental crisis.

C
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

PSYCHOLOGY AND THE ENVIRONMENTAL CRISIS: RECONCEPTUALIZING THE SELF
Olivia Dolphin, University of Prince Edward Island

The current state of the environment has been described as nothing less than a crisis. We live in a world where an exploding population, a scarcity of resources, and rampant industrialization call the future of our planet into question. Even our personal and cultural narratives increasingly reflect the desires of a consumer driven culture. In this paper, I argue that although modern psychology has the potential to address a number of environmental issues, its grounding in a culturally and historically specific philosophical anthropology makes psychology complicit in the destruction of our natural environment. Drawing on continental philosophy as well as narrative psychology, I suggest that our current environmental crisis can only be averted by developing new ecologically rich stories about ourselves. Such stories signal both a new relationship with the natural environment and a revised understanding of psychological research and practice.

2012-06-14 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Committee Business Meeting/Réunion d'affaires

EDUCATION AND TRAINING COMMITTEE BUSINESS MEETING
Mary Pat McAndrews, University Health Network

2012-06-14 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – MEETING ROOM 3 - LEVEL 8 - WTCC

Editorial Business Meeting/Réunion d'affaires

CJEP EDITORIAL BUSINESS MEETING
Douglas Mewhort, Queen's University

2012-06-14 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – MEETING ROOM 4 - LEVEL 8 - WTCC

Symposium/Symposium
Psychologists in Education/ Psychologues en éducation

EXPLORING THE EDUCATIONAL IMPLICATIONS OF EMOTIONAL INTELLIGENCE
James Parker, Trent University

This symposium explores the concurrent and long-term implications of emotional intelligence (EI) across a range of educational contexts. Kloosterman and colleagues examine the role EI plays in peer victimization of adolescents with special educational needs and discusses this work's critical implications for bullying prevention and intervention programs targeting adolescents. Using data from the National Longitudinal Survey of Children and Youth, Keefer and colleagues examine the concurrent and prospective relationships between EI and measures of internalizing and externalizing behaviours over a 6-year period from late childhood (age 10-11) to late adolescence (age 16-17). Saklofske and colleagues explore the relationship between EI and various indicators of health, performance, and well-being in post-secondary settings. Summerfeldt and colleagues examine the relationship between various addiction-related behaviours and EI in adolescent outpatients and a community-based sample of adolescents. An important implication of all four presentations is that psycho-educational programs and curriculum activities that promote and enhance EI may prove to be efficacious in reducing a broad range of problematic behaviours and enhancing positive outcomes.

A
Psychologists in Education/ Psychologues en éducation

EMOTIONAL INTELLIGENCE AND PEER VICTIMIZATION IN STUDENTS WITH SPECIAL EDUCATIONAL NEEDS
Patricia Kloosterman, Trent University; James Parker, Trent University; Wendy M. Craig, Queen's University; Elizabeth Kelley, Queen's University

Examined emotional intelligence (EI) and peer victimization in adolescent students with (n = 63) and without (n = 63) special educational needs (SEN). A further goal was to determine if levels of EI may contribute to peer victimization experienced by students both with and without SEN. Sixty-three adolescents with SEN, ranging in age from 11 to 18 years, were matched by age and gender to a group of adolescents without SEN. Results indicated that the students with SEN scored significantly lower than those without SEN on total EI and the EI domains of intrapersonal, interpersonal, and adaptability. As well, students with SEN reported experiencing significantly more peer victimization than students without SEN. Regression analyses revealed that total EI was a significant predictor of peer victimization, with the EI domain of stress management being a unique contributor. Results are discussed in terms of incorporating EI in bullying prevention and intervention programs.

B
Psychologists in Education/ Psychologues en éducation

DEVELOPMENTAL CORRELATES OF TRAIT EMOTIONAL INTELLIGENCE FROM LATE CHILDHOOD TO LATE ADOLESCENCE: A 6-YEAR LONGITUDINAL STUDY
Kateryna V Keefer, Trent University; Ronald R Holden, Queen's University; James Parker, Trent University

Recent studies of trait emotional intelligence (EI) in school-aged populations have documented significant associations between EI and a range of important psychosocial and academic outcomes. However, because much of the existing evidence is cross-sectional in nature, the directionality and developmental significance of the observed relationships remain unknown. The present study examined concurrent and prospective relationships between trait EI and measures of internalizing and externalizing behaviours over a 6-year period from late childhood (age 10-11) to late adolescence (age 16-17). Latent growth curve models (LGMs) were fitted to data from over 700 children who participated in the National Longitudinal Survey of Children and Youth, collected at four assessment waves. In addition to examining the developmental trajectories for each variable separately, a series of associative LGMs were used to test whether initial levels of EI predicted subsequent changes in the outcome

variables, and vice versa. Implications of the findings for the nature of the trait EI construct and its practical applications in educational settings are discussed.

C
Psychologists in Education/
Psychologues en éducation

EMOTIONAL INTELLIGENCE, RESILIENCY AND SUCCESS IN UNIVERSITY STUDENTS
Donald H. Saklofske, University of Calgary; David Nordstokke, University of Calgary; Sandra Prince-Embury, Resiliency Institute of Allenhurst; Tara D. Crumpler, University of Calgary

There is growing evidence that a constellation of traits and factors underlie psychological health and wellness. Certainly trait emotional intelligence figures large in these findings. Research reported by us and others have shown moderate to high correlations of EI with, for example, subjective well being and psychological flourishing while also indicating the significance of EI in relation to managing stress, physical health, and substance use as well as successful performance in educational contexts and work settings. Together with its associations to other 'positive' factors, EI would also appear to link with the construct of resiliency. To be reported are the findings from several recent studies of university students that examined the relationship of EI with resiliency, well-being and student achievement indicators. Data from large samples of undergraduate students were collected over a two year period using the RSCA, TEIQue, and SWB scales together with self-reported descriptions of grades and university progress. Results further support the relationship between emotional intelligence and student self reported well-being and achievement indicators.

D
Psychologists in Education/
Psychologues en éducation

ADDICTION-RELATED BEHAVIOURS IN ADOLESCENCE: LINKS WITH EMOTIONAL INTELLIGENCE
Laura J. Summerfeldt, Trent University; Patricia Kloosterman, Trent University; Kateryna V Keefer, Trent University; James Parker, Trent University

Despite the fact that many people perceive problem gambling to be an issue prevalent primarily in adults, recent research indicates that problem and pathological gambling pose serious concerns among adolescents. The present study examined the relationship between addiction-related behaviours (gambling, internet use, and video game playing) and emotional intelligence in 2 different samples: adolescent outpatients and a community-based sample of adolescents. Empirical support was found for a higher-order latent variable labelled 'dysfunctional preoccupation', which explained approximately 50.0% of the variability in various addiction-related behaviours in both samples. Latent variable path analysis revealed a significant moderate relationship between the latent variable of EI and the latent variable of dysfunctional preoccupation in all samples. The presence of a 'dysfunctional preoccupation' dimension has important implications for intervention and prevention strategies directed at youth.

2012-06-14 – 3:30 PM to 5:55 PM – 15 h 30 à 17 h 55 – ROOM 200B - LEVEL 2 - WTCC

Workshop/Atelier
Clinical Psychology/
Psychologie clinique

JOINT CPA/CCPPP INTERNSHIP FAIR/PRESENTATION ON PREPARING FOR YOUR PREDOCTORAL INTERNSHIP
Sandra Clark, B.C. Children's Hospital; Rebecca Mills, Stan Cassidy Centre for Rehabilitation; Christophe Surette, Universite de Moncton; Natasha Whitfield, York University

Internship Committees review applications with an eye for depth, breadth, and quality of practicum expriences, acquisition of applied skills, academic progress, research productivity, interpersonal skills, and ability to conceptualize assessments and interventions. An emphasis is placed on selecting interns who are well matched with the training opportunities offered within the program. Although preparation for internship training is best started early in graduate training, the applicant can take specific steps to increase the likelihood of obtaining an internship that is most consistent with their training and practical needs. This workshop will be facilitated by internship directors, a clinical academic advisor, and students who will collectively present practical suggestions, dispel myths, give placement facts and figures, and outline the procedures/processes for preparing and applying for internship. This workshop will also allow for information exchange, sharing of perspectives, answering questions, and informal discussion. Both students and training directors are encouraged to attend. This workshop is the didactic portion of the CPA Convention Internship Fair and is co-sponsored by the CPA and the Canadian Council of Professional Psychology Programs (CCPPP).

2012-06-14 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – SUITE 203 - LEVEL 2 - WTCC

Section Annual Meeting/
Réunion d'affaires
Extremism and Terrorism/
Extrémisme et terrorisme
SECTION PROGRAM/
PROGRAMME DE LA SECTION

EXTREMISM AND TERRORISM/EXTRÉMISME ET TERRORISME
Lianne McLellan, Defence Research and Development Canada - Toronto

2012-06-14 – 4:00 PM to 5:55 PM – 16 h 00 à 17 h 55 – ROOM 100 (SUITE 101) LEVEL 1 - WTCC

Digital Poster/
Affichage numérique

DIGITAL POSTER SESSION 'C'/PRÉSENTATION PAR AFFICHAGE NUMÉRIQUE

Addiction Psychology/Psychologie de la dépendence; Adult Development and Aging/Développement adulte et vieillissement; Brain and Cognitive Science/Cerveau et science cognitive; Clinical Neuropsychology/Neuropsychologie clinique; Psychopharmacology/Psychopharmacologie; Sports and Exercise Psychology/Psychologie du sport et de l'exercice; Students in Psychology/Étudiants en psychologie; Traumatic Stress/Stress traumatique

#1
Addiction Psychology/ Toxicomanies

INFLUENCE OF SYMPTOMATOLOGY, PERSONALITY, SEX, AND ALCOHOL ON NON-DEPENDENT SMOKERS' TOBACCO CUE REACTIVITY

Marcel PJ Peloquin, Dalhousie University; Erin Wagner, Dalhousie University; Karen Hecimovic, Dalhousie University; Sean Barrett, Dalhousie University

Alcohol and tobacco use are highly co-morbid behaviours. Alcohol is known to increases tobacco cue sensitivity in dependent smokers, although non-dependent smokers have rarely been the focus of controlled research studies. Additionally, little research has examined the influence personality differences and current psychiatric symptomatology has on non-dependent smokers' smoking cue reactivity. Male and female non-dependent smokers who are moderate drinkers will be recruited from the general population, and randomly assigned to an alcohol (target BAC 0.06%), placebo, or control beverage condition and a video condition involving the presentation of neutral or neutral and smoking imagery 20 and 80 minutes following beverage administration. After each video presentation, participants will rate their subjective state using visual analogue scales. Prior to the experimental session, participants will complete the Psychiatric Diagnostic Screening Questionnaire (Zimmerman & Mattia, 2001), the Sensitivity to Punishment and Sensitivity to Reward Questionnaire (Torrubia, Avila, Molto, & Caseras, 2001), and and the Substance Use Risk Profile Scale to determine if personality and symptomatology influence mood states between sex, beverage, and smoking cue exposure. These finding will help elucidate psychological differences and cue reactivity between dependent and non-dependent smokers.

#2
Adult Development and Aging/Développement adulte et vieillissement

TRAIT PERFECTIONISM, PERFECTIONISTIC SELF-PRESENTATION AND RETIREMENT ADJUSTMENT PROBLEMS

Xiaolei Deng, University of British Columbia; Paul Hewitt, University of British Columbia; Gordon Flett, York University

Retirement can represent distressing time for some individuals and we would suggest that perfectionistic individuals would be particularly distressed from the disengagement from achievement related activities as well as from interpersonal relationships. We tested whether trait and self-presentational components of perfectionism predicted negative emotions, such as shame, worry and depression, following retirement. A total of 92 healthy male retirees completed measures of perfectionism and distress at Time 1 and measures of retirement stress and distress 5 months later. The preliminary results showed that socially prescribed perfectionism and all three perfectionistic self-presentational components, self-promotion, non-display and non-disclosure, are strongly correlated with depression, hopelessness, perceived stress, worry, and decreased life satisfaction. A mediation moderation model is being constructed to understand whether and how perfectionism dimensions in time 1 serve as vulnerability to increased distress and decreased life satisfaction in time 2.

#3
Brain and Cognitive Science/Cerveau et science cognitive

CAN FACES BE FORGOTTEN ON CUE?

Ryan J Fitzgerald, University of Regina; Heather L Price, University of Regina; Chris Oriet, University of Regina

A good strategy for remembering important information is to actively forget nonessential information. Empirical support for the effectiveness of this strategy has been demonstrated through the directed forgetting procedure, which consists of cueing one list to be remembered and another list to be forgotten. Although directed forgetting has most commonly been demonstrated for verbal material, the procedure was used with faces in the present research. Participants (N = 89) were assigned to directed-forgetting and remember-all conditions. Participants in the directed-forgetting condition were instructed to forget the faces of List 1 and to remember the faces of List 2. Participants in the remember-all condition were instructed to remember the faces from both lists. In both conditions the memory instructions were embedded within the context of a criminal storyline. Participants' memory of List 1 and List 2 was tested in an old/new recognition task. For both lists, faces were recognised equivalently between participants in the directed-forgetting and remember-all conditions. These results could indicate faces are not effective materials for use with the directed forgetting procedure. Alternatively, embedding the memory instructions within the context of a criminal storyline might have inadvertently disrupted the mechanism responsible for directed forgetting.

#4
Brain and Cognitive Science/Cerveau et science cognitive

POLITICAL IDEOLOGY AND ANTERIOR CINGULATE CORTEX ACTIVATION

Anthony Romyn, Brock University; Stefon JR van Noordt, Brock University; Meghan Weissflog, Brock University; Becky Choma, Plymouth University; Jane Dywan, Brock University; Sidney J Segalowitz, Brock University

Politically liberal and conservative individuals differ on several psychological factors associated with how they perceive and interpret information (Jost et al., 2003). Amodio et al. (2007) found associations between political orientation and activation of the anterior cingulate cortex (ACC), a brain region believed to be central to the processing of conflicting information (Botvinick et al., 2001). Specifically, Amodio et al. (2007) examined event-related potential components known to be generated by the ACC, the error-related negativity (ERN) and the Nogo N2 (Dehaene et al., 1994; Nieuwenhuis et al., 2003). However, these measures of activity are collected at the scalp and provide no information about the relative contributions of the anatomically and functionally distinct regulation-oriented rostral (rACC) and evaluation-oriented dorsal (dACC) subdivisions of the ACC (Etkin et al., 2011). We intend to use sLORETA to localize the generators of the ERN and Nogo N2 to investigate relative activation of the rACC and dACC during a Go/Nogo task related to political orientation. Data collection is complete, consisting of EEG and personality measurements from 34 undergraduate participants. We hypothesize, based on previous findings, that conservatism and liberalism will be related to greater rACC and dACC activation, respectively. Implications and interpretations will be discussed.

#5
Clinical Neuropsychology/ Neuropsychologie clinique

CONCURRENT VALIDITY OF THE WAIS-IV SOCIAL COGNITION MEASURE IN SCHIZOPHRENIA

Natalie Michel, York University; Ashley A Miles, York University; Narmeen Ammari, York University; R. Walter Heinrichs, York University; Stephanie McDermid Vaz, McMaster University; Joel O. Goldberg, York University

Efforts to investigate impaired social cognition in schizophrenia have been impeded by a lack of well-validated instruments. The Social Perception subtest of the Wechsler Adult Intelligence Scale Advanced Clinical Solutions battery is a new measure designed to assess social cognitive abilities involved in the understanding of interpersonal communication. However, its relation to relevant clinical ratings and standardized instruments has yet to be investigated. The current study sought to provide a preliminary evaluation of the concurrent validity of this new measure by examining its relation to markers of social cognition in a group of outpatients with schizophrenia (n = 37). Impaired performance on the Social Perception subtest was significantly associated with two indices of decreased social functioning, namely the active and passive social avoidance items of the Positive and Negative Syndrome Scale (r2 = -0.43 to -0.56). In contrast, analyses revealed limited convergence with participants' understanding of emotions and how they may be used to navigate interpersonal situations, as measured by the Mayer Salovey Caruso Emotional Intelligence Test (r2 < 0.30). Taken together, this pattern of results suggests that the Social Perception subtest may target a specific aspect of social cognition. Results will be discussed in relation to the breadth of social cognitive domains.

#6
Clinical Neuropsychology/ Neuropsychologie clinique

PRESERVED COGNITION AND COMMUNITY OUTCOME IN SCHIZOPHRENIA

Eva Muharib, York University; Walter Heinrichs, York University; Stephanie McDermid Vaz, Cleghorn Program, St. Joseph's Healthcare

Understanding relationships between cognitive ability, functional status and community outcome in schizophrenia patients continues to challenge researchers and clinicians. We examined the magnitude of functional benefit conferred by average IQ and average ability on the Measurement and Treatment Research to Improve Cognition in Schizophrenia Consensus Cognitive Battery (MCCB) composite score. Participants were 14 patients with average-range abilities (AP), 14 patients with low-average abilities (LP) and 14 controls with average abilities (AC). Functionality was measured in terms of life skills and community independence. The patient groups were equivalent in the severity of their positive and negative symptoms. However, there were significant main effects for group on measures of community outcome and functional status. APs showed significantly higher community functioning than LPs, but APs were still functionally deficient relative to ACs. These findings suggest that preserved cognition may partially offset the impaired functionality observed in schizophrenia, but even patients with average ability remain disadvantaged compared to healthy individuals at the same ability level.

#7
Psychopharmacology/ Psychopharmacologie

ACADEMIC PERFORMANCE IN CHILDREN TREATED FOR ATTENTION DEFICIT/HYPERACTIVITY DISORDER

Anna Polotskaia, McGill University, School/Applied Psychology; Carla Julietta Aguillera, Douglas University Institute; Vanessa Chan, Douglas University Institute; Marie-Eve Fortier, Douglas University Institute; Ridha Joober, Douglas University Institute; Shalaka Shah, McGill University; Natalie Grizenko, Douglas University Institute

Attention Deficit and Hyperactivity Disorder (ADHD) is the most common psychopathology diagnosed in 5-10% of school-aged children. Symptoms of inattention, hyperactivity, and impulsivity in children often coexist with a range of academic difficulties. Pharmacological treatment has been shown to effectively ameliorate core symptoms of ADHD, but it remains unclear whether the treatment has beneficial effect on the quality of the academic work. Twenty children diagnosed with AD/HD aged 6-12 years (Mean= 8.9) were assessed prior the treatment and 3 months after the commencement of treatment using curriculum-based measures in mathematics (CBM-M). Teachers were asked to complete Academic Performance Rating Scale before the commencement of treatment and then 3 months following the treatment. Our results indicate that teachers observed a significant improvement in academic success ($p < 0.05$) and impulse control ($p < 0.01$) but not in productivity ($p = 0.09$). Furthermore, there was no significant improvement in the amount of correctly solved problems on SBM-M ($p = 0.1$)). These results indicate that whereas pharmacological treatment with psychostimulants positively affects children's success (quality of work), it does not seem to have a significant effect on children's productivity (amount of completed work).

#8
Sport and Exercise Psychology/ Psychologie du sport et de l'exercice

INJURED ATHLETES' SATISFACTION WITH COACH SUPPORT

Theresa Bianco, Concordia University

Research indicates that sport injury can be a distressing experience for athletes, and that the support received from coaches can have a significant influence on how athletes cope with the stresses of injury (Bianco, 2001; Heil, 1993; Johnston & Carroll, 1998a; Udry et al., 1997; Wiese-Bjornstal et al., 1995). The research also suggests that social support is effective only to the extent that the recipient is satisfied with the support provided (Barrera, 1981; Heller & Lakey, 1985; House, 1981). Thus, athletes must be satisfied with the coach support provided for it to serve as an effective coping resource. The purpose of this study was to investigate whether athlete satisfaction with coach support is a function of the perceived fit between coach support needed and coach support received. To test this hypothesis, the Coach Support Inventory was developed and administered to two samples (N = 168, N = 135) of previously injured athletes. Results showed that perceived fit between coach support needed and coach support received is an adequate predictor of satisfaction with coach support. These findings suggest that efforts to bring support provision closer in line with athlete needs can lead to increased satisfaction with coach support. Further research is needed to explore the link between satisfaction with coach support and the recovery outcomes of injured athletes.

#9
Students in Psychology/ Étudiants en psychologie psychologie

BEST PRACTICE IN PROMOTING AN INTERNSHIP/RESIDENCY PROGRAM: WHAT VARIABLES ARE IMPORTANT IN THE DECISION-MAKING PROCESS OF APPLICANTS WHEN THEY ARE RANKING PROGRAMS?

Susan Jerrott, IWK Health Centre

Some research indicates that the internship interview process is actually of greater value to applicants than it is to the selection committee (Komives et al., 1984). Indeed, applicants are comparing potential placements as much as they are being chosen by an internship site. For these reasons, it is essential for internship programs to be aware of the factors that are most important to applicants when they are preparing their ranking list. In the current investigation, five cohorts of applicants were emailed a questionnaire after ranking day. This questionnaire investigated

fifteen variables related to the characteristics of the internship program and asked applicants to rate them as positive, negative or neutral in their decision-making process. It is hoped that the results of the current study will aid internship sites in determining the most important aspects of their program to be promoted and suggest possible improvements that will be important in encouraging desirable applicants to train with them. A closer investigation of the variables that were most influential in the applicant's decision making process will also help programs use their time and resources more effectively, by placing more focus on these variables.

#10
Traumatic Stress/
Stress traumatique

INTIMATE PARTNER VIOLENCE TYPOLOGY, SELF-BLAME, DEPRESSION AND PTSD AMONG HOMELESS WOMEN

Amanda Levine, University of Windsor; Heather A Finnegan, University of Windsor; Patti A Timmons-Fritz, University of Windsor

Intimate partner violence (IPV) is common among homeless women and has many consequences. It has been hypothesized that there are two types of IPV which can be differentiated by whether or not one partner uses tactics of coercive control (CC), a pattern of behaviours aimed at exerting power, over the other partner (Johnson, 1995; Stark, 2007). The type of IPV high in CC is called Intimate Terrorism (IT) and it has been associated with more negative outcomes compared to Situational Couple Violence (SCV), the type of IPV which does not involve CC (Johnson & Leone, 2005). Attributions of self-blame for victimization have also previously been examined for their ability to predict negative outcomes. The current study examines self-blame and IPV type as predictors of posttraumatic stress disorder (PTSD) and depression. Sixty women residing in a homeless shelter completed questionnaires assessing IPV, self-blame, depression, and PTSD. Preliminary analyses on 24 participants found that victims of IT reported higher characterological self-blame than victims of SCV. PTSD symptoms were significantly predicted by IPV type, but not self-blame. Neither self-blame nor IPV type significantly predicted depression. These findings indicate that PTSD and depression among homeless IPV victims arise through different mechanisms, and that IPV type is important for determining who develops PTSD.

2012-06-14 – 4:00 PM to 5:55 PM – 16 h 00 à 17 h 55 – ROOM 100 - LEVEL 1 - WTCC

Poster/Affiche **POSTER SESSION 'C'/PRÉSENTATION PAR AFFICHAGE**

Addiction Psychology/Psychologie de la dépendence; Adult Development and Aging/Développement adulte et vieillissement; Brain and Cognitive Science/Cerveau et science cognitive; Clinical Neuropsychology/Neuropsychologie clinique; Psychophysiology S.I.G/; Psychopharmacology/Psychopharmacologie; Sports and Exercise Psychology/Psychologie du sport et de l'exercice; Students in Psychology étudiants en psychologie; Traumatic Stress/Stress traumatique

#1
Addiction Psychology/
Toxicomanies

SERVICES FOR ONTARIO YOUTH WITH SUBSTANCE USE CONCERNS: SHARED AND DISTINCT PERSPECTIVES

E Brownlie, Centre for Addiction and Mental Health; Gloria Chaim, Centre for Addiction and Mental Health; Joanna Henderson, Centre for Addiction and Mental Health

Problematic substance use is common among youth. There are high rates of problematic substance use among youth seeking services for mental health concerns; and conversely, high rates of mental health concerns among youth seeking substance use services. Both the high degree of overlap between substance use, mental health concerns, and other vulnerabilities (e.g., involvement in child welfare, youth justice, or homelessness), and the fact that substance use is addressed in multiple youth sectors (including education, child welfare, and justice), underscore the need for effective cross-sectoral collaborations. For clinicians, knowledge of available services and perspectives of stakeholders can support this goal. We report on a two-stage consultation with service providers, youth and families regarding services addressing substance use in Ontario: 1) Semi-structured interviews with key stakeholders including youth; 2) brief surveys with agencies addressing youth substance abuse. Consultations covered the extent, strengths and weaknesses of the continuum of Ontario services addressing youth substance use including "under the rader" services; gaps in services, training, research/knowledge, etc; and suggestions for improvement. Commonalities and differences in stakeholder perspectives and implications for service delivery are discussed.

#2
Addiction Psychology/
Toxicomanies

ILLICIT VERSUS PRESCRIPTION OPIOID ABUSE: A COMPARATIVE ANALYSIS OF TREATMENT OUTCOMES

Sarah Coupland, New York University; Ronald Fraser, McGill University; Kathryn Gill, McGill University

North Americans currently have the highest levels of opioid use in the world (INCB, 2011) and rates of prescription opiate abuse have been rising in Canada (Fischer, Rehm, Patra, & Firestone-Cruz, 2006). The objective of the present study was to examine patient characteristics and treatment outcomes for groups of patients abusing illicit opiates (e.g heroin) compared to those abusing legitimately prescribed opiates (e.g. pain medications). All patients were admitted for inpatient detoxification at the Addictions Unit of the McGill University Health Centre. Prescription opiate (PO) users (n=54) were found to be significantly older at the time of detoxification, to have been introduced to opiates at an older age, and to have a diagnosed chronic pain condition, when compared to illicit opiate (IO, n=34) users. Hierarchical logistic regression analysis revealed that the presence of a Cluster B Personality Disorder (PD) diagnosis and intravenous route of drug administration were significant predictors of failure to complete detoxification and early drop-out. Overall, these findings suggest the presence of two functionally different populations within those diagnosed with opiate dependence.

#3
Addiction Psychology/
Toxicomanies

FURTHER PSYCHOMETRIC ANALYSES OF THE GAMBLING MOTIVES QUESTIONNAIRE

Marie-Eve Couture, Dalhousie University; Sherry H Stewart, Dalhousie University; Tony Toneatto, University of Toronto; Martin Zack, Centre for Addiction and Mental Health; Valerie Grant, Dalhousie University; Nigel E Turner, Centre of Addiction and Mental Health

Stewart and Zack (2008) recently developed and validated the Gambling Motives Questionnaire (GMQ); however, the measure has yet to be validated in an independent sample. The aim of the current study was to validate the GMQ in an independent sample. Confirmatory factor analysis was performed on a sample of 243 self-identified problem gamblers (59.3% male; mean age = 45.8 years). In line with previous research (Stewart & Zack, 2008), results indicated that the three-factor (enhancement, social, and coping) structure of the GMQ yielded adequate fit to the data. Each GMQ subscale showed good internal consistency (alpha > .70). Implications for researchers and clinicians, as well as future directions, are discussed.

#4
Addiction Psychology/ Toxicomanies

MOTIVES AND MODES: LINKS BETWEEN GAMBLING MOTIVES AND PREFERRED GAMBLING ACTIVITY IN PROBLEM GAMBLERS

Marie-Eve Couture, Dalhousie University; Sherry H Stewart, Dalhousie University; Tony Toneatto, University of Toronto; Martin Zack, Centre for Addiction and Mental Health; Valerie Grant, Dalhousie University; Nigel E Turner, Centre of Addiction and Mental Health

Recent research (Stewart & Zack, 2008; Couture et al., submitted) has found support for a theory of gambling motives that has identified three motives for gambling: enhancement, coping, and social. Stewart and Zack (2008) also identified enhancement and coping motives as predictive of gambling-related problems, making them particularly important to study in problem gamblers. The aims of the current study were to determine whether these two risky gambling motives would be predictive of preferred gambling activities among problem gamblers. It was hypothesized that gamblers preferring active activities (cards, races, or sports betting) would score higher on enhancement motives than gamblers preferring passive activities (lottery, slots, or bingo), and that the reverse would be true for coping motives. Participants were 243 (M age = 45.8, 59.7% male) self-identified problem gamblers from the greater Toronto area with scores of 3 or higher on the Canadian Problem Gambling Index (CPGI). Results revealed partial support for our hypotheses, with links found between specific gambling activities and gambling motives. Research and clinical implications, as well as future directions, are discussed.

#5
Addiction Psychology/ Toxicomanies

THE IMPACT OF COMMUNITY LOCATION ON POST RELEASE OUTCOME IN CANADIAN FEDERAL OFFENDERS PARTICIPATING IN THE METHADONE MAINTENANCE PROGRAM

Nicole E Elliott, University of Toronto

This theoretical review addresses important issues regarding the availability of methadone clinics and how it affects the risk of recidivism for released offenders who had participated in a correctional institution methadone maintenance treatment program (MMTP). This review also highlights research that demonstrates best practices used to promote MMTP retention when offenders are reintegrated into their communities. Furthermore, successes and challenges regarding access to services in rural and urban communities will be discussed. This review may have important implications for offender release planning, and for community services.

#6
Addiction Psychology/ Toxicomanies

NEGATIVE AFFECT AND SUBSTANCE USE: TESTING THE SELF-MEDICATION HYPOTHESIS WITH ADOLESCENT OFFENDERS

Sarah Farstad, University of Calgary; Jodi L Viljoen, Simon Fraser University

According to the self-medication hypothesis (Khantzian, 1997), people use substances because they are unable to tolerate negative affect. To date, research on this hypothesis has yielded mixed results. The present study extends previous research by utilizing a prospective design to examine the relationship between different types of negative affect and substance use problems in a sample of 99 (71 male, 28 female) adolescent offenders. Depression, anxiety, anger and Post-Traumatic Stress Disorder symptoms were assessed at Time 1 utilizing the Personality Assessment Inventory – Adolescent Version (PAI-A) and the Massachusetts Youth Screening Instrument-Second Version (MAYSI-2). The presence of substance use problems was assessed three months later using the MAYSI-2. Sixty-five percent of participants reported mild or severe substance use problems. Elevated anger and depressed affect predicted current substance use problems whereas elevated PTSD symptoms predicted decreased likelihood of substance use problems in the future. Aboriginal ethnicity was found to be a robust predictor of current and future substance use problems, even after controlling for other relevant risk factors. Overall, the results of this study do not support the self-medication hypothesis of substance use.

#7
Addiction Psychology/ Toxicomanies

THE EFFECTS OF ACUTELY ADMINISTERED NICOTINE ON CUE-INDUCED CRAVING FOR ALCOHOL AMONG NON-DAILY SMOKERS WHO DRINK

Justin C Ferdinand, Mount Allison University; Daniel S McGrath, Psychology Department Dalhousie University/Mount Allison University; Sean P Barrett, Psychology Department Dalhousie University

Cigarette smoking and alcohol-use commonly co-occur in social contexts. Recent evidence suggests that acutely administered nicotine can have reinforcement-enhancing effects on craving following exposure to cues for other addictive behaviours; however, no known study has examined whether nicotine can directly influence cue-induced craving for alcohol specifically. The present study seeks to clarify whether an acute dose of nicotine can affect craving for alcohol following exposure to alcohol-related cues. A sample of non-daily smokers who are also regular drinkers will be assigned to either a nicotine or placebo lozenge condition. In a double-blind procedure, participants will view a slideshow containing drinking-related images and sounds or a matched neutral image slideshow. Subjective ratings of mood and craving for alcohol will be measured at baseline and after each presentation. It is predicted that higher craving ratings for alcohol will occur following exposure to alcohol cues relative to neutral. It is also hypothesized that nicotine lozenges will interact with alcohol-cues to produce greater craving for alcohol compared to nicotine or alcohol cues alone. Clinical implications and areas for future research are discussed.

#8
Addiction Psychology/ Toxicomanies

ADOLESCENTS DESCRIPTIONS OF THEIR EXPERIENCES WHILE ENGAGED IN A STRENGTH-BASED TREATMENT FOR SUBSTANCE ABUSE

Nick Harris, Lakehead University; James N Brazeau, Lakehead University; Ashley Clarkson, Lakehead University; Keith Brownlee, Lakehead University; Edward P Rawana, Lakehead University

Substance abuse is a major issue among adolescents. While most adolescents who suffer from substance abuse do not seek treatment, those who do, often drop out of treatment or relapse following treatment. It is important to gain a better understanding of adolescent experiences while in treatment to help further improve adolescent treatments targeting substance use issues. The current study used qualitative methods to examine adolescent experiences over the course of a five-week strengths-based residential program for substance use issues. Fifty-two post-treatment interviews were conducted and adolescent narratives were analyzed to answer three research questions: (1) what aspects of the treatment program were found to be most helpful by youth, (2) which specific strengths did youth identify as the most helpful throughout the treatment process and in beginning to overcome their substance use issues, and (3) did youth begin to adopt strengths-based thinking strategies over the course of treatment? Results include descriptive answers to these questions based on common themes across participant responses. Implications for future research and clinical practice are discussed.

#9
Addiction Psychology/ Toxicomanies

THE EFFECTS OF THE CO-ADMINISTRATION OF ALCOHOL AND NICOTINE ON CRAVIN AND SMOKING BEHAVIOUR IN DEPENDENT AND NON-DEPENDENT SMOKERS

Karen E Hecimovic, Dalhousie University; Marcel Peloquin, Dalhousie University; Joel Sardinha, Dalhousie University; Sherry H Stewart, Dalhousie University; Sean P Barrett, Dalhousie University

It is suggested that low smoking rates in Sweden are attributed to the use of Swedish-style snus (SS). SS has been shown to decrease smoking behaviours and cravings in dependent smokers. However, given the large association between alcohol consumption and cigarette smoking, it is important to identify if SS has the same effects when given with alcohol. To examine this, both male and female dependent smokers will be enrolled in four counterbalanced experimental sessions; participants will either receive alcohol to reach a blood alcohol concentration of 0.06% or a placebo beverage, and either SS containing 4mg of nicotine or placebo snus. Subjective questionnaires will be completed three times throughout the session to record cravings. After product administration, participants will take part in a Progressive Ratio Task (Barrett, 2010) where puffs from cigarettes are earned. Latency to begin smoking and number of puffs will be recorded to measure smoking behaviour. It is predicted that alcohol alone will increase smoking urges and behaviour; whereas SS alone will have the reverse affect. When administered together SS will both abate cravings and inhibit smoking behaviours relative those receiving placebo snus and alcohol. This research will elucidate how tobacco and nicotine are interacting with alcohol to reinforce cigarette use.

#10
Addiction Psychology/ Toxicomanies

UNDERSTANDING TREATMENT RESPONSE HETEROGENEITY IN INTERVENTION FOR WOMEN WITH SUBSTANCE USE DISORDERS: IS THE INITIAL READINESS TO CHANGE A SIGNIFICANT FACTOR?

Jessica Jeihyun Jeong, York University; Debra Pepler, York University; Mary Motz, Mothercraft; Gina DeMarchi, Mothercraft; Stacey Espinet, Mothercraft

Empirical evidence suggests that women with substance use disorders (SUD) differ from men with SUD in terms of presenting risk factors, vulnerability to mental illnesses or problems, and histories of intergenerational trauma associated with substance abuse (Greenfield et al., 2007). Over the last decade, the focus of empirical research on addiction intervention for women with SUD has shifted to identifying key factors and mechanisms that are linked to heterogeneity in treatment effects (Simpson, 2004). Readiness (or motivation) to change in entering the intervention has been considered a potential key factor that can influence initial treatment engagement and heterogeneous outcomes for women with SUD. This poster presentation will first examine the profiles of women (i.e., mental health problems, contextual risk factors) who have participated in an outpatient addiction intervention. Then we tested for women's readiness to change as a significant predictor of intervention outcomes. Our results have indicated that contrary to our hypotheses, women's readiness to change (conceptualized as motivation) at treatment entry was not a significant predictor of treatment outcomes. In response to an unexpected finding, the psychometric properties of measuring women's readiness to change as well as different components of readiness to change in the context of women's SUD will be explored.

#11
Addiction Psychology/ Toxicomanies

ADHD SYMPTOMATOLOGY IN ADOLESCENCE: A RISK FACTOR FOR INTERNET ADDICTION

Holly A. Kristensen, Trent University; Carolyn A. Watters, Trent University; Patricia H. Kloosterman, Trent University; Kateryna V. Keefer, Trent University; Laura J. Summerfeldt, Trent University; James D.A. Parker, Trent University

Problematic Internet use has become a growing concern in recent years due to expanded accessibility, increased usage and dependence on the Internet. The present study examined the relationship between attention-deficit/hyperactivity disorder (ADHD) symptomatology and Internet addiction in a large community-based sample of adolescents (848 male, 1156 female) between 14 and 18 years of age. Participants completed the 20-item Internet Addiction Test (IAT) and the two symptom scales (inattention and hyperactivity/impulsivity) from the Conners-Wells' Adolescent Self-Report Scale that assesses ADHD symptoms according to criteria from the DSM-IV. Latent variable path analysis was used to examine the relationship between the latent variables of ADHD symptomatology and Internet addiction. The ADHD variable was found to be a moderate predictor of addiction-related behaviours in male (parameter estimate = 0.59) and female (0.62) adolescents, as well as in younger (0.56) and older (0.62) adolescents. Implications are discussed in terms of improving the psychosocial functioning of adolescents with ADHD.

#12
Addiction Psychology/ Toxicomanies

L'INFLUENCE DE L'ÂGE, DE LA DÉTRESSE PSYCHOLOGIQUE ET DE LA PERCEPTION DU LIEN MATERNEL SUR LA CONSOMMATION DE SUBSTANCES PSYCHOTROPES CHEZ L'ADOLESCENT

Virginie VL Lavoie, Université du Québec à Chicoutimi; Gabriel GF Fortier, Université du Québec à Chicoutimi; Claude CD Dubé, Université du Québec à Chicoutimi; Julie JB Bouchard, Université du Québec à Chicoutimi; Audrey AP Pilote, Université du Québec à Chicoutimi; Joanie JV Vaillancourt, Université du Québec à Chicoutimi; Angèle ARS Royer-Simoneau, Université du Québec à Chicoutimi; Tanya TB Bussières, Université du Québec à Chicoutimi; Jonathan JB Guard, Université du Québec à Chicoutimi

Au Québec, 6 % à 10 % des adolescents présenteraient des problèmes liés à la consommation de substances psychotropes (SP) (Ministère de la Santé et des Services sociaux, 2000). Le manque de soutien parental et la détresse psychologique sont des facteurs favorisant le développement de problèmes d'adaptation pouvant se manifester par une consommation de SP (Gagnon, 2001). Cette étude vise à estimer l'importance relative de certains prédicteurs de la consommation. L'échantillon est composé de 889 adolescents âgés de 12 à 17 ans. Trois outils d'évaluation ont été administrés : le Questionnaire de Perception de l'Environnement des Personnes (PEP) (Fortier et al., 2001) pour l'évaluation du lien maternel perçu par l'adolescent, l'Indice global de sévérité du SCL-90-R comme mesure de la détresse psychologique et la DEP-ADO comme mesure de la consommation de SP. Les résultats confirment le potentiel prédicteur significatif des variables retenues sur la consommation de SP. Plus spécifiquement, l'âge s'avère le prédicteur le plus important, suivi de la perception du lien maternel et de la présence d'une détresse psychologique. La relation maternelle perçue serait considérée comme un facteur de protection de la consommation de SP. La discussion permet de mieux cerner comment ces résultats s'intègrent dans la documentation scientifique abordant la consommation de SP chez les adolescents.

#13
Addiction Psychology/ Toxicomanies

EVOLUTION OF QUEBECER GAMBLERS AND RISK FACTORS OVER THREE YEARS

Christelle Luce, Université de Montréal; Sylvia Kairouz, Concordia University, Lifestyle and Addiction Research Lab; Louise Nadeau, Université de Montréal, Centre Dollard Cormier

The objective of this research is to better understand gamblers' trajectories over three years. 137 Quebecer gamblers, selected from a big population-based survey, had a structured interview with a psychologist once a year during three years. Each time, they completed CPGI (Canadian Problem Gambling Index), and were asked about sociodemographic informations, gambling characteristics, and other addictions (alcohol, cannabis, tobacco). Which gamblers are more at risk to increase their gambling activities ?

#14
Addiction Psychology/ Toxicomanies

A COMPARISON OF GAMBLING BEHAVIOUR, MOTIVES, PSYCHOPATHOLOGY, AND PERSONALITY AMONG YOUNG ONLINE AND OFFLINE POKER PLAYERS

Daniel McGrath, Dalhousie University; Tracy L Monaghan, Dalhousie University; Justin C Ferdinand, Mount Allison University; Sean P Barrett, Dalhousie University

Recent evidence indicates that online gambling has been rapidly increasing in prevalence and popularity among young adults. A particularly common form of online gambling among youth is online poker playing. In conjunction with the growth of online poker, however, has been an increase in problem gambling and other psychosocial difficulties associated with online poker playing. To date, very few studies have compared the gambling-related outcomes of online poker players to those who play traditional poker. In the present study, young adults identified as being primarily online poker players (n=33) or offline pokers players (n=21) completed a semi-structured interview and were compared across indices of gambling behaviour, gambling motives, psychopathology, and personality. Results indicated that the online poker group had significantly higher gambling severity scores and reported more gambling sessions, more money spent per session, and fewer total substances used while playing poker. Offline players reported higher reward dependence scores and a trend toward greater alcohol abuse/dependence. No differences were found for gambling motives. Prevention and treatments implications as well as areas for future research are discussed.

#15
Addiction Psychology/ Toxicomanies

HEAVY EPISODIC DRINKING AMONG DATING PARTNERS: A LONGITUDINAL ACTOR-PARTNER INTERDEPENDENCE MODEL

Aislin R Mushquash, Dalhousie University; Sherry H Stewart, Dalhousie University; Simon B Sherry, Dalhousie University; Sean P Mackinnon, Dalhousie University; Martin M Antony, Ryerson University; Dayna L Sherry, Queen Elizabeth II Health Sciences Centre

Heavy episodic drinking (HED) is a major health problem for young adults. Rates of HED have remained consistently high among young adults for the past 2 decades. Though research has identified various intrapersonal, interpersonal, and environmental contributors to HED, the majority of research focuses on intrapersonal factors. As such, more research is needed to test the role that specific interpersonal relationships play in perpetuating HED. This study tests the partner influence hypothesis which suggests partners in romantic relationships influence one another's HED over time. A sample of 208 dating couples completed HED measures at baseline and again 28 days later. Actor-partner interdependence modeling revealed significant actor effects, demonstrating stability in HED within each partner over time. Results also showed significant partner effects where HED in both young men and women in dating relationships positively influenced their partners' future HED over a relatively short timeframe. Results support the partner influence hypothesis and suggest HED is a self-propagating behavior sustained, in part, by a pattern of interpersonal influence. These results highlight the importance of considering both intrapersonal and interpersonal factors when implementing prevention and intervention programs for young adults' HED.

#16
Addiction Psychology/ Toxicomanies

DISORDERED GAMBLING IN ADOLESCENTS WITH LEARNING DISORDERS

James Parker, Trent University; Laura J. Summerfeldt, Trent University; Patricia Kloosterman, Trent University; Robyn Taylor, University of Guelph; Kateryna V Keefer, Trent University

Examined the prevalence of problem and pathological gambling behaviours in a community-based sample of 2259 adolescents (1039 males and 1220 females) between the ages of 14 and 18 living in Eastern central Ontario. Of particular interested was examining the hypothesis that adolescents with learning disorders are at elevated risk for problem and pathological gambling. Although little prior research has specifically examined this question, individuals with learning-related problems are at elevated risk for substance abuse, as well as externalising and inter-

nalising problems linked with disordered gambling problems in adults (e.g., ADHD, conduct disorder, depression, and anxiety). Disordered gambling was assessed using the South Oaks Gambling Screen-Revised for Adolescents (SOGS-RA) and compared in 3 adolescent groups: students with learning disorders (N = 205), students with behavioural or other mental health issues (N = 195), and students without these learning or health issues (N = 1859). Although there were no differences between groups for females, there were significantly more problem gamblers in the learning disorders group than the other groups for males ($p < .05$); a similar pattern was found for rates of pathological gambling ($p < .05$). The implications for treatment and intervention of gambling problems in adolescence are discussed.

#17
Addiction Psychology/ Toxicomanies

INFLUENCE DE LA COMPOSITION DE LA DYADE DE PAIRS SUR LA CONSOMMATION DE SUBSTANCES PSYCHOTROPES CHEZ LES ADOLESCENTS

Audrey Pilote, Université du Québec à Chicoutimi; Gabriel GF Fortier, Université du Québec à Chicoutimi; Claude CD Dubé, Université du Québec à Chicoutimi; Julie JB Bouchard, Université du Québec à Chicoutimi; Virginie VL Lavoie, Université du Québec à Chicoutimi; Joanie JV Vaillancourt, Université du Québec à Chicoutimi; Angèle ARS Royer-Simoneau, Université du Québec à Chicoutimi

Les pairs du réseau social comptent parmi les principaux facteurs de risque liés à la consommation de substances psychotropes (SP) (Hawkins et al., 1992). Wills et al. (2004) mentionnent que le soutien des pairs est associé positivement avec la consommation de SP. Selon Popp et al. (2008), la consommation de SP des adolescents tend à se conformer à celle des pairs de même sexe qu'ils fréquentent. La relation amoureuse avec un pair qui consomme des SP tend à faire augmenter la consommation (Costa, 1995). Aucune étude n'a évalué systématiquement l'influence de la composition de la dyade de pairs, soit fille-fille (ff), fille-garçon (fg), garçon-garçon (gg) et garçon-fille (gf), sur la consommation de SP. Cette étude a donc pour objectif de vérifier l'existence d'une influence de la composition de la dyade de pairs sur la consommation de SP. L'échantillon est constitué de 910 participants âgés de 12 à 17 ans. Trois questionnaires ont été utilisés dans cette étude : le questionnaire socio-démographique, la DEP-ADO et le questionnaire de Perception de l'environnement des personnes (PEP) (Fortier et al., 2001). Les résultats indiquent un lien significatif pour certaines dyades de pairs. Pour les dyades fg, gf et ff l'influence est significative en ordre décroissant. La discussion permet de mettre en lien les observations avec la documentation scientifique pertinente.

#18
Addiction Psychology/ Toxicomanies

EFFECT OF SWEDISH STYLE SNUS ON CIGARETTE CRAVING AND SELF-ADMINISTRATION AFTER COADMINISTRATION WITH ALCOHOL

Joel Sardinha, Dalhousie University; Marcel Peloquin, Dalhousie University; Karen Hecimovic, Dalhousie University; Sean Barrett, Dalhousie

Alcohol and tobacco are known to be frequently co-administered together and alcohol ingestion causes increases in tobacco self administration. Alcohol has been shown to increase tobacco use and cravings across sex and dependence variability, but the mechanisms for this occurrence are not completely known. Nicotine replacement therapies have been shown to increase smoking cessation success for certain demographics but success rates are not even among all populations. It has been suggested that reasons for smoking vary between sex and dependence, which are attributable to the positive or negative reinforcement properties of tobacco. Non-nicotine constituents may also synergistically act with nicotine and alcohol to augment the reinforcing properties, thus leading to increased self administration. The low rates of smoking in Sweden among men may be attributable to the common use of Swedish-style snus. Swedish-style snus has been recently suggested as an effective smoking cessation aid for those who do not respond well to standard treatment. Due to the lack of associations between Swedish-style Snus and various cancers, it has been suggested as a relatively safe harm reduction strategy. The purpose of this study was to examine the effects of Swedish-style snus on cigarette craving and self administration, when an intoxicating dose of alcohol is ingested.

#19
Addiction Psychology/ Toxicomanies

THE IMPACT OF GAMBLING AND EXPOSURE TO SCIENTIFIC COMMUNICATION ON DISCOUNTING OF DELAYED GAINS

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Delay discounting is the perception of smaller, immediate gains as more valuable than larger, future gains. Degree of delay discounting has been shown to be positively related to gambling involvement. A previous study showed that exposure to a fictional article promoting either the benefits of "living in the moment" or "delaying gratification" influenced participants' decision to gamble. The current study aimed to establish whether the manipulation (i.e., type of fictional article) actually influences the degree of discounting assumed to have mediated participants' decision to gamble. A secondary goal was to examine whether the effects vary in relation to gambling involvement. Undergraduate psychology students participated in an online survey and were randomly assigned to one of two conditions (reading about the benefits of "delay of gratification" or "living in the moment"). All completed a delay discounting task and two gambling questionnaires. We predicted that participants who read about the benefits of delayed gratification would prefer larger, future gains while those who read about the benefits of living in the moment would prefer smaller, immediate gains and that these effects would be more pronounced among individuals with greater gambling involvement. Preliminary results supported our main hypothesis.

#20
Addiction Psychology/ Toxicomanies

EXAMINATION OF REGIONAL BRAIN CHANGES OCCURRING DURING COGNITIVE CHOICES: AN FMRI STUDY UTILIZING A STOCK MARKET PARADIGM

Victoria Suen, University of Alberta; Randall Morck, University of Alberta; Matthew RG Brown, University of Alberta; Peter H Silverstone, University of Alberta

Investing, like all other decisions made under uncertainty, entails an element of gambling. There have been frequent suggestions that involvement in the stock market is no different to gambling, however possible links have not been explored frequently in psychological literature. Outside pressures, such as financial experts, can influence investing behavior. We have developed an investment model to investigate which brain regions are most active when individuals make framed risky investment decisions with and without the advice of an outside "expert". Advice was ma-

nipulated to lead participants towards the less risky/rational decision (more "win" outcomes) at the beginning of the task then towards more risky/irrational decisions (more "lose" outcomes) as the task continues. Preliminary behavioral analysis showed that the presentation of expert advice influenced decision-making. Specifically, participants first began to follow the advice presented in order to maximize financial gain. As the advice shifted to the irrational, participants did not fully discount the advice, even after noting that the advice was leading them towards a financial loss. These findings shed light on the impact of authority figures in financial decision-making and have relevance for understanding fluctuations in the stock market and potentially further in gambling behavior.

#21
Addiction Psychology/ Toxicomanies

SCHIZOPHRENIA, SUBSTANCE USE, AND EFFECTS OF A HARM-REDUCTION GROUP APPROACH: A RETROSPECTIVE ANALYSIS OF TREATMENT EFFECTS

Christine L Walter, The Royal - Mental Health; Lisa Murata, The Royal - Mental Health; Robert Hickson, The Royal - Mental Health; Anne-Marie Clarkson, The Royal - Mental Health

Lifetime prevalence of substance use disorders among clients with schizophrenia is estimated to be greater than prevalence rates in the general public (Regier et al., 1990). Consequences for this population can be many, including increased risk of relapse and hospitalization (Hunt, et al., 2002), depression and suicide (Bartels, et al., 1992) financial problems and negative effects on health (Dixon et al, 1992). Since 2008, a weekly volunteer concurrent disorder group in a clinical setting was offered to both in and outpatient clients in the Schizophrenia Program at The Royal in Ottawa. A retrospective examination of treatment effectiveness was done using pre-group usage, usage at last attendance, and a questionnaire evaluating satisfaction and client usage. Clients (N=21) meeting criteria were asked to participate and 15 were surveyed. Satisfaction was high. Using X2, alcohol use before and after attending group showed a significant decrease over time in alcohol consumption frequency, ($X2 = 44.37$, $p < .005$). Using paired t-tests, alcohol use before and after attending group showed a significant decrease over time in the amount of alcohol consumed ($t = 2.39$, $p = .031$, two-tailed). Given that abstinence may be unrealistic or unattainable in this population, our findings support the benefits of a harm-reduction approach to substance use treatment as a feasible alternative.

#22
Addiction Psychology/ Toxicomanies

EXPLORING THE STRUCTURE OF INTERNET ADDICTION IN ADOLESCENTS: A BIFACTOR APPROACH

Carolyn Watters, Trent University; Kateryna V Keefer, Queen's University; James DA Parker, Trent University

Problematic internet use or internet addiction (IA) has become a growing concern in recent years, with particularly salient implications for adolescents. However, most existing measures of IA have been developed using adult samples and have not been validated for use with younger respondents. The present study examined measurement properties of the Internet Addiction Test (IAT), a commonly used self-report measure of IA, in a large (N = 1948) sample of Canadian high school students aged 16 to 18 years. After randomly dividing the sample into two equal subsamples, exploratory and confirmatory factor analyses were performed to derive and cross-validate the most appropriate measurement structure of the IAT for adolescents. Results supported a complex bifactor model containing a global IA factor; two symptom-domain factors, time/impulse control difficulties and cognitive-emotional problems; and a unique subset of the global IA dimension assessing negative consequences of IA. Findings are discussed in the context of assessing IA in adolescent populations.

#23
Adult Development and Aging/Développement adulte et vieillissement

THE ROLE OF READINESS TO CHANGE AND SELF-EFFICACY ON OUTCOME SCORES ASSOCIATED WITH A PAIN SELF-MANAGEMENT PROGRAM

Clair Barefoot, University of Regina; Thomas Hadjistavropoulos, University of Regina

Chronic pain is a prevalent experience for older adults that negatively influences quality of life (Schuler et al., 2004). Multidisciplinary programs have been shown to be most effective in managing chronic pain; however, changing one's behaviour is difficult to accomplish (Jensen, Nielson, & Kerns, 2003). Readiness to change (i.e., motivation to acquire/implement coping behaviours) and pain self-efficacy (i.e., belief in one's capability to manage pain) are expected to be important in predicting treatment outcomes (Nielson et al., 2008). To assess the role of readiness to change and self-efficacy, 100 older adults with chronic pain were randomly assigned to a treatment or wait-list control condition. Participants in the treatment condition were given a manual entitled "Pain management for older adults: A self-help guide" (Hadjistavropoulos & Hadjistavropoulos, 2008). The role of initial readiness to change and self-efficacy scores on outcome measures (e.g., depression, pain interference) following 10 weeks and follow-up were assessed. Changes in depression, pain interference and emotion-focused coping were associated with higher readiness to change scores. Similarly, significant inverse relationships were found between pain self-efficacy and depression, pain interference, pain intensity, psychological beliefs, and palliative, instrumental, and emotion focused coping.

#24
Adult Development and Aging/Développement adulte et vieillissement

HOW AGE-RELATED HEARING LOSS IMPACTS MEMORY FOR MEDICAL ADHERENCE IN THE OLDER ADULT

Roberta DiDonato, Memorial University of Newfoundland; Aimee M Surprenant, Memorial University of Newfoundland; Ian Neath, Memorial University of Newfoundland

Older adults are at higher risk of chronic illnesses, requiring a more challenging medication regimen, both in number and complexity of prescriptions. Stilley et al. (2010) demonstrated that poor medication adherence is related to decreased working memory capacity. However, the role of hearing loss as either a mediating or causal factor in working memory decline was not investigated. Some evidence suggests hearing loss is related to, and may actually cause decreased memory performance (Surprenant, 2007). Since age-related hearing loss is the 3rd most prevalent chronic medical condition among older adults, determining its role in memory for medical adherence is important. This study investigated how age-related-hearing loss contributed to memory deficits for prescription instructions and whether an enhanced auditory message facilitated memory. Recall of complex prescription instructions presented in various degraded conditions was compared for older adults with particular configurations of hearing loss and younger adults without hearing loss. Expanded speech, and clear speech technique were tested to see if they resulted in better performance for both groups. Results suggest that enhancements of the auditory message during encoding facilitated memory at retrieval, more so for the hearing impaired individuals. Further results and suggested intervention will be discussed.

#25
Adult Development and Aging/Développement adulte et vieillissement

AGING AND THE BILINGUAL MIND: EVIDENCE FROM READING, LEARNING AND SPATIAL MEMORY

Annie Jalbert, Memorial University of Newfoundland; Aimée M Surprenant, Memorial University of Newfoundland; Jean Saint-Aubin, Université de Moncton; Ian Neath, Memorial University of Newfoundland

One of the most influential views of why memory performance drastically drops with age has to do with a decline in the ability to actively inhibit irrelevant information in working memory (Hasher et al. 1999). When inhibitory control is deficient, selecting a correct response from memory becomes harder. Most research on age-related memory decline has been done with unilingual participants. However, bilingualism has become increasingly common in many countries. One interesting aspect of bilingual individuals is their heightened ability to inhibit the irrelevant language. Previous studies suggested that bilingual adults are able to carry out executive processing more effectively than unilinguals (e.g., Bialystock & Craik, 2010). If age-related memory decline is caused by a deficiency in inhibitory control, old and young bilinguals should be less affected than unilingual individuals by the requirement to ignore interfering information. The goal of this series of experiments is to test if and how bilingualism protects against memory decline on three types of cognitive tasks: spatial memory, statistical learning, and reading. Both older and younger uni- and biligual individuals will be tested. This research will shed light on the ways in which bilingualism protects against age-related cognitive decline and will add to the theoretical understanding of aging and executive functioning.

#26
Adult Development and Aging/Développement adulte et vieillissement

DUAL TASK INTERFERENCE IN PARKINSON'S DISEASE: THE EFFECTS OF VERBAL AND VISUAL-SPATIAL TASKS ON CONTINUOUS GAIT

Andrew M Johnson, The University of Western Ontario; Albert Armieri, The University of Western Ontario; Jeffrey D Holmes, The University of Western Ontario; Mary E Jenkins, The University of Western Ontario; Sandi J Spaulding, The University of Western Ontario

Dual-task interference has frequently been demonstrated to have an effect on gait and balance. The amount of interference demonstrated has been linked to factors such as age, sex, cognitive ability, and strategy use. Interference has also been proposed to differ according to the cognitive skills required by the secondary task. In the present study, we evaluated the effects of dual-task interference on the continuous gait of 20 individuals with Parkinson's disease (PD), and 18 age-matched controls, using two different cognitive secondary tasks. The first task was an oral digit-span task, in which participants were asked to mentally rehearse digit strings of differing lengths while walking a distance of approximately 6 metres. The second task employed a "star movement task" in which they were asked to picture a star moving between boxes in response to instructions given while they were walking. Results suggested that controls showed a significantly greater interaction between task type (verbal versus visual-spatial) and complexity, as compared with the individuals with PD. For both groups, task differences became significantly smaller as the complexity of the task was increased. Results are interpreted in the context of both the capacity and the bottleneck theories of dual-task interference.

#27
Adult Development and Aging/Développement adulte et vieillissement

THE EFFECT OF ART THERAPY ON ANXIETY IN DEMENTIA PATIENTS: A RANDOMIZED, CONTROLLED TRIAL

Sara G Lutz, St. Francis Xavier University; Margo C Watt, St. Francis Xavier University

Research indicates that high levels of anxiety in dementia patients are associated with poorer outcome and quality of life (Seignourel et al., 2008). Art therapy has shown some promise in reducing anxiety in dementia populations (e.g., Stuckey & Nobel, 2010), but the research has suffered from lack of controlled studies (Wollen, 2010). The present study was designed to test the effectiveness of art therapy in reducing anxiety via a randomized controlled trial. With the assistance of nursing home staff and identified caregivers, dementia patients are being recruited and randomly assigned to a 4-week art therapy or delayed treatment condition. Pre- and post assessment will include measures of anxiety and cognition. Art therapy will include: relaxation, structured drawing, painting, and collage-making activities (Del Giacco, 2010). Patients in the active (vs. delayed) treatment condition are expected to show a reduction in anxiety levels and maintenance of cognitive status from pre- to post-treatment. Results will be discussed in terms of the implications for the use of alternative therapies in the treatment and management of anxiety symptoms in this population.

#28
Adult Development and Aging/Développement adulte et vieillissement

OLDER ADULTS AND GENERATIVITY IN TERROR MANAGEMENT THEORY

Rochelle Major, University of Alberta; William Whelton, University of Alberta; Jeff Schimel, University of Alberta

Terror Management Theory (TMT; Solomon, Greenberg, & Pyszczynski, 1991) offers an empirical framework to explore how human beings function despite their fear of death. TMT studies consistently show that in order to buffer death anxiety, people become invested in attaining higher self-esteem and adhering to their cultural worldview. Interestingly, these studies have been conducted primarily with younger participants. Preliminary research with older adults indicates that seniors might not respond to TMT experimental manipulations in the same way as their younger counterparts (Maxfield et al., 2007). The purpose of this study was to explore developmentally relevant constructs that may buffer death anxiety in later life. It was hypothesized that Erik Erikson's (1963) psychosocial stage of generativity may encompass unique death-denying properties for older adults. One hundred and seventy-nine seniors were recruited to determine if TMT mortality salience inductions led participants to rate their own generativity higher than a control group. Participants who were exposed to subtle death primes rated themselves as having significantly higher levels of generativity than those who did not receive death primes. Thus, standard TMT manipulations do appear to engender theoretically consistent responses from seniors when developmentally appropriate constructs are considered.

#29
Adult Development and Aging/Développement adulte et vieillissement

SENSE OF COMMUNITY IN LONG-TERM CARE: THE VIEWS OF FAMILY CAREGIVERS OF ELDERLY MILITARY VETERANS

Ana Petrovic-Poljak, University of Calgary; Candace Konnert, University of Calgary

Family involvement in long-term care (LTC) is important but it can prove challenging if caregivers do not feel connected to the LTC setting or if they believe that their contributions to care are undervalued. This can result in conflict with staff. Sense of community (SOC) refers to a feeling of belonging, having influence, having needs met and having an emotional connection to individuals in a community (McMillan & Chavis, 1986), and may be particularly essential for family caregivers of military veterans in LTC. This study was the first to evaluate SOC in family caregivers (N=46) of elderly military veterans residing in LTC, as well as staff's (N=44) attitudes about families, through semi-structured interviews and self-report questionnaires. Caregivers endorsed a SOC and SOC was positively related to key caregiving variables (e.g. family adjustment) and negatively related to conflict with staff. Notably, caregivers' connections to the military community were positively related to SOC. Multiple regression analyses indicated that satisfaction with care accounted for the most variance in SOC (32.7%). In addition, front-line staff were found to have poorer attitudes toward families than managerial staff. The implications of this study for improving adjustment of families to LTC and improving relations between LTC staff and families will be discussed.

#30
Adult Development and Aging/Développement adulte et vieillissement

CHINESE OLDER ADULTS' ATTITUDES TOWARD SEEKING MENTAL HEALTH SERVICES

Yvonne Tieu, University of Calgary; Candace A. Konnert, University of Calgary

Community-dwelling, self-identified Chinese participants fluent in Cantonese or Mandarin born outside of Canada 55 years old and above were recruited at various sites in Calgary, Alberta. Face-to-face interviews were conducted by bilingual researchers and included: (1) a demographics questionnaire; (2) the Multidimensional Scale of Perceived Support (MSPSS); and (3) the Inventory of Attitudes toward Seeking Mental Health Services (IASMHS). A total of 150 participants (70% female, 30% male) with a mean age of 74.13 (SD = 9.94) were interviewed. Most participants were married (58%), while 41% were divorced, separated, or widowed. Being older and divorced/separated/widowed were significantly related to having more negative attitudes toward seeking mental health services ($r = -0.18$, $p = .05$, and $r = -0.21$, $p = .05$, respectively). A higher degree of perceived social support was significantly related to a more positive attitude toward seeking mental health services ($r = 0.20$, $p = .05$). Gender was not significantly related to attitude toward seeking mental health services. The relationships between age, gender, marital status, perceived social support, attitudes toward seeking mental health services among Chinese older adults, and possible implications on mental health service use among Chinese older adults were discussed.

#31
Brain and Cognitive Science/Cerveau et science cognitive

SACCADIC BILATERAL EYE MOVEMENTS DURING ENCODING ENHANCE MEMORY, ESPECIALLY FOR NEGATIVE EVENTS

Angela R Birt, Mount Saint Vincent University; Sarah Fanning, Mount Saint Vincent University; Dayna Bell, Mount Saint Vincent University

Saccadic bilateral eye movements prior to retrieval have been found to enhance episodic memory presumably by increasing interaction between the cerebral hemispheres (Christman et al., 2003; Nolde et al., 1998). The most common methodology employed engages participants in 30 seconds of horizontal eye movements prior to retrieval. Few studies have examined the effects of such eye movements prior to encoding, and evidence is mixed (e.g., Brunye et al., 2009, found no memory benefit at encoding). Our study represents an a posteriori examination of the idea that more frequent horizontal eye movements during encoding result in improved episodic memory. Using facial footage of participants watching a 2-minute video of either a positive, negative, or neutral event, we counted the number of saccadic bilateral eye movements made and correlated them with recall and recognition memory test scores. The number of eye movements did not differ between emotional conditions; however, correlations were significantly higher in the negative than in the positive or neutral conditions, ranging from $r = .52$ - $.71$ depending on the type of memory detail (e.g., person, object, action). This research clearly demonstrates that frequency of horizontal bilateral eye movements during encoding affects episodic memory and those effects are influenced by emotion and the type of details recollected.

#32
Brain and Cognitive Science/Cerveau et science cognitive

DOES THE UNCANNY VALLEY EXIST? AN EMPIRICAL TEST OF THE RELATIONSHIP BETWEEN EERINESS AND THE HUMAN LIKENESS OF DIGITALLY CREATED FACES

Tyler J Burleigh, University of Guelph; Guy L Lacroix, Carleton University

The uncanny valley theory (UVT) describes how an individual's emotional response varies with the perceived human likeness (HL) of a stimulus. As the HL of a stimulus increases, an individual's emotional response to the stimulus becomes more positive, but when HL nears perfection, the individual's emotional response declines and becomes strongly negative. To date, empirical research on the UVT has been mixed. An experiment was designed to test the primary assumption of this theory, while controlling for potential stimulus confounds identified in previous research. 164 participants judged the human likeness of and their emotional response to digital human faces that varied along prototypicality and realism continua. Contrary to the primary assumption of the UVT, a linear relationship was observed between human likeness and emotional response. Previous studies that found non-linearity are discussed in terms of cognitive mechanisms relating to perceptual ambiguity and violation of expectations.

#33
Brain and Cognitive Science/Cerveau et science cognitive

REMEMBER TO RELAX: THE RELATIONSHIP BETWEEN STRESS AND PROSPECTIVE MEMORY

Chelsea da Estrela, Concordia University; Sarah E Schell, Concordia University; Valérie Sirois-Delisle, Concordia University; Gillian M Alcolado, Concordia University; Adam S Radomsky, Concordia University; Carrie Cuttler, Concordia University

Numerous studies have explored the detrimental effects of stress on cognitive processes such as retrospective memory. However, little is known about the relationship between stress and prospective memory. One of the only studies conducted on this relationship revealed that stress enhanced prospective memory performance. Nater et al. (2006) had students complete a stress inducing task and a relaxing task followed by two prospective memory tasks. Results showed that stress enhanced performance on one of the two prospective memory tasks. The counterintuitive nature of these findings and overall lack of research in the area calls for further investigation. Therefore, the current study sought to examine the relationship

between stress and prospective memory by capitalizing on participants' naturally occurring feelings of stress. Undergraduate students were asked to complete several prospective memory tasks as well as the Prospective Memory Questionnaire, which assesses the frequency individuals experience prospective memory failures in everyday life. The stress subscale of the Depression Anxiety Stress Scale was used to measure stress. Preliminary results support the hypothesis that a positive relationship exists between stress and self-reported problems with prospective memory, underlying the detrimental effects of stress on cognitive performance.

#34
Brain and Cognitive Science/Cerveau et science cognitive

THE EFFECT OF WORD LENGTH, ORAL-MOTOR MOVEMENT, ARTICULATION, AND LEXICALITY ON GAIT AND BALANCE

Krista L Davie, University of Toronto; Janis O Cardy, The University of Western Ontario; Jeffrey D Holmes, The University of Western Ontario; Mary E Jenkins, The University of Western Ontario; Andrew M Johnson, The University of Western Ontario

Dual-task interference is defined as the effect of a secondary task (such as speech) on a primary task (such as gait). A number of characteristics of secondary verbal tasks (including dimensions of both motoric and cognitive complexity) have demonstrated a significant impact on dual-task interference of gait and balance. Previous studies have not, however, exerted sufficient control over articulation or cognitive-linguistic processing within the secondary task. The present research used a dual-task paradigm that manipulated word length, oral-motor movement, articulation, and lexicality, within a verbal task, while assessing the effects of dual-task interference on both gait and balance. A sample of healthy young adults (20 women and 20 men) were asked to repeat a series of verbal stimuli during instrumented evaluation of gait and balance. Participants also completed a non-motoric test of information processing speed (inspection time), separate from the dual-task protocol. Results suggest that oral-motor movement, articulation, and lexicality had unique effects on dual-task performance, with women demonstrating significantly more dual-task interference than men. Furthermore, results suggested that the ability to dual-task is directly related to an individual's information processing capacity.

#35
Brain and Cognitive Science/Cerveau et science cognitive

BEHAVIORAL RESPONSES TO PHOTOGRAPHS BY RING-TAILED LEMURS

Maria DeNicola, Saint Mary's University; Catherine S Reeve, York University; Maryanne L Fisher, Saint Mary's University

This study was designed to determine the mode of picture processing used by ring-tailed lemurs. Previous research provides evidence that baboons and gorillas mistake photographic representations and their referents, suggesting that photograph-object confusion occurs in these species (Parron et al., 2008). However, it remains unknown how other primate species, such as lemurs, process photographs. Thus, the goal of the current study was to assess lemurs understanding of photographs. Seven ring-tailed lemurs (n=7) were presented with a series of desirable and undesirable stimuli in the form of real objects or photographs of the objects. After presentation, their behavior towards the stimuli was observed. The post-training testing involved three stimulus pairs: (1) real banana vs. its photograph, (2) banana photograph vs. real rock, and (3) banana photograph vs. rock photograph. Lemurs preferred the real banana in (1), but then showed a preference for the photograph of the banana in (2) and (3). However, there were few behavioral indications to suggest a confusion mode of picture processing. Results suggest that lemurs were able to process the photographs as mental representations, however some individual differences were observed. Findings are discussed as pertaining to the general issue of mental representational abilities in non-human primates and its evolution.

#36
Brain and Cognitive Science/Cerveau et science cognitive

A TALE OF TWO HEURISTICS: PRODUCTION AND THE PICTURE SUPERIORITY EFFECT INTERACT TO MAXIMIZE RECOGNITION MEMORY

Jonathan M Fawcett, Dalhousie University; Chelsea K Quinlan, Dalhousie University; Tracy L Taylor, Dalhousie University

We explored the interaction between the production effect (greater memory for produced compared to non-produced study items) and the picture superiority effect (greater memory for pictures compared to words). Pictures and words were presented, each accompanied by an instruction to silently name (non-produced condition) or quietly mouth (produced condition) the corresponding referent. Memory was then tested for all study items as well as an equal number of foil items in a yes-no recognition task. We observed a significant production x stimulus interaction, suggesting that the application of multiple distinctive processes at study produces an especially discriminative memory trace at test – more so than the summation of each process individually. These findings contribute to our theoretical understanding of encoding processes and bear implications for the development of effective study practices.

#37
Brain and Cognitive Science/Cerveau et science cognitive

INTENTIONAL FORGETTING OF STATE AND EXEMPLAR MATCHED OBJECTS

Jonathan M Fawcett, Dalhousie University; Kate Thompson, Dalhousie University; Tracy L Taylor, Dalhousie University

The current experiment explores fine grain differences in how items are represented in memory following a standard item-method directed forgetting task. During the study phase, images were presented depicting common objects, one at a time, each followed by an instruction to remember (R) or forget (F). During a subsequent yes-no recognition task, the R and F study items were presented again accompanied by an equal number of foil items. Each foil item was matched to a given study item such that it was (a) identical to the studied object only repositioned or manipulated, (b) a different exemplar of the same object, or (c) a unique and unrelated object. We observed a larger directed forgetting effect when the relevant foil item was a manipulated version of the matched study item compared to when an exemplar matched or unique foil was presented. This finding suggests that intentional forgetting causes a graded as opposed to all-or-nothing loss of information regarding the to-be-forgotten item.

#38
Brain and Cognitive Science/Cerveau et science cognitive

BOUNDARIES IN TIME PERCEPTION: ESTIMATION ACCURACY OF INTERVALS FROM ONE TO FIVE MINUTES

Janel Fergusson, University of British Columbia; Peter Graf, University of British Columbia

Every day we complete a number of tasks that require us to attend to the passing of time, such as steeping the perfect cup of tea or meeting a coworker in 5 minutes. For many of these tasks we rely on internal and intuitive devices rather than watches and clocks. Previous research has indicated that there are significant differences in how we keep track of 2 minutes as compared to longer intervals such as 4 and 6 minutes, both in the accuracy of our estimates and the cognitive factors that are correlated with our accuracy. These differences may reflect different underlying mechanisms. The present study was designed to learn more about where these differences emerge. Previous studies have shown that longer intervals of 4 and 6 minutes are underestimated by a significantly larger percentage than intervals of 2 minutes, but it is unknown where this difference begins to emerge and whether there is a strict division or a more linear pattern. Subjects were asked to produce multiple intervals between 1 and 5 minutes while engaged in a secondary task that required attention. Accuracy, in terms of the percentage subjects under- or overestimate by, was compared across intervals, as well as the results of a number of cognitive measures.

#39
Brain and Cognitive Science/Cerveau et science cognitive

WORD FREQUENCY EFFECTS IN SERIAL RECALL AND RECOGNITION

Scott J Goldstein, Laurentian University; Gillian Berman, Laurentian University; Julia Lavallee, Laurentian University; Elizabeth A Frank, Laurentian University; Emma C Pote, Laurentian University

Previous research on serial recall tasks has found that, within pure frequency lists of either all high-frequency (common) words, or all low-frequency (rare) words, the common words are better recalled than the rare words. It has been found that when mixed in a list, there is either (a) no advantage of frequency, or (b) a reverse advantage of frequency, where low-frequency words are better recalled than high-frequency words. This loss of a serial recall advantage is known as the Mixed-List Paradox. As an explanation for the Mixed-List Paradox, we attempted to find support for the Item-Order Hypothesis, which suggests that there are not enough cognitive resources available for memorization of both item and location. We did this by exploring frequency effects for both pure and mixed lists in serial recognition tasks. Results found were unexpected and may indicate the existence of an additional paradox within serial recognition tasks.

#40
Brain and Cognitive Science/Cerveau et science cognitive

SPEED-ACCURACY TRADE-OFFS IN INHIBITION OF RETURN DURING ACTIVE OCULOMOTOR INHIBITION

Mahmoud Hashish, Dalhousie University; Matthew D Hilchey, Dalhousie University; Jason Satel, Dalhousie University; Jason Ivanoff, Saint Mary's University; Raymond M Klein, Dalhousie University

Inhibition of return (IOR) refers to the phenomenon of increased response times (RTs) to targets at previously cued locations when the interval between a to-be-ignored spatial cue and a probe target exceeds ~ 300 ms. Recent work has revealed that this phenomenon can be expressed differentially depending on the extent to which the oculomotor system is active during a task, resulting in either a perceptual/attentional "flavour" or a motoric "flavour" of the IOR effect. There are several studies with results consistent with the motoric "flavour" of IOR (a speed-accuracy trade-off) in which the eye movement system was not explicitly engaged (but may not have been actively inhibited either). The purpose of this investigation was to repeat one of these experiments (Ivanoff & Klein, 2001) while ensuring that the eye movement system was actively inhibited. In this project, eye movement was monitored through the usage of eye tracking equipment and software. If the motoric patterns reported by Ivanoff and Klein (2001) were generated because they did not monitor eye movements and their participants were not actively inhibiting the oculomotor system, then when we did encourage such active inhibition, a perceptual/attentional flavour of IOR should be obtained (i.e., the speed-accuracy trade-off will be eliminated). This is precisely what we found.

#41
Brain and Cognitive Science/Cerveau et science cognitive

ORTHOGRAPHIC INFLUENCES ON PHONEMIC AWARENESS: EVIDENCE FROM EVENT-RELATED BRAIN POTENTIALS

Kristen Higgins, Acadia University; Randy L Newman, Acadia University

The present study aims to further examine the nature of orthographic effects on phonemic awareness, a skill highly predictive of reading acquisition, by using a traditional measure of phonemic awareness in combination with event-related brain potentials (ERP). Skilled adult readers deleted the initial phoneme of opaque (initial speech sound is represented by an unusual multi-letter grapheme; e.g., knuckle) or transparent words (e.g., buckle) while ERPs were recorded to word onset and the isolation point (IP) of each word. Behavioural results indicated that participants performed the task more accurately on transparent words compared to opaque words. ERP results demonstrated pre-lexical as well as lexical effects of orthography. ERPs recorded to the onset of opaque words differed from those recorded to transparent words as early as 230 msec, a time point some 200 msec earlier than the average isolation point across all stimuli. ERPs recorded to the IP showed a clear separation between opaque and transparent words highlighting lexical effects of orthography on phonemic awareness. In summary, the findings of this study provide strong evidence that participants activate orthography during phonemic awareness tasks and support the view that orthographic knowledge mediates the relationship between reading skills and phonemic awareness (Tyler & Burnham, 2006).

#42
Brain and Cognitive Science/Cerveau et science cognitive

WHERE DID I HEAR THAT? THE INFLUENCE OF SOURCE MONITORING ON PROSPECTIVE MEMORY IN YOUNGER & OLDER ADULTS

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The influence of external and internal source monitoring (SM) ability on prospective memory (PM) was examined in two studies designed as analogous to a natural situation. Younger and older participants either watched a video (Exp 1) or silently read articles (Exp 2) in which consistent and inconsistent information was presented about music and were told to listen to the music recommended by one of the sources. A week later participants' recall of which character/article recommended what music (i.e., their SM ability) was measured, as was their PM performance (if applicable). In Experiment 1, younger adults had better external SM than older adults. No age differences were found in the PM prospective data (i.e., the number of min/week they listened controlling for usual listening). However, younger adults did have better PM retrospective performance (i.e., recall of the PM instruction) than older adults. In Experiment 2, age differences favouring the younger adults were found in the

SM and PM retrospective data; however, age differences were also found in the PM prospective data. In both experiments, regression analyses indicated that the participants' SM partly predicted PM performance. Although more indirect than initially predicted, these studies provide preliminary evidence experimentally linking two important constructs in the cognitive literature.

#43
Brain and Cognitive Science/Cerveau et science cognitive

THE COMMUNICATIVE FUNCTION OF RESTING HAND POSTURE IN ARGUMENT: NEW EVIDENCE IN THE STUDY OF EMBODIED LANGUAGE

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Theories of embodied language propose that body movements, especially hand gestures, contribute to understanding and communication. While the relationship between speech and accompanying active gestures has been profiled (e.g., Whishaw et al, 2010), the role of resting hand postures in communication remains to be investigated. Two prominent resting hand shapes seen in functional reaching are "collected" hand gestures, in which the hand is largely free of body contact with the digits lightly flexed and closed, and "stationed" hand gestures, in which the digits and palm contact a surface. Collected hand shapes precede functional grasping movements, whereas stationed hand shapes conclude functional grasping movements (Whishaw et al, 2010). The current study documented arguments between pairs of young adult subjects. The relationship between the intention to continue speaking or to conclude and the associated resting hand postures was documented. It was found that expanding an argument was associated with a collected hand gesture, while concluding an argument was associated with a stationed hand posture, which mirrors the role of these hand postures in functional reaching. The results are discussed in relation to the idea that resting hand shapes, derived from functional movements, can serve as communicative gestures and so also contribute to embodied language.

#44
Brain and Cognitive Science/Cerveau et science cognitive

COLOUR IMPROVES RECOGNITION MEMORY FOR NATURAL SCENES BY FACILITATING IMAGE SEGMENTATION

Christine E Lambert, Queen's University; Ian Spence, University of Toronto

Recent research has demonstrated that the presence of colour improves recognition memory for natural scenes (Wichmann, Sharpe & Gegenfurtner, 2002). Continuous recognition tasks in which participants view a series of monochrome and colour images of natural scenes reveal an encoding-specificity effect, such that images originally seen in colour are remembered better at test, regardless of whether they are presented in colour or monochrome (Spence, Wong, Rusan & Rastegar, 2006). This is evidence that colour enhances recognition memory by conferring an advantage during encoding, but the mechanism underlying this advantage is currently unknown. One possibility is that colour facilitates sensory edge detection and scene segmentation. In order to test this hypothesis, memory for natural scenes was compared to that for indoor and computer-generated artificial landscapes. Since indoor and artificial scenes feature clear, well-defined edges between objects, they should be easier to segment than natural scenes. If colour improves memory by facilitating segmentation, then it would confer less of a benefit to these easily-segmented scenes. Results showed that addition of colour to indoor and artificial scenes did not improve recognition memory, but did improve recognition memory for natural scenes, supporting the hypothesis that colour facilitates scene segmentation.

#45
Brain and Cognitive Science/Cerveau et science cognitive

APPRAISING FACES: MAKING AGE AND EMOTION JUDGMENTS IN BIPOLAR PATIENTS

Linette Lawlor-Savage, University of Calgary; Scott R Sponheim, University of Minnesota; Vina M Goghari, University of Calgary

Accurate judgment of facial emotions is important in social interaction. It is unclear if deficits found in individuals with bipolar disorder are specific or more generalized. In this study, 17 bipolar patients and 50 healthy controls judged 5 facial expressions, happy, sad, angry, fearful, or neutral, in 2 conditions, time-limited and self-paced. An age recognition condition was used as an experimental control. A 2 (group: bipolar, control) x2 (condition: emotion, age) x2 (presentation type: time-limited, self-paced) mixed ANOVA revealed main effects of group $F(1,65)=4.19$, $p<.05$, $\eta^2=.061$, recognition $F(1,65)=7.55$, $p<.01$, $\eta^2=.104$, and presentation $F(1,65)=6.62$, $p<.05$, $\eta^2=.092$. In general, increased accuracy occurred in emotion and self-paced conditions, and controls were more accurate than patients. Individual one-way ANOVAs were conducted to identify group differences in the four specific conditions: time-limited emotion, time-limited age, time-unlimited emotion, time-unlimited age. Patients were less accurate in identifying faces in the fast emotion condition compared to controls $F(1,65)=6.26$, $p<.05$. Specifically, in the fast emotion condition, patients were less accurate than controls in identifying happy faces, $F(1,65)=11.52$, $p=.001$. Findings suggest a specific deficit in bipolar patients' identification of facial emotion expressions when presented quickly.

#46
Brain and Cognitive Science/Cerveau et science cognitive

THE COMBINED ATTENTION SYSTEMS TEST

Greg H MacLean, Dalhousie University; Michael A Lawrence, Dalhousie University; Megan J Fisher, Dalhousie University; Matthew D Hilchey, Dalhousie University; Shannon A Johnson, Dalhousie University; Raymond M Klein, Dalhousie University

The Combined Attention Systems Test (CAST) measures at least 4 phenomena of attention not directly addressed by the Attention Networks Test (ANT). The CAST differentiates spatial and temporal orienting, while also indexing 2 separate forms of conflict resolution. Specifically; these are: (1) endogenous temporal orienting, (2) arrow induced spatial orienting, (3) flanker conflict resolution; and either (4) spatial stroop conflict resolution or (5) simon conflict resolution. These indices offer a more rigorous dissection of endogenous attention relative to the one measure of "executive control" provided by the ANT. Many clinical populations have been found to perform worse than control samples on the executive network measure of the ANT. By offering a "higher resolution" picture of executive control, the CAST has the potential to reveal unique attentional profiles of specific clinical populations. Initial CAST data from several control samples, both adults and children, are presented.

#47
Brain and Cognitive Science/Cerveau et science cognitive

DOES MUSIC ALTER OUR SENSITIVITY TO CERTAIN FACIAL EMOTIONS?
Tyler Marchbank, University of Prince Edward Island; Thomy Nilsson, University of Prince Edward Island

How much visual input is needed for people to perceive facial emotions as gender of the faces and of the participant is varied and as the participants' mood is varied by music?Previous vision research has found that measurements based on processing speed indicate different recognition effects than measurements based on the amount of information required. Previous research has also shown significant gender differences in sensitivity to emotional expression using recognition speed. This study will see whether similar differences occur based on measurements of the amount of information. Cognitive differences between genders may affect which strategy is used.Music can change one's mood, but does it also change our perception of emotion? The use of music in our study provides an additional avenue to investigate these gender differences.With an automated test track we used the method of limits to measure the distance thresholds for recognition of the expressed emotion.Distance varies the retinal image size and thereby the amount of presented information. The participants with normal acuity will be tested while listening to happy, sad, or neutral music. The individuals portraying the emotions, their gender, the type of emotion, and the type of music will be presented in blocks of pseudo-random orders counterbalanced within and across participants.

#48
Brain and Cognitive Science/Cerveau et science cognitive

THE EFFECT OF WORD AROUSAL ON THE ATTENTIONAL BLINK: ACCURACY RATE AND REACTION TIME
Bruno Oliveira, Laurentian University

The attentional blink is a phenomenon observed when two target stimuli are presented in rapid serial visual presentation. Identification of the second target is impaired if it appears too soon after the first. Previous research has indicated that second target words which are high in emotional arousal level bypass this effect. This research implies that arousing emotional words require less attentional resources to reach conscious awareness. Previous research has also shown that reaction times are faster for emotionally significant information. Results of this study will evaluate the impact of word arousal on the accuracy rate and response time of participants.

#49
Brain and Cognitive Science/Cerveau et science cognitive

THE INFLUENCE OF NATIVE LANGUAGE (CHINESE VERSUS ENGLISH) AND PERSONALITY ON PERFORMANCE OF TESTS OF SINGING
Sisi Pan, University of Prince Edward Island; Bing-Yi Pan, University of Prince Edward Island; Jonathan M Lane, University of Prince Edward Island; Annabel J Cohen, University of Prince Edward Island

Previously, the AIRS Battery of Tests of Singing Skills [Cohen, A.J., Armstrong, V.L., Lannan, M.S., & Coady, J.D. "A protocol for cross-cultural research on acquisition of singing." Neurosciences and Music III: Annals NYAS, 1169, 112-115, (2009)] was administered to native-Chinese and native-English speakers attending UPEI. In the task of learning a new song, half the participants of each language group received Chinese lyrics instead of English, to determine the role of non-native lyrics on melody acquisition. Because native-English speakers knew less Chinese than the reverse, a larger deficit for native-English speakers was expected. The present study improves on the previous with a revised unfamiliar song having a different melodic contour for each of 5 phrases. It also includes the BFI personality test [http://www.ocf.berkeley.edu/~johnlab/bfi.htm] to control for motivational variables potentially associated with culture. Effects of language and personality are also being examined on an improvisatory test component. The results will reflect on the influences of general cognitive load, a syntactic integrative resource shared by melody and lyrics (SSIRH) [Patel, A.,"Music, language and the brain". NY: Oxford (2008)], standard serial position memory effects, culturally determined motivational differences, and language-dependent structure. [supported by SSHRC]

#50
Brain and Cognitive Science/Cerveau et science cognitive

THE STROOP EFFECT IN WORKING MEMORY: THE EFFECT OF AUTOMATIC PROCESSING AND GOAL NEGLECT
Stephanie Price, Laurentian University; Linda Lysynchuk, Laurentian University

According to Shiffrin and Schneider (1977) theory of attention and information processing, some stimuli are processed automatically while others are more controlled. The present study examined the relationship between an automatically processed feature of a stimulus, in the form of words, and a less common and more controlled feature, in the form of colours, in a working memory task. Single-letter Stroop colour words were utilized as the target stimuli in a serial recall task to examine which feature is recalled more accurately. Sixty participants were randomly placed into one of two groups where they were instructed to either attend to the colour or the word of the single-letter Stroop colour word. The groups were further divided into groups based on the number of congruent stimuli present in the task. Recall scores were significantly better for recall of words (Verbal m=13.067; Visual m=14.700) as opposed to colours (Verbal m=9.867; Visual m=11.333) and participants who were asked to attend to the words were significantly more successful when all the stimuli were congruent (Visual m=20.300). This study demonstrates how controlled attention can weaken depending on the level of processing of the different features of a stimulus.

#51
Brain and Cognitive Science/Cerveau et science cognitive

INVESTIGATING INHIBITION OF RETURN-RELATED MODULATIONS OF EARLY SENSORY EVENT-RELATED COMPONENTS WITH CENTRAL AND PERIPHERAL CUEING
Caroline Reiss, Dalhousie University; Jason Satel, Dalhousie University; Matthew Hilchey, Dalhousie University; Raymond M Klein, Dalhousie University

Inhibition of return (IOR) is a behavioral phenomenon indexed by increased response times to targets presented at previously cued locations, so long as the interval between the cue and the target exceeds ~300 ms. IOR can be generated by uninformative peripheral onsets or central arrow cues. This experiment will replicate previous behavioral work demonstrating IOR in these two cue conditions (Taylor & Klein, 2000), with the

advantage of also saving and analyzing electroencephalographic (EEG) recordings. We will investigate a paradigm with saccadic responses to cues (mixed central and peripheral) followed by manual responses to targets. In addition to behavioral IOR, previous EEG studies have demonstrated that the target-elicited early P1 event-related potential component (ERP) is reduced in magnitude at peripherally cued, relative to uncued locations. Here, we will analyze the modulation of target-elicited P1s when targets have been cued by peripheral stimuli and central arrows. As in previous work, it is expected that IOR will be exhibited in both conditions, and that the P1 component will be reduced on trials when peripheral cues have appeared at the same location as the targets. The focus of the present investigation is whether there will be a difference in the ERP waveforms between cued and uncued locations when central cues, as compared to peripheral cues, are used.

#52
Brain and Cognitive Science/Cerveau et science cognitive

LEXICAL STRESS AND THE MISSING LETTER EFFECT: WORD PROCESSING AND GRAMMATICAL TYPICALITY DURING READING

Erin Sparks, Dalhousie University; Sally Carver, Dalhousie University; Helene Deacon, Dalhousie University

In English, certain regularities inform lexical stress pattens; for example, nouns are typically trochaic (DOCtor), while verbs are often iambic (enJOY). Adults are sensitive to this feature of English (Arciuli & Cupples, 2006). Our study uses the Missing Letter Effect (MLE) to examine the role of lexical stress in reading. In MLE tasks, participants read passages while also detecting a target letter. They tend to omit targets when processing is efficient (Corcoran, 1966); thus, MLE offers a unique window into the cognitive processes behind reading. 60 adults will read MLE passages. To contrast stressed and unstressed syllable processing, we will use passages with minimal stress pairs, in which stress patterns distinguish between meanings of otherwise identical words (REcord; reCORD). To address grammatical stress typicality, we will manipulate the sentence contexts of words that can be both nouns and verbs. This will let us compare processing when reading typically stressed words ([the] PEDal; [to] caNOE) with atypically stressed words ([the] caNOE; [to] PEDal). Data collection is ongoing. We expect higher omission rates in unstressed syllables than stressed, and when word stress is atypical vs. typical. Under these stringent conditions, finding the expected results would be a compelling addition to the evidence that lexical stress is uniquely involved in the reading process.

#53
Brain and Cognitive Science/Cerveau et science cognitive

ELECTROENCEPHALOGRAPHIC RESPONSE TO BODY IMAGE EXPOSURE

Karen Storeshaw, Lakehead University; Chantal Poirier, Lakehead University; Ron Davis, Lakehead University

Cortical frontal asymmetry is the pattern of electroencephalogram activity in the prefrontal lobes which has implications for motivational direction. More specifically, greater left frontal activity is associated with approach motivation, whereas greater right frontal activity is associated with withdrawal motivation. Frontal lobe activity has been shown to be responsive to the induction of an action-oriented mindset. The present study sought to experimentally produce a shift to greater left frontal activity while viewing one's own novel 3D or traditional 2D full-body picture by using an action-oriented mindset induction. Ninety-seven right-handed male and female participants viewed 2D and 3D images of their bodies in counterbalanced fashion while their brain activity was recorded with an electroencephalogram. Participants were randomly assigned to engage in an appearance-related action-oriented mindset or a no-mindset condition. A three-way interaction between mindset, picture stimulus and dispositional body image emerged. Participants evidenced greater left frontal asymmetry when viewing themselves in 3D compared to 2D. Mindset mediated this stimulus effect in different ways depending upon level of dispositional body image assessed prior to viewing the pictures. This intriguing person by situation effect is discussed with reference to body image and motivation.

#54
Brain and Cognitive Science/Cerveau et science cognitive

MENTAL TIME TRAVEL: IS EXPERIENCE EVERYTHING?

Emad Talisman, Mount Saint Vincent University; Dr. Angie Birt, Mount Saint Vincent University

According to research on mental time travel (MTT), phenomenological differences between Episodic Memory (EM) and Episodic Future Thought (EFT) are due to temporal direction (TD; past vs. future). Recently, it has been suggested that level of experience (LOE) with the associated memory details may better account for such differences. By controlling for the effects of LOE with memory details, we expected to find few, if any, phenomenological differences between EM and EFT. Following the recombination methodology of Addis et al. (2009), participants (N = 48) recounted a number of EMs and provided associated details, each rated for LOE. These details were recombined into High and Low LOE stimulus-sets and participants had to either imagine these events as taking place in the past, the present, or the future. They also had to recall non-recombined EMs. Data on both self-report (e.g., vividness, effortfulness) and objective characteristics (e.g., level of detail, coherence) of the events were collected. We hypothesized that any differences observed between EM and EFT are due primarily to LOE, regardless of whether the events are associated with the future or the past. This study represents a major challenge to current theoretical models of MTT.

#55
Brain and Cognitive Science/Cerveau et science cognitive

FORGETTING IN ITEM-METHOD DIRECTED FORGETTING: ASSESSING THE NATURE OF SUBSEQUENT BIAS

Kate M Thompson, Dalhousie University; Tracy L Taylor, Dalhousie University

In item-method directed forgetting, there is a greater magnitude of inhibition of return (IOR) after Forget (F) than Remember (R) items. Taylor and Fawcett (2011) have interpreted this as a bias against responding to an irrelevant source of information. The present experiments were designed to determine whether, if this interpretation is true, the 'source' could be something other than a location. Participants were presented simultaneously with a word and a face, followed by an R- or F-instruction. Then, another face was presented (either the same, or a new face), and a response was required (E1: go/no-go, E2: gender discrimination). Participants were not slower to respond to the same face compared to a new face after an F-instruction, which is incompatible with predictions of the source bias theory. However, participants did make fewer false alarms after F- than R-instructions in E1, which is consistent with the source bias theory. The plausibility of the source bias theory is discussed, as well as other possible explanations for these contradicting results

#56
Clinical Neuropsychology/ Neuropsychologie clinique

SHORT-TERM MEMORY AS A MEDIATOR OF VERBAL LEARNING DEFICIT IN GIRLS TREATED FOR ACUTE LYMPHOBLASTIC LEUKEMIA

Blair Aronovitch, Carleton University; Philippe Robaey, Children's Hospital of Eastern Ontario Research Institute, University of Ottawa, Carleton University; Stefania Maggi, Carleton University; Caroline Laverdiere, Saint-Justine Hospital Research Centre, Universite de Montreal; Albert Moghrabi, Saint-Justine Hospital Research Centre, Universite de Montreal

Children surviving acute lymphoblastic leukemia (ALL) are at an increased risk of cognitive impairments. This study demonstrated differences in memory and verbal learning in children with ALL. Children (M age=3.4 years) treated with intrathecal chemotherapy (n=25) and healthy sex-matched controls (n=19) were assessed with the Wechsler Intelligence Scale for Children (WISC-III), the California Verbal Learning Test–Child (CVLT-C), and the Woodcock-Johnson (WJ). On the WJ, children treated for ALL had lower reading comprehension scores than controls but did not differ on the computation subtest. The group effect was larger in those diagnosed at an older age. There was no overall group difference on the CVLT-C but females treated for ALL (n=13) demonstrated a relative deficit compared to males (n=12) in the number of words recalled across trials. Females showed a relative deficit in the serial cluster score and ratio, indicating a short-term memory (STM) deficit. The Forward Digit Span (FDS) was used as index of STM. While controlling for sex FDS mediated the group effect on the serial cluster score, which in turn mediated the group effect on the number of words recalled across trials 1 – 5. These results demonstrate the crucial role of STM in verbal learning deficits in children treated for ALL and highlights the importance of individually tailored cognitive remediation programs.

#57
Clinical Neuropsychology/ Neuropsychologie clinique

EMOTIONAL EXPERIENCE DIFFERS AS A FUNCTION OF A HISTORY OF SELF-REPORTED MILD HEAD INJURY

Julie Baker, Brock University; Dawn Good, Brock University

Across several studies (Baker & Good, in prep) we have demonstrated that persons with self-reported mild head injury (MHI, i.e., sufficient to produce an 'altered state of consciousness', Kay et al., 1993) present with a profile that is consistent with that of persons who have sustained moderate (to severe) neural trauma to the ventromedial prefrontal cortex (VMPFC) in that they often present with flattened affect and dampened physiological responsivity (e.g., Naqvi et al., 2004). In the current study, university students viewed and rated emotionally-laden stimuli (i.e., International Affective Picture System, IAPS, Lang et al., 2005) while physiological indices of emotional arousal (i.e., electrodermal activation, heart rate) were collected. Participants completed various measures of emotional functioning (e.g., emotional intelligence, BarOn EQ-i, Baron, 1997). The results demonstrate that persons with self-reported MHI exhibit less emotional expression, and capacity, as compared to persons without MHI. Those with a history of MHI also produced more 'neutral' reactions to the stimuli, rating them as significantly less emotionally intense than their no-MHI cohort. These findings are consistent with previous research and are indicative of non-transient changes in emotional functioning following head trauma. Physiological responses to emotional stimuli will also be discussed.

#58
Clinical Neuropsychology/ Neuropsychologie clinique

AN ANALYSIS OF THE KAPLAN-BAYCREST NEUROCOGNITIVE ASSESSMENT IN DEMENTIA AND NORMAL AGEING

Buddhika Bellana, York University; Guy B Proulx, York University; Larry Leach, Health Program Baycrest Centre for Geriatric Care

Dementia is defined as "... a mental condition characterized by a decline in cognitive status from a previous level that has an impact on daily functioning" (Leach, 2010) and, as such, exists as an umbrella term encompassing various pathologies that impair cognition. Normal ageing also consists of homogenous subgroups with differing cognitive performance (Ylikoski et al, 1999). Older adults who maintain cognitive functioning (i.e., optimal agers) are thought to have active social lifestyles (Powell, 2011). The Kaplan-Baycrest Neurocognitive Assessment (KBNA) is a standardized neuropsychological battery used to assess cognitive functioning. The KBNA has been validated in predicting dementia diagnosis versus controls (Leach, 2010). The KBNA's utility in dissociating specific dementias or subgroups within normal ageing is yet to be tested. Fifty-six patients diagnosed with dementia (Alzheimer's Disease (AD), n=25; vascular dementia (VaD), n=31) and 67 older adults without cognitive complaints (optimal – i.e., from a continuing education program, n=33; controls, n=34) performed the KBNA's 12 subtests. A logistic regression analysis was used to assess the predictive ability of subtests in AD x VaD; AD x control; VaD x control; and optimal x control comparisons. Results will provide detailed insight into the specific utility of each subtest in differentiating between these groups.

#59
Clinical Neuropsychology/ Neuropsychologie clinique

UNDER-RECOGNIZED SYMPTOMS OF ANXIETY AFFECT HEALTH-RELATED QUALITY OF LIFE IN MULTIPLE SCLEROSIS PATIENTS

John D Fisk, Capital Health/Dalhousie University; Virender Bhan, Dalhousie University Faculty of Medicine (Neurology); Karen Stadnyk, Capital Health/Dalhousie University; Helen Tremlett, University of British Columbia Faculty of Medicine (Neurology); Sharon Warren, University of Alberta Faculty of Rehabilitation Medicine; Christina Wolfson, Research Institute - McGill University Health Centre; Ruth Ann Marrie, University of Manitoba, Medicine & Community Health Sciences

The impact of co-morbid illness on persons with multiple sclerosis (MS) remains unclear. Consecutive patients (400) attending the Dalhousie MS Research Unit were assessed using the Hospital Anxiety and Depression Scale (HADS) and the Health Utilities Index Mark III (HUI). Patients were also asked if they had ever been diagnosed with any of 21 physical or mental comorbidities. Neurologic disability was measured via the Expanded Disability Status Scale (EDSS). Overall, 77% were women; 72% had a relapsing-remitting course; 77% were stable when seen and 54% were taking disease-modifying drugs. Mean (SD) age was 49.1(10.5) years; mean MS duration was 14.8(10.0) years; median EDSS was 2.5(0.0-9.0). Mean HUI was 0.56(0.31). Over 65% reported one or more co-morbidities. Ever diagnosed depression (25%) was the most commonly reported co-morbidity while current depression (i.e. HADS-D>8) was similarly frequent (21%). Ever diagnosed anxiety was also common (13%) but the prevalence of current anxiety was much higher (i.e. HADS-A>8=39.8%). Agreement was only fair between a report of ever having had a diagnosis and current symptoms of either depression (kappa=0.27) or anxiety (kappa=0.20). HADS scores were associated

with poorer quality of life on the HUI (HADS-D: Pearson r=-0.57; HADS-A: r=-0.34). Anxiety particularly appears to be a significant under-recognised problem among MS patients.

#60
Clinical Neuropsychology/ Neuropsychologie clinique

CONFRONTATION NAMING PATTERNS IN MILD COGNITIVE IMPAIRMENT, AUTOPSY-CONFIRMED ALZHEIMER'S DISEASE AND HEALTHY ELDERLY

Janet Ingles, Dalhousie University; John Fisk, Psychology, Capital District Health Authority; Robert Macaulay, Dept. of Pathology, Capital District Health Authority

Naming deficits are common in Alzheimer's disease (AD). On visual confrontation tasks, individuals with AD tend to make semantically-related errors, reflecting the loss of semantic processes in the disease. Naming has been less well studied in Mild Cognitive Impairment (MCI) (i.e., memory loss without dementia), a diagnosis that represents increased risk of developing AD. We compared the Boston Naming Test performance of individuals with MCI to that of persons with no cognitive impairment (NCI) and with autopsy-confirmed AD. Thirty-one MCI and 91 NCI cases were drawn from a population-based study. Twenty AD cases, registered with the Maritime Brain Tissue Bank, had been assessed at a mild disease stage. Naming error rates were higher for both the MCI (35%) and AD groups (34%) compared to the NCI group (24%). Semantic errors were most frequent in the AD group (47% of errors), whereas omissions (i.e., "don't knows") were most frequent in both the MCI (68% of errors) and NCI groups (66% of errors). Our results indicate that overall naming performance in MCI is similar to that seen in mild stage, autopsy-confirmed AD. Cognitive decline in MCI appears to extend beyond episodic memory to include language dysfunction but unlike in AD, the naming impairment in MCI does not appear to be mediated by a disorder-specific deficit in semantics.

#61
Clinical Neuropsychology/ Neuropsychologie clinique

ACADEMIC AND SOCIAL COMPETENCE OF CHILDREN AND YOUTH WITH ACQUIRED BRAIN INJURY

Dawn Good, Brock University; Peter Rumney, Bloorview Kids Rehab; Sheila Bennett, Brock University; Nancy DeCourville, Brock University

Each year, 500,000 youth are admitted to Canadian hospitals for brain injuries (CDC, 2010). Acquired Brain Injury (ABI) can result in physical and neural changes affecting academic and psychosocial development. The cognitive and social difficulties that arise are variable, and may resolve, or resurface, during development (Noggle et al., 2010). ABI is not a designation for most schools in Canada and, as such, youth returning to their school environment may not be met with resources to facilitate successful performance (Zinga et al., 2005). Our research quantifies the relative influence of individual- (e.g., impairment) and school-related (e.g., teacher awareness) factors that contribute to school success for students with moderate to severe ABI. Students who have returned to school (and their family, teacher and principal) were recruited from across Ontario. Results demonstrate that while injury severity does not directly predict academic, social and emotional outcomes, it is related to neuropsychological capacity, which, in turn, does. Interestingly, school policy also significantly predicts these competencies. Mediation models are presented emphasizing the importance of these 'modifiable' variables (i.e., those that can be changed, e.g., school support, over those that cannot – e.g., student characteristics) in minimizing reintegration risk and maximizing scholastic success.

#62
Clinical Neuropsychology/ Neuropsychologie clinique

NEUROPSYCHOLOGICAL FUNCTIONING FOLLOWING ELECTRICAL INJURY: PRELIMINARY RESULTS FROM A LONGITUDINAL INVESTIGATION

Alisa Grigorovich, St John's Rehab Hospital; Manuel Gomez, St John's Rehab Hospital; Joel Fish, The Hospital for Sick Children; Larry Leach, Baycrest Hospital

Various neuropsychological and psychological sequelae have been reported for electrical injury (EI), however to date a consistent symptom profile has not been established. This study evaluated adult EI patients, who had an initial neuropsychological assessment and re-assessment 1-2 years later at the outpatient clinic of a rehabilitation hospital between January 2008 and April 2011. Neuropsychological domains tested included: memory, attention, visuo-construction ability and executive functioning. Psychological symptoms tested included depression and post-traumatic stress disorder. Paired t-tests were conducted to examine changes in EIs' cognition and psychological symptoms over time. There were five participants (5 males) with a mean (±SD) age of 44.4 ± 9.8 years, and mean injury-to-first assessment interval of 29.4 ± 22.9 months. There was a significant reduction in executive functioning over time in semantic verbal fluency (32.6 vs. 24.0, p=0.002), word switch accuracy (12.6 vs. 10.8, p=0.04), and word switch total (13.20 vs. 11.0, p=0.04). Memory, attention, visuo-construction abilities and psychological symptoms followed a reduction trend, but were not significantly different over time. These preliminary results suggest that executive functioning in EI may be a particularly sensitive domain and may be the first to deteriorate over time.

#63
Clinical Neuropsychology/ Neuropsychologie clinique

SOCIAL CONTACT AFFECTS ATTITUDE AND PREJUDICE TOWARDS PERSONS WITH TRAUMATIC BRAIN INJURY

Troy Hansen, Brock University; Dawn Good, Brock University

Individuals who have sustained a traumatic brain injury (TBI) are at increased risk of experiencing negative prejudgements from others. Interestingly, high functioning individuals who report having previously sustained a mild head injury (MHI, a mild form of TBI) are also more likely to adopt prejudiced and negative attitudes when rating TBI individuals (Johnson & Good, 2011). This may be an indication of a broader inability to empathize with another's situation when making social judgements due to a lack of visceral cues. In our study, 60 undergraduate university students rated their attitude toward agents with a TBI described via vignettes, while measures of physiological arousal (e.g., electrodermal activity, EDA) were collected. Agents were familiar (i.e., depicting an actual friend) or unfamiliar (i.e., depicting a stranger) and presented with either socially disruptive, or non-socially disruptive, behaviour. Individuals reporting a history of MHI had lower EDA, rated agents more negatively, and endorsed more prejudiced attitudes, than individuals without a history of MHI, even when the agent was a close friend. These findings are consistent with the underarousal hypothesis (e.g., Baker & Good, 2010) that proposes lowered physiological arousal in persons with MHI impacts one's ability to attend to contextual cues important for ameliorated social judgements of others.

#64
Clinical Neuropsychology/ Neuropsychologie clinique

MINI-KSCAR: A QUICK, AND POWERFUL TOOL FOR RAPID DEMENTIA SCREENING IN THE PRIMARY CARE SETTING

Robert W Hopkins, Geriatric Psychiatry, Providence Care-MHS & Queens University; Lindy A Kilik, Geriatric Psychiatry, Providence Care-MHS & Queens University

With the ever-growing number of individuals who will develop a dementia, there is increasing pressure on Family Practitioners to provide quick, efficient first-line screening and to make timely care-decisions related to these cases. The Mini Kingston Standardized Cognitive Assessment, or mini-KSCAr, is presented here as a new tool, ideally designed for primary care environments, as an initial cognitive screen to rapidly assess elderly individuals suspected of having a progressive dementia and as an alternative to existing measures. Based on the longstanding and proven track-records of the more in-depth Kingston Standardized Cognitive Assessment (Rodenburg et al., 1991) and the Kingston Standardized Cognitive Assessment-Revised (Hopkins, et al., 2004), the mini-KSCAr can be completed in the same time as it takes to complete the MMSE and focuses on the assessment of those symptoms commonly found in the early stages of dementia; i.e., memory (orientation, immediate and delayed recall, and recognition), executive functioning (abstract thinking), and motor spatial abilities (clock drawing). Individuals can be directly compared to groups of outpatients with Alzheimer's or other dementias, as well as to a community dwelling normal elderly sample. Comparisons with the KSCAr, MMSE and the MOCA are discussed.

#65
Clinical Neuropsychology/ Neuropsychologie clinique

FAMILIARITY, RELIGIOSITY AND AROUSAL ALTER ATTITUDES TOWARD ACQUIRED BRAIN INJURY

Samantha Johnson, Brock University; Dawn Good, Brock University

The Acquired Brain Injury (ABI) community is commonly marginalized due to prejudiced social prejudgements (Seniuk & Good, 2008). Previous studies have shown that mild head injury (MHI), especially traumatic ventromedial prefrontal cortex (VMPFC) injury, is implicated in less advantageous social judgments due to physiological underarousal and dampened emotional feedback (e.g., Yechiam et al., 2005). As a result, MHI mediates, and increases, negative judgments toward the ABI community and these judgments can be reduced via arousal induction (Johnson & Good, 2011). The present research identifies other subject variables that contribute to social attitudes (i.e., religiosity and prior contact with the ABI community). Ninety university students listened to arousing music or pink noise while reading vignettes depicting a character that portrays behaviours and aetiologies indicative of ABI. Attitudes and physiological responses were measured. Results show that individuals reporting a MHI who are religious produce more negative attitudes, whereas those with no-MHI are most negative if they are not. Further, for persons with MHI only, increased prior contact with persons who have experienced ABI improves social attitude, and this is mediated by arousal. Understanding of these subject-based factors has implications for diminishing the social marginalization of persons with ABI.

#66
Clinical Neuropsychology/ Neuropsychologie clinique

VARIATIONS IN EMPATHY IN SUBCLINICAL PSYCHOPATHY AND TRAUMATIC BRAIN INJURY

Jennifer Kerlew, Brock University; Dawn Good, Brock University

Research has shown empathy to be a significant aspect in social relations, as individuals who demonstrate impairments have difficulty integrating with society. Empathy is comprised of two subcomponents, cognitive and affective empathy, which have been associated with specific regions of the orbitofrontal cortex. Individuals scoring high on measures of psychopathy and individuals who have sustained a traumatic brain injury (TBI) have exhibited difficulties in displaying empathic behaviour. This study investigated the differences between individuals who scored high on subclinical psychopathy and those who have sustained a mild head injury (MHI). Undergraduate students viewed visual stimuli (negatively-valenced, neutral) designed to elicit empathic responses and rated each on the level of empathy experienced towards a 'target'. 'Biasing' explanatory scenarios were then provided to potentially change one's cognitive perspective. Cognitive, versus emotional, contexts differentially influenced empathic responses of persons with higher levels of psychopathy and persons with MHI relative to their cohort. This research emphasizes the importance of empathy in social interactions and indicates that even subtle injuries to the frontal regions of the brain can result in differential responding which may impact one's ability to integrate effectively with society.

#67
Clinical Neuropsychology/ Neuropsychologie clinique

RELATING CAREGIVER STRESS TO BEHAVIOURAL CHANGE IN DEMENTIA USING THE KINGSTON CAREGIVER STRESS SCALE (KCSS) AND THE KINGSTON STANDARDIZED BEHAVIOURAL ASSESSMENT (KSBA)

Lindy A Kilik, Geriatric Psychiatry, Providence Care-MHS & Queens University; Robert W Hopkins, Geriatric Psychiatry, Providence Care-MHS & Queens University

It is common to see studies that have related levels of caregiver stress to levels of dementia, where the severity is determined by cognitive decline. Yet the relationship between cognitive change and caregiver stress has been somewhat elusive. The authors argue that behavioural changes, and more specifically, the nature of the behavioural changes, represent a more relevant context by which to understand caregiver stress. This poster introduces the Kingston Caregiver Stress Scale (KCSS), a brief, 10-item stress scale for caregivers of individuals with dementia, that identifies stressors related to: 1) Care Giving, 2) Family and 3) Financial Issues. Overall KCSS scores were highly correlated with the overall level of behavioural change as measured by the community version of the Kingston Standardized Behavioural Assessment (KSBA) (Hopkins, et al., 2006), a 68-item behaviour checklist that provides an overall metric of behavioural change that is described numerically, visually and in relation to Care Giver decision-making. Moreover, when examining "U" vs. "W" KSBA profiles, higher levels of caregiver stress were associated with those patterns containing significant Neuropsychiatric behavioural changes.

#68
Clinical Neuropsychology/ Neuropsychologie clinique

YOU THINK I AM PERFECT NOW: YOU SHOULD HAVE SEEN ME . . . BEFORE

Lisa Lam, Brock University; Danielle Molnar, Brock University; Tim Murphy, Brock University; Dawn Good, Brock University

Perfectionism, as a personality construct, has been studied for decades, but seldom in the context of mild head injury (MHI). The symptoms of HI, such as cognitive inflexibility, are similar to some aspects of perfectionism and this may reflect some of the personality changes associated

with MHI. We examined the individual difference variables of perfectionism and MHI on decision-making. 60 undergraduate students completed a decision-making task (the Iowa Gambling Task) followed by questionnaires collecting demographic, personality and health information. Results indicated that those who had sustained a MHI scored significantly higher on measures of 'self-oriented', and 'other-oriented', perfectionism as compared to their no-MHI cohort, reflecting a more inflexible attitude towards others, and of the self. Further, there was a positive correlation between 'other-oriented' perfectionism and the subject's reaction to reward, particularly for persons with MHI. These results indicate that cognitive inflexibility, as experienced in MHI, can be reflected in one's perception and expectations of others. Further, this personality trait is associated with one's social choices, and his/her reactions to the consequences of those choices. Future studies should consider the effect of MHI and its overlap with, or change in, personality traits and one's social competence.

#69
Clinical Neuropsychology/ Neuropsychologie clinique

HEMISPHERIC DIFFERENCES IN EMOTIONAL FUNCTIONING FOLLOWING ISCHEMIC STROKE

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Depression is a frequent emotional consequence of stroke that affects up to one-third of survivors. The purpose of this study was to examine emotional functioning following stroke using the MMPI and to determine if hemispheric differences are present. The sample consisted of 45 patients (28 men, 17 women) with a mean age of 50.7 years (SD = 10.7), all of whom had an ischemic stroke an average of 18.7 months (SD = 25.7) prior to clinical neuropsychological assessment. Twenty-two patients had a stroke in the right hemisphere and 23 patients had a stroke in the left hemisphere. Consistent with previous research, the results showed principal elevation of the D scale following both right and left hemisphere stroke. Analysis of the Harris-Lingoes subscales indicated differential features of emotional and personality dysfunction associated with hemisphere of stroke. Patients who had a right hemispheric stroke displayed overlapping dimensions of a mood disorder, while patients with a left hemispheric stroke displayed overlapping dimensions of personality dysfunction consistent with a dysexecutive syndrome. These results have important implications for the assessment of emotional functioning following ischemic stroke. Future research will focus on validating these findings by examining MMPI items affected by the neurological sequelae of stroke being taken as signs of psychopathology.

#70
Clinical Neuropsychology/ Neuropsychologie clinique

CHANGES IN COGNITION DURING THE COURSE OF TEN YEARS INTERVAL IN ELDERLY CANADIANS

Sarah Pakzad, Université de Moncton; Nicholas Routhier, Université de Moncton; Kenneth Rockwood, Dalhousie University; Arnold Mitnitski, Dalhousie University; Paul Bourque, Université de Moncton; Nader Fallah, Dalhousie University

The use of a frailty index based on the accumulation of deficits present in an individual has been proposed as a way to quantify an individual's health status. This index serves to compare the number of signs and symptoms which suggest health issues in an individual with the mean number of deficits present in others of the same chronological age. The present research aims to extend previous findings on the health status of elderly people by examining the association between the frailty index and neuropsychological and psychological variables. The datasets from the Canadian Study of Health and Aging (n=9008, aged 65+ years) is used to identify potential neuropsychological and psychological variables associated with cognitive decline in a 10 year interval. Recoding procedures were applied for categorical, ordinal and interval variables into 0-1 interval variables, where 0=absence of a deficit, and 1=presence of the deficit. The results are discussed.

#71
Clinical Neuropsychology/ Neuropsychologie clinique

LES FACTEURS INFLUENÇANT LE DIAGNOSTIC DE LA DÉMENCE CHEZ LES PERSONNES ÂGÉES À RISQUE

Sarah Pakzad, Université de Moncton; Véronique Fontaine, Université de Moncton; John Tivendell, Université de Moncton; Paul Bourque, Université de Moncton

Aujourd'hui, en tenant compte de l'allongement de l'espérance de vie le vieillissement de la population dans les pays industrialisés est une réalité non négligeable. Par conséquent, le fardeau pressant et grandissant que la démence impose non seulement sur les patients, les soignants et le système de soins de santé fait en sorte que l'amélioration de son évaluation et de sa gestion est d'une grande nécessitée. La situation se complique au niveau des soins de première ligne, dans lesquels plus de la moitié des cas de démence risquent de ne pas se faire diagnostiquer. Les personnes âgées à risque pensent que la démence est inévitable et que les problèmes cognitifs font partie du vieillissement normal. Le modèle de croyance en santé (Health Belief Model) et la théorie de l'action planifiée, utilisés dans ce projet, sont des modèles qui examinent la relation des croyances pour prédire un comportement. Ainsi, le principal objectif de ce projet était de faire une étude approfondie sur les facteurs qui influencent le dépistage de la démence chez les personnes âgées à risque, et ce, dans un contexte socioculturel unique au Canada, à savoir le Nouveau-Brunswick, en combinant les deux modèles. L'échantillon est composé de 150 personnes âgées entre 60 à 89 ans qui ne souffraient d'aucun problème cognitif. Les résultats sont discutés.

#72
Clinical Neuropsychology/ Neuropsychologie clinique

ÉTUDE DES HABILETÉS DE DÉNOMINATION RAPIDE D'IMAGES CHEZ LES DYSLEXIQUES DE SURFACE

Marie-Claire Paulin, Université de Moncton; Sarah Pakzad, Université de Moncton; Josée Nadeau, Université de Moncton

Alors que la dyslexie phonologique semble s'expliquer par un déficit de traitement phonologique, la dyslexie de surface est toujours mal comprise. Bien que plusieurs chercheurs s'intéressent à l'étude de la dénomination rapide de stimuli visuels chez les individus dyslexiques dans le but de mieux comprendre la nature des déficits qu'ils rencontrent, rares sont les chercheurs qui ont exploré les habiletés de dénomination chez les dyslexiques de surface et, pour ceux qui l'ont fait, les résultats se contredisent. L'objectif principal de cette recherche était donc d'explorer les habiletés de dénomination rapide d'images chez les dyslexiques de surface en contrôlant les limites méthodologiques soulevées dans la littérature pouvant expliquer les inconsistances observées. Les participants sont des jeunes de classes de la 6e à la 8e année ayant reçu un diagnostic de dyslexie de surface ou de dyslexie phonologique, ou étant normo-lecteurs. La vitesse et les erreurs de dénomination sont explorées dans des tâches de dénomination rapide discrète et continue de dessins tracés noir et blanc et dont les noms sont longs et de basses fréquences d'occurrence. Les niveaux de vocabulaire et de lecture sont également mesurés. Les résultats de cette étude et leurs implications sont discutés.

#73
Clinical Neuropsychology/ Neuropsychologie clinique

WORKING MEMORY IN PATIENTS WITH AMNESTIC MILD COGNITIVE IMPAIRMENT: AN EVENT-RELATED BRAIN POTENTIAL STUDY USING THE N-BACK TASK

Natalie A. Phillips, Concordia University; Erin K. Johns, Concordia University; Guido Powell, Concordia University

Deficits in working memory are now well documented in mild Alzheimer disease (AD). Patients with mild cognitive impairment who present with deficits in learning and memory (amnestic MCI or aMCI) are at high risk of developing AD during longitudinal follow-up. There is variable evidence as to whether or not patients with aMCI demonstrate deficits in working memory. We examined working memory in patients with aMCI (n=23), patients with AD (n=16), and age- and-education-matched controls (n=49) using an n-back task with three levels of working memory load (0-, 1-, and 2-back). Participants were required to respond yes/no with a manual button press whether or not the current stimulus matched the stimulus presented n-trials back. Initial analyses on a subsample of these data revealed significant group differences on reaction time (match: OA < AD; non-match: OA < MCI = AD) and accuracy (match: OA = MCI > AD; non-match: OA = MCI > AD). We will present data on concurrently recorded event-related brain potentials in order to provide a more sensitive measure of working memory deficits and to identify where group differences occur in the information processing stream.

#74
Clinical Neuropsychology/ Neuropsychologie clinique

USE OF MUSIC TO MANIPULATE IMPLICIT BUT NOT EXPLICIT DECISION-MAKING STRATEGIES IN PERSONS WITH AND WITHOUT MHI

Sean Robb, Brock University; Dawn Good, Brock University

Mild head injuries (MHI) account for approximately 90% of all head injuries (Iverson & Lange, 2009), and routinely involve ventromedial prefrontal cortical (VMPFC) alteration due to this area's vulnerability to biomechanical injury (Wallis, 2007). Individuals with an MHI illustrate reduced physiological arousal prior to making a decision (van Noordt & Good, 2011) and, in more severe brain injuries, demonstrate impairment in social decision-making (Bechara et al., 2000). This quasi-experimental study randomly assigned 90-university student to one of three conditions of background noise (positively-, negatively-valenced music, pink noise) as a means to elevate participants' physiological arousal while engaged in a social decision-making task (using the Iowa Gambling Task, IGT). Following this, participants completed a questionnaire by Maia & McClelland (2004) to assess the degree to which they could explicitly report the strategies they learned while performing the IGT. Individuals reporting a MHI illustrated a pattern of more disadvantageous card selection compared to their non-MHI cohort, which was attenuated by elevated arousal (through music). This occurred despite no changes in participants' explicit reporting about strategies or learning of card selections. Our results provide further evidence for the influential role of implicit somatic cues in decision-making tasks.

#75
Clinical Neuropsychology/ Neuropsychologie clinique

SCHIZOTYPY AND SOCIAL FUNCTIONING: THE ROLE OF EMOTIONAL AND COGNITIVE ABILITIES IN SOCIAL FUNCTIONING

Flora Roudbarani, McMaster University; Ellen Waring, McMaster University; Heather McNeely, St. Joesph's Hospital and McMaster University

Research suggests that a severe deficit in social functioning has been associated with schizophrenia (i.e difficulty maintaining social relationships, employment etc.) Research has shown that individuals with schizotypal personality share similar cognitive profiles but do not share confounds such as medication effects. This study will examine emotional and cognitive factors that may play a role in altered social functioning in schizophrenia, using a non-clinical sample of undergraduates high and low on schizotypal personality traits. Research suggests that schizotypal individuals are significantly less accurate in labelling emotional faces and have a bias towards perceiving neutral faces as angry. This angry bias has been associated with poorer social functioning. Other studies suggest that neurocognitive abilities (i.e verbal intelligence) play a role in social functioning. The purpose of this study is to identify whether a correlation exists between different schizotypal personality traits and social functioning, also whether emotional and cognitive abilities moderate this relationship. The expected results will be that different schizotypal personality traits will be associated with poorer social functioning and schizotypy individuals will perform worse on the emotional perception and cognitive tasks

#76
Clinical Neuropsychology/ Neuropsychologie clinique

EMPATHIC DIFFERENCES IN INDIVIDUALS WITH SUBCLINICAL PSYCHOPATHY AND MILD HEAD INJURY

Tanvi Sharan, Brock University; Dawn Good, Brock University

Being able to attend to emotional cues in social contexts is essential for successful social interaction and affects one's quality of social relationships. Empathic deficits, such that individuals are unable to consider the emotional status of others, have been observed in psychopathy as well as in individuals with a history of traumatic brain injury (TBI). While psychopathy has been associated with alteration in the ventromedial prefrontal cortex (VMPFC - associated with emotional dysregulation), TBI involves more diffuse injury to the orbitofrontal cortex including the VMPFC as well as the dorsolateral prefrontal cortex (DLPFC - associated with evaluative and rational cognition). The current study examined differences in empathy in individuals high in subclinical psychopathy and individuals reporting a history of mild head injury (MHI, a form of TBI). In a visual emotional processing task designed to evoke empathy, individuals high in subclinical psychopathy differed in emotional empathy relative to controls, whereas individuals with MHI showed differences in both emotional and cognitive empathy. Differences in their varying attention to contextual cues, as a function of arousal, may be involved. Current findings implicate the involvement of different brain mechanisms in the manifestation of empathic deficits observed in psychopathy and brain injury.

#77
Clinical Neuropsychology/ Neuropsychologie clinique

TEACHER KNOWLEDGE AND EXPECTATIONS OF STUDENTS WITH TRAUMATIC BRAIN INJURY

Kathy Wlodarczyk, Brock University; Dawn Good, Brock University; Sheila Bennett, Brock University

Traumatic Brain Injury (TBI) is the leading cause of death and disability amongst our youth (Ghajar, 2000). TBI presents itself with challenges associated with cognitive functioning, socioemotional status, physical ability, and overall health (Clark, 1996) that negatively impact academic and social achievement (Sonnenberg, Dupuis, & Rumney, 2010). Evaluating competencies at school assist, and predict, later academic and social skill development, autonomy, and independence; however, schoolteachers may not be entirely aware of the sequelae TBI has on development. Our research examines academic and social competency in students with TBI as a function of the teachers' subjective perception of ability, and compares these with objective measures. Fifty school age students with TBI were examined on academic and social competence and complacency. Results produced differential student performance ratings based on teacher knowledgebase. Teachers who are naïve about TBI subjectively rate their students with TBI as performing at levels comparable to their age- and grade-related cohort on reading, writing, and social skills; whereas, standardized measures reveal a substantial discrepancy in these areas. These findings have implications for reintegration for students with TBI, and shed light on the importance of teacher evaluation and knowledge-sharing for students in their return to school.

#78
Clinical Neuropsychology/ Neuropsychologie clinique

ANOSAGNOSIA AND THEORY OF MIND IN HUNTINGTON'S DISEASE

Magdalena A. Wojtowicz, Dalhousie University; Shannon Johnson, Dalhousie University

Anosagnosia, defined as poor self-awareness of disease severity and functioning, is a common cognitive symptom in Huntington's disease (HD). This symptom can have devastating effects on patients' abilities to function socially as well as live independently, yet it is poorly understood. The purpose of this study is to investigate anosagnosia and its relation to theory of mind (i.e. ability to attribute mental states to oneself and others) as well as other cognitive and disease correlates of HD. Method: Patients with mild to moderate HD and their collaterals (e.g. spouses, family members) were asked to complete two questionnaires pertaining to self-awareness (i.e. Empathy Quotient, Patient Competency Rating Scale). Participants completed the questionnaires about themselves and the other person, which allowed us to examine discrepancies between self and other reports. Participants also completed neuropsychological testing and a theory of mind task (i.e. Strange Stories). Preliminary Results: Data analysis is ongoing; however, preliminary results suggest discrepancies between self-reports of HD patients and their collaterals, such that patients appear to overestimate their empathy and self-competency abilities. Relationships between discrepancy scores and performance on a theory of mind task, clinical measures of cognition, and disease severity will be investigated.

#79
Psychopharmacology/ Psychopharmacologie

THREE-MONTH FOLLOW-UP OF ADHERENCE TO PSYCHOSTIMULANT TREATMENT IN CHILDREN WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER AND INFLUENCING FACTORS

Julien Hébert, McGill University; Anna Polotskaia, Douglas Mental Health University Institute; Natalie Grizenko, Douglas Mental Health University Institute; Shalaka Shah, Douglas Mental Health University Institute; Ridha Joober, Douglas Mental Health University Institute

Despite many studies indicating the effectiveness of psychostimulant medications in the treatment of ADHD, adherence rates remain relatively low. The purpose of this study is to determine the relations between compliance to psychostimulant medication in children with ADHD and the following factors: demographics, opinions of medication, previous history of ADHD medication use, severity of symptoms, level of impairment caused by ADHD, and psychostimulant side effects. At baseline and at a three-month follow-up, 22 children and their parents had to complete a series of questionnaires. The Conners' Global Index (CGI), parent and teacher versions, was used to assess severity of ADHD symptoms. The Attention-Deficit/Hyperactivity Disorder Knowledge and Opinion Survey (AKOS) and the Southamptom ADHD Medication Behaviour and Attitude Scale (SAMBA) were used to evaluate opinions toward medication. Adherence to medication was assessed by phone interviews. As assessed by the CGI, high baseline emotional lability at home was found to be negatively correlated with high compliance while baseline emotional lability at school was found to be positively correlated with high compliance. Male gender was found to predict adherence to medication and there was a positive correlation between parental medication acceptability at baseline and high compliance with psychostimulants.

#80
Psychopharmacology/ Psychopharmacologie

EFFICACY OF METHYLPHENIDATE IN ADHD CHILDREN ACROSS THE NORMAL AND THE GIFTED INTELLECTUAL SPECTRUM

David D.Q. Zhang, Department of Medicine, McGill University; Natalie Grizenko, Department of Psychiatry, McGill University; Douglas Mental Health University Institute; Anna Polotskaia, Department of Educational Psychology, McGill University; Douglas Mental Health University Institute; Ridha Joober, Department of Psychiatry, McGill University; Douglas Mental Health University Institute

Given the conflicting state of the literature on the influence of intellectual quotient (IQ) on the response to methylphenidate (MPH) treatment in ADHD children with normal and high IQ, we conducted a two-week, randomized, double-blind, placebo-controlled, crossover MPH trial with 502 children aged 6 to 12 years recruited from the Douglas Mental Health University Institute in Montreal. Our objective was to evaluate whether children with a borderline IQ ($70 \leq FSIQ < 80$), those with a normal IQ ($80 \leq FSIQ < 120$) and those with a high IQ ($FSIQ \geq 120$) will respond differently to psychostimulant treatment. Trial outcome was assessed with changes on the Conners Global Index Teacher and Parent versions (CGI-T and CGI-P) and the Restricted Academic Situation Scale (RASS). Socioeconomic background, parental education, birth weight, maternal consumptions of tobacco and alcohol, and baseline symptom severity were also assessed. In addition to differences in socioeconomic background and parental education, higher IQ children were found to present with less severe symptoms. No significant difference was found with regards to treatment response. We conclude that ADHD children within the normal and high levels of intellectual functioning all respond equally to psychostimulant treatment, and that proper medication management is necessary for all children with the disorder.

#81
Psychophysiology/ Psychophysiologie

PROTECTING THE INNOCENT: USING THE ORIENTING RESPONSE AND THE GUILTY ACTIONS TEST TO DETECT INFORMATION LEAKAGE

Andrea M Arsenault, University of New Brunswick; Michael T Bradley, University of New Brunswick

The Guilty Knowledge Test (GKT) is a forensic questioning method paired with physiological measurements used to determine if an individual has investigation-relevant knowledge. Multiple choice questions with 1 investigation-relevant option and 4 irrelevant foils are asked. The first option is never relevant and not scored due to a novelty orienting response (OR) that occurs with topic changes. Individuals concealing awareness react physiologically to investigation-relevant options, and are judged guilty because of the assumption that only perpetrators and investigating officers have relevant knowledge. However, if innocents have details from the media, investigating officers or criminals, they will lie by denying knowledge. Thus, the GKT was rephrased into the Guilty Actions Test (GAT), which requires denial of involvement in events, so only the guilty lie. A two-option GAT has been found to be effective, showing that deceptive responding to a key detail in the second position can exceed the novelty OR to the buffer and truthful responding will not. The aim of this research was to compare a two-option GAT to a two-option GKT. Participants either committed a mock crime, read details of the crime or read no details. Half the participants were then tested using the GKT, and half with the GAT. Results are discussed with emphasis on implications within legal and forensic contexts.

#82
Psychophysiology/ Psychophysiologie

METABOLIC RISK FACTORS IN MEN AND WOMEN VARYING IN DEPRESSION AND ANXIETY

France Bédard, Université du Québec à Montréal

Insulin resistance, impaired glucose tolerance, central adiposity and elevations in blood pressure and cholesterol levels have been reported among depressed and anxious individuals. While depression and anxiety often cluster together, their association with metabolic parameters have generally been examined individually. Objective: Examined the relation of individual and combined elevations in anxiety and depressive symptoms with metabolic burden as well as individual metabolic risk factors. Methods: 199 healthy working men (n=81) and women (n=118) aged 20 to 64 years (mean age=41; SD=11,45) underwent laboratory testing during which metabolic parameters (waist and hip circumference, HDL, LDL, cholesterol, triglyceride, and glucose) as well as anxiety and depression (Beck anxiety and depression inventory) were measured. 24-hour ambulatory blood pressure was also obtained. Multiple regression analyses were performed separately for men and women. Conclusion: In men, higher depression was associated with greater metabolic burden as well as elevated lipids levels and abdominal fat, while higher anxiety showed a completely opposite profile with these parameters. In women, combined elevation of both anxiety and depression were associated with greater SBP.

#83
Psychophysiology/ Psychophysiologie

REACTION OF THE AUTONOMIC NERVOUS SYSTEM TO A TRAUMA FILM

James Brazeau, Centre of Excellence for Children & Adolescents with Special Needs, Thunder Bay; Piage Pawluk, Lakehead University; Ron Davis, Lakehead University; c keefe, Department of Psychology, Lakehead University

The 'trauma film paradigm' is a widely used method to examine the influence of stress reactions in response to viewing a film with traumatic content. In recent years, this approach has been used to examine the development of intrusive memories, similar to those that are reported by individuals with posttraumatic stress disorder. In the present study, we made use of several measures to examine physiological reactivity to a trauma film depicting a graphic vehicle collision. We were particularly interested in characterizing activity along both branches of the autonomic nervous system. Specifically we assessed sympathetic activity (through salivary alpha amylase) as well as parasympathetic activity (through the use of heart rate variability). Results from this study are discussed in terms of their relevance to theoretical and methodological issues related to the trauma film paradigm.

#84
Psychophysiology/ Psychophysiologie

THE EFFECTS OF SEXUAL AROUSAL ON STRESS

Amanda Julian, Mount Allison University

The primary purpose of the study was to investigate the effects of sexual arousal on subsequent stress response. There were two competing theories predicting opposing results: 1) excitation transfer theory would predict that sexual arousal would lead to an increased stress response 2) increased DHEA-S and decreased cortisol resulting from sexual arousal would provide protective effects and result in decreased stress response. Data were collected from 60 participants (30 women, 30 men) who were recruited from the student population and the community. All participants were presented with an erotic video or a neutral video and subsequently subjected to the Trier Social Stress Test (TSST). Physiological and psychological sexual arousal were measured, as well as hormonal and cognitive stress response. Participants showed a significant increase in subsequent stress response after exposure to erotic stimuli, when compared to the control group. This provides evidence for the application of excitation transfer theory to stress and sexual arousal responses. Further analyses of hormonal and cardiovascular data that may explain individual differences will also be presented.

#85
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

PSYCHOSOCIAL CORRELATES OF CANNABIS USE ON THE SLOPES AMONG ADOLESCENT SNOWBOARDERS AND ALPINE SKIERS : A CROSS-SECTIONAL STUDY

Mathieu Bourdon, Université du Québec à Chicoutimi; Linda Paquette, Université du Québec à Chicoutimi; Julie Rodrigue, Université du Québec à Chicoutimi

It is known that teens sometimes combine cannabis use with their snowboard and alpine skiing practice (Sherker, 2006). The objective of this study is to identify psychosocial factors and beliefs associated with cannabis use on the slopes among adolescents. Data sample in composed of 157 adolescent snowboarders and alpine skiers aged 14 to 17 years (M = 15.79) and having used cannabis at least once during the last 12 months. Correlates of cannabis use, such as personality, self-regulation, drug use, peer influence and beliefs related to cannabis use on the slopes were assessed by validated self-reported questionnaires. A binary logistic regression indicated that seeing themselves as an expert (OR = 2.39, $p < 0.01$), having friends who use cannabis on the slopes (OR = 9.82, $p < 0.001$), having the belief that cannabis increases injury risk (OR = 0.71, $p < 0.05$), and that cannabis increases the thrill on the slopes (OR = 1.39, $p < 0.05$) were associated with greater likelihood of having used cannabis on the slopes at least once over the past 12 months. When the friend's cannabis use on the slopes is added to the equation, the type of sport is no longer significant, which may be explained by the influence of cultural factors in cannabis use among snowboarders. Longitudinal studies should be conducted to verify if peer influence is prior to the cannabis use on the slopes.

#86
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

VALUES OF CANADIAN AND AMERICAN WINNING OLYMPIC ATHLETES

Jelena Brcic, University of British Columbia; Lisa Shiozaki, University of British Columbia; Melissa Hinderle, Earl Marriott Secondary School

Values are desirable, trans-situational goals, varying in importance, that guide behaviour. We were interested in whether Canadian and American Olympic winners differ in mentions of universal values and whether the values they mention differ as a result of where they won their medals, home or away. The preliminary dataset consists of first-person narratives of 21 Canadian and 23 American Olympic winners from Vancouver 2010 and Salt Lake City 2002 Olympic Winter Games which were analyzed via thematic content analysis. Results show that Canadian athletes mentioned Enjoyment more and Achievement less regardless of location of the Games. Among all athletes, Power and Self-Direction were mentioned more and Enjoyment less at home than away games. Canadian athletes mentioned Security more on home soil while America athletes mention Security more on foreign soil. More specifically, the markers of Healthy and Sense of Belonging for American athletes and Sense of Belonging and Patriotism for Canadian athletes may account for this effect. These findings help us understand and explain the guiding values of elite athletic winners and bring to light some cultural differences. We are currently collecting more data for the two above-mentioned groups and additional data for Canadian and American athletes from Turin 2006 Olympics. Future research will examine athletes during Summer Olympics.

#87
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

WORK AND SPORT MOTIVATIONS: A TEST OF THE HIERARCHICAL MODEL OF MOTIVATION

Joseph Carpini, Concordia University; Marylene Gagne, John Molson School of Business; Theresa Bianco, Concordia University, Psychology Department

There is substantial evidence in work and sport motivation research demonstrating the relationship between basic need satisfaction, as outlined in the Self-Determination Theory (Deci & Ryan 1985), and autonomous motivation. While the trend in previous research has been to examine one context at a time, the present study implemented the Hierarchical Model of Motivation proposed by Vallerand (1997) to examine the two contexts of work and sport concurrently within the same individual. The study used a sample of 42 participants (males = 21) who work at least 30 hours per week and practice a sport at least once a week. Participants completed online measures of global, work and sport motivations and basic need satisfaction at three time points. It was hypothesized that there would be a relationship between work and sport autonomous motivations and basic need satisfaction. Results showed moderate correlations between basic need satisfaction in one context and autonomous motivation in the other; however, regression analyses did not support the hypotheses. The results speak to the expansion of the Hierarchical Model of Motivation and our understanding of global and contextual motivations.

#88
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

EFFICACY DISPERSION AND TEAM PERFORMANCE IN A TUG-OF-WAR TASK

Lori Dithurbide, Saint Mary's University; Philip Sullivan, Brock University; Graig Chow, University of California at Los Angeles; Deborah Feltz, Michigan State University; Tammy Campbell, Brock University

The relationship between collective efficacy and performance is a robust one. However, because researchers have typically aggregated team members' collective efficacy beliefs to the group level, variability in members' beliefs have been neglected. Dispersion of efficacy beliefs within a team may have significant implications for team functioning (DeRue et al., 2010). The current study manipulated efficacy dispersion and examined its effect on subsequent performance. Same sex teams of four (N =45) participated in a tug of war task. Efficacy dispersion was manipulated to one of two conditions after a baseline performance trial. Members in the shared efficacy groups received the same feedback on team capabilities. Members in the bi-modal efficacy condition received different feedback on team capabilities. A regression analysis was conducted to predict post-manipulation performance from condition, post-manipulation collective efficacy, and baseline performance. Team was the level of analysis. The model was significant ($F(3, 41)=27.64$, $p<.001$, adj $R2=0.65$), but baseline performance was the only significant predictor ($\beta = 0.81$, $p<.001$). These results were consistent with speculation of DeRue et al., who stated that with groups with limited history and participation in a pooled-interdependence task, efficacy dispersion would have a limited effect on performance.

#89
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

A LEAGUE OF THEIR OWN: THE HOME-FIELD ADVANTAGE IN WOMEN'S SOCCER

Marie-Michelle Lapointe, Université du Québec à Trois-Rivières; Stéphane Perreault, Université du Québec à Trois-Rivières; Sabrina Gervais, Université du Québec à Trois-Rivières

While the home-field advantage has been widely studied with men's teams, very little research has been carried out with women's teams (Neville & Holder,1999). The purpose of this study was to examine this phenomenon in North American soccer. Results of home games for 4 leagues (Major League Soccer 2011, Women's Professional Soccer League 2011, men's and women's NCAA Division 1 (as of November 8, 2011) were collected and analysed. Results indicate that the home team wins approximately 60% of its games when playing on their own field. Furthermore, the percentage of home wins is identical for both men and women. Ancillary analyses were performed using different indicators (attendance at games, shots and corners attempted by the home team, and fouls committed by the opponent) in an attempt to explain which factors might contribute to the home-field advantage in women's NCAA Division 1 soccer. Results indicate that a larger crowd was present when the home team lost. Moreover, when winning at home, the home team shoots more, has more corners, and is fouled less by the opponent. The present results will be discussed in light of Courneya and Carron's (1992) conceptual framework.

#90
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

EXAMINING THE FACTOR STRUCTURE OF THE SELF-COMPASSION SCALE IN ATHLETIC POPULATIONS

Amber Mosewich, The University of British Columbia; Katie Gunnell, The University of British Columbia; Peter Crocker, The University of British Columbia

Self-compassion involves being kind and understanding towards oneself in difficult times, rather than overly self-critical (Neff, 2003). The Self-Compassion Scale (SCS; Neff, 2003) assesses three theoretical elements of self-compassion (self-kindness, common humanity, and mindfulness), three opposing elements (self-judgment, isolation, and over-identification), and overall self-compassion levels. Self-compassion is receiving increased attention in the sport domain, and as such, it is important to explore the factor structure of the SCS in athletic populations. Model fit was examined for alternative models using confirmatory factor analysis (robust maximum likelihood estimation for ordinal data) with three separate samples: adolescent female athletes (N = 151), male varsity athletes (N = 148), and female varsity athletes (N = 124). Poor model fit was found for the one factor model (RMSEA = .15, .11, .10; CFI = .80, .91, .86) for adolescent females, varsity males, and varsity females (respectively). However, the six factor hierarchical model reflected adequate model fit (RMSEA = .06, .06, .07; CFI = .95, .96, .96; for adolescent females, varsity males, and varsity females, respectively). Results suggest that the individual elements of self-compassion identified on the SCS should be given increased attention when attempting to understand self-compassion in athletic populations.

#91
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

PSYCHOMETRIC TESTS FOR SPORT-RELATED CONCUSSIONS IN YOUNG ATHLETES
Jill L Pattison, University of Calgary

The purpose of this study was to examine the effects of concussion and heading the ball on cognition. The focus of this study was to examine any significant change that occurred within the composite scores that were derived from the ImPACT assessment. Baseline composite scores were compared with post-season composite scores in order to determine if any change in cognitive ability occurred throughout the season. Our sample consisted of young soccer players that ranged from 10-18 years. There were several reasons why we chose to examine young athletes; for example, their coaches may not be properly trained in the assessing or managing concussions. Individuals who sustained a concussion were reassessed with ImPACT within 72 hours of their injury. Although our sample size was limited, our results suggest that gender is positively correlated with heading frequency, that age predicts cognitive composite scores, and that ImPACT shows a significant effect on reaction time composite scores post-concussion. By conducting this research, we inevitably raised awareness in community soccer leagues about the severity of concussion to parents, coaches, and the players themselves.

#92
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

A CONTENT ANALYSIS OF WEB PORTRAYALS OF MENTAL TRAINING CONSULTANTS
Stéphane Perreault, Université du Québec à Trois-Rivières; Marie-Michelle Lapointe, Université du Québec à Trois-Rivières; Philippe Doucet, Université du Québec à Trois-Rivières

The purpose of this presentation is to examine how individuals market themselves as mental training consultants on the World Wide Web. An internet search was performed using various key words as well as the Canadian Sport Psychology Association website in order to identify individuals who claim to offer such a service. Fifty-six websites were located using this strategy and their content was analyzed with the aid of the following indicators: gender, level and type of diploma, media usage, what title is used (sport psychologist, mental training consultant, performance consultant…), clientele (sport(s) and high level athletes), fees, and what types of services does this individual perform. Results from this content analysis indicate that those who market themselves as mental training consultants seem to be women, possess a doctoral degree (mainly in kinesiology or psychology), use other media to justify their competence, use various titles (sport psychologist being a popular choice), can work with athletes who participate in various sports, claim to have worked with high levels athletes, rarely discuss their fees, and offer a host of services (goal-setting, imagery, relaxation, etc.). These results will be discussed in line with past research on the subject (DeFrancesco & Cronin, 1988) as well as ethical considerations.

#93
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

CALLING CLOSE PLAYS AT FIRST BASE IN BASEBALL
Ralph Redden, Dalhousie University; Raymond M Klein, Dalhousie University

This project investigated the law of prior entry in a practical real-world setting. We examined close plays at first base in baseball, a scenario in which accurate performance demands that the umpire monitor two events simultaneously – both the ball's arrival at the glove and the runner's arrival at the base. However, umpires are trained to attend the ball when making calls at first base, risking potential bias. To explore this scenario empirically, we placed participants in the role of an umpire while watching video clips of close plays at first base taken from MLB games during the 2007 and 2008 seasons. Further, different groups of participants were provided different focus instructions: some were instructed to attend the ball/glove, some were instructed to attend the runner/base and others were not provided any focus instructions.

#94
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

ARE CAMERAS ON THE SLOPES AND EXTREME SPORTS MOVIES ASSOCIATED TO RISK FACTORS FOR ADOLESCENT SNOWBOARDERS AND ALPINE SKIERS?
Julie JRV Rodrigue Verhelst, Université du Québec à Chicoutimi; Linda Paquette, Université du Québec à Chicoutimi; Mathieu MB Bourdon, Université du Québec à Chicoutimi

In adolescents, a link was established between the act to being filmed and the exaggeration of risk-taking in front of the camera (Slem et al., 2003). A relationship was found between extreme sports video listening and subsequent risky behaviour among teens (Fischer et al., 2011). This aim of this study is to examine the relationship between sports risk-taking, camera exposure on the slopes and extreme sport video listening, controlling for psychosocial correlates of risk taking among adolescent. The sample consists of 684 snowboarders and alpine skiers aged 14 to 17 years (M = 15.53). Results indicate that 43.9% of participants were filmed at least once while snowboarding or skiing. Of these, 31.1% said they often or always take more risks when they are filmed and 31.9% listen to extreme sports videos at least once a week. Correlational analysis shows that camera exposure and extreme sports videos listening are both positively correlated to gender ($r = 0,25$; $p < 0,05$) ($r = 0,35$; $p < 0,05$), to the occurrence of an injury in the past 12 months ($r = 0,31$; $p < 0,05$) ($r = 0,20$; $p < 0,05$), to intense sensations seeking ($r = 0,14$; $p < 0,05$) ($r = 0,27$; $p < 0,05$). The data indicates that camera exposure and extreme sports videos listening may be associated with greater risk-taking and injuries on the slopes, providing avenues for prevention among young people using these technologies.

#95
Students in Psychology/
Étudiants en psychologie

EVALUATING IATROGENIC EFFECTS OF INTERNET-BASED ATTRIBUTIONAL RETRAINING FOR HIGH SELF-ESTEEM STUDENTS

Kyle A Hubbard, McGill University; Jason Ringo, McGill University; Laia Julio, McGill University; Nathan C Hall, McGill University

Attributional retraining (AR) is a remedial intervention that targets students' maladaptive causal attributions for poor performance by encouraging controllable attributions that has been shown to improve future academic success (Haynes et al., 2009). This study will investigate how AR impacts achievement in Canadian first-year university students as moderated by students' self-esteem levels. This project is innovative in that AR is administered via the Internet, and that an unusual iatrogenic effect of in-person AR methods is explored in which high self-esteem students perform worse after receiving AR (Hall et al., 2011). The goal of the present study is therefore to determine if this effect occurs following the web-based AR format. The sample consists of data currently being compiled from 954 first-year students enrolled in a psychology course at a Canadian university who participated in a web-based version of AR in which attributional information was followed by a mock failure experience involving a difficult aptitude test. Analyses to be conducted will consist of 2 (low/high self-esteem) x 2 (AR, No AR) ANCOVA analyses (controlling for age, gender, course load, high school grades) on final course grades. It is anticipated that by evaluating if this iatrogenic effect is observed using Internet-based methods that we can develop future AR programs that prevent its occurrence.

#96
Students in Psychology/
Étudiants en psychologie

MARKING ATTACHMENT: ATTACHMENT STYLES, TATTOOS, AND PIERCINGS IN A UNIVERSITY STUDENT POPULATION

Paulo D Matos, University of Calgary; Sander C Deeth, University of Calgary

This poster explores attachment styles and the acts of tattooing and piercing as forms of deliberate self-harm (DSH) in university students. Gratz, Conrad, & Roemer (2002) suggested that insecure attachment and emotional neglect predicted DSH among 133 undergraduate students. Kimball and Diddams (2007) found that insecure attachment correlated with maladaptive affect regulation and DSH in 216 undergraduates. One area that has received scant attention is between attachment styles and tattoos and piercings, which may constitute forms of DSH (Favazza, 1996; Jeffreys, 2000). Participants in studies by Birmingham, Mason, and Grubin (1999) and Anderson and Sansone (2003) tattooed, in lieu of self-injuring, in order to regulate negative emotions. Also, Aizenman and Jensen (2002) reported that college students who engaged in DSH were more likely to tattoo and pierce than those who did not self-injure. The proposed study will explore the attachment styles of students with tattoos and piercings using the Experiences on Close Relationships scale (Fraley, Waller, & Brennan, 2000), the Self-Harm Inventory (Sansone & Sansone, 2010), and a newly-created Tattoo/Piercing Measure. Results will be analyzed for main and interaction effects using a two-way ANOVA. The authors hypothesize that insecure attachment styles will predict greater frequencies of tattooing, piercing, and DSH in participants.

#97
Students in Psychology/
Étudiants en psychologie

ANTICIPATED GUILT AS A MEDIATOR OF THE RELATIONSHIP BETWEEN GOAL-SETTING AND ACADEMIC PERFORMANCE

Sarah Sangster, University of Regina; Donald Sharpe, University of Regina

Goal-setting has proven to be an effective tool in improving undergraduate GPAs. In this paper the role of anticipated guilt as a mechanism by which this effect occurs will be explored. Anticipated guilt is an emotional forecast of guilt; it is not guilt, it is the expectation that a certain action or inaction might produce feelings of guilt. Approximately 400 undergraduate students were approached to complete either a goal-setting program or a control group activity. Participants completed a measure of their anticipated guilt regarding various academic activities. Performance was assessed on their subsequent midterm exam. It is predicted that goal-setting will have a direct effect on academic achievement and that anticipated guilt will mediate this relationship. Data collection is ongoing. Data analysis will be carried out in Amos using path analysis and bootstrapping. Implications of the results for academic institutions and for future research will be discussed.

#98
Traumatic Stress/
Stress traumatique

EVALUATION OF AN EDUCATIONAL INTERVENTION FOR EMPLOYEES EXPOSED TO WORKPLACE TRAUMA

Sheena Bance, Ontario Institute for Studies in Education (OISE), University of Toronto; Paul S Links, Arthur Sommer Rotenberg Chair in Suicide Studies, St. Michael's Hospital, Professor of Psychiatry; Rosane Nisenbaum, Centre for Research on Inner City Health, St. Michael's Hospital, Dalla Lana School of Public Health; Ivan Silver, Sunnybrook Health Sciences Centre

Introduction: This study evaluated the effectiveness of an educational intervention for Toronto Transit Commission (TTC) employees exposed to a traumatic event at work. Methods: This study used a sequential mixed methods design. The primary outcome in the quantitative phase was the proportion of participants seeking mental health treatment after receiving a specialized educational intervention. The qualitative phase aimed to understand what compelled participants to seek help and their perception of the educational intervention. Results: A greater proportion of those receiving the educational intervention sought mental health treatment but took longer to access it. The qualitative interviews showed a plethora of reasons for seeking treatment and overall positive responses to the educational intervention, in particular normalization of reactions. Conclusions: Our results demonstrate that a greater proportion of those receiving the educational intervention sought help. However, the interviews showed that although the educational intervention was helpful, it was not central to this decision.

#99
Traumatic Stress/
Stress traumatique

DIRECT AND INDIRECT ASSESSMENT OF SELF AND OTHER-REFERENTIAL PROCESSING: RATIO OF SELF AND VALENCE ASSOCIATIVE PAIRS AS AN INDEX OF EVALUATIVE CONDITIONING, EXAMINING CHILDHOOD TRAUMA AS A MODERATOR

Victoria Banman, University of Western Ontario; Paul Frewen, University of Western Ontario

Negative self-referential processing is frequently noted as a clinical outcome of traumatic experiences. Due to limits of explicit self-reports, indirect (implicit) measures are often used to index self-referential processing. The present study further examines a new indirect methodology (the 'Visual & Verbal Self- and Other-Referential Processing Task [VV-SORP-T]) for measuring self-referential processing. In the present study, the VV-SORP-T was modified to examine the effects of differential proportions of trials, specifically, regarding associations between the self and positivity versus negativity, on affective state. Moderators of outcomes that will be examined include trauma history, self-esteem, depression, anxiety and personality traits. Data collection is ongoing in undergraduates at the University of Western Ontario; results are forthcoming.

#100
Traumatic Stress/
Stress traumatique

COPING STRATEGIES EMPLOYED BY PERPETRATORS OF THE 1994 RWANDA GENOCIDE

Jelena Brcic, University of British Columbia; Goldis Chami, University of British Columbia; Katya Legkaia, University of Victoria; Reva Adler, Bridge Point Health; Peter Suedfeld, University of British Columbia

The 1994 genocide in Rwanda resulted in the massacre of more than eight hundred thousand ethnic Tutsis and moderate Hutus by extremist Hutu militia groups. The purpose of this study was to examine coping strategies of the accused perpetrators from the Rwanda genocide. In addition, we were interested in comparing the Rwanda perpetrators to perpetrators who plead guilty to crimes committed during the civil wars in Former Yugoslavia (Brcic & Belich, 2010). We measured coping strategies in perpetrators by applying thematic content analysis to interviews of 29 individuals accused of being involved with the Rwanda genocide. The Yugoslav sample consisted of confessions of 19 perpetrators. Coping strategies mentioned most by Rwandan perpetrators were Accepting Responsibility, Supernatural Protection, followed closely by Escape/Avoid and Endurance/Obedience/Effort. The strategies that were least mentioned were Compartmentalization and Positive Reappraisal. The Rwandan perpetrators mentioned Confrontation, Supernatural Protection, and Escape/Avoidance more and Accept Responsibility and Positive Reappraisal less than the Yugoslav perpetrators. The present study adds much needed insight into an understudied group. Cultural and situational influences that may account for coping differences between the two groups will be discussed.

#101
Traumatic Stress/
Stress traumatique

RESOLUTION OF ERIKSON'S PSYCHOSOCIAL CRISES IN GENOCIDE SURVIVORS

Irina Della Rossa, University of British Columbia; Susan S Kuo, University of British Columbia; Peter Suedfeld, University of British Columbia

The experiences of extreme prejudice and the threat of extermination inevitably play a role in personality development. This study aims to explore the impact of genocide in shaping personality in three groups of genocide survivors: Armenian Genocide survivors, Jewish Holocaust survivors, and Jehovah's Witnesses surviving persecution by the Nazi regime. Two hundred interviews were scored using thematic content analysis for resolution of Erikson's psychosocial crises. While there were few differences between the groups in negative outcomes, there were distinct profiles of positive outcomes. Jehovah's Witnesses showed the highest levels of Autonomy and Identity, and Holocaust survivors the highest Generativity. Comparing by age at the time of genocide, adult survivors showed higher levels of Autonomy, Identity, Generativity and Trust than child survivors; child survivors were highest in Intimacy. When comparing by gender, Autonomy and Identity were predominant in men, while women experienced more Intimacy as well as Shame and Doubt. Overall, there was a preponderance of positive psychosocial outcomes rather than negative ones, suggesting that although genocide survivors may experience symptoms of post-traumatic stress, this does not limit their ability to develop a healthy personality.

#102
Traumatic Stress/
Stress traumatique

MARITAL SATISFACTION AND IT'S RELATION WITH SECONDARY TRAUMATIC STRESS

Jillian Hart, Trinity Western University; Katie Lawson, Trinity Western University

Cancer treatment has developed to the extent where there are higher survival rates, less time spent in the hospital and outpatient treatment is now the norm. That being said, there is a transfer of care from professionals to informal caregivers. Previous research has discovered that partners have been observed to exhibit similar responses as the cancer patient in relation to the stress associated with cancer. Literature has revealed that the diagnosis of cancer is distressing with some individuals exhibiting symptoms of PTSD. Couples facing cancer in comparison to couples who were not facing cancer report distress levels that were significantly higher than their healthy counterparts. This shows that the stress of cancer not only affects those facing the illness but affects those around them especially their partners. Relationship satisfaction has been found to be a buffer between cancer patient's stress and their partner's secondary traumatic stress (Brosseau et al., 2011). What we set out to discover in this study is what predicts the level of relationship satisfaction reported among partners. Our model addresses secondary traumatic stress as the predictor to relationship satisfaction. Moderators such as religious affiliation, previous trauma experienced, and presence of children are added to address their interactions with the model for potential buffering effects.

#103
Traumatic Stress/
Stress traumatique

CHILDHOOD EMOTIONAL, PHYSICAL, AND SEXUAL ABUSE AND STRESS SENSITIZATION IN MAJOR DEPRESSION: MODERATION BY AGE GROUP

Cherie La Rocque, Queen's University; Kate Harkness, Queen's University

The stress sensitization hypothesis states that as major depression progresses across recurrences, individuals become sensitized to stressful life events (SLEs) that precipitate episodes, such that more minor SLEs become capable of precipitating recurrences than were required to trigger the first onset (Monroe & Harkness, 2005). Further, research has shown that a history of severe childhood maltreatment (CM) increases sensitization to stress even prior to the first depression onset in adolescence (Harkness et al., 2006). Expanding on this, the current study has two goals: (1) to examine whether this relation is specific to a particular type of CM (i.e., emotional vs. sexual vs. physical), and (2) to determine whether the effect of CM in potentiating sensitization to stress holds across development (i.e., adolescence vs. adulthood). This is an ongoing study that to date includes 207 depressed individuals ranging in age from 12-64. Two rigorous contextual interview and rating systems are being used to assess SLEs and CM. The expected results will provide a broader understanding of how CM predisposes individuals to the effects of stress and will help identify those particularly at risk for this debilitating disorder. Moreover, these results have the potential to further understand the etiology and pathology of depression across different developmental periods.

#104
Traumatic Stress/
Stress traumatique

EXAMINING THE EVIDENCE FOR COMPLEX POSTTRAUMATIC STRESS DISORDER AS A CLINICAL DIAGNOSIS

Meredith S.H. Landy, Ryerson University; Amy Brown-Bowers, Ryerson University; Anne C. Wagner, Ryerson University; Candice M. Monson, Ryerson University

The term Complex PTSD was introduced to the field of psychology by Judith Herman in the 1990s in an attempt to identify a subgroup of individuals with PTSD who had experienced repeated traumatic events, usually in an interpersonal context, and to capture the distinct clinical features of these individuals. Herman delineated three broad areas (symptom complexity, personality changes and vulnerability to harm), in which the deleterious effects of trauma and victimization differ from those stemming from a single traumatic event as described in the DSM-IV definition of PTSD. Efforts to include Complex PTSD in the DSM have been unsuccessful, yet the term is commonly used in both academic and clinical settings. The authors present the results of their review of the use of this term in academic publications and discuss how this has led to confusion among clinicians and researchers. This poster submits Complex PTSD to the 5 criteria established by Robins and Guze (1970) to assess and establish the diagnostic validity of adding a new subtype or disorder to the DSM. The proposed Complex PTSD treatment guidelines are also presented and discussed in relation to current gold standard PTSD treatment guidelines.

#105
Traumatic Stress/
Stress traumatique

FINDINGS FROM AN EPIDEMIOLOGICAL CATCHMENT AREA: QUALITY OF LIFE AND SOCIAL SUPPORT IN RELATION TO TRAUMA AND POSTTRAUMATIC STRESS DISORDER

Eva Monson, McGill University; Alain Brunet, McGill University; Danielle Routhier, Douglas Mental Health University Institute; Aihua Liu, Douglas Mental Health University Institute; Jean Caron, Douglas Mental Health University Institute

Studies conducted on convenience samples suggest the existence of an inverse relationship for quality of life and trauma exposure/posttraumatic stress disorder (PTSD). The same has been found for social support. However, it remains unclear if these findings would apply (i) in an epidemiological sample, and (ii) to individuals with a current versus remitted diagnosis of PTSD. Objective/Methods: The present study reports data from a large community-based epidemiological catchment area study conducted in the south west of Montreal (N = 2399) broken down according to trauma exposure and PTSD diagnostic status (Current PTSD, Past PTSD, No PTSD in spite of trauma exposure, and No trauma exposure). Results: An inverse relationship of decreased quality of life with increased trauma exposure and PTSD diagnostic status was replicated within the study sample. Mean levels of social support were not significantly different between PTSD and No PTSD groups. Subscale scores were examined in depth revealing that though both Current and Past PTSD groups had lower mean scores on certain domains when compared to the No PTSD groups, the differences in mean scores between Past PTSD and No PTSD groups were the most robust. Conclusions: This research allows for a much needed broadening of our understanding of quality of life for individuals with current and remitted PTSD.

#106
Traumatic Stress/
Stress traumatique

MAKING SENSE OF CHRONIC ILLNESS AND ITS IMPACT ON PHYSICAL AND PSYCHOLOGICAL ADJUSTMENT

Rebecca Purc-Stephenson, University of Alberta, Augustana Campus; Devin Keay, University of Alberta, Augustana Campus; Candace Yung, University of Alberta, Augustana Campus

Diagnosis of a chronic disease involves a series of stressors that threaten one's self identity and quality of life, often bringing forth symptoms of depression, anxiety, or specific post-traumatic symptoms. Cognitive and trauma theories suggest the most negative life events are those that fail to make sense. One meaning reconstruction process is sense making, which refers to developing explanations for why the trauma occurred (Davis, Nolen-Hoeksema & Larson, 1998). This study investigated how individuals diagnosed with inflammatory bowel disease (IBD) make sense of their illness, and examined whether sense making predicted physical (disability and disease severity) and psychological adjustment (posttraumatic growth, self esteem, and depression). Participants (N=378) completed two surveys spaced six months apart. Both surveys included demographic and illness information, an open-ended question on sense making, Posttraumatic Growth Inventory, Rosenberg Self-Esteem Scale, and the Center for Epidemiologic Studies Depression Scale. At Time 1, nearly 65% of the sample generated sense-making explanations. A grounded theory approach revealed six sense-making themes. Hierarchical multiple regression showed sense making at Time 1 predicted lower levels of disability, disease severity, and depression and higher levels of posttraumatic growth and self esteem at Time 2.

#107
Traumatic Stress/
Stress traumatique

DIRECT AND INDIRECT ASSESSMENT OF SELF AND OTHER-REFERENTIAL PROCESSING: EFFECTS OF GENDER AND TRAUMA SYMPTOMS

Mikala Virley, University of Western Ontario; Paul Frewen, University of Western Ontario

Negative self-referential processing is frequently noted as a clinical outcome of traumatic experiences. Due to limits of explicit self-reports, indirect (implicit) measures are often used to index self-referential processing. The present study further examines a new indirect methodology (the 'Visual & Verbal Self- and Other-Referential Processing Task [VV-SORP-T]) for measuring self-referential processing, the first to compare response in both men and women to same and opposite genders. Participants view pictures of themselves on certain trials, and those of same- or opposite-gender strangers during other trials, intermixed with negative and positive words. Button-press reaction time during associative processing provides an index of indirect self-esteem, and dependent measures will be correlated with trait measures including symptoms of posttraumatic stress. Data collection is ongoing in undergraduates at the University of Western Ontario; results are forthcoming.

2012-06-14 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 201 - LEVEL 2 - WTCC

Keynote (Section)/
Conférencière de la section
Counselling Psychology/
Psychologie du counseling
SECTION PROGRAM/
PROGRAMME DE LA SECTION

COUNSELLING PSYCHOLOGY SECTION KEYNOTE

Sharon E Robertson, University of Calgary

Presented by leaders in the field, the Counselling Psychology Section Keynote address is designed to highlight issues that are important to the profession of counselling psychology in Canada. The topic for the 2012 address is building connections and collaborations between counselling psychology and counselling/psychotherapy.

2012-06-14 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 301 - LEVEL 3 - WTCC

Keynote (Section)/
Conférencière de la section
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques
SECTION PROGRAM/
PROGRAMME DE LA SECTION

HELPING PEOPLE HELP THEMSELVES: SELF-DIRECTED TREATMENTS IN RURAL SETTINGS
Elizabeth Church, Mount Saint Vincent University

Psychologists practicing in rural and remote settings face challenges when trying to provide mental health care. Services can be scattered and psychologists often work in isolation, while being expected to respond to complex mental health issues. Self-directed approaches to mental health have been proposed as a valuable support for rural psychologists, because clients can follow a plan of treatment without professional supervision. While self-directed treatments have been shown to be effective in addressing a range of mental health problems there are hurdles to implementation in rural settings, including literacy, stigma, and access. This talk will provide an overview of promising self-directed treatments and a framework for integrating them into rural practice.

2012-06-14 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 302 - LEVEL 3 - WTCC

Keynote (Section)/
Conférencier de la section
Criminal Justice Psychology/ Psychologie et justice pénale
SECTION PROGRAM/
PROGRAMME DE LA SECTION

MENTAL ILLNESS IN POLICING AND PRISONS: HUMAN RIGHTS AND CLINICAL NEED
James R.P. Ogloff, Monash University

Incontrovertible evidence exists to show that the prevalence of mental disorder among those in the criminal justice system is significantly greater than in the general population. Considerable attention has been paid to the possible causes of the disproportional representation of mentally ill people in the justice system. Such debate removes the central issues of the plight of people with mental illness who come into contact with the criminal justice system. The fact is that the current levels of incarceration of mentally ill persons are purely and simply the product of current mental health and criminal justice policies. It is important to focus on the rights of those in the criminal justice system with mental illnesses as well as the public health implications of their situation. Drawing on research and clinical services with which I have been associated for 25 years, this presentation will focus on the challenges for clinicians and researchers. These matters will be considered in light of international and national human rights principles, legislation, and cases as well as a consideration of the clinical need and practical realities of having so many people with serious mental illnesses coming into contact with the justice system.

2012-06-14 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 303 - LEVEL 3 - WTCC

Keynote (Section)/
Conférencier de la section
Environmental Psychology/ Psychologie de l'environnement
SECTION PROGRAM/
PROGRAMME DE LA SECTION

WHAT CANADIANS VALUE ABOUT URBAN FORESTS, AND WHY THAT MATTERS
Peter N Duinker, Dalhousie University

The presentation is premised on the following propositions: (a) Canadians are not getting enough nature in their daily lives; (b) urban nature, particularly that dominated by trees, can be particularly effective in serving up more nature to Canadians; and (c) knowing what Canadians value about urban trees and forests helps city managers develop more appropriate and appealing tree-dominated ecosystems. In my research group at the School for Resource and Environmental Studies, we have been studying forest values for almost a decade, and lately have focussed on urban-forest values. The presentation will synthesize results from several of our studies and point toward promising directions for the development of urban forests in Canada that should improve life along ecological, economic, social, and psychological directions.

2012-06-14 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 305 - LEVEL 3 - WTCC

Invited Speaker (CPA/Section)/
Conférencière invitée (SCP/section)
Women and Psychology/ Femmes et psychologie
psychologie
SECTION PROGRAM/
PROGRAMME DE LA SECTION

LET'S GIVE THEM SOMETHING TO TALK ABOUT: 100 PERSPECTIVES ON FEMINISM AND PSYCHOLOGY
Alexandra Rutherford, York University

As a critical, feminist historian of psychology, I am interested in understanding how who we are has shaped what we know in psychology. Specifically, I am interested in how feminist psychologists have related to and influenced the epistemic assumptions, research practices, and knowledge products of a field strongly identified with the "androcentric ideology of contemporary science." How have they served as gatekeepers and mentors, and forged relationships with both allies and antagonists of feminism? What roles have gender, ethnicity, and sexual orientation played in their own work, and how others have perceived them and their work? What does being a feminist psychologist mean to them? To help answer these questions we conducted over 100 interviews with feminist psychologists from around the world to get them talking about being feminist and doing psychology. In this presentation I draw from this rich archive of insight to present common themes and challenges as well as unique perspectives and persistent differences in the ways feminist psychologists define themselves and their work.

2012-06-14 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Section Annual Meeting/ Réunion d'affaires
Aboriginal Psychology/ Psychologie autochtone
SECTION PROGRAM/ PROGRAMME DE LA SECTION

ABORIGINAL PSYCHOLOGY/PSYCHOLOGIE AUTOCHTONE
Suzanne Stewart, OISE/Univ of Toronto

Aboriginal Psychology Section Business meeting for executive committee members to discuss vision for the section for 2012-13. All section members are welcome, as we are currently seeking new membership to the executive committee.

2012-06-14 – 4:00 PM to 5:55 PM – 16 h 00 à 17 h 55 – MEETING ROOM 2 - LEVEL 8 - WTCC

Workshop/Atelier
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

A BRIEF OVERVIEW OF HIERARCHICAL LINEAR MODELLING AND A STEP-BY-STEP INTRODUCTION TO PROBING TWO- AND THREE-WAY INTERACTIONS
Judith Godin, University of Toronto; Steven R Carroll, Carleton University; Craig Leth-Steensen, Carleton University

Many organizational psychology studies feature participants who are "nested" within workgroups, branches, or organizations. Data generated by such studies are more appropriately analyzed using Hierarchical Linear Modelling (HLM) than by ordinary least squares regression, because nested designs violate assumptions of independence. This workshop will provide a brief overview of HLM, and will discuss the theoretical and practical utility of using HLM to analyze two- and three-way interactions. We will use data typical of those found in many organizational studies to provide a step-by-step demonstration of two-level model building and testing. We will also explain how to probe two-way interactions, and will demonstrate how to extend this method to the analysis of three-way interactions. While our examples will be typical of those found in organizational psychology studies, the methods described will apply to any discipline that uses nested data. Participants will leave this workshop with a basic understanding of HLM and a step-by-step guide to testing and probing interactions in HLM.

2012-06-14 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – MEETING ROOM 3 - LEVEL 8 - WTCC

Section Annual Meeting/ Réunion d'affaires
SECTION PROGRAM/ PROGRAMME DE LA SECTION

PSYCHOLOGOGISTS IN HOSPITALS AND HEALTH CENTERS
Kerry Mothersill, Outpatient Mental Health Program, SMCHC

New section meeting to pass proposed by-laws.

2012-06-14 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – SUITE 304 - LEVEL 3 - WTCC

Oral Paper Session/Séance de présentation orale
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

THE PERSONAL, THE PSYCHOLOGICAL, AND THE SOCIAL
Laura Ball, Waypoint Centre for Mental Health Care

A
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

EMPATHY AVOIDANCE: THEORIZING THE PERSONAL AND THE SOCIETAL
Marissa E. Barnes, York University

According to Edith Stein (1917/1989) empathy "is the experience of foreign consciousness" (p. 11); and in this paper I focus on why we avoid encountering the foreign other. I suggest that this is a social problem rather than a personal one. First, I address this from a personal-experiential perspective: "I want to have a sense of what it is like for you but I just can't," followed by consideration at a societal-institutional level: how is society structured in a way that makes empathy with the foreign other unlikely and what are the barriers to recognizing and engaging the other? Lastly, I theorize how failures of empathy on a personal level are related to problems at an institutional level? I introduce the concept of "empathy avoidance" to discuss this interaction. For example, social categories and hierarchies are supported by institutional structures and policies, these in turn are embodied by the people that are formed and embedded in these structures. Why is there a failure to experience foreign consciousness

at a personal level? Because we avoid, and in some cases are prohibited from, entering into contexts where the foreign other may be encountered.
Stein E. (1989). On the problem of empathy. (W. Stein, Tran., 3rd rev. ed.). Washington, DC: ICS Publication. (Original work published 1917

B
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

FINDING ONESELF THROUGH SELF-DISTANCIATION: ONE POSSIBILITY OF REFLEXIVITY
Zhipeng Gao, York University

In recent decades, the concept of reflexivity (in epistemological sense) has been appreciated by a number of psychologists. However, for psychologists following Gadamerian or Foucauldian tradition, reflexivity appears almost theoretically impossible. In the view of Gadamer, understanding is grounded in preunderstanding and can hardly go beyond tradition. Foucault suggests that the subject is produced through power, rendering it paradoxical for a bearer of power to see through power. However, based on these two insights, philosopher Hans Herbert Kögler manages to develop a program for achieving reflexivity. Unfortunately, Kögler's program has not been sufficiently recognized by psychologists. My paper introduces Kögler's dialogical methodology into psychology for helping the subject achieve reflexivity. Through dialogue, the psychologist reconstructs the subject's symbolic-practical background, which process not only dramatizes the psychologist's unfamiliarity with the subject's context but also distanciates the subject from her taken-for-granted assumptions and practices. Once the subject understands how her "situated-biographical self" has been shaped through discursive-practical context, she develops a critical reflexive position toward her old ways of understanding and acting, and is exposed to new possibilities of developing a "distanciated-reflexive self".

2012-06-14 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – SUITE 306 - LEVEL 3 - WTCC

Symposium/Symposium
Clinical Psychology/ Psychologie clinique

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) TO DELIVER AND IMPROVE HEALTH CARE
Patrick McGrath, Dalhousie University/IWK Health Centre

Over time it is evident the potential gains from using ICTs in health psychology. ICTs offer potential for increasing access to psychological health services by improving self-monitoring, self-management and transition skills to adult care; enhancing social support; and reducing healthcare costs. This symposium, chaired by Dr. McGrath, will discuss the advantages and challenges of ICT through examples of how various ICTs can be used to improve the lives of people with chronic and life threatening conditions. Dr. Huguet will present an iPhone-based pain diary for young people with headaches. She will show data about its usability and psychometric properties. Dr. Pottie will present the Strongest Families programs. This is a distance intervention model that uses the telephone and internet to improve access to up-to-date care for children that deal with mild or moderate behavior or anxiety problems. Dr. Dick will illustrate how Canadian programs take advantage of technological advances including Internet based programs and the use of Telehealth to help children and their families with chronic pain and cancer. Dr. Stinson will discuss an internet-based program for youth with juvenile idiopathic arthritis. This program offers self-management and transitional care to adult health care services. She will discuss the development and initial evidence regarding its effectiveness.

A
Clinical Psychology/ Psychologie clinique

USING ELECTRONIC PAIN DIARIES FOR THE ASSESSMENT OF ADOLESCENTS AND YOUNG ADULTS LIVING WITH RECURRENT HEADACHES
Anna Huguet, IWK Health Centre

Headaches disorders are common in the general population. To successfully manage their headaches it is important for sufferers to become aware of their headaches patterns and characteristics. The use of the headache diary can be helpful. There has been a growing trend to use electronic pain diaries due to their potential advantages over paper diaries such as date/time stamping, higher compliance and accuracy in data entry, and customized design. The goal of this presentation is to introduce you to the WHI diary. The WHI diary app has been designed to be accessed from an iPhone. It helps sufferers to learn whether their headaches follow a certain pattern, how their headaches affect their life, what may cause their headaches to start or continue, and what strategies may be helpful for them to cope with their headaches. The WHI Diary app is personalized to specific individual needs (e.g., headache sufferers can add new portions to the diary that they may find relevant to their headache experiences and/or delete others that they may not consider relevant). The WHI diary app also generates accurate summary reports through charts for them to see the detailed course of each headache. The usability and psychometric properties of the WHI Diary app will be presented during this talk.

B
Clinical Psychology/ Psychologie clinique

STRONGEST FAMILIES: BRIDGING THE ACCESS GAP
Patricia Pottie, Strongest Families Institute

Children who have mild or moderate behavior or anxiety problems often wait up to a year for help. When families do gain access to traditional services, they can encounter barriers that impede attendance. Barriers such as weekly travel to daytime clinic appointments, the need to take time away from work or school and stigma can lead to pre-mature termination. Strongest Families was designed to overcome common service barriers. Strongest Families is a distance, evidence-based intervention model. Using technology such as the telephone and internet, families receive help in the comfort and privacy of their home at convenient times. Strongest Families intervention programs have been shown to be effective in randomized clinical trials. Real-world service outcomes have shown an 85% treatment success rate. Parents are highly satisfied and report strong relationships with their telephone coach. The attrition rate is less than 10%. Having different service delivery options available to families can help bridge the access gap. The use of technology can provide outreach to those families who need timely care.

C
Clinical Psychology/ Psychologie clinique

CONNECTING WITH CHILDREN AND TEENS WITH CHRONIC PAIN OR CANCER FROM A DISTANCE
Bruce Dick, University of Alberta

Information technology, including web-based delivery, has the potential to provide a medium whereby children with chronic pain and their families can obtain valuable educational materials and interact with skilled service providers from a distance. Distance treatment programs have the potential to meet unmet needs, improve mental health and quality of life, reduce travel and operating costs and provide flexibility in services to geographically isolated families while maintaining therapeutic alliance. Consequently, novel and innovative distance treatment program are being developed to provide families with needed services in a timely and cost-effective way. Many of these programs capitalize on technological advances including Internet based programs and the use of Telehealth to meet the needs of children with complex health problems and their families. This presentation will discuss Internet-based distance programs for teens with cancer and their families and for young people with chronic pain. The discussion will include available data and will outline the potential benefits, shortcomings, and ethical issues related to this treatment approach. The use of Telehealth for a Canadian multi-site multidisciplinary program for children and teens with chronic pain will be discussed along with outcome data for that program.

D
Clinical Psychology/
Psychologie clinique

USING THE INTERNET TO PROMOTE SELF-MANAGEMENT AND TRANSITION IN YOUTH WITH ARTHRITIS
Jennifer Stinson, The Hospital for Sick Children

JIA is a common problem and can negatively impact many aspects of daily life for children and youth. Despite the empirical support for the use of psychological therapies (cognitive-behavioral) in promoting better coping with chronic illnesses such as JIA, most individuals do not have access to these treatments. Furthermore, childhood arthritis will persist into adulthood for many youth necessitating the need for transition to adult health care services. However, many youth do not receive comprehensive educational self-management and transitional care programs due to multiple barriers including expense and geographical distance from treatment centers. With the emerging interactive and communication technologies, new media for the provision of self-management and transitional care treatments for individuals with JIA are now available. In this presentation, I will discuss how we can harness the potential of the internet to deliver evidence-based self-management and transition interventions to reduce symptoms, facilitate successful transition to adult-based care, and improve the quality of life of individuals with JIA. More specifically, I will discuss an example of internet-based programs for youth with JIA called Teens Taking Charge: Managing JIA online.

2012-06-14 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – MEETING ROOM 4 - LEVEL 8 - WTCC

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

IF IT BE LOVE INDEED TELL ME HOW MUCH: EXPLORING THE ORIGINS AND DYNAMICS OF THE EXCESSIVE REASSURANCE SEEKING MODEL
Lyndsay E Evraire, The University of Western Ontario; Rebecca C McDermott, The University of Western Ontario; Erin M Lowe, The University of Western Ontario; Katie T Sussman, The University of Western Ontario

Coyne (1976) proposed an interpersonal theory of depression that emphasized the importance of examining the social context of individuals with depression. Central to this theory is the interpersonal behavior of excessive reassurance seeking (ERS) defined as the relatively stable tendency to excessively and persistently seek assurances from others, regardless of whether such assurance has already been provided. In the beginning, others willingly provide the requested support; however, when the individual seeking reassurance questions the authenticity of this support, close others may become frustrated. The subsequent deterioration of relationships leads to symptoms of depression and creates an environment of social isolation in which the individual with depression cannot receive the necessary support to overcome his or her disorder. A paucity of research has elucidated the mechanism(s) by which individuals come to engage in ERS. This symposium includes four presentations from a program of research that seeks to delineate the origins of ERS by examining the association among both distal (e.g., early core-beliefs) and proximal (e.g., information processing and attentional biases) variables and ERS. Ideally, this research will help prevent individuals from contributing to their own downward spiral into depression by helping them maintain healthy and supportive relationships.

A
Clinical Psychology/
Psychologie clinique

EXAMINING THE RELATIONSHIPS BETWEEN ADULT ATTACHMENT STYLES, EARLY MALADAPTIVE SCHEMAS AND EXCESSIVE REASSURANCE SEEKING
Lyndsay E Evraire, The University of Western Ontario; David JA Dozois, The University of Western Ontario

Given the unique role that ERS appears to play in the development of symptoms of depression, as well as its negative impact on an individual's social environment, it is critical to gain a more comprehensive understanding of this behaviour. In the present study, three hundred and three undergraduates completed measures assessing early core-beliefs, ERS, and depression (both at the initial lab visit and 6 weeks later). Anxious attachment, avoidant attachment, and an abandonment/instability schema added to the prediction of ERS. Although ERS did not mediate the relationship between early core-beliefs and depression longitudinally, it did moderate the prospective relationship between avoidant attachment and depression and an abandonment/instability schema and depression. These results are consistent with the idea that individuals seek reassurance as a result of early core-beliefs reflecting insecurity in relationships. The findings also suggest that it may not be ERS behaviour per se, but rather the characteristics of the individual in combination with ERS that are associated with depression.

B
Clinical Psychology/
Psychologie clinique

EXCESSIVE REASSURANCE SEEKING AND INTOLERANCE OF UNCERTAINTY AS RELATED TO DEPRESSION AND WORRY
Erin M Lowe, The University of Western Ontario; Lyndsay E Evraire, The University of Western Ontario; David JA Dozois, The University of Western Ontario

Although excessive reassurance seeking (ERS) and intolerance of uncertainty (IU) are conceptually linked and have both been found to occur in depression and anxiety disorders, previous research has failed to examine the association between these two variables. In the current study, two hundred undergraduates completed self-report measures of depression, worry, ERS, and IU. Subsequently, participants read an imagery

prime specifying a negative ambiguous or non-ambiguous event and completed a self-report measure specifying how they would engage in ERS following the event described. Results indicated that IU and ERS were significantly and moderately positively correlated. Further, IU predicted ERS above and beyond depression and partially mediated the relationship between ERS pre-prime and depression. The results suggest that IU is an important variable in the prediction of ERS and that further research is needed to further clarify the relationship between these two constructs.

C
Clinical Psychology/
Psychologie clinique

EXPLORING THE RELATIONSHIP BETWEEN ATTENTIONAL BIAS AND EXCESSIVE REASSURANCE SEEKING
Rebecca C McDermott, The University of Western Ontario; Lyndsay E Evraire, The University of Western Ontario; David JA Dozois, The University of Western Ontario

Internal working models (IWM) of attachment not only influence the way individuals relate to others, but also their attributions, perceptions, and emotional understanding of these relationships. Along these lines, an area of research that has not been investigated in the excessive reassurance seeking (ERS) and depression literature is the relationship between an attentional bias to social threat (e.g., a sad or disgusted face) and ERS. This talk will explore recent research on the relationship between ERS, attachment styles, and attentional biases in non-clinical samples and how these predict symptoms of depression. This presentation will address how these correlative relationships impact our knowledge of risk factors for depression. In addition the important implications of these results for establishing risk models of depression and understanding the cognitive mechanisms underlying ERS and depression will be discussed.

D
Clinical Psychology/
Psychologie clinique

BIASED INTERPRETATION OF SOCIAL THREAT AND EXCESSIVE REASSURANCE SEEKING
Katie T Sussman, The University of Western Ontario; Lyndsay E Evraire, The University of Western Ontario; David JA Dozois, The University of Western Ontario

One of the most prominent theories suggests that ERS is a coping strategy used by individuals with an anxious attachment style. Anxiously attached individuals possess internal working models that consist of relationship insecurities and have a tendency to engage in higher levels of ERS to avoid feelings of rejection and abandonment. Individuals with an anxious attachment style also engage in a cognitive interpretation bias of social threat; individuals with high levels of anxious attachment often perceive ambiguous social situations as threatening in a way that is consistent with their core-beliefs. Since anxiously attached individuals rely heavily on the support and closeness of others, this cognitive bias of social threat might lead to an increase in ERS in an attempt to reduce concerns surrounding relationship insecurities. In the present study, two hundred and eight undergraduate students completed a cognitive interpretation task along with measures of ERS, early core-beliefs and depression (both at the initial lab visit and 6 weeks later). As predicted, a significant positive correlation was found between a cognitive interpretation bias of social threat and ERS. This research has important implications for the ERS model and for preventing individuals from engaging in interpersonally aversive behaviours.

2012-06-14 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – SUITE 201 - LEVEL 2 - WTCC

Reception/Réception
Counselling Psychology/
Psychologie du counseling
SECTION PROGRAM/
PROGRAMME DE LA SECTION

José Domene, University of New Brunswick

Join your fellow counselling psychology professionals and students for food, drinks, and a chance to socialize in an informal setting.

2012-06-14 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – SUITE 202 - LEVEL 2 - WTCC

Section Annual Meeting/
Réunion d'affaires
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle
SECTION PROGRAM/
PROGRAMME DE LA SECTION

INTERNATIONAL AND CROSS-CULTURAL PSYCHOLOGY/PSYCHOLOGIE INTERNATIONALE ET INTERCULTURELLE
Andrew G. Ryder, Concordia University; Richard Lalonde,

2012-06-14 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – SUITE 203 - LEVEL 2 - WTCC

Reception/Réception
Extremism and Terrorism/
Extrémisme et terrorisme
SECTION PROGRAM/
PROGRAMME DE LA SECTION

Lianne McLellan, Defence Research and Development Canada - Toronto

Please join us to socialize with a diverse group of colleagues. Non-members welcome!

2012-06-14 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – SUITE 301 - LEVEL 3 - WTCC

Section Annual Meeting/
Réunion d'affaires
Family Psychology/
Psychologie de la famille
SECTION PROGRAM/
PROGRAMME DE LA SECTION

FAMILY PSYCHOLOGY/PSYCHOLOGIE DE LA FAMILLE
Ranjana Jha, Argyle Institute of Human Relations,Montreal

Future of the family section

2012-06-14 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – SUITE 302 - LEVEL 3 - WTCC

Section Annual Meeting/
Réunion d'affaires
Community Psychology/
Psychologie communautaire
SECTION PROGRAM/
PROGRAMME DE LA SECTION

COMMUNITY PSYCHOLOGY/PSYCHOLOGIE COMMUNAUTAIRE
Cameron Norman, University of Toronto

The CPA Section Community Psychology's Annual meeting. Discussion of the budget, plans for the year, election of officers, and strategic planning and other issues is expected to take place.

2012-06-14 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – SUITE 303 - LEVEL 3 - WTCC

Section Annual Meeting/
Réunion d'affaires
Environmental Psychology/
Psychologie de l'environnement
SECTION PROGRAM/
PROGRAMME DE LA SECTION

ENVIRONMENTAL PSYCHOLOGY/PSYCHOLOGIE DE L'ENVIRONNEMENT
Jennifer Veitch, NRC Construction

This year's Section Business Meeting will combine the necessary business – announcing the Robert Sommer Award winner and new Section Executive – with the opportunity for nature restoration. Our Keynote Speaker, Prof. Peter Duinker, will lead us on an expert tour of Point Pleasant Park, a 70-hectare urban forested landscape in the south end of the Halifax peninsula. See applied demonstrations of forest restoration after natural disasters from ice storm and beetle outbreaks. Learn how public perception issues to protect cultural heritage were successfully measured through the urban sustainable forest management (SFM) program. The tour will wrap up with a pub discussion.

2012-06-14 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – SUITE 305 - LEVEL 3 - WTCC

Reception/Réception
Women and Psychology/
Femmes et psychologie
SECTION PROGRAM/
PROGRAMME DE LA SECTION

RECEPTION
Carmen Poulin, University of New Brunswick

The Section on Women and Psychology (SWAP) invites its members and those considering membership in the section to join us for this reception. We extend a special welcome to our distinguished members and former coordinators. We particularly encourage student members to attend and meet other feminist psychologists in an informal and friendly environment.

2012-06-14 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Reception/Réception
Aboriginal Psychology/
Psychologie autochtone

SECTION PROGRAM/
PROGRAMME DE LA SECTION

RECEPTION
Suzanne Stewart, OISE/University of Toronto

Aboriginal Psychology Members meet and greet and recruitment of new members and interest in the section.

2012-06-14 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – MEETING ROOM 3 - LEVEL 8 - WTCC

Business Meeting/
Réunion d'affaires

TASK FORCE ON EVIDENCE BASED PRACTICE OF PSYCHOLOGICAL TREATMENTS
David Dozois, University of Western Ontario

2012-06-14 – 6:00 PM to 7:55 PM – 18 h 00 à 19 h 55 – ROOM 200 C - LEVEL 2 - WTCC

Plenary Session/
Session plénière

PRESIDENTIAL RECEPTION/RÉCEPTION PRÉSIDENTIELLE

2012-06-15 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – SUITE 202 - LEVEL 2 - WTCC

Section Annual Meeting/ Réunion d'affaires
Psychology in the Military/ Psychologie du milieu militaire
SECTION PROGRAM/ PROGRAMME DE LA SECTION

PSYCHOLOGY IN THE MILITARY/PSYCHOLOGIE DU MILIEU MILITAIRE
Peter Bradley, Royal Military College of Canada

Members of the section and others who are interested in military psychology are invited to attend this meeting to discuss upcoming section events and initiatives.

2012-06-15 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – SUITE 303 - LEVEL 3 - WTCC

Section Annual Meeting/ Réunion d'affaires
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle
SECTION PROGRAM/ PROGRAMME DE LA SECTION

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY/PSYCHOLOGIE INDUSTRIELLE ET ORGANISATIONNELLE
Blake Jelley, University of Prince Edward Island

2012-06-15 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – SUITE 306 - LEVEL 3 - WTCC

Section Annual Meeting/ Réunion d'affaires
Psychoanalytic and Psychodynamic Psychology/ Psychologie psychoanalytique et psychodynamique
SECTION PROGRAM/ PROGRAMME DE LA SECTION

PSYCHOANALYTIC AND PSYCHODYNAMIC PSYCHOLOGY/PSYCHOLOGIE PSYCHOANALYTIQUE ET PSYCHODYNAMIQUE
Michelle Presniak, Saskatoon City Hospital

This meeting is intended for the executive of the section, as well as open to all members. Business items to be discussed include upcoming recipients of all awards, available executive positions, and a review of section goals and business.

2012-06-15 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Section Annual Meeting/ Réunion d'affaires
Psychology and Religion/ Psychologie et religion
SECTION PROGRAM/ PROGRAMME DE LA SECTION

PSYCHOLOGY AND RELIGION/PSYCHOLOGIE ET RELIGION

2012-06-15 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MEETING ROOM 4 - LEVEL 8 - WTCC

Committee Business Meeting/Réunion d'affaires

CANADIAN NATIONAL COMMITTEE OF THE NATIONAL RESEARCH COUNCIL FOR THE INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE
Jennifer Veitch, NRC Construction

2012-06-15 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – ROOM 200B - LEVEL 2 - WTCC

Plenary Session/ Session plénière

HONORARY PRESIDENT'S ADDRESS/ALLOCUTION DU PRÉSIDENT D'HONNEUR (Simultaneous Interpretation Available/Traduction simultanée disponible)

Honorary President's Address /Allocution du président d'honneur

DEVELOPING AND DISSEMINATING EFFECTIVE PSYCHOLOGICAL TREATMENTS: SCIENCE, PRACTICE AND ECONOMICS
David Clark, King's College

It is often argued that the cognitive-behaviour therapy (CBT) movement has been particularly successful in developing new and effective treatments because it has fostered a close interplay between theory, experimental psychopathology and treatment development. This talk will provide

some fruitful illustrations of the interplay before moving on to discuss one of the world's largest attempts to disseminate CBT to the general public. The English Improving Access to Psychological Therapies (IAPT) initiative aims to vastly increase the availability of evidence-based psychological treatments for anxiety disorders and depression by training an extra 6,000 psychological therapists and deploying them in new, stepped care services. Outcomes are assessed with a session-by-session monitoring system that achieves unusually high levels of data completeness. Over 450,000 patients per year are currently being seen in IAPT services. The background to the initiative, the scientific and economic arguments on which it is based, the training and clinical service models, a summary of progress to date and likely future challenges & developments will be described. Possible implications for CBT dissemination around the world will be considered.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – ROOM 200C-1 - LEVEL 2 - WTCC

Townhall Session/Séance de discussion ouverte

TOWNHALL SESSION WITH REPRESENTATIVES FROM THE TRI-COUNCIL AGENCIES

Patrick McGrath, Moderator/facilitator: Canada Research Chair, Dalhousie University, VP Research, IWK Health Centre; Suzanne Fortier, President of NSERC; Chad Gaffield, President of SSHRC; Anthony Phillips, Scientific Director of the Institute of Neuroscience, CIHR

One of the greatest opportunities for psychology is that our work falls in the domain of all three of the federal granting councils; that also is one of our greatest challenges. The breadth of the research in our field requires us to take a "big picture" view. This town hall meeting will begin a conversation on how we can work together with the agencies to create and sustain innovative research in psychological science and discuss the way that psychologists can help shape the science landscape in Canada. The presentations by the three panelists representing CIHR, NSERC and SSHRC will give us a sense of where each of the councils sees science in general, and psychology in particular, contributing to innovation and leadership in Canadian Science; including the challenges and opportunities that psychologists, as both academics and practitioners, will encounter over the next decade or so. Following the presentations the panelists will take questions from the floor.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – ROOM 200C-2 - LEVEL 2 - WTCC

Symposium/Symposium
Environmental Psychology/ Psychologie de l'environnement

THE BENEFITS OF OUR INTERRELATIONSHIP WITH NATURE

Nicole M Aitken, University of Ottawa

The current interest in nature as a source of restoration, well-being, and environmentally sustainable behaviour reflects an important shift in the way that people view environmental issues, economic growth, and humanity's well-being. In this symposium we explore the benefits of human interdependence with the natural environment. Three presentations focus on unique aspects of connectedness with nature and how this impacts human health, well-being, and motivation to act in environmentally protective ways. Veitch and Christoffersen highlight the implications of restoration from nature near home, and the potential for cross-disciplinary collaboration to improve nature exposure. Aitken, Pelletier, and Nisbet discuss the role of nature relatedness and social capital within self-determination theory, and the mediating role of autonomous motivation for pro-environmental behaviours. Finally, Nisbet, Pineau, and Gick describe the implications of framing environmental information in terms of a local vs. global context and how this may foster greater connectedness with nature and the planet. Together, this research highlights the importance of considering human-nature relations in efforts to improve environmental sustainability and human well-being.

A
Environmental Psychology/ Psychologie de l'environnement

VIEWS FROM HOME: ISSUES FOR SUSTAINABLE HOUSING

Jennifer A Veitch, NRC Construction; Jens Christoffersen, VELUX A/S

A substantial body of psychological investigation shows that exposure to natural scenes and places can aid in restoration from stressful experiences. The phenomenon appears to apply across settings, with investigations having taken place in hospitals, university laboratories, offices, and homes; it also applies across exposure modalities, with the nature view having been presented in the form of photographic slides, views through windows, and immersion in a natural environment. The benefits are physiological, behavioural, and affective. At least three theories have been proposed to explain these benefits: Kaplan's Attention Restoration Theory; Wilson's biophilia hypothesis; and Isen and Baron's positive affect theory. This presentation will briefly summarize the literature on the restorative benefits of nature near home environments. A case can be made for increasing the nature exposure obtained from residential buildings as part of providing a healthful home environment, but successfully implementing this recommendation in sustainable housing will require interdisciplinary cooperation with the building sciences. The presentation will summarize some of the cross-disciplinary issues with an emphasis on identifying the puzzles that await further research.

B
Environmental Psychology/ Psychologie de l'environnement

THINK LOCALLY, CONNECT GLOBALLY – FRAMING WATER PROTECTION AS A LOCAL ISSUE FOSTERS CONNECTEDNESS WITH NATURE AND THE PLANET

Elizabeth K Nisbet, Carleton University; Stephanie Pineau, Carleton University; Mary L Gick, Carleton University

Environmental issues and the hazards associated with global climate change can be framed in terms of spatial distance (e.g., emphasizing either local or global consequences of water pollution). Despite the popularity of the "think global, act local" axiom, reports of planet-wide environ-

mental problems may inspire less concern than information presented in terms of more local, personally relevant, hazards. People may discount risks that seem distant, whereas information presented with a local frame may foster greater individual responsibility and feelings of connection to the natural environment. Students were randomly assigned to read newspaper articles about neutral, global, or local water issues. Those who read about threats to the local waterway felt significantly more connected to nature and to the world, but not more connected to their city, compared to those reading about global water health issues, or about water use in general. In addition, those reading about the local waterway had significantly greater biospheric concern (for the health of the ecosystem), but did not differ in altruistic or egoistic concern. Efforts to mitigate the anthropocentric causes of global climate change may be more effective if framed in terms of the hazards for cities and communities, in contrast to the prevailing messages that often emphasize seemingly far-off global problems.

C — **CONNECTIONS HELP TO MOTIVATE PRO-ENVIRONMENTAL ACTION**
Environmental Psychology/ Psychologie de l'environnement
Nicole M Aitken, University of Ottawa; Luc G Pelletier, University of Ottawa; Elizabeth K Nisbet, Carleton University

Increasing people's motivation for pro-environmental behaviours (PEB) will help move people from intention to behaviour change. The self-determination theory of motivation has shown increasing people's autonomous motivation toward the environment is associated with higher PEB. According to the theory, satisfaction of three basic needs (autonomy, competence, relatedness) will foster autonomous motivation. The current research expands the interpersonal concept of relatedness to explore relatedness within the wider community (social capital) and the natural environment (nature relatedness). We tested a bootstrapped multiple mediation model of social capital and nature relatedness through both autonomous and controlled motivation on PEB. We found significant positive mediation of both social capital and nature relatedness through autonomous but not controlled motivation. Increasing connections were positively associated with more PEB through autonomous motivation only. Further analysis explored the dimensions of social capital and nature relatedness to better understand how to increase autonomous motivation for the environment. Expanding the concept of relatedness to include connections with community and nature opens new ways to satisfy people's relatedness needs and improve autonomous motivation for the environment in addition to increasing well-being.

2012-06-15 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – ROOM 200 D - LEVEL 2 - WTCC

Conversation/Séance de conversation — **ROUND-TABLE CONVERSATION SESSION 'A'/SÉANCE DE CONVERSATION DE TABLE RONDE**

#1 — **LA CORPORÉITÉ DANS L'ANOREXIE**
Clinical Psychology/ Psychologie clinique
Geneviève Houde, Université du Québec à Montréal

La phénoménologie du corps apparaît comme une voie prometteuse pour penser les enjeux relatifs aux soins de santé (Vinit, 2007), en particulier en ce qui a trait aux troubles d'origine psychogène touchant le corps. Tant en psychologie qu'en médecine, le modèle dominant du corps est sous-tendu par le savoir anatomo-physiologique, c'est-à-dire que le corps y est pensé comme une réalité objective (Clanet, 1993). Dans le champ médical, les méthodes sur lesquels s'appuie le traitement des pathologies ont fait leurs preuves. En revanche, en psychologie, la vision anatomo-physiologique, dévitalisant le corps et le coupant de la dimension psychique, réduit les perspectives cliniques, en particulier dans la prise en charge des troubles qui impliquent la dimension du corps (comme l'anorexie). La méthode phénoménologique offre un complément au savoir anatomo-physiologique en introduisant le concept de corps propre (Merleau-Ponty, 1964 ; Patočka, 1985), ce dernier étant pensé comme condition permanente de l'expérience (Merleau-Ponty, 1945). Une recension des écrits permettra d'ouvrir une réflexion sur l'apport de la phénoménologie du corps dans la théorisation et la prise en charge des pathologies d'origine psychogène dans lesquelles le corps est impliqué.

#2 — **MY CLIENT JUST TOLD ME HE SURFS FOR CHILD PORN: NOW WHAT?**
Clinical Psychology/ Psychologie clinique
Brad Kelln, East Coast Forensic Hospital; Jacqueline Cohen, East Coast Forensic Hospital

Clients who admit to surfing for child pornography open up a number of issues for the clinician. It's illegal but does it represent a mandatory reporting situation? How does the clinician decide? Is it ethically appropriate to work with an individual after such a disclosure? Casually searching the Internet for illegal pictures is increasingly common: One ISP reported blocking over 35,000 attempts per day to access child pornography (BBC News, 2006). As psychologists with expertise in addictions and sexual problems, we will increasingly be called to action. Unfortunately, the literature around the risk and treatment of such individuals is sparse. Further, Internet pornography is a secretive problem. Fear of public condemnation and the stigma of being a "sex offender" or "pedophile" may drive people into destructive cycles of pornography use until they eventually come to the attention of police. This conversation session will identify the ethical and practical considerations faced by clinicians whose clients disclose child pornography use. The session will begin with an overview of the problem. Next, mandatory reporting, the Code of Ethics, and relevant jurisdictional law will be discussed and applied to a case example. Further discussion will include the available literature regarding assessment and treatment as well as resources for clinicians.

#3 — **SCHOOL BASED MENTAL HEALTH IN CANADA**
Psychologists in Education/ Psychologues en éducation
Bruce Ferguson, The Hospital for Sick Children; Kathy Short, The Hamilton-Wentworth District School Board; Ian Manion, Ontario Centre of Excellence for Child and Youth Mental Health

There is increasing recognition of the important role that schools play in the mental health of students. Schools can make meaningful contributions to: mental health literacy and stigma reduction for students and staff; mental health promotion; identification of mental health problems; mental health care delivery; and, as employers, mental health support for teachers in this workplace. Increasingly, schools are partnering with others (researchers, service providers across sectors, parents, young people) to better meet the holistic needs of students. There are several provincial and national efforts that target mental health in schools with a goal of maximizing opportunities while minimizing the barriers to schools addressing mental health issues. This conversation session focuses on current work being done in school-based mental health across the country with an appreciation for the role of psychology. The work of the School-Based Mental Health and Substance Abuse Consortium will be profiled. This includes an up to date review of existing literature internationally, results of a national survey of schools and school boards, as well as a national scan of over 150 school-based programs being implemented across the country. Participants will share their own experiences with an eye for better knowledge exchange as well as alignment of efforts in both research and practice.

#4
Psychologists in Education/ Psychologues en éducation

BUILDING POSITIVE RELATIONSHIPS WITH TEACHERS, PARENTS AND STUDENTS THROUGH EFFECTIVE COMMUNICATION OF ASSESSMENT FINDINGS

Laurie Ford, University of British Columbia; Juliana Negreiros, University of British Columbia; Paulina Biernacki, University of British Columbia; Aly Felding, University of British Columbia; Erin Fleming, University of British Columbia

Consumers can feel overwhelmed by the volume and complexity of the information contained in psychological reports. Accuracy of parent recall and understanding of details following feedback meetings is often very low (Ford,1995; Merkel,2010). Understanding assessment results has implications for adherence to recommendations and overall satisfaction with the assessment process (Ford,2011; Merkel,2010; Pentyliuk, 2002). Consideration of the audience when sharing assessment results is important and results should be considered separately for teachers, parents, and students. Visual aids can supplement assessment results giving psychologists tools to enhance understanding and have also resulted in improved teacher and parent satisfaction, and helped parents to recall significantly more information (Miller & Watkins, 2010). The purpose of this workshop is to help psychologists enhance the ways they communicate assessment results. Non traditional approaches (e.g. slide presentations at feedback sessions, graphic summaries) of communicating results will be highlighted. Such approaches can be used as a future point of reference for parents and teachers, as well as an additional visual aid during the feedback session. Finally, ways to effectively communicate findings to the students themselves will also be examined.

#5
Psychologists in Education/ Psychologues en éducation

IS THERE CLINICAL UTILITY FOR WORKING ALLIANCE IN PSYCHOLOGICAL AND PSYCHO-EDUCATIONAL ASSESSMENT WITH LEARNING DISABLED POPULATIONS?

Alana Holmes, Cambrian College; Laurie Hollis-Walker, York University

In addition to widespread support in the psychotherapy research field, there is good empirical support for the clinical utility of working alliance in therapeutic assessment outcomes. This approach is based on common factors, including the working (or therapeutic) alliance. In contrast, there is no support for the working alliance in terms of its possible impact on efficacy of psychological and psycho-educational assessment and usage of follow-up services and supports with learning disabled (LD) populations. This is surprising, given that LD students suffer from risk of mental health problems and widespread agreement of the importance of building of self-knowledge, –advocacy, and –esteem for their success in education, career, and life. Data from counseling and community mental health settings with LD students demonstrates that WA helps build trust and successful implementation of supports, tools and strategies. This conversation session is designed to discuss the possibility that building better WA during the assessment process may have a positive impact on LD student use of services. Supported by an empirical research summary handout, experienced practitioners will explore together what the clinical utility may be for working alliance in psychological and psycho-educational assessment with the LD student population.

#6
Psychologists in Education/ Psychologues en éducation

SERVING POST-SECONDARY STUDENTS IN THE UBC ADULT ASSESSMENT CLINIC: A SCHOOL PSYCHOLOGY GRADUATE STUDENT INITIATIVE ATI

Barbara J Holmes, University of British Columbia; William McKee, University of British Columbia

The new Adult Assessment Clinic at UBC (a joint initiative of the Psychoeducational Research & Training Centre and the BC School Psychology Internship Consortium) was begun as a student-focussed project with advanced graduate students serving as clinicians, under the supervision of registered psychologists, and post-secondary students needing assessments for academic support, as clients. With the help of a start-up grant from UBC's Teaching & Learning Enhancement Fund, and a commitment to serve 20 students in our first year, we have more than doubled that number at the half-year point and are experiencing success well beyond expectation with consequent challenges for future direction and staffing. In the Conversation presentation, student coordinators and clinicians will present our model, discuss lessons learned, present the findings from a research study, and seek input from others having experience working with adult clients in similar circumstances.

#7
Psychologists in Education/ Psychologues en éducation

THE ROLE OF SCHOOL PSYCHOLOGISTS: PROVINCIAL AND NATIONAL DIRECTIONS

R. Coranne Johnson, RCJ Psycho-Educational Services; Michael L. Zwiers, Calgary Learning Centre; Charlene J Barva, Calgary Board of Education

Education is a provincial portfolio and as a result school psychology services vary nationally and even intra-provincially. With emerging changes to educational systems arising from "No Child Left Behind" and "Response to Intervention" initiatives in the U.S., professional literature has called for a change in the role of school psychologists. The Psychologists' Association of Alberta (PAA) supports the evolution of school psychology services and has created a School Psychology Standing Committee to promote the profession and professional practices of school psychology and to advocate for meaningful and effective incorporation of school psychologists in Alberta school systems. This committee was created as a response to Setting the Direction, an Alberta Education initiative that has yet to define a role for school psychologists. Members of the PAA School Psychology Committee will facilitate a discussion of current provincial trends in the role and professional practices of school psychologists. The conversation will include provincial education departments' expectations of school psychology services, possible resulting in changing roles and advocacy strategies across the country.

#8
Psychologists in Education/
Psychologues en éducation

CAN PRACTICE MAKE PERFECT? INCREASING COMPETENCE AND CONFIDENCE IN COGNITIVE ASSESSMENT AMONG PSYCHOLOGY GRADUATE STUDENTS
Melissa McGonnell, Mount Saint Vincent University; Sara King, Mount Saint Vincent University

Common methods of teaching cognitive assessment to graduate students in psychology include student-led seminars and/or repeated practice with volunteer participants along with instructor feedback on videotaped sessions. However, research indicates that graduate students and practicing psychologists make multiple and frequent errors when administering and scoring cognitive assessments. We will discuss methods used in teaching cognitive assessment in the school psychology program at Mount Saint Vincent University in Halifax, Nova Scotia and invite participants to share their own insights and experiences with teaching this important skill to future psychologists.

#9
Psychologists in Education/
Psychologues en éducation

BUILDING SUPERVISION SKILLS IN SCHOOL PSYCHOLOGY IN B.C.
William McKee, University of British Columbia; Ted Wormeli, Delta School District

The goal of this conversation session is to review three UBC-based initiatives involving supervision. (1) The Supervision Seminar: a course designed for doctoral students who are supervising less-experienced masters students under the supervision of a faculty member. Sessions are widely attended by practicing supervisors and other professionals interested in the supervision role. (2) The BC School Psychology Internship Consortium: this organization provides support to interns, field supervisors, and employers. Recently, the role of Supervision Coordinator has been created and has resulted in monthly supervisor discussions as well as regular site visits to discuss satisfaction and needs in the field. (3) The Adult Assessment Clinic: this is a new initiative, housed in the Psychoeducational Research & Training Centre, that involves advanced graduate students as clinicians under the supervision of registered psychologists. Issues to be discussed include defining what constitutes "adequate and appropriate supervision" and how to engage field practitioners in the supervisory role. Both clinicians and supervisors will participate.

#10
Psychologists in Education/
Psychologues en éducation

SUCCESSFUL CANADIAN UNIVERSITY STUDENTS WITH LEARNING DISABILITIES: AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS
Sally O'Rourke, University of Calgary

A growing population of students with learning disabilities is evident on higher education campuses today. Research has indicated that the rates of attendance at post-secondary institutions have increased in recent years, and so has the necessity of recognizing and supporting the learning needs of this unique population. In order to broaden our understanding of what it is truly like to be a student with a learning disability, this paper focuses on these learners' distinctive post-secondary experiences. The primary research question in this study is: How do successful students diagnosed with a learning disability describe their experience as a student enrolled in a post-secondary institution? Of interest in this phenomenological investigation are the understandings and experiences of post-secondary students who have learning disabilities and self-identify as being 'successful' in an academic context. Data was gathered primarily in one to two semi-structured, open-ended interviews, and transcribed verbatim. The transcripts of the 8 participants were examined for significant phrases, and clustered into themes on the basis of commonality of topics. Analysis revealed two main themes which focus on the following areas: challenges; and achieving success.

#11
Traumatic Stress/
Stress traumatique

TRAUMA-FOCUSED TRAINING & EDUCATION
Paul Frewen, University of Western Ontario; Catherine Classen, University of Toronto; Alain Brunet, McGill University; Constance J Dalenberg, Alliant International University

Instruction in the etiology, effective assessment and interventions for traumatic stress and trauma-related psychopathology has been regarded as an essential part of the clinical psychology undergraduate and graduate curriculum (Courtois & Gold, 2009; DePrince & Newman, 2011). This round-table will explore the current status of education in traumatic stress within the Canadian psychology curriculum. The discussion will be moderated by Dr. Frewen (Chair, TSS), Dr. Classen (Chair-Elect, TSS), Dr. Brunet (Past Chair, TSS), and Dr. Dalenberg (Incoming Chair, APA Div. 56 [Psychological Trauma]). We also particularly invite attendees from within the Clinical and Teaching of Psychology sections of CPA, as well as Directors of Clinical Training within Canadian graduate programs in clinical psychology.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – SUITE 201 - LEVEL 2 - WTCC

Symposium/Symposium
Psychologists in Education/
Psychologues en éducation

STRENGTHS IN ADHD: A FOCUS ON RESILIENCE

Emma A Climie, University of Calgary; Sarah M Mastoras, University of Calgary; Donald H. Saklofske, University of Calgary; Vicki L Schwean, University of Western Ontario

Historically, research on children with Attention-Deficit/Hyperactivity Disorder (ADHD) has been deficit-focused, with an emphasis on areas in which these children perform poorly as compared to typically-developing children (e.g., executive functions, social skills, academic achievement). However, these children often demonstrate strengths in a number of areas, yet these aspects are seemingly overlooked. The 'Strengths in ADHD' project aims to identify and promote the positive aspects of these children, incorporating a number of factors including resilience, social support, family dynamics, parenting style, and creativity. This symposium will report on year one findings from this project, identifying areas of strength in these children and families as well as providing connections to resilience-oriented interventions.

A
Psychologists in Education/
Psychologues en éducation

WHO'S GOT YOUR BACK? THE DYNAMICS OF SOCIAL SUPPORT AND RESILIENCE AMONG CHILDREN WITH ADHD

Sarah M Mastoras, University of Calgary; Donald H. Saklofske, University of Calgary; Vicki L Schwean, University of Western Ontario; Emma A Climie, University of Calgary

Social support has long been recognized as an influential factor in promoting well-being among both typically-developing and at-risk populations (e.g., Cohen & Wills, 1985; Malecki & Demaray, 2002). For children with Attention-Deficit/Hyperactivity Disorder, who are more likely to face frequent frustration, rejection, and conflict (e.g., Deault, 2009; Hoza et al., 2005), feeling cared for and supported may be particularly valuable in promoting resiliency. This presentation explores the roles of perceived social support for children with ADHD in relation to key indicators of emotional well-being and resilience. Support from prominent figures in the lives of children, such as parents, teachers, other adults, and peers is examined, with a focus on how such relationships and their interplay can have both risk and protective influences for children with ADHD, and how this knowledge can inform resilience-oriented interventions.

B
Psychologists in Education/
Psychologues en éducation

THE POWER OF KNOWLEDGE AND ATTACHMENT: FOSTERING RESILIENCY IN CHILDREN WITH ADHD

Colleen Stinson, University of Calgary; Donald H. Saklofske, University of Calgary; Emma A Climie, University of Calgary; Sarah M Mastoras, University of Calgary; Vicki L Schwean, University of Western Ontario

Attention deficit/hyperactivity disorder (ADHD) is one of the most common psychiatric diagnoses in childhood and is associated with long-term pervasive impairment across several domains of functioning. Although a significant amount of research on ADHD is entrenched in a deficit model, there is a growing need to emphasize factors that promote resiliency (e.g., Yates & Masten, 2004). This presentation expands on the underdeveloped research on resiliency in children with ADHD, delineating the relationship between parents' knowledge of ADHD (e.g., symptoms and causes), parent-child affective attachment, and resiliency. These findings reveal how attachment can be considered a protective factor for children with ADHD. Grounded in the context of attachment and resiliency theory, this presentation extends our current understanding of resiliency and how it can be used to develop effective strengths-based interventions for children with ADHD.

C
Psychologists in Education/
Psychologues en éducation

THEORIES OF INTELLIGENCE AND GOAL ORIENTATIONS OF PARENTS OF CHILDREN WITH ADHD

Tara Crumpler, University of Calgary; Donald H. Saklofske, University of Calgary; Sarah M Mastoras, University of Calgary; Emma A Climie, University of Calgary; Vicki L Schwean, University of Western Ontario

Children with Attention-Deficit/Hyperactivity Disorder (ADHD) display developmentally inappropriate levels of inattention, hyperactivity, and impulsivity, and face more adversity than their typically developing peers. Many different parenting factors can protect children against negative outcomes. The beliefs an individual holds about the nature of intelligence (whether it is a fixed or malleable trait) impacts how that individual responds when faced with failure (Dweck, 2000). Parents' intelligence beliefs are correlated with their children's responses to failure, highlighting the importance of identifying beliefs held by parents of children with ADHD, as these children constitute a particularly vulnerable population. The relationship between parent-reported intelligence beliefs and parents' responses to hypothetical failure situations is discussed and data presented from the "Strengths in ADHD" project.

D
Psychologists in Education/
Psychologues en éducation

"YOU'RE SO BLACK AND WHITE!": EXPLORING CREATIVITY AND SOCIAL SKILLS IN CHILDREN WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER

Meghan Taylor, University of Calgary; Donald H. Saklofske, University of Calgary; Emma A Climie, University of Calgary; Sarah M Mastoras, University of Calgary; Vicki L Schwean, University of Western Ontario

Children with Attention-Deficit/Hyperactivity Disorder (ADHD) are at a greater risk for a number of poor outcomes. Additionally, they demonstrate an overarching deficit in social relationships with their peers, often facing social rejection and isolation (Barkley, 2003; Barkley, 1990).

One area that has not yet been explored when looking at social skills in children with ADHD is creativity. Although creativity is a relatively controversial field of study, especially when it comes to its relation to ADHD (Healey & Rucklidge, 2005), research suggests there may be links between the two when taking a resiliency approach (Healey & Rucklidge, 2005; Hennessey, 2003). The current study explores the relationship between ADHD, creativity, and social skills, specifically focusing on creativity as a moderating factor for social skills knowledge and practice, as well as the differential impact of creativity on social skills as a result of the severity of ADHD symptoms. The results are discussed in relation to what can be done to enhance social skills in children with ADHD and allow them to be more successful with their peers.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – SUITE 202 - LEVEL 2 - WTCC

Symposium/Symposium

PSYD PROGRAMS: THE OPPORTUNITIES AND ALLIGATORS IN GETTING STARTED

John Service, Director, CPA Practice Directorate

This symposium builds on the successful symposium held in 2011 in Toronto which looked at the history and raison d'être for PsyD programs in Canada. This symposium looks will examine the opportunities, alliances and alligators experienced by three programs who are in various stages of development of a PsyD program: Memorial University, Universite de Moncton and the University of Manitoba, Health Sciences Centre. The symposium is designed to be practical and pragmatic.

A

DEVELOPMENT OF THE PSYD PROGRAM AT UNIVERSITÉ LAVAL

Janel Gauthier, Université Laval

Dr. Gauthier will discuss the development of the PsyD program at Université Laval, one of the first PsyD programs in Canada.

B

DEVELOPMENT OF THE PSYD PROGRAM AT MEMORIAL UNIVERSITY

George Hurley, Memorial University

Dr Hurley will discuss the development of the PsyD program at Memorial University, the first Anglophone program in Canada.

C

DEVELOPMENT OF THE PSYD PROGRAM AT THE UNIVERSITÉ DE MONCTON

Jacques Richard, Université Moncton

Dr. Richard will discuss the development of the PsyD program at the Université de Moncton, the first Francophone program outside of Quebec serving the Acadian population of New Brunswick.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – SUITE 203 - LEVEL 2 - WTCC

Symposium/Symposium
Psychopharmacology/
Psychopharmacologie

DIVERSE CLINICAL APPLICATIONS FOR A MULTI-COMPONENT PSYCHOPHARMACOLOGICAL DECISION-MAKING MODEL

David Nussbaum, Department of Psychology UTSC and Ontario Shores Centre for Mental Health Sciences

This symposium will describe a recently published eight-component psychopharmacological model for decision-making and it's applications in different clinical and forensic contexts. David Nussbaum will introduce the model, and detail its applicability to risk assessment and management. Nesli Diba Kaya will illustrate the applicability of the model for understanding sub-clinical variations in psychopathy as measured by the Psychopathy Personality Inventory-Revised. Maryam Sharif-Razi will demonstrate the model's ability to account for variations Problem Gambling symptoms. Igor Mihajlovic provides further construct validity for the model in the Problem Gambling context by relating the Power-Prestige and money-related Anxiety sub-scales of the Attitudes Toward Money Scale to elements of the model reflecting a) impulsive, immediate focus and b) inhibition and future focus respectively.

A
Psychopharmacology/
Psychopharmacologie

IMPLICATIONS OF A MULTI-COMPONENT PSYCHOPHARMACOLOGICAL DECISION-MAKING MODEL FOR DISCRETE AGGRESSION SYSTEMS, VIOLENT RISK ASSESSMENT & MANAGEMENT

David Nussbaum, Department of Psychology, UTSC and Ontario Shores Centre for Mental Health Sciences; Wade Deamond, Department of Psychology, Fielding University

This talk provides a detailed exposition of how eight neurotransmitters and hormones interact to bias decisions to favour either considerations of immediate (dopamine, testosterone, endogenous opioids & glutamate) or long-term (serotonin, nor-epinephrine, cortisol & GABA) outcomes. An aggression model differentiating between Predatory (tangible goal-oriented or instrumental), Irritable (anger-initiated) and Defensive (fear-initiated) aggression will then be outlined. Next, specific respective relationships between regulation of cognition, motivation and emotion and Predatory, Irritable and Defensive aggressions will be outlined. The utility of commercially available neuropsychological and personality scales in discriminating between a) violent and non-violent criminals, b) forensic patients requiring and not requiring violence-initiated seclusion and c) types of violent offender and forensic patients will be demonstrated empirically. A comprehensive outline of the psychological instruments used to measure the various model components will be elucidated. The use of these instruments to monitor response to intervention will be described. Finally, implications for future implementation will be described.

B
Psychopharmacology/ Psychopharmacologie

IMPLICIT AFFECT, STRESS AND DECISION-MAKING IN SUB-CLINICAL PSYCHOPATHY TRAITS

Nesli Diba Kaya, Department of Psychology, University of Toronto Scarborough; Maryam Sharif-Razi, Department of Psychology, UTSC; Igor Mihajlovic, Department of Psychology, UTSC; Wade Deamond, Department of Psychology, Fielding University; David Nussbaum, Department of Psychology, University of Toronto Scarborough and Ontario Shores Centre for Mental Health Sciences

Psychopathy has a long and important history in the annals of correctional and forensic psychology. The psychopathy construct has been utilized with impressive effect to aid risk assessment. Currently, researchers are focusing on "explaining" psychopathy in terms of constituent cognitive, emotional and motivational processes and neurobiological mechanisms. This talk relates Nussbaum et al.'s neuropharmacological decision-making model to identify extent and type of sub-clinical psychopathy traits measured in undergraduates using the Psychopathic Personality Inventory-Revised (PPI-R; Lilienfeld & Widows, 2005.) Undergraduate students were grouped by scores on the PPI-R Self-Centered Impulsivity (SCI; Factor 1 analogue) and Fearless Dominance (FD; Factor 2 analogue) scales of PPI-R. SCI traits were modeled by IGT performance, GSR, Eye-Blink Frequency, salivary hormone extracts of cortisol and testosterone, and implicit stress with the Implicit Positive and Negative Affect Test (IPANAT; Quirin, Kaze´n, & Kuhl, 2008). Implications for assessment, intervention and monitoring of change are discussed.

C
Psychopharmacology/ Psychopharmacologie

IMPLICIT AFFECT, STRESS AND IMPULSIVE DECISION-MAKING: IMPLICATIONS FOR SUB-CLINICAL PROBLEM GAMBLING

Maryam Sharif-Razi, Department of Psychology, UTSC; Nesli Diba Kaya, Department of Psychology, University of Toronto Scarborough; Igor Mihajlovic, Department of Psychology, UTSC; Wade Deamond, Department of Psychology, Fielding University; David Nussbaum, Dept of Psychology, University of Toronto Scarborough and Ontario Shores Centre for Mental Health Sciences

Problem Gambling (PG) entails a loss over gambling behaviour that persists despite even daunting losses. PG has a lifetime prevalence of approximately 2% in Canada (Cox et al., 2005) and is classified as an addiction in DSM-V. Nussbaum et al.'s (2011) model rests on extensive literatures encompassing decision making and addictions at various levels of neurobiological organization. In this study, undergraduate students were first grouped by Problem Gambling Severity Index (PGSI) scores, with the resultant grouping used to classify observations of pre-post IGT performance salivary cortisol and testosterone differences, ongoing changes in GSR (reflecting cortisol shifts) and eyeblink frequency (EF; mirroring central dopamine turnover) and Present Hedonic scales scores on the Zimbardo Time Perspective Inventory. Multiple regression was performed to model IGT performance from PGSI, GSR, EF, cortisol and testosterone shifts, and ZTPI PH scores. Implications for identifying different types of problem Gamblers and by extension, other addicts, include identification of biased model components and a resultant typology of addicts suggested by the model.

D
Psychopharmacology/ Psychopharmacologie

THE INFLUENCE OF ATTITUDES TOWARD MONEY ON DECISION-MAKING WITHIN PROBLEM GAMBLING

Igor Mihajlovic, Department of Psychology, UTSC; Nesli Diba Kaya, Department of Psychology, University of Toronto Scarborough; Maryam Sharif-Razi, Department of Psychology, UTSC; Wade Deamond, Department of Psychology, Fielding University; David Nussbaum, Ontario Shores Centre for Mental Health Sciences

One neglected research area involving individual differences in Problem Gambling (PG) is the role that attitudes toward money might play in promoting or disrupting sound decision-making within this context. This study focused on exploring relationships between the Power-Prestige (PP) and (money-related) Anxiety (m-rA) subscales of the Money Attitude Scale (MAS; Yamauchi & Templer, 1982) and indicia of goal approach and avoidance within the Nussbaum et al. (2011) decision-making model. The PP subscale was evaluated with respect to elevated pre-post IGT testosterone levels, increased eyeblink frequency, the Present Hedonic (PH) subscale of the Zimbardo Time Perspective Inventory (ZTPI) and poorer IGT performance. The m-rA scale was evaluated with respect to increased pre-post cortisol levels, greater GSR, and lower ZTPI PH values. Implications for construct validation of the model and treating attitudes toward money as a potential target for intervention in PG will be discussed.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – SUITE 301 - LEVEL 3 - WTCC

Symposium/Symposium
Criminal Justice Psychology/ Psychologie et justice pénale

ASSESSMENT AND MANAGEMENT OF SEX OFFENDER RISK USING THE VIOLENCE RISK SCALE-SEXUAL OFFENDER VERSION

Mark Olver, University of Saskatchewan

The present symposium is a collection of four talks featuring research on issues in the assessment and management of sex offender risk incorporating new findings on the Violence Risk Scale-Sexual Offender version (VRS-SO; Wong, Olver, Nicholaichuk, & Gordon, 2003). The first presentation is a multisite examination of the psychometric properties of the VRS-SO across several Canadian treatment facilities in a large sample of federally incarcerated adult male sex offenders. The second presentation features a cross validation of the VRS-SO on a sample of 240 treated adult male sex offenders. Data are presented on the predictive accuracy of VRS-SO scores and change ratings for sexual and violent

recidivism, as well as its convergent validity with other measures of sex offender risk and treatment readiness and change. The third presentation is an examination of responsivity factors (e.g., cognitive functioning, personality) and their relationship to recidivism in a sample of 93 treated sex offenders. The final presentation features the examination of a youth adaptation of the VRS-SO (VRS-Youth Sexual Offender version; VRS-YSO) on a sample of court adjudicated male adolescent sex offenders. Data are presented examining the predictive accuracy of the VRS-YSO scores and change ratings for subsequent recidivism and its convergence with other youth sex offender measures.

A
Criminal Justice Psychology/ Psychologie et justice pénale

A MULTISITE EXAMINATION OF SEXUAL OFFENDER RISK AND THERAPEUTIC CHANGE
Mark E Olver, University of Saskatchewan; Terry P Nicholaichuk, University of Saskatchewan; Stephen CP Wong, University of Nottingham and the University of Saskatchewan

The present study is a prospective multisite examination of sexual offender risk and therapeutic change featuring the VRS-SO. The tool was rated as part of clinical service delivery on a sample of over 600 federally incarcerated adult male sex offenders who attended sexual offender treatment programs across the five Canadian regions and followed up prospectively post release. Data are presented regarding the psychometric properties of the VRS-SO, including its predictive accuracy for sexual and violent recidivism and the relationship of pre-posttreatment risk change to postprogram recidivism. Assessment and management implications of sexual offender risk are discussed.

B
Criminal Justice Psychology/ Psychologie et justice pénale

EXAMINING THE INTERRELATIONSHIP OF SEXUAL OFFENDER RISK, TREATMENT READINESS, THERAPEUTIC CHANGE, AND RECIDIVISM AMONG SEX OFFENDERS
Justina N Sowden, University of Saskatchewan; Mark E Olver, University of Saskatchewan

The present study is examining the interrelationship of risk for reoffending, treatment readiness, treatment attrition, change subsequent to programming, and recidivism among sexual offenders. It is primarily a cross validation of select risk assessment measures and a clinical rating scale, with a focus on evaluating the relationship between program-related change and recidivism. The study is archival and participants included approximately 240 federally incarcerated adult male sex offenders who participated in the Clearwater Sex Offender Program at the Regional Psychiatric Centre (Saskatoon, SK) between 1997 and 2001 and followed up approximately 10 years post-release. The predictive accuracy of VRS-SO scores and change ratings for sexual and violent recidivism will be presented, as well as the convergent validity of the tool with other measures of sex offender risk (the Static-99 and Stable-2007) and treatment readiness and change (the Treatment Readiness, Responsivity, and Gain Scale: Short Version). Implications for offender management, treatment planning, and release decision-making will be discussed.

C
Criminal Justice Psychology/ Psychologie et justice pénale

THE DYNAMIC AND INTERACTING NATURE OF RESPONSIVITY FACTORS IN SEX OFFENDERS
Richard BA Coupland, University of Saskatchewan; Mark E Olver, University of Saskatchewan

The assessment of responsivity factors is crucial to the treatment and management of sex offenders. Personality, psychopathology, and intellectual functioning have all been demonstrated to be important responsivity factors for sex offenders (Olver & Wong, 2011). The present study examines these responsivity factors in a sample of 93 federally incarcerated sex offenders as measured by offender profiles on the Minnesota Multiphasic Personality Inventory and Wechsler Adult Intelligence Scale. Data are presented examining the dynamic relationship between responsivity factors and recidivism as well as examining differences in responsivity factors within sex offender subgroups. Data are also presented examining potential interactions among responsivity factors. Implications regarding correctional assessment of responsivity factors as well as treatment and management considerations are discussed.

D
Criminal Justice Psychology/ Psychologie et justice pénale

A PSYCHOMETRIC EXAMINATION OF THE VIOLENCE RISK SCALE: YOUTH SEX OFFENDER VERSION (VRS:YSO)
Erika Y Rojas, University of Saskatchewan; Mark E Olver, University of Saskatchewan

The present study involves the examination of the psychometric properties and validation of a young offender version of the Violence Risk Scale–Sexual Offender Version, subsequently referred to as the Violence Risk Scale: Youth Sexual Offender version (VRS:YSO). The VRS:YSO and three existing risk assessment tools for youth who sexually offend (i.e., ERASOR, J-SOAP-II, J-SORRAT-II) were rated retrospectively from youth files, for 100 male sexually offending youths (12-18-years-old) referred to outpatient sex offender treatment services from the Young Offender Program in Saskatoon, Canada. Data are presented on the initial psychometric properties of the VRS:YSO (e.g., reliability analysis), and on the validation process of the tool, including its correlations with existing risk assessment measures, its ability to predict future sexual violence, and the relationship between changes in dynamic risk and risk for sexual recidivism. Implications for violence risk assessment and management of sexual violence among youths will be discussed.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – SUITE 204-205 - LEVEL 2 - WTCC

Symposium/Symposium
Social and Personality Psychology/Psychologie sociale et de la personnalité

NEW APPROACHES IN RESEARCH ON SELF AND SOCIAL IDENTITY
Sana Rizvi, University of Waterloo

This symposium presents new directions on self categorization and social identity research. Curtis Phills will examine how approach training can increase the association between self and Blacks, which in turn can reduce implicit prejudices against Blacks. Eden Hennessey will present research on how a subtle reminder of one's religious identity can influence attitudes towards other religious groups. Leah Hartman will examine self-stigma – an identity mechanism where high school youth with mental illnesses anticipate discrimination and become reluctant to seek the required help. Lastly, Stephanie Luca will talk about the consequences of failure to acknowledge female gender identity threat. Taken together, these talks will demonstrate the importance of studying the development of two principle identities in individuals – the personal and collective selves.

A
Social and Personality Psychology/Psychologie sociale et de la personnalité

MIND THE GAP: INCREASING ASSOCIATIONS BETWEEN THE SELF AND BLACKS WITH APPROACH BEHAVIORS

Curtis Phills, York University

Although perceived differences between outgroup social categories and the self are often cited as a major contributor to prejudice and intergroup tension, surprisingly few studies have examined ways to improve associations between the self and racial outgroups. The present research investigated one strategy to increase these associations—approach training. Specifically, 3 studies investigated the impact of training participants to conceptually approach Blacks on 3 separate measures: 2 response latency measures indexing the strength of association between the self and Blacks and a psychophysiological measure indexing brain activity in response to Blacks in the context of the self. A fourth study examined the link between earlier research on the impact of approach training on implicit prejudice against Blacks and the current results related to self–Black associations. Together, these findings provided consistent evidence that training in approaching Blacks increases associations between the self and Blacks that in turn reduce implicit prejudice against Blacks.

B
Social and Personality Psychology/Psychologie sociale et de la personnalité

ENHANCING SOCIAL IDENTITY AND EXAMINING ATTITUDES TOWARDS ARAB-MUSLIMS

Eden Hennessey, Wilfrid Laurier University

Can a subtle reminder of an aspect of one's own social identity influence attitudes towards other religious groups? Past research confirms that cues indicating a person's religious identity can influence attitudes, perceptions, and behaviours towards others (Dovidio, Gaertner, & Saguy, 2009). Cues of religious affiliation were manipulated in the current study by altering aspects of the researcher's appearance using a social identity salience manipulation. Undergraduate students (N =79) who self-identified as Christian responded to measures that assessed implicit and explicit attitudes toward various religious groups. An independent samples t-test analysis revealed a significant main effect of the salience manipulation on implicit religious bias on an Implicit Association Test (Greenwald, McGhee, & Schwartz, 1998), $t(73.10) = 3.34$, $p = .001$ such that those in the salient condition showed greater implicit bias M = 222.53 ms, SD = 217.71 ms than did those in the control condition M = 80.03 ms, SD = 158.99 ms. The salience manipulation did not, however, influence explicit bias. This is consistent with past research indicating discrepancies between explicit and implicit attitudes (e.g., Dovidio, Kawakami, & Gaertner, 2002). In sum, a subtle reminder of one's own religious affiliation can indeed influence responses to other religious groups.

C
Social and Personality Psychology/Psychologie sociale et de la personnalité

IDENTITY BARRIERS TO SEEKING HELP FOR MENTAL ILLNESS AMONG HIGH SCHOOL YOUTH

Leah I Hartman, York University; Ariella Winter, York University; Rebecca E Young, York University; Natalie M Michel, York University; Gordon L Flett, York University; Joel O Goldberg, York University

Although youth are at age of risk for onset of serious mental illness, few studies have examined the extent to which teenagers self-stigmatize. Further, little research has explored whether personality vulnerability factors are linked with self-stigma. We surveyed senior high school students in the Hamilton-Wentworth region as part of a broader study into factors that reduce mental illness stigma. Students completed the Depressive Experiences Questionnaire- Adolescent (Blatt et al., 1992) and a measure of self-esteem. Subsequently students attended a presentation about mental illness, which included an individual with schizophrenia disclosing her experience in overcoming stigma and self-stigma in accessing health resources. Pre- and post-measures of self-stigma (Vogel et al., 2006), factual knowledge about mental illness, and perceived social distance towards individuals with mental illness were obtained. The results examined the impact of the psycho-education on high self-stigma versus low self-stigma youth and explored associated personality and self-esteem factors. Implications for identifying specific identity barriers for youth who need to seek help for mental health problems will be discussed.

D
Social and Personality Psychology/Psychologie sociale et de la personnalité

RESPONDING TO FEMALE GENDER IDENTITY THREAT: CAN FAILING TO ACKNOWLEDGE THE THREAT OFFER SHORT-TERM BENEFITS?

Stephanie G. Luca, Wilfrid Laurier University

Social identity theory states that people view their in-groups favourably (Tajfel, 1982). Thus, encountering negative information about one's in-group may be threatening. The current research examined females' reactions to, and the consequences of threat to their gender identity in the form of a sexist newspaper article. Females expressed their opinion of the article to a male participant. Participants also rated their thoughts

about the article and feelings about themselves. When expressing their opinions to male participants, the more females minimized the article and its implications, the greater their performance self-esteem, and psychological well-being, and the lower their feelings of hostility. Rating the article as entertaining was correlated with greater positive affect. The more females acknowledged or rated the article as sexist, however, the greater their feelings of hostility and negative affect, and the lower their positive affect and life satisfaction. Thus, acknowledging and responding to a threat to one's social identity may predict negative emotional outcomes, whereas failing to acknowledge a threat or supporting a threat is associated with positive outcomes, at least in the short-term. These gains may be outweighed by long-term costs to the victim and to the maintenance of the status quo.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – SUITE 302 - LEVEL 3 - WTCC

Symposium/Symposium
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

EMPLOYMENT EXPERIENCES OF YOUNG WORKERS: RISKS FACTORS, SUPPORTS, AND HEALTH

Arla Day, Saint Mary's University

(Simultaneous Interpretation Available/Traduction simultanée disponible)

Sponsored by the Industrial and Organizational Psychology Section

Despite the important role young workers play in the Canadian economy, and despite some of the physical and psychosocial risk factors associated with this population (e.g., NIOSH, 2010), relatively little research has examined the experiences of young workers. We know that both personal and work factors play an important role in predicting injuries of young workers (Loughlin & Frone, 2004). However, more work must examine the impact of risk factors and supports of young workers. Therefore, we explore the factors associated with youth employment, safety, and health. In the first presentation, Mullen et al. present work on their model of safety leadership in young workers, demonstrating a link between safety-related events and fear of injury with safety-specific transformational leadership. In the second presentation, Day and Dupre examine the work experiences of young workers in urban and rural Newfoundland, focusing on the interplay of injuries, interpersonal factors, & well-being. Loughlin presents results from two studies, examining interpersonal conflict as a psychosocial risk factor for young workers, suggesting inexperience at handling conflict is a key issue and arguing for intervention programs targeting young workers. Finally, Kelloway will act as a discussant, identifying themes, drawing the parallels among the research, and identifying areas of future research.

A
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

EXAMINING THE EFFECTS OF SAFETY LEADERSHIP ON YOUNG WORKER SAFETY

Jane Mullen, Mount Allison University; E. K. Kelloway, Saint Mary's University; Gina Grandy, Mount Allison University; Mike Teed, Bishop's University

Young workers make up approximately 15% of the Canadian workforce (CCOHS, 2010) and reports indicate that this demographic is at a higher risk of being injured while performing their jobs (Breslin, Koehoorn, Smith & Manno, 2003; CCOHS, 2010; NIOSH, 2010). Given the increased risk of occupational injuries among young workers, there is a need to examine the safety related experiences of this group of employees. Despite the high risk for injury, few researchers have examined predictors of young worker safety related outcomes. Safety leadership has emerged as a predictor of young worker safety compliance, safety participation and injuries (Barling, Louglin, & Kelloway, 2002; Mullen & Kelloway, 2010). In the current study we developed and tested a model of safety leadership. Using a sample 194 young workers in Atlantic Canada, we empirically examined and found support for a model linking safety-specific transformational leadership and passive leadership with safety-related events, which in turn predicted injuries and fear of being injured. Furthermore, safety-specific transformational leadership and passive leadership directly affected young worker fear of being injured on the job. Theoretical and practical implications are discussed.

B
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

SUPPORTING YOUNG WORKERS: HEALTH & SAFETY EXPERIENCES OF YOUNG WORKERS IN NEWFOUNDLAND

Arla Day, Saint Mary's University; Kathryn Dupre, Memorial University of Newfoundland

The employment experiences of young workers tend to be an under-studied area in I/O psychology, especially in consideration of their safety and health. Using general work stress and health & safety models, we would expect that supports would help moderate the relationship between work demands and young worker outcomes. Therefore, we examine youth employment experiences in urban and rural Newfoundland, focusing on their work injuries, psychosocial health, work demands, lifestyle behaviours, and community factors. Not surprisingly, urban youth reported more access to recreation and jobs; however, they also reported less support from community and more stress. 53% of the youth reported at least one work-related injury. Youth who reported working more hours, increased incivility at work, and using drugs also reported more on-the-job injuries. Both injuries and incivility were related to increased stress and strain, and decreased life satisfaction. Youth who reported engaging in more recovery experiences also reported higher satisfaction and decreased stress and strain. Finally, community values and perceptions of the fishing industry were associated with stress and incivility. Although these results may be geographically unique, the practical implications may be relevant across communities. Moreover, results provide theoretical contributions toward future research in this area.

C
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

INTERPERSONAL CONFLICT; AN OVERLOOKED PSYCHOSOCIAL RISK FACTOR IN YOUNG PEOPLE'S WORK?

Catherine Loughlin, Saint Mary's University

Researchers have made progress in moving beyond recognizing just physical threats to safety and the quantity of hours young people work to better understanding how their work quality impacts them. More recently, educators have begun to inform young people about physical threats to their safety on the job and their OHS rights and responsibilities (e.g., passport to safety programs in grade 9). These are very positive signs. However, there is still a way to go in terms of understanding and/or educating young workers around psychosocial threats to their health and safety. Two studies (one surveying over 900 construction workers across 84 non-residential construction sites and another studying almost 200 young workers longitudinally across industries) offer insight into an often overlooked psychosocial risk factor; Inter-personal conflict. Young workers may be particularly venerable to this risk factor due to their inexperience in productively handling interpersonal conflict at work. This is a skill not typically taught in schools and one that adults usually gain through experience. In the Facebook generation in particular, interpersonal skills are being questioned now more than ever. This paper encourages intervention programs to begin incorporating education and training around dealing with interpersonal conflict at work to improve outcomes for young workers.

2012-06-15 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – SUITE 303 - LEVEL 3 - WTCC

Invited Speaker (CPA)/
Conférencier invité (SCP)
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques
SECTION PROGRAM/
PROGRAMME DE LA SECTION

PSYCHOLOGISTS ROLE IN RURAL/NORTHERN AND URBAN-BASED COLLABORATIVE CARE MODELS
Pierre Ritchie, University of Ottawa

Collaboration has historically been recognized as an essential component of successful rural/northern practice and is now widely recognized as a key component of the broader Canadian health care system. Collaborative care/shared care models emphasize collaboration among health care partners and are increasingly embraced as being a more effective means of meeting the mental health needs of Canadians. Although these models have historically focused on collaborations between family physicians, psychiatrists, and mental health workers, psychologists are becoming increasingly involved in collaborative care teams. They have an increasingly valuable role in making comprehensive primary health care more accessible and fiscally sustainable in rural/remote settings as well as those in the urban south. This presentation will provide an overview of current collaborative care, including a brief historic review and current standing in public policy. Recent data regarding the perceived effect of psychologists' integration into both rural and urban family health clinics will be discussed. The focus will be primarily on Canada with brief comparisons with experience from abroad. The presenter will also discuss the importance of contextual factors and share his perspective on incorporating collaborative care models into rural/northern and urban settings.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – SUITE 304 - LEVEL 3 - WTCC

Symposium/Symposium
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

DIFFERENT LENSES ON ACCULTURATION
Saba Safdar, University of Guelph

Examination of the acculturation process continues to be an important line of inquiry within cross-cultural psychology. In this symposium, acculturation is examined in different contexts. In the first presentation, the acculturation of Bosnian refugees in Quebec and Ontario is examined. The experience of acculturation-specific hassles is also discussed. In the second presentation the relevance of the acculturation process in organizational settings is examined. Additionally, the influence of cultural diversity on job performance is analyzed. In the third presentation the acculturation of Indigenous people in Canada is explored, in particular, social space and its relation to forced assimilation. In the fourth presentation, the internal migration from rural to urban China is examined and the application of acculturation models based on international immigrants is discussed.

A
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

THE ACCULTURATION OF BOSNIAN REFUGEES LIVING IN ONTARIO AND QUÉBEC: DOES CONTEXT MATTER?
Marta Young, University of Ottawa; Blanka Karanovic, University of Ottawa; Martina Markovic, University of Ottawa

The main objective of the present study was to investigate differences in the acculturation and adjustment of 170 Bosnian refugees living in two distinct linguistic and cultural contexts, namely Québec and Ontario. Eighty-five Bosnians from each of the provinces completed a questionnaire assessing their pre-migration traumatic experiences, post-migration hassles (general and acculturation-specific), acculturation to the Canadian and Bosnian cultures, and psychological adjustment. Findings revealed significant differences between the two groups of Bosnians in their acculturation to the Canadian and Bosnian cultures as well as their experience of acculturation-specific hassles. No differences were found in terms of pre-migration trauma, general hassles, and psychological adjustment. The results suggest the varying impact of different cultural contexts on the acculturative experience of Bosnian refugees. Theoretical and practical implications of these findings will be discussed.

B — **CULTURAL MOSAIC AND ACCULTURATION**

International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

Terri R Lituchy, Concordia University; James Michaud, Concordia University; Wendi Adair, University of Waterloo; Susan Brodt, Queens University; Pylin Chuapetcharasopon, University of Waterloo

Working in a multicultural environment creates many pressures as employees with different cultural values come together. However, in some cases resisting acculturation and maintaining different cultural identities can foster creativity and performance. If we consider the Canadian workplace a cultural mosaic, what workplace practices will generate the most brilliant tiles? We developed the construct of a cultural mosaic to assess the degree of a cultural mosaic in workgroups. We apply existing theory of acculturation, self-verification, social identity, and psychological attachment to multicultural mosaic teams. We examine the naturally unfolding process of acculturation and adjustment experienced by immigrants to Canada, asking whether a work environment that can be characterized as a cultural mosaic enhances their well-being, participation, and productivity on the job. Surveys were completed by 200 non-Canadian students in an introductory Organizational Behavior course. Results of ANOVA showed that cultural mosaic had a significant effect on; acculturation and VIA scale. Furthermore, cultural mosaic had a significant effect satisfaction with team, while cultural mosaic utilization and mosaic group had a significant effect on satisfaction. Implications for theory and practice are discussed.

C — **ACCULTURATION, ASSIMILATION, MARGINALIZATION OF INDIGENOUS PEOPLE IN CANADA— LIMINAL SPACES AND INTERLOCKING SYSTEMS OF OPPRESSION OR LIBERATION?**

International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

Gloria A Mulcahy, University of Western Ontario

The intent of this presentation is to create a liminal space to explore forces that shape the acculturation of Indigenous People in Canada including commentary on our sisters/brothers across borders. Discussion investigates how colonial forces continue to shape acculturation through practices that assimilate and or marginalize Original Peoples. The intent is to pursue an analysis of social spaces that shape the dialectical relations between spaces and bodies of Indigenous People and to explore how the symbolic and material work together through each other to constitute a "space" where acculturation transpires. For Aboriginal people in Canada, poverty, violence against women, and unacceptably low health standards on Reserves in urban enclaves and rural areas are the liminal spaces that are a result of forced assimilation, cultural genocide, poverty and the devaluing of our Original People. This presentation will uncover the interlocking systems of oppression that require unmapping and the transformation of spaces of oppression in order to re-write the story from a critical Indigenous perspective. Author Bonita Lawrence points out that because Canada's image is one of purity and innocence as great as its northern wilderness, it has been necessary to deny Indigenous Peoples a voice in national discourses.

D — **MIGRANT WORKER ACCULTURATION IN CHINA**

International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

Yongxia Gui, Southwest University; John W Berry, Queen's University; Yong Zheng, Southwest University

Chinese migrant workers form a substantial body of people who move to large cities from rural areas to seek employment. As they settle into the large urban cities, these internal migrants experience challenges that are similar to those of international migrants, and of members of ethnic groups who engage in the process of acculturation. In the present study, we examine the Urban Identity of 787 migrants. Findings show that the acculturation strategies model based on international immigrants' identity can apply to the seasonal migrant workers' identity. With respect to their acculturation strategies: (1) Different operationalisations of the second dimension in the two dimension model lead to a different classification of acculturation strategies ; the 'deeper' the psychological phenomena the less migrant workers want to engage the national society ; (2) Different acculturation strategies were favored in social identity and place identity domains; (3) By and large, integration is the best acculturation strategy (and the marginalization the worst) for achieving wellbeing in both social identity and in place identity. This corresponds to findings and conclusions of much of the previous research on acculturation based on international migration.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – SUITE 305 - LEVEL 3 - WTCC

Symposium/Symposium — **IDENTIFYING, ASSESSING, AND DEVELOPING CLINICAL SUPERVISION COMPETENCIES**

Clinical Psychology/ Psychologie clinique

Edward A Johnson, University of Manitoba; Elizabeth Church, Mount Saint Vincent University

Clinical supervision is a multi-faceted enterprise that requires a broad array of competencies for success. Various constituencies within psychology (e.g., accrediting bodies, doctoral training programs and residencies, licensing bodies) share a common interest in ensuring that those who provide clinical supervision possess the requisite competencies. But just which competencies are essential to supervision and how they are best assessed and developed are as yet unclear. This symposium addresses these fundamental issues by proposing a model of 17 core supervisory competencies which each reflect knowledge, skills, and values. The first presentation introduces the specific competencies and reviews the basis for their selection. The second presentation presents a strategy for assessing the 17 identified supervisory competencies that addresses some of the commonly cited obstacles to valid self-assessments. The third presentation illustrates how using these 17 competencies as part of a "competencies roadmap" to identify and plan training objectives can enhance the efficacy of supervision training in doctoral and residency programs. Our discussant, the second author, is a leader in supervision training, and will conclude the session.

A — *Clinical Psychology/ Psychologie clinique*

IDENTIFYING CORE COMPETENCIES IN CLINICAL SUPERVISION

Donald Stewart, Psychological Service Centre, University of Manitoba; Edward A Johnson, University of Manitoba; Yunqiao Wang, University of Manitoba

Clinical supervision is recognized as a distinct competency area by accrediting bodies, professional associations, and regulatory authorities (e.g., Mutual Recognition Agreement, 2004). As such, psychologists are required to develop and maintain competency in clinical supervision to be in compliance with their professional obligations. However, despite consensual statements on supervisory competencies (e.g., Borders, 2010; Falender et al., 2004), and some empirical research exploring how supervisors view these competencies (Rings et al., 2009), there is little guidance for psychologists who wish to explicitly and objectively examine their level of supervisory competence in these areas. Drawing on the literature and current research, this presentation focuses on identifying core supervisory competencies in 17 supervision domains (supervisory roles, functions, models, development, methods, relationship dynamics, diversity issues, group supervision, ethical/legal issues, feedback methods, climate, self-assessment, administrative supervision, research, professionalism, balance, and social context), along with a process for examining supervisors' levels of knowledge, skill, and commitment within each domain.

B — *Clinical Psychology/ Psychologie clinique*

ASSESSING CORE COMPETENCIES IN CLINICAL SUPERVISION

Yunqiao Wang, University of Manitoba; Edward A Johnson, University of Manitoba; Donald Stewart, Psychological Service Centre, University of Manitoba

Competent clinical supervisors are essential for ensuring client welfare and for enhanced cultivation of the professional training of supervisees. A systematic and periodic self-assessment of clinical supervisory competence is crucial in maintaining an acceptable level of supervisory practice as well as the development of improved supervisory skills. However, there is no uniform method for assessing competence in clinical supervision, and subjective self-assessments are fraught with limitations (e.g., self-serving bias, better-than-average effect). Research on self-assessment positivity bias suggests that much of the problem arises from the use of undefined or ambiguous trait terms that lend themselves to self-serving definitions on the one hand and simple ignorance of the target domain on the other (Dunning, Heath, & Suls, 2004). Accordingly, to eliminate interpretation ambiguity and minimize self-serving assessment from occurring, we constructed a clear and specific objective standard for each of the core 17 supervision competency domains evaluated in our supervisory assessment instrument. Psychometric and construct validity evidence from self-assessment data collected from 125 psychology supervisors in Canada are presented in support of the assessment strategy and instrument. The discussion considers its further development and validation.

C — *Clinical Psychology/ Psychologie clinique*

USING A COMPETENCIES ROADMAP TO GUIDE THE DEVELOPMENT OF CLINICAL SUPERVISION COMPETENCIES

Edward A Johnson, University of Manitoba; Donald Stewart, Psychological Service Centre, University of Manitoba; Yunqiao Wang, University of Manitoba

A major benefit of identifying and operationalizing a core set of competencies in clinical supervision is that they can be used to organize and evaluate the effectiveness of teaching and training efforts. In this presentation we discuss how the 17 core competencies we have identified may be used to develop a competency-development "roadmap". The roadmap clarifies which core competencies are addressed and what gaps may exist in training. The roadmap also allows for pedagogical consideration of how specific competencies ought to be developed and evaluated. Explicit descriptions of the competencies allows both instructors and supervisors-in-training to assess learning outcomes. The use of the competency-development roadmap is illustrated through the first author's experience teaching clinical supervision to clinical psychology students in a doctoral program and a residency.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – SUITE 306 - LEVEL 3 - WTCC

Symposium/Symposium — *Brain and Cognitive Science/ Cerveau et science cognitive*

THE COGNITIVE IMPACTS OF BILINGUALISM: AN ATTEMPT AT CONFLICT RESOLUTION OF THE EMPIRICAL FINDINGS

Natalie A. Phillips, Concordia University

Considerable interest has been generated by the hypothesis that bilinguals develop a generalized advantage on tasks tapping into aspects of executive function due to a lifelong need to inhibit and control activation of their two languages. This hypothesis has spawned a growing number of research studies that have examined this question in a variety of populations (children, young adults, older adults, patients with dementia) and using a variety of tasks and dependent measures, including behavioural performance, brain activity, and brain structure. The goal of this symposium is to review empirical findings that both find and fail to find evidence supporting the hypothesis, to discuss whether the bilingual advantage is specific to cognitive control per se or reflects a more generalized processing advantage, and to develop a more precise understanding of the conditions under which these phenomena are observed.

A — *Brain and Cognitive Science/ Cerveau et science cognitive*

DOES EARLY BILINGUALISM CONFER A GENERAL ADVANTAGE IN INHIBITORY CONTROL OR IN EXECUTIVE PROCESSING?

Matthew D. Hilchey, Dalhousie University; Raymond M. Klein, Dalhousie University

The proposal, that the frequent requirement for young bilinguals to manage multiple languages while their "plastic" brains are developing might result in a long-lasting and general (not just linguistic) bilingual inhibitory control advantage, has generated considerable excitement. We will

review the methods used and findings obtained in the published studies stimulated by this proposal. Methodological pitfalls will be discussed, methodological advice will be offered. We will show that the data from nonlinguistic interference tasks used to assess this proposal reveals that bilingual advantages specifically in conflict resolution (thought to reflect inhibitory control) are relatively rare while bilinguals typically outperform monolinguals on both compatible and incompatible trials. Together, these findings suggest a more widespread bilingual executive processing advantage.

B
Brain and Cognitive Science/ Cerveau et science cognitive

THE BILINGUAL ADVANTAGE IN COGNITIVE CONTROL: WHO, WHAT, WHEN, WHERE? AND WHY?
Shanna Kousaie, Concordia University; Natalie Phillips, Concordia University

A recent topic of intense interest is the finding that bilingual young and older adults demonstrate an advantage on attention control tasks relative to their monolingual counterparts. However, the "bilingual advantage" has not been consistently reported and has yet to be fully understood. We will present data showing that there are differences in how monolinguals and bilinguals process conflict in attention control tasks; however, these differences may be more subtle and less robust than previous findings have proposed. Specifically, in studies using purely behavioural measures and a blocked design we fail to find any language group differences; however, when we include electrophysiological measures (event-related brain potentials), differences between language groups emerge in both young and older adults. In addition, using three different tasks requiring cognitive control (a Stroop task, a Simon task, and Erikson task) , we will show that these differences are not universal across tasks and the locus of differences varies with task demands. These data will be discussed with respect to methodological and participant differences between studies in an attempt to explain inconsistencies in the literature.

C
Brain and Cognitive Science/ Cerveau et science cognitive

BILINGUAL ADVANTAGES IN EXECUTIVE PROCESSING: ILLUSION OR ELUSIVE?
Kenneth Paap, San Francisco State University

Three studies using SFSU students compared bilinguals to monolinguals on 11 measures of executive attention, monitoring, and switching in non-verbal tasks. For each of the 11 measures there was no main effect of group and a highly significant main effect of trial type. The critical marker for a bilingual advantage in executive attention, the Group x Trial Type interaction, was never significant. Nor was there ever a global RT advantage. Tasks include Anti-saccade (Study 1), Simon (Studies 1, 2, & 3), Flanker (Study 3), and Switching (Studies 1, 2, and 3). The Switching task yields both measures of mixing costs and switching costs. Analyses were also conducted on the combined data (120 bilinguals, 150 monolinguals), subsets precisely matched on parent's educational level (87 in each group), and subsets composed of 59 bilinguals highly fluent in both languages and 82 monolinguals with little or no exposure to any other languages. No bilingual advantages were obtained in these follow-up analyses. The two groups performed identically on the Ravens Advanced Matrices test. In an English language task of Homograph Suppression (Study 2) that presumably requires substantial conflict resolution there was a bilingual disadvantage even if the groups were perfectly matched on overall task accuracy.

2012-06-15 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Committee Business Meeting/Réunion d'affaires

MEMBERSHIP BUSINESS MEETING
Sylvie Bourgeois, Royal Canadian Mounted Police

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – MEETING ROOM 2 - LEVEL 8 - WTCC

Symposium/Symposium
Aboriginal Psychology/ Psychologie autochtone

FIRST NATION COMMUNITY-CAMPUS RESEARCH COLLABORATION: CHALLENGE AND CHANGE
Graham Trull, University of Windsor

University-based research with First Nation communities has been practiced in a number of ways over time, with recent shifts toward greater community involvement and increased reciprocity. Starting in 1991, the Better Beginnings Better Futures research project on Walpole Island First Nation embraced this methodological shift, by involving community members meaningfully in the planning of program interventions and choice and development of research measures. The subsequent Better Futures for Bkejwanong project continued its commitment to genuine community-campus collaboration, and the current Walpole Island First Nation Youth Survey continues the tradition. Walpole Island First Nation and University of Windsor researchers who have been involved in all three projects over the past 20 years discuss the rewards and the challenges associated with the development and implementation of a sustained First Nation community-campus research partnership.

A
Aboriginal Psychology/ Psychologie autochtone

COMMUNITY-DRIVEN PROGRAMMING: BETTER BEGINNINGS BETTER FUTURES
Marcia Peters, Walpole Island First Nation

Better Beginnings Better Futures was a longitudinal project initiated in 1991 in a number of Ontario communities, including Walpole Island First Nation. Community members developed and implemented programs that would most benefit children from birth to age 4, including community-specific cultural and language programs, a toy lending library and home visiting programs. Walpole Island First Nation children continue to benefit from these programs, due to the continued efforts of Walpole Island community members to provide the necessary resources for sus-

tainability. Identification as a Better Beginnings Better Futures community continues to be a source of pride to Walpole Island First Nation community members, who attended a community feast in July 2011 in celebration of the project's 20th anniversary. The history of the project and its place in the community will be reviewed from the perspective of a program coordinator from Walpole Island.

B
Aboriginal Psychology/ Psychologie autochtone

COLLABORATIVE RESEARCH: THE COMMUNITY RESEARCHER PERSPECTIVE
Lynda Lou Classens, Walpole Island First Nation

Historically, First Nations communities have been the targets of "hit and run" research designed to benefit the researcher rather than the community. However, this history does not preclude the possibility of building genuinely collaborative and sustainable First Nations community-campus research programs and creating research relationships based on respect and reciprocity. Starting with Better Beginnings Better Futures in 1991 and continuing to the present, Walpole Island First Nation members have worked with researchers from the University of Windsor to develop appropriate research instruments, to evaluate program outcomes, and to provide information to community members and leaders. As discussed by a Walpole Island First Nation community member and researcher, the process has not been without challenges, including miscommunication, marginalization, and issues regarding the preservation of confidentiality in a small community. However, a shared commitment to the development of a genuinely collaborative research model has enabled community and university researchers to deal with these challenges constructively.

C
Aboriginal Psychology/ Psychologie autochtone

COLLABORATIVE RESEARCH: THE UNIVERSITY RESEARCHER PERSPECTIVE
Shelagh Towson, University of Windsor

Community-campus collaborative research presents an array of unique opportunities and challenges. Foremost in importance are the partnerships built between community members and university researchers. Through engagement and collaboration with leaders and community representatives, responsible and relevant research can be conducted that fulfills the community's information requirements as well as the university researcher's need for valid and reliable data to answer research questions. The partnership between University of Windsor and Walpole Island First Nation researchers has evolved and changed over more than 20 years to reflect the changing goals and understandings of both partners. The challenges and benefits of this process will be discussed from the perspective of an academic researcher involved in this long-term university/community partnership. Particular focus will be given to the initiation of a productive community-campus research relationship and the commitment to reciprocity, trust and compromise needed to sustain these relationships.

D
Aboriginal Psychology/ Psychologie autochtone

WALPOLE ISLAND FIRST NATION YOUTH SURVEY: BRIDGING WITH THE PAST AND LOOKING TOWARDS THE FUTURE
Graham Trull, University of Windsor

Working with Walpole Island First Nation community members, a research survey for administration to Walpole Island First Nation youth aged 16-22 was developed. The survey combined measures taken from Better Beginnings Better Futures and Better Futures for Bkejwanong projects and survey-specific measures developed by Walpole Island First Nations members with measures identified by the university researchers as potentially relevant. Specific measures were used to explore hypotheses regarding the relationship between cultural identity, positive views of one's future and subjective well-being. Survey development involved several stages, including the balancing of Walpole Island First Nation Band Council and university Research Ethics Board requirements. The development process will be discussed, with a particular focus on the necessity of community involvement and the challenges in successfully incorporating community feedback. Additional challenges in data collection and dissemination of results will also be discussed.

2012-06-15 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – MEETING ROOM 4 - LEVEL 8 - WTCC

Symposium/Symposium
Counselling Psychology/ Psychologie du counseling

LEARNING PROGRAM EVALUATION: TRIAL BY FIRE
Sharon Cairns, University of Calgary

Accreditation standards require training in program evaluation. Consistent with what we know about good teaching practice, graduate students at a large Canadian university learn about program evaluation by conducting real world program evaluations. As a result, they gain experience with the range of complexities evaluators encounter such as stakeholder buy-in, stakeholders with different agendas, finding reliable and valid measures, writing non-academic reports, etc. During this symposium, the course instructor will briefly describe the course requirements and then three groups of students will report on the evaluations they conducted as well as their experience of learning in this class. The evaluations include a treatment program for children with autism spectrum disorders, an educational program designed to assist internationally educated professionals to successfully teach in Canadian classrooms, and an educational program aimed at enhancing teaching assistants' instructional skills.

A
Counselling Psychology/ Psychologie du counseling

EVALUATION OF A TREATMENT PROGRAM FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS: PARENT SATISFACTION AND PARENT INVOLVEMENT
Ashleigh E. Yule, University of Calgary; Shirley L.K. Lo, University of Calgary; Sharon L. Cairns, University of Calgary; Nicki M. Wilson, Renfrew Educational Services

Parental involvement in treatment for children with autism spectrum disorders (ASD) can be an influential factor both for treatment outcome and for parent satisfaction with treatment (Symon, 2001; Burrell & Borrego, 2011). Renfrew Educational Services, a Calgary-based agency offering various programs for children with ASD will be evaluated to determine parent satisfaction with programming. Levels of satisfaction in three specific domains, including family-centeredness, goal-setting, and inclusion will also be explored. Finally, the relationship between parent satisfaction and parental involvement in programming will be examined. Participants will include parents of children enrolled in a home-based intervention program for children with ASD. Participants will complete the Client Satisfaction Questionnaire (CSQ-8) along with individualized survey questions to address specific areas of interest, perceived benefits, and perceived challenges of the program. Based on the agency's inclusive, family-driven, and goal-based orientation, we expect to find that parents will report feeling satisfied with their children's programming. Further, we anticipate that parents who report higher levels of involvement will report higher levels of satisfaction with programming. The authors will reflect on their experience of learning about program evaluation through this graduate course.

B
Counselling Psychology/
Psychologie du counseling

PROGRAM EVALUATION: A JOURNEY OF LEARNING AND DEVELOPMENT
Terilyn Pott, University of Calgary; Sandra Dixon, University of Calgary; Loretta Teng, University of Calgary; Sharon L. Cairns, University of Calgary; Rosalie Pedersen, University of Calgary

Students often report difficulty with trying to understand Internationally Educated Professionals' (IEPs) communication and teaching styles. Subsequently, universities have devised professional development programs aimed at adequately adapting these professionals' teaching and communication styles. Teaching in Canadian Classrooms (TCC) is one such program that focuses on cultural awareness and communication enhancement. Although these programs tend to positively impact professional learning, there has been little exploration on their long-term effects and how they impact students. This paper will discuss the findings of a program evaluation that assessed the effectiveness of enhancing the learning environments of undergraduate students. A mixed method approach was used to improve the quality of data. An adapted Universal Student Ratings of Instructions (USRI) was created and administered to undergraduate students of IEPs in the program pre- and post-IEP participation in the program. At the end of the program, two focus groups consisting of six participants were conducted to assess the lived experiences of the students and how they perceived their instructors' communication and teaching performance throughout the semester. Finally, the authors will briefly discuss how conducting a real program evaluation influenced their learning about program evaluation.

C
Counselling Psychology/
Psychologie du counseling

EVALUATING A GRADUATE TEACHING ASSISTANT TRAINING PROGRAM: STUDENT PERCEPTIONS AS TO LESSON IMPLEMENTATION AND BENEFITS
Marnie D. Rogers, University of Calgary; Marley N. Resch, University of Calgary; Jennifer J. Eeson, University of Calgary; Rosalie Pedersen, University of Calgary

Many graduate students serve as Teaching Assistants (TAs) for undergraduate courses, performing duties such as supervising laboratories, leading seminars, responding to student concerns, grading assignments and exams, and delivering lectures. While TAs play a key role in determining the educational experiences of undergraduate students, research suggests that many TAs do not receive the training they need to perform their duties effectively (Luft, Kurdziel, Roehrig, & Turner, 2004). At the University of Calgary, the Teaching and Learning Centre offers graduate students a two-day TA Preparedness Workshop. This workshop is intended to enhance TAs' teaching skills and confidence in the classroom, and thus improve learning environments for undergraduate students. As part of a Masters course in Program Evaluation, we conducted an evaluation of the TA Preparedness Workshop to assess the impact of this workshop on undergraduate student experiences. Using both quantitative and qualitative methods, we examined whether skills that TAs indicated they would be taking away from the workshop were actually being experienced by students in their classrooms and whether their students believed these skills were contributing to their learning. In this presentation, we will discuss the results of our evaluation and reflect on what we learned through the evaluation process.

2012-06-15 – 11:30 AM to 12:25 PM – 11 h 30 à 12 h 25 – ROOM 200B - LEVEL 2 - WTCC

Plenary Session/
Session plénière

The FAMILY OF PSYCHOLOGY KEYNOTE ADDRESS/
CONFÉRENCE "LA FAMILLE DE LA PSYCHOLOGIE"
(Simultaneous Interpretation Available/Traduction simultanée disponible)

The Family of Psychology Keynote Address/
Conférence La famille de la psychologie

PAIN, SOCIAL COMMUNICATION, EMPATHY AND PROSOCIAL BEHAVIOUR… IN THE LABORATORY MOUSE
Jeffrey S. Mogil, McGill University

Many believe empathy and prosocial behaviours to be the sole province of humans. However, the evolutionary antecedents of such phenomena are starting to be demonstrated in non-humans and even non-primates. I will discuss recent experiments in my lab and others' showing the effect of social communication on pain behaviour, and the effect of pain on social interactions. We find that mice are capable of empathy (emotional contagion) and apparent helping behaviour (in females only), that pain status is communicated by facial expression (which can be used as a quantifiable measure of spontaneous pain), and that intriguing mouse-mouse and mouse-human interactions can affect laboratory studies of pain.

2012-06-15 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – ROOM 100 (SUITE 101) LEVEL 1 - WTCC

Digital Poster/ Affichage numérique

DIGITAL POSTER SESSION 'D'/PRÉSENTATION PAR AFFICHAGE NUMÉRIQUE

Developmental Psychology/Psychologie du développement; Psychologists in Education/Psychologues en éducation; Teaching of Psychology/Enseignement de la psychologie

#1
Developmental Psychology/ Psychologie du développement

EXAMINING MOTHER-CHILD INTERACTIONS USING THE RECIPROCAL ONE-WITH-MANY DESIGN

Dillon T Browne, University of Toronto; Jennifer M Jenkins, University of Toronto; George Leckie, Center for Multilevel Modelling, University of Bristol; Fiona Steele, Center for Multilevel Modelling, University of Bristol

Mother-child reciprocity is an important predictor of child psychosocial development (Kochanska, 2002). Researchers acknowledge that both mother and child characteristics influence this relationship (Leerkes, 2010; Byran, 2009), though traditional methodologies cannot isolate these relative contributions. The current study illustrates how the "reciprocal one-with-many design" (Marcus et al, 2009) can answer such questions, extending previous work by allowing model components to vary across explanatory variables (e.g. ethnicity). Maternal sensitivity and child engagement were rated during dyadic interactions between 322 mothers and each of her children (N=644). There were similar amounts of variance in maternal sensitivity between and within families though child engagement was more sibling-specific. Nevertheless, mothers who were more sensitive had children who were more engaged, on average, and siblings who received more sensitivity were more engaged, relative to their siblings. Variance components for maternal sensitivity were similar for all ethnic groups, though between-family variance in engagement was highest for East Asian families. Generalized reciprocity was highest among white families. Results suggest that mothers treat children more similarly than children treat mothers, though there is reciprocity within and between families that differs across ethnicity.

#2
Developmental Psychology/ Psychologie du développement

NEW INSIGHTS: A DEVELOPMENTAL APPROACH TO SELF-DETERMINATION THEORY

Amber A Emery, McGill University; Jessica R Toste, Vanderbilt University; Nancy L Heath, McGill University; Melanie Joly, McGill University

In their Self-Determination Theory (SDT), Deci and Ryan (1985) posit autonomy, competence, and relatedness as three intrinsic needs that contribute to well-being throughout the lifespan. The universality with which SDT makes its predictions may ignore critical developmental differences. This became apparent with the finding that some needs were inconsequential in the prediction of depressive symptoms in a sample of children (Veronneau et al., 2005). Despite these advances, a concrete examination of SDT has yet to be undertaken in a developmentally comparative manner. Thus, the objective of the present study was to test the applicability of SDT across developmental periods. Students completed the Children's Intrinsic Need Satisfaction Scale (Koestner & Veronneau, 2001) and the Children's Depression Inventory (Kovacs, 1981). Results indicated that only the need for competence was significantly related to depressive symptoms in the elementary school sample (N = 149) whereas, the satisfaction of autonomy and relatedness were significant predictors in the high school sample (N = 153). In both samples, need balance across contexts was a significant predictor over and above the level of satisfaction of each individual need. These findings demonstrate the developmental overgeneralizations of SDT and lend support for the inclusion of a balance variable in intrinsic need research.

#3
Developmental Psychology/ Psychologie du développement

TELL ME A FROG STORY: A STUDY ON THE NARRATIVE SKILLS OF ELL THIRD GRADERS

Joanne Lee, Wilfrid Laurier University; Christine Webb, Wilfrid Laurier University

The ability to create narratives is associated with literacy ability (Botting, 2002). However, little is known about the narrative ability of elementary students who are born in Canada but are identified as English Language Learners (ELLs). Most ELL studies have predominantly focused on skills such as phonological awareness, vocabulary size, syntactic awareness, and verbal working memory (Jongejan, Verhoeven, & Siegel, 2007; Pearson, 2002). The present study aimed to identify areas of weakness associated with narrative competence. Forty ELL and 61 native English-speaking third graders completed a generative narrative task using a picture book ('The Frog Story' by Mayer, 1969) and a word decoding task using the Woodcock-Johnson Word Attack subtest (Woodcock & Mather, 1989). Our preliminary findings revealed that the ELL students performed significantly worse than their English-speaking peers on the word decoding task and produced more linguistic disfluencies in their narratives, but had better local story structure. In contrast, the native English-speaking students produced more propositions and better global story structure than the ELL students in their narratives. These findings have important implications for effective written language as oral language skills are significantly related to written language skills (Lindsay & Dockrell, 2002).

#4
Psychologists in Education/ Psychologues en éducation

EFFECTIVENESS OF PRECISION READING FOR CHILDREN WITH READING DISABILITIES IN ELEMENTARY AND MIDDLE SCHOOL

S. Mitchell Colp, University of Calgary

It has been well-documented that combined phonological awareness and word-identification training provides the most effective way of strengthening reading ability in children with Reading Disabilities (RDs). With that said, these findings are based on the assumption that all children with RDs represent a homogenous population and react similarly to specific intervention approaches. Recognizing the heterogeneity within the

RD population, preliminary research has surfaced which challenges the combined approach in favor of techniques which address the relative deficit in either phonological or word-discrimination (orthographic) processes. Continuing in this line of research, a study was conducted to examine the effectiveness of a fluency-based intervention design to improve reading ability for children with orthographic skill deficits. The study took place at a private, not-for-profit, school designed for children with a variety of Learning Disabilities. Through utilizing a single-case multiple-baseline research design, 15 children with RDs in grades 3 through 6 (3 students per/grade) were matched on reading ability and intelligence prior to beginning the intervention. The results of this study will be discussed in relation to the importance of assessing and intervening for specific reading difficulties (i.e. phonological or word-discrimination processes) within RD populations.

#5
Psychologists in Education/ Psychologues en éducation

SPARK FOR LEARNING: EFFECTS OF DAILY PHYSICAL ACTIVITY ON THE LEARNING, BEHAVIOUR, AND ATTENTION OF CHILDREN WITH ADHD

Michelle Deen, University of Calgary; Emma A Climie, University of Calgary; Marya Jarvey, Calgary Separate School District; Krista Forand, University of Calgary

Children with Attention Deficit/Hyperactivity Disorder (ADHD) often experience negative outcomes in personal, educational, and social domains that may impair their functional adaptation (Pfiffner, Barkley, & DuPaul, 2006). Recently, a growing body of research has suggested that physical activity performed on a regular basis can alter brain functions underlying cognition and behavior, thus improving potential for academic learning (DuPaul, & Stoner, 2003; Ratey, 2008). Consequently, the "SPARK for Learning" program was implemented school-wide at a Calgary-area elementary/junior high school (gr. 4-7). The "SPARK for Learning" program was designed to allow students to participate in thirty minutes of moderate to intensive exercise at a consistent target heart rate during the first period of the school day, therefore preparing the students for academic learning. The current study seeks to examine the effectiveness of the "SPARK for Learning" program for enhancing children's physical, cognitive, academic, and social-emotional well-being as well as contribute to the development of a healthy, manageable, and inexpensive source of intervention to support children with ADHD within a school setting. The results of this study may lead to better long term outcomes for children with ADHD, for their families, and for our school communities as a whole.

#6
Psychologists in Education/ Psychologues en éducation

FACULTY PREPAREDNESS FOR TEACHING STUDENTS WITH MENTAL ILLNESS

Alana Holmes, Northern Ontario Asessment and Resource Centre; Robert Silvestri, Northern Ontario Assessment and Resource Centre

Holmes, Silvestri, and Kostakos (2010) found that approximately 61% of students in 15 Ontario colleges accessing college counseling and disability services reported having been diagnosed with a mental illness as defined by the DSM-IV-TR. Support from postsecondary (PS) faculty has been found to be critical for improving the academic outcomes of students with mental illnesses (Carroll & Johnson-Brown, 1997) however, PS faculty often lack knowledge about mental illnesses and the symptoms of mental health distress (Bateman, 1997). Additionally, research has established that PS faculty often hold negative beliefs about students with mental illnesses and express concerns pertaining to their comfort level in teaching students with mental illnesses (Becker et al., 2002; Wolf & DiPietro, 1992). Collins and Mowbray (2005) determined that PS faculty wanted to know how to work more effectively with PS students with mental illnesses and were seeking information on: classroom behavior, attendance, in-class and exam accommodations, course load modifications and issues surrounding psychotropic medications. This study through the utilization of survey methodology, examines knowledge and beliefs of student mental illnesses as reported by faculty from an Ontario college and university. It also examines faculty experiences and approaches to working with PS students with mental illnesses.

#7
Psychologists in Education/ Psychologues en éducation

A CASE FORMULATION METHOD FOR SCHOOL PSYCHOLOGY: DEVELOPMENTAL DEPENDENCIES MODELLING

Ken McCallion, Beaches Family Health Group; Troy Janzen, University of Alberta; Donald Saklofske, University of Calgary

The Developmental Dependencies Modelling (DDM) is conceived as a dynamic systems framework where a student's challenges are conceptually mapped onto four dependent layers. These layers are labelled: Achievement and goals and self concept; Behaviour and social learning; Clinical signs versus emotional health; & Development; physical and cognitive. This model contends that layer A is most often dependent on layers B through D with developmental considerations being the foundational layer. This poster will present this model through a case study approach. The goal of this poster is to illustrate how this model is both simple and effective as a means for understanding a child as well as communicating to parents and teachers and other professionals. The model may also help suggest several intervention priorities for school psychologists including; (1) Prioritizing needs at lower layers/storeys, before higher; (2) Promoting growth upward from lowest to highest layers; (3) Preventing, reducing, or eliminating any inverted dependencies (i.e., when factors at the upper layers are downwardly impacting lower layers); and (4) Targeting concurrent interventions when dynamic systems principles indicate concurrent interventions are required. This model will be discussed in light of the upcoming DSM-V and in relation to Developmental Assets research.

#8
Psychologists in Education/ Psychologues en éducation

INTEGRATING SCHOOL-BASED FAMILY COUNSELLING INTO SCHOOL PSYCHOLOGY PRACTICE

Juliana Negreiros, University of British Columbia; Lynn D. Miller, University of British Columbia

The role and function of school psychologists have significantly developed and expanded over the past century from restrictedly conducting psycho-educational assessments for special class placement to becoming directly or indirectly involved in prevention, intervention, and promotion

of students' success across diverse settings. Because schools and families are the primary agents of education and socialization of children, collaboration between school and home is essential for students' optimal school functioning. Although parent and family intervention have become an accepted and appropriate practice among school psychologists, such practices have not been widely implemented by these professionals in the school setting. Our poster provides a review of the literature, including studies conducted with members of the National Association of School Psychology [NASP], regarding the challenges school psychologists may encounter in their role of delivering counselling services to families in the school setting and discusses the benefits and limitations of incorporating school-based family counselling into their practice. Recommendations to foster change and expansion of the role of school psychologists in the school system are provided.

#9
Psychologists in Education/ Psychologues en éducation

EMOTION REGULATION AND RISKY BEHAVIOURS: AN INVESTIGATION IN AT-RISK YOUTH

Melissa Stern, McGill University; Daniella Goldberg, McGill University; Zachary Adirim, McGill University; Anthony Claro, McGill University; Steven R Shaw, McGill University; Amanda Chalupa, McGill University

Adolescence is a critical period of development in which many individuals engage in risky behaviours that put them at risk for social problems, morbidity and mortality (Galambos & Tilton-Weaver, 1998; Eaton et al., 2010). Deficits in emotion regulation have been linked with increased engagement in risky behaviours in typically developing adolescents and those with internalizing disorders, such as anxiety and depression (Auerbach, Abela, & Ho, 2007; Auerbach, Claro, Abela, Zhu, & Yao, 2010; Zimmermann, 2010). The current study investigates the relationship between emotion regulation and adolescents' engagement in risky behaviours in a population of high school students identified by their teachers as at-risk of failing or dropping out of school and engaging in delinquent behaviours such as drug and alcohol use, cheating and stealing, violent behaviours, as well as unsafe sex.

#10
Psychologists in Education/ Psychologues en éducation

EXTRANEOUS COGNITIVE LOAD AND INTERACTIVITY IN DIGITAL MULTIMEDIA: THE TWO-FOLD EFFECT ON LEARNING AND LEARNING REGULATION

Michelle A. Valley, Acadia University; Sonya Major, Acadia University

With more materials being offered in digital formats, it is becoming increasingly important to understand how combinations of word delivery and image affect learning. Many digital instructional materials include components designed to increase interactivity, which is assumed to benefit learning as it encourages learners to be more actively engaged in the task. However, research has found that interactivity may not lead to better learning due to heightened cognitive load. The current study seeks to examine how interactivity affects how people learn from digital multimedia materials, as well as whether it influences the ability to monitor learning. Participants were presented with a conceptual biology learning task on the effect of environmental factors on the transpiration rate of plants. Learning was measured by assessing participants' accuracy on questions given after viewing the materials. Between-group comparisons were made among three multimedia conditions varying by level of interactivity through controlling and manipulating: Highly Interactive Simulation, Moderately-Interactive PDF, and Non-Interactive Video. It was hypothesized that there would be greater self-reported cognitive load in more interactive conditions and that interactivity would be detrimental to learning as well as participants' ability to monitor their learning through limited working memory capacity.

2012-06-15 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – ROOM 100 - LEVEL 1 - WTCC

Poster/Affiche **POSTER SESSION 'D'/PRÉSENTATION PAR AFFICHAGE**

Developmental Psychology/Psychologie du développement; Psychologists in Education/Psychologues en éducation; Teaching of Psychology/Enseignement de la psychologie

#1
Developmental Psychology/ Psychologie du développement

PSYCHOLOGICAL AND MEDICAL PRENATAL EVENTS WITH DISSOCIABLE EFFECTS ON PSYCHOLOGICAL HEALTH IN LATE ADOLESCENCE

Branden Ayotte, Alberta Hospital Edmonton & BSRU - University of Alberta; Ian Colman, University of Ottawa; Dan LaFreniere, Alberta Hospital Edmonton & BSRU - University of Alberta; Rheanna Robertson, Alberta Hospital Edmonton & BSRU - University of Alberta; Cam Wild, School of Public Health, University of Alberta; Jody Wolfe, School of Public Health, University of Alberta; Scot E Purdon, Alberta Hospital Edmonton & BSRU - University of Alberta

Prenatal environment exhibits a strong effect on the development of the unborn child that may influence psychological status after birth. Maternal stressors that influence prenatal environment include both psychological and medical events. This study assessed the effects of prenatal events on the psychological status of students in late adolescence. Stressful events were quantified with a self-report questionnaire administered to eighty mothers of high school students. The students completed the Mood and Feelings Questionnaire (MFQ) and Magical Ideation Scale (MIS), scales presumed to be sensitive measures of vulnerability to mood disorders and psychosis proneness, respectively. We anticipated a direct association between the number of prenatal stressors reported by the mothers and vulnerability to mood disorders and psychosis. We observed a significant association between psychological stressors and MFQ scores, $r(79) = 0.25$, $p = .023$, but not MIS scores. Students of mothers that had experienced 1 or 2 prenatal medical events had higher MIS scores than those reporting no medical events, $t(70) = 2.05$, $p = .044$, and also showed a trend towards higher MFQ scores ($p = .083$). These data should be interpreted with caution, as MIS scores can be modulated by cultural background, and both scales can be affected by several other factors throughout a child's development.

#2
Developmental Psychology/ Psychologie du développement

MULTI-LEVEL CORRELATES OF BEHAVIOURAL RESILIENCE AMONG CHILDREN IN CHILD WELFARE

Tessa Bell, University of Ottawa; Elisa Romano, University of Ottawa

Resilience, defined as positive adaptation and functioning following exposure to significant adversity, is an important topic of investigation among child welfare due to the number of children with such experiences. The current study had three objectives: (1) to present prevalence rates of behavioural resilience (i.e., conduct, emotional, prosocial) among a sample of 531 5-9 year old children living in out-of-home care and to determine how resilient children are functioning in other domains (i.e., peer relationships and school performance), (2) to use multi-level modeling to investigate the independent contribution of four levels, including child, family, child welfare worker, and Children's Aid Society on behaviours, and (3) to identify the independent contribution of predictor variables within each level of the analysis. Findings indicate that from 5 in 10 to 7 in 10 children exhibited resilience on one of three outcomes while approximately 3 in 10 were resilient on two or all three outcomes; 31.4%-45.4% were resilient on one of three outcomes in addition to peer relationships and school performance. The child level explained the highest proportion of the total variance (75.4% for emotional, 64.6% for conduct, and 57.2% for prosocial). A higher number of developmental assets and lower levels of ineffective parenting were predictive of behavioural resilience on all outcomes.

#3
Developmental Psychology/ Psychologie du développement

PREDICTING YOUTH DEPRESSION IN A 12 YEAR LONGITUDINAL INVESTIGATION OF A POPULATION SAMPLE OF CHILDREN AND ADOLESCENTS

Sherry D Bellamy, University of Northern British Columbia; Cindy Hardy, University of Northern British Columbia

The aim of this longitudinal study was to investigate the strength and relative importance of multiple predictors of self-rated symptoms of depression in older adolescence. Data for this study were drawn from Statistics Canada's National Longitudinal Survey of Children and Youth. Measures were collected from parents and youth over a 12 year period, first when the children were 4 to 8 years (Cycle 1), again at ages 10 to 14 years (Cycle 4) and finally when the children were aged 16 to 20 years (Cycle 7). Hierarchical regression analysis was used to determine the significance and relative importance of each predictor variable in relation to the outcome of depression in youth aged 16 to 20 years. Symptoms of depression increased with age and girls reported higher depression scores compared to boys. Child anxiety/depression scores and living with only one or neither birth parents at Cycle 1 predicted depression. Child anxiety/depression scores, child self esteem, as well as parental rejection and parental monitoring scores at Cycle 4 predicted depression. Separate analysis of children living with their biological mother at Cycles 1 and 4 revealed maternal depression at Cycle 4 significantly predicted depression. Results suggest that adolescent and youth depression may be predicted by several factors, including parental qualities, child characteristics and demographic variables.

#4
Developmental Psychology/ Psychologie du développement

THE EMERGENCE OF IMITATION: PRELIMINARY FINDINGS FROM A PROSPECTIVE STUDY OF YOUNGER SIBLINGS OF CHILDREN WITH AUTISTIC SPECTRUM DISORDERS

Ainsley Boudreau, Dalhousie University; Isabel M Smith, Dalhousie University/IWK Health Centre; Jessica Brian, Holland Bloorview Kids Rehabilitation Hospital; Susan E Bryson, Dalhousie University/IWK Health Centre; Nancy Garon, Mount Allison University; Wendy Roberts, University of Toronto; Caroline Roncadin, Peel Children's Centre; Peter Szatmari, Offord Centre for Child Studies; Lonnie Zwaigenbaum, University of Alberta

Imitation deficits are evident in infants at risk for ASD (Young et al., 2011) and, by 12 months of age, predict later autism (Zwaigenbaum et al., 2005). However, little is known about the atypical emergence of imitation. Few studies have examined qualitative differences in pre-imitative behavior (approximations), even in typically developing infants (Kaye & Marcus, 1981; Nichols, 2005). The present study prospectively examined the emergence of imitation in infants at high risk (HR; siblings of children with ASD) and low risk (LR; no family history of ASD) for a diagnosis of ASD. We aimed to replicate a fixed sequence of precursors to imitation in LR controls (Nichols, 2005) and to extend the findings to a HR infant sibling sample. Participants were evaluated at 9 months of age using the imitation task from the Autism Observation Scale for Infants (AOSI; Bryson et al., 2008). Video records were coded using a novel coding scheme. Initial evidence (first 30 infants coded) replicated a hierarchy of 'approximations to imitation' in the LR group. Further, HR siblings differed from LR controls in both frequency of fully imitative acts and in quality/level of approximations to imitation as early as 9 months of age. Results may have implications for understanding psychological mechanisms underlying imitation, and for early detection of ASD.

#5
Developmental Psychology/ Psychologie du développement

THE IMPORTANCE OF CONTINGENCY IN THE DETECTION OF CHILDHOOD AUTISM SPECTRUM DISORDER

Jessica A Boutilier, Mount Saint Vincent University

Research indicates that children with Autism fail to shift their contingency preference from perfect to high but imperfect contingency (Gergley and Watson, 1999). This shift normally occurs in typically developing children at about three months of age. This study examined contingency preference in children between the ages of 3 and 12 at varying risk for developing Autism. Participants included children diagnosed with Autism (N=3), siblings of children diagnosed with Autism (N=2), and children at a low risk for developing Autism (N=33). Participants were simultaneously shown displays that were contingent and non-contingent based on their own movements. Looking time to each display was compared to overall looking time. Results indicated that the low risk participants showed a preference for the perfectly contingent display (M=72.44), the

high risk participants showed a preference for the non-contingent display (M=103.24), and children with Autism showed a slight preference for the contingent display (M=63.32). Although autistic children's performance was in keeping with previous research, low risk children also showed a preference for contingency. This finding may be due to age and sex differences, which will be addressed in the poster.

#6
Developmental Psychology/ Psychologie du développement

ENHANCING COMMUNICATION AND POSITIVE AFFECT IN TODDLERS WITH SUSPECTED AUTISM: PILOT EVIDENCE FROM A PARENT-MEDIATED INTERVENTION

Jessica A Brian, Holland Bloorview Kids Rehabilitation Hospital; Isabel M Smith, IWK/Dalhousie University; Terry McCormick, IWK/Dalhousie University; Erin Dowds, Holland Bloorview Kids Rehabilitation Hospital; Julie Longard, IWK/Dalhousie University; Wendy Roberts, Hospital for Sick Children; Lonnie Zwaigenbaum, Gelenrose/U of Alberta; Susan E Bryson, IWK/Dalhousie University

Background: Our parent-mediated intervention, The Social ABC's, is based on Pivotal Response Treatment (Koegel & Koegel, 2006), adapted for use with toddlers (12-30 months) with ASD. Objectives: To examine gains in early communication, positive affect sharing, and child engagement. Methods: 12 weeks of in-home live parent coaching, followed by 12 weeks parent implementation. Paired t-tests evaluated change across time points –Baseline (BL), post-training (PT), follow-up (FUp). Results: 23 toddlers (M: 22 mos) with suspected or confirmed ASD (M = 8 mos intervention). Significant Age Equivalent gains on the Mullen (BL v. FUp) for Receptive (M=19 v. 26mo) and Expressive Language (M=19 v. 28mo); p's <.006. Statistically significant video-coded gains in Responsivity (rate:.62, .82, .82), Initiations (14, 28, 28), and Total Functional Utterances (46, 77, 75), but no change in gesture use or inappropriate responses. Significant gains in Shared Smiling from BL (M=17) to PT (M=25), t = -2.6, p = .02, but attenuated at FUp (M=21). Child Engagement (looking at parent's face) increased from BL (26% of intervals) to PT (36%), p<.05, and maintained at FUp (34%). Conclusions: Significant gains in communication, shared smiling and engagement. Training parents as mediators allows for the integration of intervention into daily activities, allowing for intensive intervention at a very young age.

#7
Developmental Psychology/ Psychologie du développement

MENTAL HEALTH, SUBSTANCE USE AND WELLBEING AMONG A SCHOOL-BASED SAMPLE OF EARLY ADOLESCENTS: THE RAFT COHORT STUDY WAVE 1

E.B. Brownlie, Centre for Addiction and Mental Health; Joseph Beitchman, Centre for Addiction and Mental Health; Joanna Henderson, Centre for Addiction and Mental Health; Leslie Atkinson, Ryerson University; Angela Boak, Centre for Addiction and Mental Health; Sandra Cunning, Kinark; Gloria Chaim, Centre for Addiction and Mental Health; Robert Mann, Centre for Addiction and Mental Health; Brian Rush, Centre for Addiction and Mental Health; Tracey Skilling, Centre for Addiction and Mental Health; Heather Winer, Centre for Addiction and Mental Health; David Wolfe, Centre for Addiction and Mental Health

There is a high degree of overlap between mental health and substance use concerns, particularly among adolescents. Further, outcomes among youth with concurrent mental health and substance use disorders (concurrent disorders; CDs) are serious, including increased risk for HIV transmission, homelessness, violence and incarceration. Yet little research has addressed how concurrent disorders develop; most longitudinal research involving substance use starts at age 16 or higher. This study traces the developmental trajectories of CDs in a school-based sample. Here we report on the first of a four-wave cohort study examining developmental trajectories of CDs in a school-based sample. A total of 787 grade 7 and 8 students from four regions in Ontario completed a survey that included commonly used screens addressing substance use, anxiety, depression, and conduct disorder, as well as school, family and demographic characteristics. Survey content and sampling strategy are adapted from the methods of the 34-year cross-sectional Ontario Student Drug Use and Health Survey; therefore the representativeness of this new cohort study can be assessed. The prevalence and correlates of substance use and mental health concerns, as well as service use and unmet need for services are described. Implications for prevention and service-delivery are discussed.

#8
Developmental Psychology/ Psychologie du développement

GENDER AND TRANSITIONS TO ADULTHOOD AMONG EMERGING ADULTS WITH CHILDHOOD LANGUAGE IMPAIRMENT: RESULTS OF A 25-YEAR LONGITUDINAL STUDY

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A growing body of research is addressing transitions to adulthood among vulnerable groups, including young people who have disabilities and/or who are unlikely to pursue postsecondary education. This paper reports on the fifth (age 31) wave of a longitudinal study that has followed a random community sample of 142 children with language impairment at age 5 and a matched sample of 142 typically developing controls. Participation rates at ages 12, 19, 25 and 31 were 86%, 91%, 86%, and 80% of the original age 5 sample. At age 31, participants completed a life history calendar covering location, living situation, relationships, parenting, education, employment, and health and/or legal issues from age 18 to 31; a psychiatric diagnostic interview; and additional measures of mental health and wellbeing. Although language impairment was associated with emotional and behaviour problems in childhood and adolescence, particularly for boys; rates of mental health disorders at age 31 were equivalent. However, for women with language impairment, transitions to adulthood were strikingly different from the transitions of women without language impairment and men. We discuss diverse patterns of emerging adult transitions in relation to mental health and wellbeing, focusing particularly on the gender-specific outcomes of childhood language impairment.

#9
Developmental Psychology/ Psychologie du développement

RISK FACTORS FOR DISORDERED EATING AMONG MAINLAND CHINESE ADOLESCENTS: A TWO YEAR PROSPECTIVE STUDY

Hong Chen, Southwest University; Todd Jackson, Southwest University

Psychological and sociocultural factors contribute to disordered eating, yet few researchers have assessed how putative risk factors influence vulnerability over extended intervals, particularly in non-Western countries. In this research, samples of 12-17 year old mainland Chinese girls (n = 1077) and boys (n = 882) completed validated measures of eating disorder symptomatology and hypothesized affective (negative affect, body satisfaction), interpersonal (appearance pressure, comparisons, conversations) and mass media (ideal internalization, pressure from media) risk factors at baseline and were re-assessed two years later. Among girls, younger age as well as elevations in negative affect, appearance comparisons with peers and appearance pressure from friends and family at baseline predicted increases in eating disturbances independent of disordered eating levels at Time 1. For boys, none of the interpersonal influences made unique contributions to the multivariate prediction model. However, younger age, higher BMI, and elevations in negative affect, body dissatisfaction, and perceived media pressure to be thinner at baseline predicted increases in disordered eating at follow-up, independent of initial levels of eating disturbance. In sum, these results highlighted both common and unique gender-based risk factors for disordered eating within a Chinese cultural context.

#10
Developmental Psychology/ Psychologie du développement

MATERNAL FACTORS ASSOCIATED WITH INFANT HEALTH AND BIRTH WEIGHT

Suzanne Chomycz, Lakehead University; Emily Russell, Lakehead University, Department of Psychology; Dwight Mazmanian, Lakehead University, Department of Psychology; Kirsten Oinonen, Lakehead University, Department of Psychology

Maternal characteristics (e.g., lack of social support, pregnancy complications, stress, and depression) have been associated with poor infant health and low birth weight (BW). However, the literature on this topic remains limited. The current study identified reproductive and psychological correlates of infant health and BW. Mothers who agreed to participate in the study during pregnancy were contacted in the first week postpartum and completed a battery of scales assessing indices of maternal health and well-being, and infant health. A community sample of 42 women (mean age = 29.5, SD = 4.8) participated. Results revealed that older maternal age ($p < .01$), higher self-reported maternal stress ($p < .05$), and regular use of vitamins ($p < .01$) were significantly associated with poor infant health. Significant factors related to lower BW included: pregnancy complications, delivery by a health professional other than a midwife, increased maternal depression (ps < .05), and increased maternal stress ($p < .01$). This study compliments the existing literature on poor infant health and brings to light several previously unexamined variables that are worthy of future investigation. Lastly, it emphasizes the connection between the physical and mental health of mothers in the immediate postpartum period and neonatal outcomes related to overall infant health.

#11
Developmental Psychology/ Psychologie du développement

BODY IMAGE AND WEIGHT STIGMATIZATION IN 8-TO-12-YEAR-OLDS CHILDREN

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Children as young as 6 years-old report body dissatisfaction and a desire to lose weight. While girls idealize thinness, boys either want to be thinner or more muscular. Furthermore, weight and appearance teasing is considered as the most common form of stigmatization in children. The aim of this study is to compare girls and boys on weight, body image and stigmatisation about weight and appearance. Six hundred fifty children aged between 8 and 12 completed questionnaires on their actual and desired body as well as on stigmatization. Objective measures of their height and weight were obtained. Results show that average Body Mass Index and actual body perception do not differ significantly between boys and girls. However, ideal body does differ, with more girls wanting to be thinner and more boys desiring a bigger body. In both boys and girls, weight category is associated with different stigmatization experiences: while obese boys are more teased about weight and appearance than any other boys (overweight, normal and underweight), in girls, overweight is associated with the most stigmatization. Thus, it appears that in 8-to-12-year-old boys and girls, body image still has to be considered as a major educational and universal prevention target. Moreover, children must be sensitized to the potentially harmful effects of weight and appearance stigmatization.

#12
Developmental Psychology/ Psychologie du développement

AN INVESTIGATION OF ONLINE COMMUNICATION AND SHYNESS

Julie Desjardins, University of Ottawa; Alastair Younger, University of Ottawa

Shy children often have difficulty communicating; however, it is not clear whether these difficulties stem from a skills deficit or from an anxiety-driven performance deficit. One way to tease apart these two factors would be to examine shy children's communication in a situation in which anxiety is reduced through the removal of the face-to-face component of social conversation. Therefore, the present study examined how shy children's communication skills differed from those of average children using the Internet. This study also investigated potential changes in anxiety associated with the experience of conversations over the Internet. Using a revised version of the Cheek and Buss Shyness Scale (Cheek & Melichor, 1985) to assess shyness, 15 shy children and 15 average children participated in 10 MSN conversations. Children were also given the Social Anxiety Scale for Children-Revised (LaGreca & Stone, 1993) prior to and after the 10 sessions. Results from this study suggest that, when online, there were few differences in the ways in which shy and average children communicated with their partners. Results also indicate that shy children reported higher levels of social anxiety before beginning the first of the series of online chats with an unknown partner; however, by the end of the 10 chat sessions, their anxiety was significantly lower.

#13
Developmental Psychology/ Psychologie du développement

GETTING THE MESSAGE ACROSS: USING BREASTFEEDING IMAGES TO PROMOTE THE 'BREAST IS BEST' MESSAGE MAY NOT BE ALL THAT EFFECTIVE

Joey Dignam, St. Francis Xavier University; Erin L Austen, St. Francis Xavier University

The World Health Organization (2004) and Health Canada (2004) recommend exclusive breastfeeding for at least the first six months of life. Most mothers, however, discontinue breastfeeding well before this. 'Not wanting to breastfeed in public' is often cited as a reason for discontinuing breastfeeding early (Li, Fein, Chen & Grummer-Strawn, 2008). To address this issue, provincial governments have launched public poster campaigns depicting breastfeeding in a positive light. If, however, breastfeeding makes people uncomfortable, will viewers retain the information included on the poster when it is paired with a breastfeeding picture? In the present study, participants were seated in front of a Tobii eye-tracking monitor and were presented with fake infant feeding posters. Each poster consisted of either a breastfeeding or bottlefeeding picture paired with a feeding-relevant slogan. Participants were asked to complete one of three speeded categorization tasks followed by an unexpected slogan recall and recognition task. Results indicate that participants are faster overall to complete the categorization task when a breastfeeding picture is present, even when the picture is irrelevant to the task. Participants, however, are less likely to recall the slogans paired with breastfeeding pictures. Analysis of the eye movement data is currently underway.

#14
Developmental Psychology/ Psychologie du développement

CHILD INJURY EVENTS: AN ANALYSIS OF LINGUISTIC AND BEHAVIOURAL INDICATORS FOR THE IDENTIFICATION OF INTENT AND INJURY PREVENTION

Jessica P Flores, The University of British Columbia

A series of projects involving children who were injured in 2001-2004 and whose injuries led to a hospital visit, successfully identified category differentiating linguistic indicators. These projects reported on: a) the effectiveness of an evolving glossary of injury event linguistic indicators associated with the standard hospital injury intent codes; b) an inter-rater reliability check that helped identify that raters blind to the hospital intent code can sort injury cases into matching categories; and c) a factor analysis of the linguistic indicators per injury type. This poster will broaden these earlier findings by reporting on data from an exploratory behavioural analysis. The three goals are to 1) identify a preliminary set of behavioural indicators related to observed interactions between the injured child and the concerned other (parent or caregiver) in the Emergency Department; 2) identify if raters blind to the purpose of the study will sort cases into matching intent categories (intentional versus unintentional) as they did in the previous linguistic indicator projects; and 3) identify whether the linguistic and behavioural indicators per case converge into the same case based on the blind-rater assigned intent codes. It is anticipated that these findings will facilitate efforts to better identify children at risk for intentional injuries such as maltreatment.

#15
Developmental Psychology/ Psychologie du développement

PSYCHOLOGICAL WELL-BEING OF CHILDREN WITH VULNERABLE TEMPERAMENT: NEW INSIGHTS ON THE DIFFERENTIAL SUSCEPTIBILITY TO THE REARING ENVIRONMENT

Elena Gallitto, Carleton University

This research aims to identify important factors associated with children's mental health outcomes in Canada. A nationally representative birth cohort (N=2336) from the National Longitudinal Survey of Children and Youth was followed from the age of 2-3 to the age of 6-7. The contribution of neighbourhood characteristics, parental depression, quality of parenting, and temperament as predictors of children's problem behaviours was examined using a series of structural equation models. Findings suggest that temperamentally vulnerable children not only manifest a greater propensity to develop problem behaviours in association with hostile parenting, but also seem to benefit the most from supportive rearing environments.Further, parents who perceive greater problems in the neighbourhood (i.e., litter, violence) report higher levels of depression, which in turn negatively affects their parental behaviour. Conversely, parents who are surrounded by socially cohesive communities are more positively adjusted and engage in responsive interactions with their offspring. These results are striking with respect to highlighting the pivotal role of parenting as a catalyst for successful adaptation of children at risk of mental health problems. Moreover, the findings point out that it is essential to examine the ways in which the broader social context contributes to changes in family processes.

#16
Developmental Psychology/ Psychologie du développement

CHARACTERISTICS OF AUGMENTATIVE AND ALTERNATIVE COMMUNICATION USERS WITH DEVELOPMENTAL DISABILITIES

Jessica Ganten, McGill University; Steven R Shaw, McGill University

Augmentative and alternative communication (AAC) users represent a diverse group of individuals. Most research performed is single-subject design, and not much is known about the general population or prevalence rates (DeCoste, 2007; Murray, Light, & Schlosser, 2007). An online survey was given to 113 parents of children diagnosed with autism spectrum disorder (ASD; n = 71), cerebral palsy (CP; n = 10), and Down syndrome (DS; n = 32). In total, 21.1% of parents identified their children as AAC users. More specifically, 22.9% of children diagnosed with ASD, 20.2% of those diagnosed with CP, and 15.6% of those diagnosed with DS were AAC users. Information about the cognitive abilities, adaptive functioning, and communication skills of each child was gathered using the Developmental Profile 3 (Alpern, 2007). Demographic variables, such as residential area (rural, suburban, or urban) and sex were also gathered. A description of AAC users, compared to non-users with the same diagnoses, was defined. This helps establish who is more likely to be receiving AAC aid, and what sort of factors need to be taken into account when determining where more aid is needed.

#17
Developmental Psychology/ Psychologie du développement

TALKING ABOUT HEALTH EVENTS: CONVERSATIONAL STYLE OF PARENTS AND CHILDREN IN A FAMILY RELATIONSHIP CONTEXT

Melissa Gendron, Acadia University; Doug Symons, Acadia University

Conversations between parents and children about joint distressing experiences may have the potential to impact the child's emotional processing skills, thus their approach to future stressful events. The present study examined the associations between parent attachment orientation and child emotional processing on the parent's approach to discussing health events with their children. Thirty-nine parents and their 4 to 8 year old children discussed together health-relevant experiences that directly involved the child, were indirectly experienced, and commonly experienced by all. It was hypothesized that parent elaborative discourse during conversation would be negatively related to parent attachment insecurity and positively related to measures of child emotional processing. Results demonstrated that parents more secure in their attachment orientation reported children with better emotional regulation strategies. Furthermore, children better able to identify facial expressions of different emotions had parents who used more elaborative discourse during conversation. However, secure parents did not necessarily use more elaborative discourse. This study therefore has implications for how parent attachment orientation and child emotional processing is reflected in talk about potentially distressing events and the importance of communication between parents and their children.

#18
Developmental Psychology/ Psychologie du développement

EMOTION REGULATION IN AUTISM AND PHELAN-MCDERMID SYNDROME: DEVELOPMENTAL TRENDS

Sarah Glaser, McGill University; Amanda Chalupa, McGill University; Steven R Shaw, McGill University

Emotion regulation (ER) involves monitoring emotional behaviour to achieve goals (Carlson & Wang, 2007). Children with autism and similar disabilities such as Phelan-McDermid Syndrome (PMS) are impaired in ER skills (e.g., Glaser & Shaw, 2010). Despite these deficits, it is hypothesized that ER may still be operating, albeit in a developmentally immature manner (e.g., Cole et al., 1994). Therefore, improvements can be made with cognitive gains. This study included school-aged children with autism (n = 19) and PMS (n = 18). Comparing these groups can differentiate between phenotypes and examine ER development. The Temperament and Atypical Behavior Scale (TABS; Neisworth et al., 1999) and Developmental Profile – 3rd Edition (DP-3; Alpern, 2007) were completed by parents. The TABS assesses detached, hypersensitive, underreactive, and dysregulated ER. The DP-3 was used to calculate mental age. Results showed negative correlations between mental age and Detached ($r = -.474$, $p < .05$) and Underreactive ($r = -.472$, $p < .05$) TABS scores in the PMS group. In other words, ER deficits associated with autism and neurological impairments decreased significantly as mental age increased. No significant improvements were made in the autism group. Although ER deficits are common in PMS, some of these difficulties may be outgrown. Future research may investigate interventions for ER difficulties.

#19
Developmental Psychology/ Psychologie du développement

PARENT'S PERCEPTIONS OF THE EFFECTIVENESS OF CONTROLLED CRYING TECHNIQUES IN MANAGING NIGHT WAKING IN INFANTS AND TODDLERS

Jacqueline Harrison, University of Regina; Jamie M Oakenfold, University of Regina; Dr. Lynn Loutzenhiser, University of Regina

Infant sleep behaviours, particularly night-wakings, have been identified as one of the most common concerns of parents, and have been linked to problematic infant and parental functioning (Leerkes et al., 2010). One of the most common approaches recommended to parents to managing infant night-waking is controlled crying, which has many variations (e.g., extinction, graduated extinction, systematic ignoring). According to Blunden et al. (2011), controlled crying instructs parents to leave their child alone to sleep with minimal interaction when they wake up or cry. Despite the popularity of this approach, we know little about parents' use of these techniques and how effective they find them to be in reducing night-waking. Using data from a large, internet-based survey of 905 Canadian parents, we will examine parental reports of the effectiveness of controlled crying techniques in reducing night-waking in their infants and the factors associated with its effectiveness. These factors include number of nights per week the infant wakes up distressed, how many times parents tried controlled crying, and if parents perceived the technique to be stressful for their infant. The implications of this study provide further understanding of parental perceptions on sleep management techniques used to reduce night-waking and problem sleeping in infants.

#20
Developmental Psychology/ Psychologie du développement

LANGUAGE COMPETENCY OF CHILDREN WITH DEVELOPMENT DISABILITIES AND PARENT STRESS

Sydney F.R. Hopkins, McGill University; Ingrid Sladeczek, McGill University

The heightened stress experienced by parents of children with developmental disabilities (DDs) is well documented. Child behaviour is one commonly investigated factor that has been shown to influence parent stress. However, the potential influence of children's language competency on parent stress has been largely overlooked. The importance of language in functional communication and relationship building suggests children's language competency will have a significant influence on parent stress. We investigated the impact of language competency in children with DD on the type and extent of parent stress in a sample of mother-child dyads (N = 127). Participants volunteered from early intervention programs. We measured type and extent of stress in mothers and assessed expressive and receptive language competency in children. We hypothesize that children's language competency will account for unique variance in parent stress, such that higher language competency will be associated with lower levels of stress, beyond that accounted for by child behaviour. A MANCOVA will be conducted to evaluate the unique contributions of children's expressive and receptive language competency to various domains of parent stress with child behavior as a covariate. Implications will be discussed with regard to the impact of children's language competency on the family system.

#21
Developmental Psychology/ Psychologie du développement

INTERNATIONAL STUDENTS RATIONALE FOR STUDYING ABROAD: A WINDOW INTO CROSS-CULTURAL EMERGING ADULTHOOD

Abirami R Kandasamy, York University; Maxine G Wintre, York University; Saeid Chavoshi, York University; Lorna Wright, York University

International students' rationale for studying abroad has the potential to unlock less understood cross-cultural comparisons of the experience of emerging adulthood. When exploring emerging adulthood, existing literature suggests taking a culturally sensitive approach (Arnett, 2000). Chirkov and colleagues (2007) provide insight into common rationales for international students'decisions to study abroad, showing the decision can reflect avoidance of disadvantageous conditions in their home country or pursuit of better education and career opportunities. Eighty undergraduate,international students at York University, consisting of 27 males and 56 females from 36 different countries and different years of study, were interviewed on a variety of questions exploring their rationale for seeking education abroad, including personal goals and the influence of parents and peers. Responses will be analyzed and coded, then categorized according to identified themes capturing the rationale of international students decision to study abroad. A theoretical thematic analysis approach will be taken in order to provide a topically relevant, detailed analysis. The purpose of this exploratory study is to discover important themes from international students rationale for studying abroad. The implications and future directions of this project are both economical and social and will be discussed.

#22
Developmental Psychology/ Psychologie du développement

MUSIC AND COGNITION IN PRE-SCHOOL CHILDREN

Hossein Kaviani, University of Bedfordshire; Hilda Dr Mirbaha, Researcher; Mehrangiz Ms Pournaseh, Psychologist

Music impact on human cognition has a long and distinguished history as a research topic in psychology. The focus of the present study was on investigating the effects of music instruction on the cognitive development of preschool children. Sixty pre-school children (age, 5 or 6 yrs) of kindergartens were randomly assigned to two groups, one receiving music lessons and the other (matched for sex, age and mother educational level) not taking part in any music classes. Children were tested before the start of music training course and at the end of the course with 4 subtests of the Tehran Stanford–Binet Intelligence Scale (TSB). The experimental group participated in twelve 75–minute weekly music curriculum. Statistical analysis showed significant IQ increase in participants receiving music instruction, specifically on the TSB verbal reasoning and short – term memory subtests. The Numerical and visual/abstract reasoning abilities did not differ for the two groups after lessons. These data support studies that found similar skills enhancements in preschool children, despite vast differences in the setting in which the instruction occurred. These findings appear to be consistent with some neuroimaging and neurological observations which will be discussed.

#23
Developmental Psychology/ Psychologie du développement

CONCURRENT AND PROSPECTIVE RELATIONSHIPS BETWEEN PARENTING STYLES AND CHILDREN'S EMOTIONAL INTELLIGENCE SELF-CONCEPTS: A 6-YEAR LONGITUDINAL STUDY

Katia Keefer, Queen's University; Ronald R Holden, Queen's University; James DA Parker, Trent University

Learning to identify, understand, and regulate one's own and others' emotions (i.e., emotional intelligence; EI) constitutes an essential aspect of human development, linked to successful adaptation, social integration, and wellbeing. Although much is known about the development of children's actual EI competencies (ability EI), virtually no empirical research exists on the developmental antecedents of perceived EI self-concepts (trait EI). This is a notable oversight, given the growing evidence implicating trait EI in important school outcomes. The present study examined concurrent and prospective relationships between measures of parenting styles and children's trait EI over a 6-year period from late childhood (age 10-11) to late adolescence (age 16-17). Latent growth curve models (LGMs) were fitted to data from over 700 children who participated in the National Longitudinal Survey of Children and Youth, collected at four assessment waves. In addition to examining the developmental trajectories for each variable separately, a series of associative LGMs were used to test whether initial levels of parental warmth and rejection predicted subsequent changes in children's EI self-concepts, and vice versa. Implications of the findings for the nature of trait EI and its development are discussed.

#24
Developmental Psychology/ Psychologie du développement

AN INVESTIGATION OF PREFERENCE DEVELOPMENT: EXAMINING AGE DIFFERENCES IN THE MERE EXPOSURE EFFECT

Michelle E Kerr, Dalhousie University; Jillian H Filliter, Dalhousie University; Shannon A Johnson, Dalhousie University

Preference acquisition is an emotional process that is critical to child and adolescent development; it allows for the formation of values, commitments, and attachments, and guides decision-making. One of the simplest forms of preference acquisition is demonstrated by the mere exposure effect (MEE); specifically, simple repeated exposure of a stimulus enhances an individual's attitude toward it. Although the MEE has been consistently demonstrated in adults, it has been suggested that children prefer novel rather than familiar stimuli (i.e., a reverse MEE). However, most studies in the child literature have focused on a narrow age range and have not employed the experimental methods that most effectively elicit the MEE. To determine when familiarity preference emerges, we examined the development of the MEE across childhood and adolescence. Participants aged 8 to 18 years (n = 56) provided likeability ratings for polygon and face stimuli that were presented 0, 3, 6, 9, or 15 times. Data collection is nearing completion, and preliminary analyses suggest that the MEE becomes evident in adolescence. These findings demonstrate a developmental emergence of the MEE. Results will help to guide future examinations of preference development in clinical populations that exhibit atypical affective and learning processes, such as autism spectrum disorder.

#25
Developmental Psychology/ Psychologie du développement

INFANT EMOTION REGULATION STRATEGY MODERATES THE RELATION BETWEEN MATERNAL DEPRESSION AND INFANT CORTISOL REACTIVITY

Jennifer Khoury, Ryerson University; Ashley Steinhauer, Ryerson University; Andrea Gonsalez, McMaster University; Robert Levitan, Centre for Addiction and Mental Health; Leslie Atkinson, Ryerson University

Maternal depression negatively affects infants' stress response and emotion regulation abilities. The mechanisms for these links have not yet been investigated. Research suggests that depressed mothers promote independent regulatory behaviors in their infants. We hypothesized that infants with more depressed mothers would have higher cortisol levels after a stressor task, but only if they utilize independent coping strategies. A community sample (N = 155) of mother-infant dyads participated in two study sessions at 15 and 16 months, during which each dyad took part in a stressful task (Toy Frustration and Strange Situation, respectively). At 15 months, we administered the Beck Depression Inventory to mothers and coded infant emotion regulation. During both sessions, infant cortisol was collected once before and twice after the stressor. Results indicate that infants of more depressed mothers showed significantly higher cortisol reactivity after both stressor tasks at 15 and 16 months, but only if they utilized independent coping strategies, i.e., the interaction between maternal depression and independent regulation strategies at 15 months, predicted higher infant cortisol at both 15 and 16 months. This study elucidates mechanisms pertaining to the relation between maternal depression and infant physiological arousal as it is moderated by infant emotion regulation strategy.

#26
Developmental Psychology/ Psychologie du développement

PARENTING STYLE AND ITS EFFECT ON FIRST YEAR UNIVERSITY STUDENTS' ACADEMIC SUCCESS

Elizabeth Levin, Laurentian University; Rashmi Garg, Laurentian University; Line Tremblay, Laurentian University

The transition from high school to university can be demanding and stressful. Permissive and authoritarian parenting styles have been associated with poorer emotional regulation, whereas authoritative parenting has been linked to emotional responsiveness, academic achievement, and social and academic adjustment. This research examined the simultaneous influences of authoritative versus other parenting style, emotional intelligence, adjustment to university, and high school average on first year grades via structural equation modeling. The participants were 86 male and 213 female first year students between 17 and 23. The results showed that high school average had a direct influence on first-year university GPA. Parenting style had a significant influence on adjustment to university but not on EI or GPA. Students from families with authoritative parenting styles tended to be better adjusted. Emotional Intelligence was not directly associated with first-year GPA, but was significantly associated with adjustment to university which was associated with the first-year GPA. This suggests that the influence of EI on academic achievement may be mediated by adjustment to university. In conclusion, emotional intelligence and an authoritative parenting style are influential in enhancing adjustment to university which in turns affects academic achievement in university.

#27
Developmental Psychology/ Psychologie du développement

EXPLORING PARENTAL CONTRIBUTIONS TO CHILDREN'S HELPLESSNESS FOLLOWING FAILURE

Jaclyn A Ludmer, University of Western Ontario; Tara Morley, University of Western Ontario; Greg Moran, University of Western Ontario

Individuals with early insecure attachments are thought to develop unstable self-views that lead to maladaptive cognitive styles, such as helplessness, that place them at risk for depression. Parenting characterized by either a failure to comfort in times of need (safe haven) or an inability to facilitate exploration (secure base) has been theoretically linked to the development of these insecure attachments. Little research, however, has examined the direct role of these parenting styles in the development of maladaptive cognitive patterns that constitute a risk for depression. This study examined associations between parenting style when infants were 21 months and helpless attributions following both achievement and social-based failure 5 years later. Secure base and safe haven parenting were assessed using items selected from the Maternal Behavior Q-Sort, a set of 90 items describing mother-infant interactions. Both secure base ($r = -.41$, $p < .05$) and safe haven parenting scores ($r = -.57$, $p < .001$) were negatively associated with child persistence on the achievement-oriented failure task. These results, suggesting a link between parenting and helpless responses to challenge, have important implications for clinical interventions aimed at decreasing the onset of depression and may also inform psychotherapeutic treatments for depressed individuals.

#28
Developmental Psychology/ Psychologie du développement

ADOLESCENTS SEEKING HELP FROM SPECIFIC PEERS: THE RELATIVE CONTRIBUTION OF THEIR INTENTIONS AND PAST EXPERIENCES

Leslie J MacIntyre, University of New Brunswick; Heather A Sears, University of New Brunswick

Previous research has shown that adolescents seek help most often from their peers, and that positive help-seeking experiences in the past and intentions of seeking help in the future are important factors for enacting this behaviour. However, few studies have examined adolescent help seeking from specific peers (e.g., female friends, male friends, romantic partners), and no studies have assessed the relative contributions of youths' past help-seeking experiences and their help-seeking intentions to their help-seeking behaviour. Over 350 New Brunswick youths (182 girls, 174 boys) completed a survey at school. Hierarchical regressions showed that higher help-seeking intentions and more positive past help-seeking experiences significantly and uniquely predicted more frequent help seeking from three types of peers, although intentions accounted for much more variance than past experience. A simple slopes analysis of the interaction between intentions and past experience predicting help seeking from a male friend revealed that higher intentions predicted more frequent help seeking when youths had more positive or less positive past experiences, but the effect was stronger for youths with more positive past experience. These results suggest that adolescents' help-seeking intentions AND their past help-seeking experiences shape how often they seek assistance from specific peers.

#29
Developmental Psychology/ Psychologie du développement

MATERNAL THEORY OF MIND DURING THE POSTPARTUM PERIOD

Anna L MacKinnon, McGill University; Ian Gold, McGill University; Nancy Feeley, Jewish General Hospital; Barbara Hayton, Jewish General Hospital; Phyllis Zelkowitz, Jewish General Hospital

Maternal social cognition may impact the quality of mother-infant interaction. Theory of mind (Baron-Cohen, 1989), which involves the cognitive ability to infer the mental states of another person, may be implicated in a mother's ability to recognize her infant's social cues and thus may affect her ability to interact sensitively with her infant. Research has yet to investigate theory of mind in mothers during the postpartum period. The present study assessed theory of mind in a sample of 342 mothers (Mage = 32.2 years) at 7-9 weeks postpartum, using the Reading the Mind Through the Eyes Test (Baron-Cohen et al., 2001). Results indicated a negative relationship between theory of mind and parity, where theory of mind decreases as parity increases. Furthermore, first-time mothers score significantly higher on theory of mind than mothers who have already given birth to at least one child ($F = 4.43$, $p < .000$). Theory of mind was also strongly correlated with maternal education such that greater number of years of schooling was associated with increased theory of mind ($r = 0.36$, $p < .000$). In contrast, theory of mind was not significantly associated with breastfeeding and infant gender. These differences highlight the need to investigate the role of maternal theory of mind in mother-infant interaction during the postpartum period.

#30
Developmental Psychology/ Psychologie du développement

AN INVESTIGATION OF REFERENT INFLUENCE ON ADOLESCENTS' MORAL DECISION MAKING

Cari McIlduff, The King's University College; Theresa Zolner, The King's University College

The purpose and rationale for this research is to investigate what type of mentors/referents adolescents think of as they make decisions about moral dilemmas. The study will assist the researcher in identifying what referents adolescents think about and what makes them influential. Much research has been done to investigate who is often influential in adolescents' lives, but little research has been done on how these people are influential and what makes them influential in teens' minds. In creating an online survey, the researcher used a modified version of the Prosocial Moral Reasoning Tool which originally took into account only prosocial situations and focused only on adolescent decisions. This modification probes for knowledge about who most influences adolescent decision-making and which of their attributes adolescents find appealing. Adolescents often are faced with moral dilemmas that are more antisocial in nature. Therefore, with the consent of original survey author a new question with more antisocial content was added. It is hypothesized from previous research that the majority of influence will be from parents and peers; however, until the survey has been given and the data analysed it is difficult to predict what adolescents see as the most influential aspects of those they consider influential. I will be presenting on the findings of this research.

#31
Developmental Psychology/ Psychologie du développement

FAMILY GAME NIGHT: AN EXAMINATION OF THE ROLE FAMILIAL ATHLETIC INVOLVEMENT PLAYS IN STUDENT ATHLETE'S TRANSITION TO FIRST YEAR UNIVERSITY

Jessica Moorman, Carleton University; Kate M Hill, Carleton University; Anne Bowker, Carleton University

The purpose of this study was to examine the impact of parental and family athletic involvement on student transition to first-year university. Specifically, this study examined the relationship between parental sport participation, student sport participation level and family activity count on the psychological, academic, and socio-environmental outcomes associated with the transition to university. 520 first year undergraduate students completed self-reported measures on transitional outcomes. Results indicated a significant main effect for athletic involvement with student athletes reporting higher connectedness and student university match scores as well as lower depression scores. Similarly, results revealed that parental involvement in organized sport lead to higher connectedness and student university match scores and lower depression scores for student athletes. Finally, results indicated a significant main effect for family activity count for campus connectedness, student university match and student athlete's self esteem. Pairwise comparisons showed significant differences favoring student athletes with high familial athletic involvement on most transition outcome variables. The benefits of such familial involvement may be due to the innate social inclusion, support and structure, commonly associated with close family connectedness and sports participation.

#32
Developmental Psychology/ Psychologie du développement

AUTONOMOUS MOTIVATION FOR LISTENING TO MUSIC AND SUBJECTIVE WELL-BEING IN LATE ADOLESCENTS

Amélie Morinville, University of Ottawa; Dave Miranda, University of Ottawa; Patrick Gaudreau, University of Ottawa

It is often suggested that music listening in adolescence is generally associated to happiness. Despite this compelling assumption, which is mostly grounded in common sense, little empirical research has examined the extent of this relationship. The objective of this study was thereby to examine if autonomous motivation for listening to music was related to subjective well-being in late adolescence, which is a period of life when music is very important. A sample of 241 late adolescents (86 % female), ranging from 17 to 21 years of age ($M=18.27$; $SD= 0.98$), completed self-report measures of autonomous motivation for listening to music (intrinsic and identified), subjective well-being (positive affects, negative affects, and life satisfaction), and active coping by music listening (problem-solving and emotional management). Results from structural equation modeling showed that higher levels of autonomous motivation for listening to music were indeed significantly related to higher levels of subjective well-being (beta = .35; CFI = .98; RMSEA = .07). Therefore, these results suggest that the more often adolescents listen to music for autonomous reasons (e.g., because of the fun and enjoyment that music provides me), the happier they feel in everyday life in terms of experiencing more positive emotions, having fewer negative emotions, and perceiving more life satisfaction.

#33
Developmental Psychology/ Psychologie du développement

EXAMINING THE RELATIONSHIP BETWEEN MORAL DEVELOPMENT STAGE AND EXECUTIVE FUNCTION SKILLS IN AT-RISK YOUTH

Samira S. L. Moumne, McGill University; Steven R. Shaw, McGill University

The cognitive-developmental model of moral development suggests that moral maturity develops in three levels, and each level is characterized by increasingly nuanced criteria for making ethical judgments. The progression from basing our ethical decisions on matters of personal interest, to matters of maintaining social norms, to an ultimate understanding of morality that considers moral purpose and ideals, is considered to largely depend on our capacity for cognitive organization. Many executive function skills including decision-making, problem-solving, social awareness, cognitive flexibility, and self-monitoring, show theoretical overlap with the cognitive organization required for moral development. These executive skills have also demonstrated a significant positive impact on academic performance. However, the relationship between these constructs and their combined influence on academic outcomes is an understudied area. The current study examines the relationship between executive skills and moral development level in a sample of high school students identified as at-risk for academic failure. Outcomes of this research will provide theoretical clarification of the differences and similarities between the constructs of morality and executive function. Further implications of this research on intervention strategies for youth with academic difficulties will be discussed.

#34 **THE IMPACT OF PARENTAL DIVORCE ON TRUST AND LONELINESS IN YOUNG ADULTS**

Developmental Psychology/ Psychologie du développement

Melissa Nuno, Laurentian University; Elizabeth Levin, Laurentian University

About 74,000 Canadian children are affected by parental divorce yearly. Early research showed lower psychological wellbeing, but recent research suggests that the gap between children from divorce and intact backgrounds is reducing. Psychosocial wellbeing may be related to trust. Research suggests that children of divorce have problems forming relationships. Parental divorce may limit the development of interpersonal trust which is essential for relationship formation. Research also suggests that children of divorce experience greater loneliness. This study explored how trust and loneliness are related. A sample of two hundred and seventy undergraduate university students participated. They answered questionnaires regarding parent-child relationships, loneliness, trust, social support, inter-parental conflict and opportunity to grieve the loss of their intact family. The data analysis is expected to show that young adults from divorce families have poorer trust and higher loneliness than those from intact families. The results will provide valuable information on the impact of divorce and the variables that interact with it to produce positive outcomes in children for long term wellbeing. Results will also be of value for both parents and intervention programs on factors that impact child outcomes and how to use these to gain more positive outcomes in children.

#35 **USE OF MIMICRY TO INCREASE PRO-SOCIAL BEHAVIOR IN PRE-SCHOOLERS**

Developmental Psychology/ Psychologie du développement

Charlene E Parker, Dalhousie University

The effects of mimicry on children's social and non-social behavior were tested in the current study. Children were randomly assigned to 2 conditions. During the priming phase the experimenter and child each played with an identical set of toys and the experimenter interacted with the child in a specific way. In the mimicry condition, the child's physical behaviors were mimicked by the experimenter while playing with the toys; the experimenter played with the same toy at the same time and in the same manner as the child. In the control condition, the experimenter responded contingently to the physical behaviors of the child and the experimenter played with a different toy in a different manner than the child at all times. During the testing phase each child performed two tasks in a counterbalanced order: a resource allocation task, and a delay of gratification task. Effects of mimicry on pro-social and non-social behaviors were determined by performance on the resource allocation task and the delay of gratification task, respectively. It was expected that children in the mimicry condition would perform better on the resource allocation task, but that children's performance would not vary between conditions on the delay of gratification task. Results will be discussed with regard to the effects of mimicry on pre-school children.

#36 **INTERACTIONAL SYNCHRONY, SHARED AFFECT, AND PRESCHOOL AGGRESSION: THE MEDIATING EFFECT OF CHILD SOCIAL COMPETENCE**

Developmental Psychology/ Psychologie du développement

Cassandra Pasiak, University of Windsor; Rosanne Menna, University of Windsor

This study examined the relations between mother-child synchrony and preschoolers' social skills and aggressive behavior. Fifty-nine preschoolers (3-6 years; 29 clinically aggressive and 30 non-aggressive) and their mothers engaged in a videotaped free play task and a structured block task. For the block task dyads were given 12 colored blocks and design cards deemed likely too difficult for the child to complete alone. Children were matched for age and gender, and those with developmental delays, medical conditions, or physical disabilities were excluded. Interactions were coded for interactional synchrony, shared positive affect, and shared negative affect. Household income was controlled for all analyses. The groups did not differ on any other demographics. Analyses showed that interactional synchrony, shared affect, and child aggression predicted children's social skills. The relation between interactional synchrony during the block task and child aggression was also mediated by children's social skills. The relation between shared negative affect during both tasks and child aggression was mediated by children's social skills. Findings will be discussed in terms of practical implications for interventions with aggressive young children. However, caution is warranted in terms of generalizeability due to small sample size and overrepresentation of Caucasian families.

#37 **THE SOCIAL AND COGNITIVE BENEFITS OF DANCE LESSONS**

Developmental Psychology/ Psychologie du développement

Julia Paton, Saint Mary's University; Nicole J Conrad, Saint Mary's University

While there is an extensive literature suggesting that extra-curricular activities such as music lessons and sport participation are beneficial to child development (e.g., Schellenberg, 2006; Zarrett et al., 2009), there is currently very little research examining the potential benefits of extra-

curricular dance lessons for children. This study, for which data collection is underway, will address two research questions related to the social and cognitive benefits of dance lessons. First, whether the duration of dance lessons is related to increased social and/or cognitive skills. Second, whether dance ability, as measured through nationally-accredited dance exams, is related to these same skills. Four hundred children between the ages of 8 and 12 years who are currently enrolled in a local dance school have been invited to participate. Intelligence is being measured using the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) and social skills is being measured using the Self-Perception Profile for Children (both child and parent ratings). The results of this research will add to the existing literature regarding extra-curricular activities for children, and could potentially provide support for the retention of dance programs in a time when such programs are being cut back due to financial constraints.

#38
Developmental Psychology/ Psychologie du développement

STRESS DURING THE TRANSITION TO HIGH SCHOOL: UNDERSTANDING THE INFLUENCE OF STUDENTS' SENSE OF MASTERY AND EMOTIONAL REACTIVITY

Liane C Pereira, McGill University; Rick N Noble, McGill University; Jessica R Toste, Vanderbilt University; Marianne Christie, McGill University; Nancy L Heath, McGill University

The transition to high school can be difficult because it occurs during a period of significant developmental changes, and involves shifts in expectations due to the differing demands of elementary and secondary school. Although a sense of mastery has been found to predict student success, emotion dysregulation has been hypothesized to be highly related to adjustment during this transition. As such, the ability to regulate heightened emotions may impact psychosocial traits that further influence student success, such as school stress. Thus, the present study examined (a) the relationship between sense of mastery, emotional reactivity, and school stress, and (b) the prediction of school stress by emotional reactivity. Grade seven students (n = 827; 55% female) completed the Resiliency Scales for Children and Adolescents and the Early Adolescent School Role Strain Inventory. Results show a positive correlation between mastery and school stress, and a negative correlation between emotional reactivity and school stress. Emotional reactivity was a significant predictor of school stress, beyond the influence of sense of mastery. Gender interactions were also explored. These results suggest that emotionally reactive students may be particularly prone to experience school stress at this pivotal time in development, regardless of their sense of mastery.

#39
Developmental Psychology/ Psychologie du développement

A LONGITUDINAL STUDY EXAMINING SIBLING SCAFFOLDING AS A PROTECTIVE FACTOR FOR CHILDREN IN LARGE FAMILIES

Heather Prime, OISE/University of Toronto; Jenny Jenkins, OISE/University of Toronto

The negative relationship between sibship size and children's attainment is considered to be robust (Lawson, 2009). A common hypothesis used to explain this negative relationship is the resource dilution hypothesis (Downey, 1995; 2001), which posits that as the number of children in the family increase, the proportion of parental resources accrued by any one child decreases. The present research explores longitudinally whether scaffolding between siblings moderates the negative relationship between number of siblings in the home and children's development of language and reading abilities (N = 501; Time 1 age 18 months; Time 5 ~4.5 years). It is hypothesized that sibship size and sibling scaffolding will combine interactively when predicting a change in children's attainment; children exposed to larger sibships whose siblings exhibit higher levels of scaffolding will be less likely to show reduced attainment over time when compared to those children exposed to larger sibships whose siblings do not exhibit scaffolding. The moderation model is examined from a Vygotskyian perspective: siblings may fulfill children's needs for constructivist learning, thus compensating for the reduction in parental investment that occurs as a result of having multiple children. Hierarchical regression analyses are currently being conducted to explore the proposed moderation model.

#40
Developmental Psychology/ Psychologie du développement

ADOLESCENTS SEEKING HELP FROM FEMALE FRIENDS AND MALE FRIENDS

Adam Savoie, University of New Brunswick; Heather Sears, University of New Brunswick

Research on adolescents' help-seeking behaviour has shown that youths prefer to seek assistance from peers. However, few studies have evaluated help seeking from specific types of peers, even though adolescents' peer networks typically include female friends and male friends. This study examined the frequency with which adolescents seek help from female friends and male friends, whether specific traditional masculine and feminine gender role norms predict these behaviours, and whether there are gender differences in these patterns. New Brunswick adolescents (168 girls, 158 boys Grades 9-12) completed a survey at school. The results showed that adolescents seek help more often from female friends than male friends, and that girls seek help from both types of friends more often than boys. Youths' reports of less conformity to the masculine norm emotional control and more conformity to the feminine norm nice in relationships predicted more frequent help seeking from female friends. In comparison, only less conformity to the masculine norm emotional control predicted more frequent help seeking from male friends. These results suggest that adolescents' beliefs about the importance of concealing emotions predict their help-seeking regardless of their helper's gender whereas beliefs about the importance of maintaining relationships predict help seeking from female friends only.

#41
Developmental Psychology/ Psychologie du développement

EFFECTS OF PARENTAL STRESS ON THE RELATIONS BETWEEN MATERNAL PERSONALITY AND EMOTION AND COPING SOCIALIZATION

Jennifer L Scammell, University of Windsor; Kimberley A Babb, University of Windsor

The way in which parents teach their children to understand and regulate emotions is important to how children relate to other people and develop good social skills. These socialization processes can be influenced by factors such as parental personality and level of stress related to the parenting role. As part of an ongoing study, 26 mothers of children, ages 3 to 12, completed online questionnaires. Using these data, we examined the relations between maternal personality factors, emotion socialization (emotion coaching), coping socialization, and parental stress. Overall, parental stress was negatively associated with the two personality factors of agreeableness ($r(21) = -.54$, $p = .008$) and conscientiousness ($r(21) = -.77$, $p < .001$), as well as emotion coaching ($r(21) = -.55$, $p = .007$). Emotion coaching mediated each of the positive relations between two personality factors (agreeableness and conscientiousness) and supportive coping socialization; however, these findings became non-significant when controlling for parental stress. These findings highlight the importance of parental stress and maternal personality for mothers' emotion and coping socialization behaviours.

#42
Developmental Psychology/ Psychologie du développement

THE RELATIONSHIP BETWEEN ALCOHOL-ASSOCIATED RISK BEHAVIOURS AND DISORDERED EATING IN LATE ADOLESCENCE

Daniella D Sieukaran, Simon Fraser University; Jennine S Rawana, York University

Researchers have found that individuals who engage in disordered eating (DE) behaviours frequently engage in alcohol-associated risk behaviours (AARB), although most research has focused on adult, clinical populations. This is a critical area to study among non-clinical samples of late adolescents (LA), because although AARB and DE emerge earlier than LA, both behaviours commonly emerge during this developmental stage. The current study examined the longitudinal relationship between AARB and DE among a LA sample ($N = 227$; $M_{age} = 19.3$, $SD_{age} = 1.1$, age range = 17-21; M BMI = 22.1; 81% female). Participants were recruited from an Introduction to Psychology university course, and completed measures at Time 1 (T1) and four months later (Time 2, T2). AARB were measured using the College Alcohol Scale. DE was measured by the Dutch Eating Behavior Questionnaire, which consists of three subscales: restrained, emotional, and external eating. Using Hierarchical Multiple Regression and controlling for DE scores at T1, AARB (T1) significantly predicted restrained [$b = .45$, $t(49) = 2.06$, $p < .05$], emotional [$b = -.70$, $t(49) = -2.42$, $p < .05$], and external [$b = -.48$, $t(49) = -2.72$, $p < .01$] eating at T2. Hence among LA, engaging in AARB is associated with various types of DE behaviours. Future research should further explore the co-occurrence of these two behaviours during late adolescence.

#43
Developmental Psychology/ Psychologie du développement

EXPLORING AFFECTIVE CO-REGULATION BETWEEN INFANTS AND CAREGIVERS USING NOVEL "BABYVIBE" TECHNOLOGY

Rebecca Stein, Ryerson University; Frank A. Russo, Ryerson University; Jean-Paul Boudreau, Ryerson University

Multimodal stimulation engages two or more sensory modalities simultaneously (e.g., both hearing and seeing a balloon pop). Infants have demonstrated a preference toward bimodal over unimodal stimulation (Flom & Bahrick, 2010). This CPA contribution will extend the multimodal literature from bimodal to trimodal stimulation by introducing a novel system called the BabyVibe (BV). The BabyVibe, recently developed in our labs, is a "jumper style" garment designed to transduce auditory input into temporally synchronized vibrotactile output. Specifically, it comprises a lapel microphone, worn by the caregiver, and an adjustable battery-powered jumper, worn by the infant. Embedded within the jumper lining are a receiver and two columns of exciters along the back. The pattern of vibrotactile stimulation running along the infant's back will vary with the pitch and intensity of the caregiver's voice. Our system distributes the vibration by separating out low and high frequency channels and provides a dual code for the vibrotactile frequency information. We hypothesize on the basis of pilot testing that the addition of a third (haptic) modality as provided by the BV will renew the salience of the speaker and will strongly focus infants' attention on their social interaction such that they display more outwardly social behavior and co-regulate more closely with their caregivers.

#44
Developmental Psychology/ Psychologie du développement

SOCIAL SKILLS INTERVENTION LEADS TO INCREASED NEURAL ACTIVITY IN ADOLESCENTS WITH AUTISM SPECTRUM DISORDERS

Sheryl Stevens, Marquette University; Audrey Meyer, Marquette University; Bridget Dolan, Marquette University; Jeffrey Karst, Marquette University; Kirsten Schohl, Marquette University; Scott Brockman, Marquette University; Rheanna Remmel, Marquette University; Noelle Fritz, Marquette University; Chelsea Gassaway, Marquette University; Grand McDonald, Marquette University; Amy Vaughan Van Hecke, Marquette University

The Program for the Education and Enrichment of Relational Skills (PEERS) is a 14-week treatment aimed at ameliorating social skills among high-functioning adolescents with Autism Spectrum Disorders (ASD). While research on the behavioral outcomes of the treatment has been positive (Laugeson, 2009; 2011), little work has been done on the treatment's neural outcomes. To this end, forty 11-15 year old adolescents with ASD were assigned to either an Experimental Treatment Group (EXP), or a Waitlist Control Group (WL). Neural activity was measured pre- and post-intervention/delay via continuous EEG during a 3-minute resting, eyes open condition. Beta band activity from left and right hemisphere frontal lobe electrodes was examined. Full analyses will include data from the EXP (n=20) and WL (n=20) groups; however, preliminary analyses on available data from the EXP group revealed a significant time x hemisphere interaction, $F(1, 7) = 5.181$, $p = .057$, partial $eta2 = .43$. Results indicate an increase in left frontal beta activity and no change in right frontal beta activation. Current literature suggests an association between left hemisphere frontal lobe activation and approach-related motivation and emotion (Davidson, 1992). We therefore suggest that completion of the PEERS program may result in neural changes related to increased approach behaviors in adolescents with ASD.

#45
Developmental Psychology/ Psychologie du développement

A ONE-WAY STREET? EXAMINING THE DIRECTION OF THE RELATIONSHIP BETWEEN ORTHOGRAPHIC KNOWLEDGE AND READING ABILITY

Tammy L Sudsbury, Dalhousie University; Hélène Deacon, Dalhousie University; Nicole Conrad, Saint Mary's University; Kyle Levesque, Dalhousie University

Orthographic knowledge is the awareness of letter patterns within a specific writing system. As an English example, orthographic knowledge reflects sensitivity to the regularity that 'st' occurs frequently at the beginning of English words, and 'sb' never. Research has demonstrated that there is a relationship between orthographic knowledge and reading ability (e.g., Barker et al., 1992). However, the direction of the relationship between these two skills remains unclear (Burt, 2006); specifically, do children learn about letter-patterns through their reading or does their knowledge of letter-patterns drive their reading? We will examine this relationship in a longitudinal study of 120 children in grades 2 and 3. Testing will take place in November, 2011 with a follow up in May, 2012. We will use several control measures and two orthographic knowledge tasks: one measuring word-specific orthographic knowledge, the other sub-lexical orthographic knowledge. Our sub-lexical measure of orthographic knowledge is less prone to interference from phonological processes than the task used in the one prior study on this question (Deacon et al., 2011). Analyses will be completed in time for presentation at CPA. We expect orthographic knowledge will predict progress in word-reading, a finding with substantial theoretical implications.

#46
Developmental Psychology/ Psychologie du développement

HOW TO WIN PARTICIPANTS AND INFLUENCE PARENTS: SUCCESSFUL STRATEGIES FOR LARGE-SCALE RECRUITMENT OF A DEVELOPMENTAL POPULATION

Nicole Sugden, Ryerson University; Margaret Moulson, Ryerson University; Natalie Ein, Ryerson University; Sabrina Aimola, Ryerson University

Recruitment is crucial for developmental research since the population of interest is often only eligible to participate during a single month or year of their lives. Despite the necessity, there has been no systemic research into the most effective ways to recruit infants and children. To determine optimal recruitment strategies, we evaluated whether the pitches used to capture parents' attention influenced success, as measured by parent sign-up. We also examined whether having other parents interested in our efforts (a busy booth) influenced sign-up. Of the 409 recruiting attempts observed, 32.8% were successful and 38.9% were not. Pitches that invoked a university affiliation or that referenced science were significantly more successful than generic pitches ($t(100)=-4.24$, $p<.01$ & $t(89.9)=-2.24$, $p<.05$), with no significant difference between university and science ($t(74.9)=.73$, $p=.47$). This suggests that a successful pitch allows parents to evaluate recruiter intention. A busy booth resulted in a 58% success rate, significantly more than when the booth was not busy (46%) ($t(353)=2.07$, $p<.05$), implying parents factor other parents' interest into their decision to sign-up. To optimize developmental recruitment, we suggest recruiters engage parents with pitches that contain information about recruiter intention and make an extra effort to recruit while the booth is busy.

#47
Developmental Psychology/ Psychologie du développement

HEALTH LITERACY IS RELATED TO HOW WE READ AND TALK WITH CHILDREN: NATURALISTIC AND CONTROLLED STUDIES

Doug Symons, Acadia University; Melissa Gendron, Acadia University; Jenna Dickson, Acadia University

Health literacy involves knowledge of health-relevant words and comprehension of written materials. Within families, one of the first health literacy activities can be parents socializing children into book-reading about health issues, as well as provide a forum to discuss family health events, which could be related to relationship processes and children's emotional development. In the first study, parents and their 5- to 7-year old children read a children's book about common health and medical procedures, and then talked about health experiences within families that could be emotional and threatening. Results were that parents with higher health literacy scores were significantly more secure in their own attachment style (i.e., less avoidant and anxious), had more elaborative discourse when talking to their children about a common health experience, and had children with more ability to regulate their emotions and identify emotions from faces. The second study involved undergraduates jointly reading with a voice-controlled doll, and here, health literacy was not related to attachment orientation, but was related to elaborative discourse about the health events. Together, these studies suggest that health literacy is related to how adults talk to children about health-related events as well as other indicators of both adult and child socio-emotional functioning.

#48
Developmental Psychology/ Psychologie du développement

INVESTIGATING THE EFFECTIVENESS OF SENSORY INTEGRATION THERAPY: AN OVERVIEW OF THE RESEARCH

Anna Takagi, McGill University; Daniella Goldberg, McGill University; Carla J Aguilera, McGill University; Sonia Keuroghlian, McGill University; Steven Shaw, McGill University

Sensory integration therapy (SIT) is widely used with children with developmental disabilities to improve their functioning (Smith & Antologivch, 2000; Watling et al., 1999). The intervention offers a variety of sensory experiences in a play context that is motivating and enjoyable for the child (Parham et al., 2007). The approach is based on Ayres' theory that the ability to process and use sensory information to orient one's body in space is necessary for adaptive functioning (Ayres, 1972). Despite its popularity, research on the effects of SIT on various outcomes is inconclusive and its use has been questioned (e.g., Baranek, 2002; Leong & Carter, 2008). However, Miller, Schoen, James, and Schaaf (2007) argue that lack of support for SIT is due to inadequate methodology and that conclusions cannot be made until more rigorous standards are met. The purpose of our paper is not to support or discourage the use of SIT but instead to conduct a critical analysis of existing research and to identify areas for improvement. We see SIT as analogous to counselling or talk therapy which for decades was viewed as an activity without scientific support (Gabbard, 2001). Only through innovative and changing methods was evidence for the effectiveness of counselling therapies gained (Gabbard, 2001). A similar infusion must occur in SI research in order to inform the use of SIT in practice.

#49
Developmental Psychology/ Psychologie du développement

BRINGING AN INDIVIDUAL DIFFERENCES PERSPECTIVE TO PREDICTORS OF FIRST-YEAR UNDERGRADUATE STUDENTS' READING ABILITY

Kim Tan-MacNeill, Dalhousie University; S. Helene Deacon, Dalhousie University; Annie Noble, Language & Literacy Lab, Dalhousie University

There is a need for research with adults that explores the factors that determine individual differences in reading ability. This would offer a key test of the lifespan-applicability of reading development models (e.g., Ehri, 2009; Share,1995) from an individual differences perspective. We examine how three key reading-related variables — phonological awareness, morphological awareness, and orthographic processing — predict first-year undergraduates' performance on word reading, reading comprehension, and ecologically valid measures of reading. 120 students will complete a range of standardized and experimental measures of reading outcomes. Hierarchical linear regression will be used to evaluate how phonological awareness, morphological awareness, and orthographic processing independently and together predict reading ability in adults. This research will evaluate, for the first time, the combined and independent effects of these variables on adult reading ability, and contribute to our understanding of reading across the lifespan.

#50
Developmental Psychology/ Psychologie du développement

THE EFFECTS OF CONTEXTUAL ADVERSITY ON CHILDREN'S SOCIAL COGNITION IN THE SECOND YEAR

Mark Wade, University of Toronto; Jennifer Jenkins, University of Toronto

Social cognition is the ability to understand the behaviour of other people; and children seem to demonstrate relatively advanced forms of social understanding by the second year of life. The current study offers a unique conceptualization of social cognition at 18 months. In this model, social cognition is described as a set of skills that reflect different forms of intention understanding. We then used this model to investigate how early contextual adversity influences social-cognitive development. We tested the hypothesis that socioeconomic disadvantage during infancy affects children's social cognition at 18 months, and this effect would be mediated by parenting behaviour (i.e. sensitivity). We used data from the Kids, Families, Places study, an ongoing longitudinal study of children and their families in Toronto. The present study involved 501 mother-child dyads. Socioeconomic status (SES) and maternal sensitivity were measured via parent-reports and experimenter observations when children were newborns. Social cognition was assessed through observations of child behaviour at 18 months. We applied Bayesian estimation techniques to structural equation modelling to test the proposed mediation model. In line with the hypothesis, there was a moderately significant indirect effect, such that SES was operating through parenting behaviour to affect social cognition at 18 months.

#51
Developmental Psychology/ Psychologie du développement

SCHOOL READINESS: CHILD-, FAMILY-, AND MACRO-LEVEL INFLUENCES ON LITERACY DEVELOPMENT

Mark Wade, University of Toronto; Dillon Browne, University of Toronto; Heather Prime, University of Toronto; Jennifer Jenkins, University of Toronto

In order for children to do well in school, they need to start off with a set of skills that support their learning. Among these skills, proficiency in language and reading appear to be particularly important. In this study we examined the contribution of various child-, family-, and macro-level influences on children's language (receptive vocabulary) and reading (print recognition) at 3 years. Drawing upon data from an ongoing longitudinal study of 501 children and their parents, we provide evidence for systemic influences on school readiness. Using a series of hierarchical regression models, it was shown that family income and assets were significant predictors of both language and reading after controlling for child age and gender. One of the most important predictors of language was whether or not mothers spoke English to their children at home. After controlling for the above variables, children's own language skills at 18 months were significant predictors of both language and reading at 3 years. Mothers' sensitive parenting behaviour also predicted unique variance in children's literacy, as did the quality of their neighbourhoods. In line with risk-resiliency models of development, we also identified important contingencies between these variables. This suggests that literacy development is affected by unique combinations of factors across multiple levels of influence.

#52
Developmental Psychology/ Psychologie du développement

ORTHOGRAPHIC KNOWLEDGE: THE ROUTE THROUGH WHICH IMPLICIT LEARNING RELATES TO READING SKILL?

Nicole Webb, Saint Mary's University; Julie Franc, Saint Mary's University; Nicole J Conrad, Saint Mary's University

High quality memory representations of recurring letter patterns and combinations are necessary for fluent reading (Ehri, 2005). Children typically acquire this orthographic knowledge incidentally through reading and spelling. However, if children have difficulties with implicit learning, this would impair their ability to establish the necessary orthographic representations. Conflicting results abound in the literature regarding the relation between implicit learning and reading skill. Although several studies illustrate that such a relation exists, few suggestions have been made regarding why this relation may exist. The present study examines whether or not this relation is mediated through orthographic knowledge. Children in Grades 2 and 3 completed measures of implicit learning, orthographic knowledge, and reading skill. Regression analyses following the mediation model of Barron and Kenney (1986), will determine whether or not a relation exists between different types of implicit learning and reading skill and if this relation exists, whether or not it is mediated through orthographic knowledge. Data collection is on-going. Results will contribute to our theoretical understanding of implicit learning, orthographic learning and contribute to a more comprehensive understanding of how skilled reading develops.

#53
Developmental Psychology/ Psychologie du développement

DIFFERENTIATING BETWEEN ENVY AND INEQUITY AVERSION IN CHILDREN
Amanda Williams, Dalhousie University; Chris Moore, Dalhousie University

Although little research has explored envy in children, recently envy trials both with and without a cost to self have been introduced. Researchers however, are unable to assert with certainty that children's decisions are motivated by envy as opposed to an aversion to inequity. The purpose of this study was to determine whether 4 and 6-year-old children's equitable decisions were being driven by envy or inequity aversion by manipulating the discrepancy between the participant and their partner. In envy trials both with, and without a cost to self, trials with a small discrepancy between self and partner (partner gets one extra resource) and trials with a large discrepancy (partner gets four extra resources) were compared. It was hypothesized that if children's decisions were driven by envy, they would prefer the equitable option more when the discrepancy was larger, while if they were simply averse to inequity their preference for equity would not differ across discrepancies. Four-year-olds did not differentiate between discrepancies regardless of cost, preferring to maximize their own benefits. Six-year-olds showed evidence that an aversion to inequity drives decision-making in envy trials with no cost to self. Conversely, in trials with a cost to self, envy seems to be the motivating factor, suggesting that in order to induce envy an element of sacrifice is necessary.

#54
Developmental Psychology/ Psychologie du développement

PLAYING WITH TECHNOLOGY: MOTHER-TODDLER INTERACTION AND TOYS WITH BATTERIES
Michaela Wooldridge, The University of British Columbia; Jennifer Shapka, The University of British Columbia

To investigate early play with electronic toys (battery-operated or digital), 25 mother-toddler (16-24 months old) dyads were videotaped in their homes playing with sets of three age-appropriate electronic and non-electronic toys for approximately 10 minutes each. Parent-child interactions were coded from recorded segments of both of the play conditions using the PICCOLO checklist, a measure of 29 positive parent-child interaction behaviours linked to developmental outcomes. Mean scores for each play session were compared and the result showed significantly lower means in the electronic toys condition for two (responsiveness, teaching) of the four domain scales of the PICCOLO, and marginally significantly lower scores for one domain scale (encouragement). Scores in the affect domain scale were not significantly different across conditions. Family demographic and play pattern data were collected via self-report questionnaire. Results indicated that a lower quality of parent-child interaction during joint play was associated with the use of electronic toys. The potential impact on early child development and suggestions for future research are discussed.

#55
Developmental Psychology/ Psychologie du développement

JEALOUSY AND THE HOSTILE ATTRIBUTION BIAS IN CHILDREN
Sisi Zhou, University of British Columbia; Natalie Miller, University of British Columbia; Charlotte Johnston, University of British Columbia

This study examined the relationship between children's self-reports of jealousy and their likelihood of exhibiting the hostile attribution bias (HAB) toward peers. Previous research has demonstrated links between jealousy and aggression (Culotta & Goldstein, 2008), and between the HAB and aggression (Dodge, 1980; Waldman, 1996), but few studies have investigated the relationship between jealousy and the HAB. The present study was conducted with a community sample of 68 children (24 girls, 5 with ADHD; 44 boys, 14 with ADHD) between the ages of 9 and 12. Self-reports of jealousy were obtained using the 4-item jealousy subscale of the Matson Evaluation of Social Skills for Youngsters (α = .66), and children's responses to five ambiguous peer-child interaction scenarios were coded for the presence of hostile attributions. Girls' self-ratings of jealousy were positively correlated with their level of HAB in the scenarios ($r = .51$, $p < .05$). Among boys, however, no significant correlation was found between jealousy and the HAB. This gender discrepancy suggests that relational concerns (such as those involved in jealousy) play a greater role in girls' social information processing, in comparison to that of boys'.

#56
Psychologists in Education/ Psychologues en éducation

ACADEMIC MOTIVATION IN CHILDREN TREATED FOR ATTENTION DEFICIT/HYPERACTIVITY DISORDER
Carla J Aguillera, Douglas University Institute; Anna Polotskaia, McGill University, School/Applied Psychology; Johanne Bellingham, Douglas Mental Health University Institute; Phuongthao Nguen, Douglas Institute; Shalaka Shah, McGill University; Steven R Shaw, McGill University; Ridha Joober, Douglas Mental Health University Institute; Natalie Grizenko, Douglas Mental Health University Institute

Attention Deficit and Hyperactivity Disorder (ADHD) is one of the most common neurobehavioral disorders diagnosed in 5-10% of school age children. However, studies that assess the effects of ADHD medication on school motivation are limited. The Academic Motivation Scale (AMS) allows assessing amotivation, intrinsic motivation, and extrinsic motivation (identified regulation and introjected regulation) for school related behaviors (Vallerand, 1997). Seventeen children diagnosed with ADHD, fourteen male and three female aged 6-12 years (Mean= 9.29), participated in the study. All children were assessed before the comencment of treatment and at three months of treatment with psychostimulant medication. Our results indicate that after three months of treatment, there was a significant decrease in amotivation, and an increase of introjected regulation towards activities performed in school. No significant changes were observed in the levels of intrinsic motivation and identified regulation.

#57
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EXPLORING EXECUTIVE FUNCTIONS AND RESILIENCY IN CHILDREN WITH HIGH FUNCTIONING AUTISM SPECTRUM DISORDERS

Alyssa A Altomare, University of Calgary; Adam W McCrimmon, University of Calgary; Katia Jitlina, University of Calgary; Ryan Matchullis, Univeristy of Calgary

Researchers investigating executive functions (EFs) in children with High-functioning Autism Spectrum Disorders (HFASDs) have identified significant impairments in this domain. However, the link between EFs, social deficits, and resiliency in children has yet to be examined. Given that EFs are theorized to be related to social skills, the nature of the relationship between these domains and their impact upon resilience, or the ability to overcome adversity, is an important area of further investigation. The current study explores the nature and strength of the relationships among EFs, social skills, and resilience in children with HFASDs. Participants included 25 children ages 8-12 with HFASDs, and 25 age- and gender-matched typically developing controls. EF was examined via the behaviourally-based Behavior Rating Inventory of Executive Functioning (BRIEF) and the Delis Kaplan Executive Function System (D-KEFS). Resiliency was examined via the Resiliency Scales for Children and Adolescents (RSCA), and social skills were examined via the Social Skills Improvement System (SSIS). Correlational analyses were then conducted to examine the nature of the relationship between these domains in the HFASD population. Subsequent work can build on this information to develop appropriate interventions for children with HFASDs.

#58
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HOW TEACHERS' CAUSAL ATTRIBUTIONS ABOUT FASD RELATE TO THEIR TEACHING SELF-EFFICACY

Erin M Atkinson, University of Alberta; Lia Daniels, University of Alberta; Jacqueline Pei, University of Alberta

Children with Fetal Alcohol Spectrum Disorders (FASD) often display complex problem behaviours in the classroom, presenting a challenge for even the most experienced teachers. Previous research suggests that teachers' perceptions of the causes of student behaviour can have an impact on their teaching self-efficacy, which in turn can affect the amount of effort they put into teaching, and their willingness to help students who are experiencing difficulties in the classroom. The purpose of this study was to examine how pre-service teachers' attributions of the causes of problem behaviours associated with FASD relate to their teaching self-efficacy for working with affected children in the classroom. Data were collected through online surveys from n=86 in the fall of 2009 and repeated in the fall of 2011 (closing December 1, 2011, current n=77) at a Western Canadian research university. Results will be analyzed using multiple regression to determine the extent to which four attribution predictor variables (locus of causality, stability, personal control, and external control) predict teacher self-efficacy while controlling for teaching level. Contribution of the results to the development of an attributional retraining intervention for teachers aimed at improving their self-efficacy in working with children affected by FASD will be discussed.

#59
Psychologists in Education/ Psychologues en éducation

THE EFFECTS OF BACKGROUND AUDITORY STIMULATION ON ACADEMIC PERFORMANCE FOR ADOLESCENTS WITH AND WITHOUT ADHD

Lauren Batho, Ontario Institute for Studies in Education/U of T; Rhonda Martinussen, Ontario Institute for Studies in Education/U of T

Research on the impact of auditory stimulation on children with Attention-Deficit/Hyperactivity Disorder (ADHD) has demonstrated a positive effect of white noise and an adverse effect of background speech on cognitive performance. These results are consistent with the Moderate Brain Arousal (MBA) model, in which stimuli that evoke moderate brain arousal in the dopamine system lead to improved performance for children with ADHD, whereas noise that leads to too little or too much stimulation results in reduced performance. The present study investigates the relationship between speech and white noise on the academic performance of adolescents with and without ADHD. It was expected that adolescents with ADHD will perform best in the white noise condition, whereas adolescents without ADHD will perform best in the no noise condition, consistent with the MBA model. Participants completed reading comprehension and writing tasks in one of three randomly assigned background noise conditions: no noise, white noise, and classroom babble. Participants also completed a questionnaire and brief interview examining their subjective noise preferences. Considering that children with ADHD are at greater risk for significant academic underachievement than children without ADHD, it is important to examine the optimal learning environment for children with attention difficulties.

#60
Psychologists in Education/ Psychologues en éducation

THE RELATIONSHIPS AMONG AND BETWEEN PSYCHOSOCIAL VARIABLES AND CYBERBULLYING IN SCHOOL-AGE CHILDREN

Krista Bergman, University of Calgary; Jac J.W. Andrews, University of Calgary Professor, Division of Applied Psychology

Although cyberbullying research is in its infancy, it is quite evident that this real and existing phenomenon is increasing in frequency, making cyberbullying an issue of concern (Kiriakidis & Kavoura, 2010). A Canadian study conducted by Li (2007) revealed that 24.9% of her sample of grade 7 students had experienced cybervictimization. As a result, cyber-bullying victimization has been linked to multiple maladaptive emotional, psychological, and behavioural outcomes (Hinduja & Patchin, 2007). Protective factors related to parenting styles and an individual's coping skills have been found to prevent the arising of victimization (Baldry & Farrington, 2005). For instance, it has been reported that having highly supportive parents and adaptive coping strategies are associated with lower levels of victimization (Baldry & Farrington, 2005). Although several studies have investigated the relationship between parental styles and coping strategies in relation to traditional bullying, very few have looked at the impact on cyberbullying victimization. The current study investigates the relationships among and between parental styles and coping strategies, and cybervictimization in school-aged children. The expected results are discussed in relation to the development and implementation of intervention programs that are needed to reduce the risk of being victimized by cyberbullies.

#61
Psychologists in Education/ Psychologues en éducation

RANDOMIZED-CONTROLLED TRIAL OF A CLASSROOM-BASED DISTANCE INTERVENTION FOR TEACHERS OF ELEMENTARY SCHOOL-AGED CHILDREN WITH ADHD

Pamela Blotnicky, Dalhousie University; Penny V Corkum, Dalhousie University; Nezihe Elik, McMaster Children's Hospital, Chedoke Site; Melissa McGonnell, Mount Saint Vincent University; Patrick J McGrath, Dalhousie University; Stanley P Kutcher, Dalhousie University

Attention Deficit Hyperactivity Disorder (ADHD) is a highly prevalent and chronic disorder, occurring in approximately 5% of children and persisting into adulthood for roughly 70% of those diagnosed. ADHD has a substantial impact on daily life, creating difficulties with behavioural, academic, social, and emotional functioning. The impact of ADHD on school functioning is especially severe. The current study is a Randomized Controlled Trial (RCT), in which researchers are evaluating a web-based program designed to provide teachers with knowledge about ADHD characteristics, etiology, and treatment. The program is classroom-focused, and teachers are supported by a study coach as they work through the 7-week program and adjust their instructional and behaviour management practices in order to best support students with ADHD. Questionnaire data from teachers will be analyzed to determine the effectiveness of the Teacher Help for ADHD intervention. Specifically, we will evaluate whether the program was effective in changing teachers' knowledge, attitudes, and practices, as well as whether it was effective in reducing ADHD and associated symptoms in those students provided with the behavioural intervention. If effective, this novel approach to teacher training and child intervention will be disseminated through our partners at the Nova Scotia Department of Education.

#62
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EFFECTS OF COGNITIVE ABILITY, POSITIVE AND NEGATIVE TEST-RELATED EMOTIONS, AND DISTRACTION ON FINAL EXAM PERFORMANCE

Silvia Bonaccio, Telfer School of Management, University of Ottawa; Charlie L Reeve, Health Psychology Program, University of North Carolina Charlotte; Eboni C Winford, Health Psychology Program, University of North Carolina Charlotte

Recent estimates suggest that test anxiety accounts for fewer than 30% of emotions experienced due to exams (Pekrun & Stephens, 2010). Using both lab and field data, this paper investigates the unique and joint effects of cognitive ability and positive and negative test emotions (PE; NE) on final exam performance. The role of distraction, or off-task thinking, is also investigated. Based on a sample of 102 undergraduate students, results show that Cognitive Ability was positively related to PE and negatively related to NE. As expected, Ability strongly predicted Exam Performance, but only a small portion of its total effect was indirect via Emotions and Distraction. PE and NE both influenced Distraction, with NE's effect on Distraction being three times the size of PE's effect. Furthermore, Ability and Distraction had a unique joint (i.e., interactive) effect on Exam Performance such that Distraction was only detrimental to Performance when cognitive resources were lower. When ability was low, Distraction hurt exam performance. However, when ability was high, Distraction (which was largely triggered by negative emotions) was unrelated to performance. Moreover, effect sizes associated with emotions were equivalent to the effect of cognitive ability. Our results are discussed in the context of Pekrun's (2006) control-value theory of achievement emotions.

#63
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SYSTEMIC VARIABLES IN CANADIAN SCHOOL BULLYING POLICIES: LIMITATIONS AND RECOMMENDATIONS

Jennifer E Bruce, McGill University; Ingrid E Sladeczek, McGill University; Ada Sinacore, McGill University

Bullying is a widespread problem among children and adolescents (Aluede, Adeleke, Omoike, & Afen-Akpaida, 2008; Craig et al., 2009; Espelage & Swearer, 2003). This occurrence has triggered the development of bullying polices, prevention and intervention strategies throughout educational institutions (Roberge, 2011). Unfortunately, there is little evidence with respect to their effectiveness (Ferguson, 2007; Smith, 2004). Furthermore, previous research has indicated that the content and quality of school policies varies widely (Smith, Smith, Osborn & Samara, 2008). The purpose of this study will be to analyze the policies of Canadian schools specifically related to bullying. For this analysis the Educational Self Study Form Booklet (Sinacore, 2008) will be used. This structured tool was designed to analyze the school's mission and values statement; policies and procedures; demographics; school climate; public materials, forms and documents; training, evaluation, and outreach; and the physical environment, as they relate to systemic variables that contribute to bullying and bullying behavior. Findings will be discussed in terms of the current limitations of bullying policies and recommendations for maximizing their potential.

#64
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LISTENING TO THE KIDS: THE ADOLESCENTS' PERSPECTIVE OF INTERVENTION PROGRAMS

Amanda A Chalupa, McGill University; Daniella Goldberg, McGill University; Melissa Stern, McGill University; Samantha Zevy, McGill University; Steven R Shaw, McGill University

When implementing an effective evidence-based intervention, it is crucial to consider the needs and wants of those to whom the intervention is directed. For example, when teachers listen to and learn from students, educational practice is improved since the students' perspective is integrated into the program (Clark, 1995). In so doing, the core issues of the schools, communities, and students are addressed (Nespor, 1997). The CN Adopt-an-Alouette "On Point" program is an evidence-based intervention directed at reducing the drop-out rate among inner-city Quebec high school students. This task is achieved by improving the skills that are necessary to do well in school but are not explicitly taught in schools (e.g., social skills and executive functions). Students from high schools participating in the program were surveyed regarding what they want and need in a program. These included the issues that the intervention addresses (e.g., bullying), scheduled time (e.g., after school), frequency

of sessions per week, as well as the strengths and weaknesses of the mentors' relationship and style. Results enlighten simple changes that can be made to intervention programs to ensure that the students' needs are met, that the intervention is effective, and that attrition is lessened.

#65
Psychologists in Education/ Psychologues en éducation

IMPROVING MENTORING PROGRAMS: AN ASSESSMENT OF NECESSARY CONSIDERATIONS BASED ON THE MENTORS' PERSPECTIVE

Amanda Chalupa, McGill University; Melissa Stern, McGill University; Sarah Glaser, McGill University; Steven R Shaw, McGill University

Mentoring programs are prevalent among youth who lack positive role models. Interventions where strong mentor-mentee relationships exist show high program effectiveness. Resiliency among at-risk youth is promoted when they have positive relationships with extrafamilial adults (Rhodes, 1994). Meta-analyses reveal that significant effects exist when mentor programs are based on empirically grounded "best-practices" and are properly implemented (DuBois et al., 2002). The CN Adopt-an-Alouette "On Point" program is an evidence-based intervention directed at reducing the drop-out rate among inner-city Quebec high school students by improving the skills that are necessary to do well in school but are not explicitly taught in schools (e.g., social skills and executive functions). The program is facilitated by "academic coaches", which are tutor-mentors specifically trained to foster these skills. The coaches were surveyed on their communication style, their style of building mentor-mentee relationship, and their expectations of the program. Analyses were conducted regarding the association between the coaches' responses, the coaches' experience evaluation, and the effectiveness of the program based on relationship quality and student outcomes (e.g., class attendance). Results enlighten simple changes to be made based on the mentors' perspective to enhance program effectiveness.

#66
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PARENT-REPORTED STRENGTHS AMONG CHILDREN WITH ADHD

Emma A Climie, University of Calgary; Kristi Mitchell, University of Calgary; Whitney Reed, University of Calgary; David Ki, University of Calgary; Sarah M Mastoras, University of Calgary; Donald H. Saklofske, University of Calgary; Vicki L Schwean, University of Western Ontario

With a new focus on resilience in children, the outlook on children with Attention-Deficit/Hyperactivity Disorder (ADHD) is becoming more positive. Specifically, research is beginning to highlight aspects of these children that are successful: things that families, teachers, communities, and children themselves are doing well. The current project outlines the strengths reported by parents of children with ADHD and highlights positive aspects of these children across a number of domains. Using a new strengths-based scale, the Strengths Assessment Inventory (Rawana & Brownlee, 2009), parents of children with ADHD aged 8 to 11 years of age completed the measure providing insight into the positive aspects of their children. A descriptive analysis of the results of this measure along with targeted interventions and recommendations are provided. This work preliminarily sets the stage for a better understanding of children with ADHD and their families and expands our knowledge of parents' views of strengths.

#67
Psychologists in Education/ Psychologues en éducation

THERE'S MORE TO A GREAT PAPER THAN A GREAT IDEA: EXAMINING RELATIONS BETWEEN EPISTEMIC BELIEFS, ACHIEVEMENT GOALS, AND ACADEMIC WRITING STRATEGIES

Melissa Duffy, McGill University; Krista Muis, McGill University; Roger Azevedo, McGill University

Academic writing tasks require students to draw on a host of cognitive and metacognitive strategies, yet little is known about the role of students' beliefs about knowledge and achievement motivations in the writing process. The present study addresses this gap by examining relations between university students' epistemic beliefs, achievement goals, and self-reported writing strategies in the context of writing achievement. Participants (N = 98) completed several validated questionnaires and participated in an interview (N = 26). Hierarchical multiple regression analysis revealed that constructivist beliefs, performance-approach goals, and metacognitive strategies were significant positive predictors of writing achievement ($p < .05$). Analyses of interview responses revealed that students with a mastery-approach goal reported more constructivist epistemic beliefs for writing, which allowed for creativity and critical thinking, but possibly jeopardized their performance. In contrast, students with a performance-approach goal for writing reported a less constructivist stance and emphasized the importance of tailoring their efforts to meet the instructor's preferences. The findings from this research have important implications for education, such as the design of writing assignment instructions and grading criteria.

#68
Psychologists in Education/ Psychologues en éducation

DOES METACOGNITION MATTER TO ELEMENTARY TEACHERS?

Meghann Fior, University of Calgary; Michelle Drefs, University of Calgary

One avenue to help foster the development of mathematics in the early grades is to teach young students metacognitive skills. Unfortunately, many elementary teachers receive limited instruction in how children learn mathematics and methods for teaching metacognition. However, do teachers believe that metacognitive instruction is missing from the curriculum? The purpose of the study was to discover how well teachers understand the meaning of metacognition, how confident they are in their abilities to instruct metacognition, and how important teachers believe metacognition is in their mathematics instruction. Participants included 17 teachers in Calgary, AB who were given questionnaires. It was found that most teachers have a firm understanding of the meaning of metacognition. Additionally, the majority of teachers believe that metacognition plays an important role in mathematical instruction but they also believe that their knowledge of metacognition is lacking.

#69
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THE RELATIONSHIP BETWEEN SELF-REGULATION OF EXECUTIVE FUNCTIONS IN CHILDREN WITH AUTISM SPECTRUM DISORDERS AND PARENT STRESS LEVELS

Leah Funk, University of Manitoba; Janine Montgomery, University of Manitoba; Heather MacKenzie, University of Manitoba

Difficulties with self-regulation of executive function (EF) are associated with challenges in planning, impulse control, cognitive flexibility, self-monitoring and social competence. These difficulties are frequently observed in children with autism spectrum disorders (ASD). The demands placed on the parents of children with ASD, and the cognitive challenges associated with a diagnoses of ASD, has been correlated with higher levels of stress among parents (Hastings & Johnson, 2001; Lessenberry & Rehfeldt, 2004). The Self-Regulation Program for Awareness and Resilience in Kids (spark*) is an innovative approach to improving behavioural, cognitive and emotional self-regulation skills in children with ASD in addition to providing a support for parents of these children. Thus, in a pilot study to explore the relationship between parent's level of stress and children's self-regulation of EF, 14 6- to 11-year old children and their parents participated in spark* over ten weeks in which pre- and post-program measures of parental stress and self-regulation of EF in children were collected. It is predicted that parent stress levels and children's self-regulation will be inversely related. Future direction for the use of spark* will be discussed.

#70
Psychologists in Education/ Psychologues en éducation

ASSESSING THE RELATION BETWEEN STUDENT PERCEPTIONS OF SCHOOL AND ACADEMIC ACHIEVEMENT

Carmen Gietz, School District 60 (Peace River North); Kent McIntosh, University of British Columbia

Interventions in schools often focus on either academic deficits or student behaviour, without consideration of the link between the two. Previous research has demonstrated a relation between school variables, such as expectations for behaviour and school safety, student behaviour, and academic achievement. Attention to creating a positive school environment and explicitly teaching social behaviours are important predictors of achievement. The present study explored the relation between student perceptions of the school environment and academic achievement and investigated what aspects of the school environment were most related to academic achievement. Participants were grade 4 and 7 students in 969 elementary schools and 73 middle schools who took part in a province-wide achievement test and student survey. Hierarchical multiple regression analyses were conducted to determine the amount of variance in student achievement explained by student perceptions of the school environment when controlling for differences in school districts and number of students from low-income families. Student perceptions of the school environment were significantly associated with academic success, beyond that of district differences and income. These results are discussed with regards to current practice and the importance of enhancing the school environment to maximize academic achievement.

#71
Psychologists in Education/ Psychologues en éducation

UNDERSTANDING THE ACADEMIC EMOTIONS OF HIGH SCHOOL STUDENTS AT-RISK FOR ACADEMIC FAILURE

Daniella Goldberg, McGill University; Melissa Stern, McGill University; Steven Shaw, McGill University

Emotions are ubiquitous in academic settings. However, research on academic emotions is scarce, particularly in at-risk student populations. To further extend current research, this study aims to investigate the role that academic self-concept and value have on academic emotions in high school students at risk for academic failure. The data for this study is part of the CN-Adopt-an-Alouette program that aims to understand and develop meta-academic skills (executive function, social skills, impulse control, and organization) in students at risk of academic failure through mentorship and tutoring programs. It is expected that students with the highest risk for academic failure will exhibit the most maladaptive academic self-concept, value, and academic emotions. These hypotheses will be analyzed using an Analysis of Covariance, with emotions serving as the dependent variables and academic self-concept and value as the independent variables. Outcomes from the current research are expected to not only inform theory, but aid in the development of interventions to help students in this population reach their optimal scholastic potential.

#72
Psychologists in Education/ Psychologues en éducation

EXECUTIVE FUNCTION PERFORMANCE IN BILINGUAL CHILDREN WITH ADHD

France Goulard, University of Calgary; Emma A Climie, University of Calgary; Sarah M Mastoras, University of Calgary; Donald H. Saklofske, University of Calgary; Vicki L Schwean, University of Western Ontario

Attention-Deficit/Hyperactivity Disorder (ADHD) is defined as a chronic neurobiological disorder affecting approximately 5% of children and is the most commonly diagnosed childhood disorder (APA, 2000). One of the primary underlying factors in ADHD is a deficit in executive functioning (EF), including deficits in inhibition, working memory, and cognitive flexibility. However, previous research has also demonstrated that bilingual children often have stronger overall EF abilities than comparable monolingual children (e.g., Hichey & Klein, 2011; Vivas & Sebastien-Gallés, 2010). The current project will investigate the EF abilities of bilingual and monolingual children with ADHD. Specifically, comparisons between working memory, inhibition, and cognitive flexibility levels between these groups will be examined. The results of this study will provide insight into the EF profile of bilingual ADHD children and may inform intervention practice for children with ADHD.

#73
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THE SUCCESS OF POST-SECONDARY STUDENTS BEING ACCOMMODATED FOR DISABILITIES: MOTIVATIONS TO DISCLOSE TO CLASSMATES ARE LINKED TO CRITICAL STUDENT OUTCOMES

C. Gail Hepburn, University of Lethbridge; Lori Francis, Saint Mary's University; Janelle R Enns, University of Lethbridge

Students who receive accommodations for a disability may have greater access to post-secondary education. We interviewed 11 undergraduates being accommodated in their classes. The majority described motivations to avoid disclosure of a potentially stigmatized identity to a classmate (e.g., disability is a private concern), and only two students described motivations to approach disclosure (e.g., educate peers). We surveyed 77 students registered with a university disabilities resource centre (24% response rate) and found that disclosure avoidance goals were significantly associated with outcomes: The more important the avoidance goals, the more likely students were to have thought about dropping out, report poorer well-being and grades, and be less inclined to disclose their disability to a future employer. All interview participants volunteered examples of peers forcing a disclosure (e.g., asking about assistive technology or absence during an exam). Survey data revealed that goals were significantly associated with the content of disclosure events: Avoidance goals were associated with using fewer positive emotions, more serious discussions, and negative reactions from peers while educational goals were associated with using positive emotions, humor, and reports of peer support. We discuss the importance of preparing students to engage in disclosure events at school and work.

#74
Psychologists in Education/ Psychologues en éducation

MINIMIZING IATROGENIC EFFECTS OF WEB-BASED MOTIVATIONAL PROGRAMS ON ACADEMIC ACHIEVEMENT

Kyle Hubbard, McGill University; Jason Ringo, McGill University; Laia Julio, McGill University; Nathan C Hall, McGill University

Attributional retraining (AR) is a motivational intervention that encourages unstable and controllable attributions for poor performance that consistently improves academic success (Haynes et al., 2009). The present study will investigate how AR impacts achievement and retention as moderated by students' self-esteem. The planned analyses are novel in that AR is administered via the Internet, and that an unusual iatrogenic effect of in-person AR methods is addressed (Hall et al., 2011) in which high self-esteem students perform WORSE after receiving AR. The goal of this study is to determine if this effect occurs following the web-based format of the intervention. The available data also allow for analyses of whether different AR methods moderate this effect (a practical version involving an intentionally difficult aptitude test vs. an abstract version involving writing). The sample consists of data currently being compiled from 893 undergraduates enrolled in social science courses at the University of California, Irvine, and will be analyzed using 2 (low/high self-esteem) x 3 (AR 1, AR 2, No AR) ANCOVAs (covariates: age, gender, course load, high school GPA) on institutional outcomes just obtained from institutional records (GPA, course withdrawal). It is anticipated that by further evaluating this iatrogenic effect, we can develop AR programs that minimize its occurrence.

#75
Psychologists in Education/ Psychologues en éducation

THE PLIGHT OF THE COGNITIVELY LOW AVERAGE

Troy Janzen, University of Alberta; Martin Mrazik, University of Alberta

Children who test as cognitively low average on IQ tests face a particular challenge for psychologists. In the past, low average students may have been excluded from being classified as learning disabled (LD) because of discrepancy definitions of LD. Recent research with the General Ability Index (GAI) and the Cognitive Processing Index (CPI) may shed some light on how to interpret Low Average IQ in relation to LD. The present study examined a group of 211 children who all had completed the WISC-IV and the WIAT-II. Of the 211, N=7 had Extremely Low IQ, N=34 had Borderline IQ, N=62 had Low Average IQ, N=80 had Average IQ, N=22 had High Average IQ, and N=8 had Superior or higher IQ. The Low Average group significantly differed from the Average group but not the Borderline group when examining achievement levels. In fact, the Low Average IQ group nearly always had more similar rates of achievement failure as the Borderline IQ group. Of the 62 children with Low Average IQ none would have been identified as LD using traditional discrepancy definitions. However, using a model of utilizing GAI and CPI allowed the identification of 23 children with a LD. This paper will discuss the findings in terms of the definition of learning disability and the utility of the GAI and CPI in the relevancy to LD definitions for low average IQ children.

#76
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EFFECTS OF TEACHING TEST-TAKING STRATEGIES, TEST-PREPARATION, AND ATTENDANCE ON HIGH SCHOOL STUDENTS EXAM ACHIEVEMENT IN SCIENCE COURSES

Troy Janzen, University of Alberta; Jamie Rawlusyk, Northcentral University

This study examined the effectiveness of student's reported use of test-taking strategies, test preparation, and attendance on their science exam achievement. Following school-wide instruction on test taking strategies, 197 high school science students between 15 and 18 years completed two questionnaires following a unit and final exam (May and June). Results showed that, in general, students who used test taking strategies typically had higher achievement on unit and final exams than students who did not. T-test analysis showed that students who highlighted key words and went back over their exam had significantly higher unit exam grades. For the final exam there were no significant differences based on test taking strategy. However, students who consistently use the exam strategies of covering answers (M/C) and rereading questions significantly outperform those that rarely or never use these strategies. Top quartile students tend to use strategies more often and tend to use multiple strategies. In terms of study time, 90 minutes or more of study for a unit exam meant significantly better performance while 120+ minutes of study was required for a higher final grade. Students that studied longer and missed fewer classes did significantly better on exams. Results are discussed in relation to best practices with regard to test strategies and preparation.

#77
Psychologists in Education/ Psychologues en éducation

THE RELATIONSHIP BETWEEN REPETITIVE BEHAVIOURS AND EXECUTIVE FUNCTIONS IN CHILDREN WITH HIGH FUNCTIONING AUTISM SPECTRUM DISORDERS

Katia Jitlina, University of Calgary; Adam McCrimmon, University of Calgary; Ryan Matchullis, University of Calgary; Alyssa Altomare, University of Calgary

The prevalence of Autism Spectrum Disorders (ASDs) is on the rise and now estimated to be 1 in 110 children. As higher functioning (HF-) ASDs may be the most rapidly growing part of the spectrum, research on this population is of pressing need. Recent research has shown that some young adults with HF-ASDs display a distinct profile of executive function (EF) impairments. It has been suggested that some EFs are essential for the development of healthy and reciprocal social interactions, and that repetitive and/or restricted patterns of behaviour (RBs) commonly observed in individuals with ASDs contribute to their social interaction deficits. The current study examines the relationship between the EF of cognitive flexibility and RBs in children with HF-ASD's in order to explore the underlying social deficits which are so debilitating to individuals with this disorder. Participants included 25 children ages 8-12 with Asperger's syndrome, HF-Autism, or Pervasive-Developmental Disorder Not-Otherwise-Specified, and 25 age- and gender-matched controls. Cognitive flexibility was assessed using direct, individual assessment of EF, and RBs were measured by parent-report. Should a relationship be found between RBs and cognitive flexibility, this will provide a basis for developing focused EF-based interventions designed to improve the social skills of children with ASDs.

#78
Psychologists in Education/ Psychologues en éducation

TEACHER PERCEPTIONS OF CHILDREN WITH RECURRENT HEADACHE PAIN: A MIXED METHODS APPROACH

Sara King, Mount Saint Vincent University; Rebecca C MacNevin, Mount Saint Vincent University; Christine T Chambers, Dalhousie University and IWK Health Centre; Paula Forgeron, IWK Health Centre

Examined the effect of communication from a medical professional on teacher perceptions of a student with recurrent headache pain. Participants were 106 teachers from elementary, middle, and high schools [mean teaching experience = 11.75 years (SD = 8.39)]. Participants completed an online survey in which they were presented with a vignette describing a hypothetical student with headache pain. Fifty-five teachers were randomly assigned to read a letter from a hypothetical medical professional about headache pain and 51 teachers were assigned to read generic information about the health centre. Participants rated multiple dimensions of the student's pain and gave open-ended responses regarding their knowledge of pain; these responses were analyzed qualitatively. Results indicated that teachers who received the letter perceived a higher degree of pain severity than those who did not. Teachers who received the letter were more likely to reduce the student's workload and alter deadlines. Qualitative analyses indicated that teachers require more information and/or training about recurrent pain in children, as well as more information regarding the types of accommodations appropriate for students with pain. This research suggests that both education and health care professionals would benefit from more open communication regarding the management of students with recurrent pain.

#79
Psychologists in Education/ Psychologues en éducation

LEARNING ORIENTATION, GRADE ORIENTATION, AND ACADEMIC RISK-TAKING

Kathryn D Lafreniere, University of Windsor; Rosanne Menna, University of Windsor; Kenneth M Cramer, University of Windsor; Stewart Page, University of Windsor; Gregory K Tippin, Lakehead University; Ashlyne I O'Neil, University of Windsor; Joan C Craig, University of Windsor

Students' approaches to university education have been characterized in previous research (Eison, Pollio, & Milton, 1986) in terms of learning orientation (desire to acquire new knowledge) and grade orientation (motivation to acquire high grades). The present study examined the consequences of learning orientation in relation to personality and motivational characteristics, with a specific focus on students' propensity to engage in academically risky behaviour (e.g., not studying, missing deadlines, and procrastination). A sample of 242 undergraduate student volunteers completed an online survey that included measures of learning orientation, temperament, and academically risky behaviour. Participants were classified on the basis of their scores in learning and grade orientation into high/high, high/low, low/high, and high/high groups. Students who were high in learning orientation and low in grade orientation were significantly higher in mastery and effortful control than those who were low in learning orientation and high in grade orientation. In general, having a higher grade orientation was associated with greater neuroticism, less conscientiousness, and greater propensity to engage in academically risky behaviours. Recommendations for considering learning orientation in designing programs to counter academically risky behaviours are discussed.

#80
Psychologists in Education/ Psychologues en éducation

TEACHERS' KNOWLEDGE AND ATTITUDES OF ADHD AND RELATED CLASSROOM MANAGEMENT PRACTICE

Cheron Martin, Mount Saint Vincent University; Pamela Blotnicky, Dalhousie University; Penny Corkum, Dalhousie University

The current study will examine the relationship between teachers' knowledge and opinions of attention-deficit hyperactivity disorder (ADHD) and teachers' self-reported use of various instructional and behaviour management strategies in the classroom. While previous studies have examined the relationship between teachers' knowledge of ADHD and their use of effective instructional and behaviour management practices, much less is known about the relationship between teachers' opinions and attitudes of ADHD in connection with their use of effective classroom management strategies. The purpose of the present study is to investigate the possible impact of teachers' opinions of ADHD on their use of specific instructional and behavioural management strategies. It is anticipated that both increased knowledge of ADHD and more positive attitudes toward students with ADHD will be associated with more frequent use of effective classroom management practices. Participants in

the study will include teachers from school boards across Nova Scotia, and a web-based questionnaire program will be used to collect data. Information gained from this study has implications for the content of teacher ADHD training programs and improving the classroom environment for these students.

#81
Psychologists in Education/ Psychologues en éducation

KNOWING YOUR OWN STRENGTHS: PROFILING SELF-PERCEIVED STRENGTHS AMONG CHILDREN WITH ADHD

Sarah M Mastoras, University of Calgary; Whitney Reed, University of Calgary; David Ki, University of Calgary; Kristi Mitchell, University of Calgary; Emma A Climie, University of Calgary; Donald H. Saklofske, University of Calgary; Vicki L Schwean, University of Western Ontario

The study and treatment of ADHD to date has been largely deficit-focused, with much of the emphasis on the problems and poor outcomes encountered by these children. However, the growing literature around strengths and resilience among children brings a refreshing and hopeful approach to the study of ADHD, emphasizing a need to better understand the strengths and resources that may support these children in becoming resilient and well-adjusted. Self-mastery and positive self-perceptions have been identified as key protective factors within resilience frameworks (Masten, 2001), suggesting that understanding how children see themselves and whether and where they identify their own strengths should be an integral component in the study of resilience. This poster takes a strengths-based approach to understanding ADHD by evaluating the self-perceived strengths of school-aged children with ADHD. Using year 1 data of the Strengths in ADHD project, self-report data from the new Strength Assessment Inventory (Rawana & Brownlee, 2009) is presented and related to key indicators of resilience and well-being. Results are discussed within the context of broadening the practice of ADHD intervention to incorporate the use of both common and individual strengths in supporting children's well-being, and promoting their own identification of personal strengths.

#82
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AN EXPLORATION OF INHIBITORY ABILITY AND SOCIAL SKILLS IN CHILDREN WITH HIGH FUNCTIONING AUTISM SPECTRUM DISORDERS

Ryan L Matchullis, University of Calgary; Adam W McCrimmon, University of Calgary; Alyssa A Altomare, University of Calgary; Katia Jitlina, University of Calgary

Individuals with high functioning autism spectrum disorders (HFASDs) are characterized by severe social communication deficits despite intact cognitive abilities. Although executive functions (EFs) have been implicated in many unique behaviours seen in individuals with HF-ASDs, such as perseveration and resistance to change, few studies have been robust in either measurement or selection of specific EFs. The present study is an investigation of the relationship between one fundamental EF, inhibition, and social skills in 25 children between 8-12 years with HFASDs (including high functioning autism, Asperger's syndrome, and Pervasive Developmental Disorder – Not Otherwise Specified) and 25 age- and gender-matched typically developing control children. Inhibitory skills were evaluated via both task-based performance (A Developmental Neuropsychological Assessment, Second Edition) and rating scales (Behaviour Rating Inventory of Executive Function), while social skills were evaluated via self- and parent-report (Social Skills Improvement System). Preliminary results indicate significant inhibitory dysfunction and poorer parent-rated social skills in children with HFASDs, as well as a significant moderate negative correlation between these domains. Results are discussed in light of the current study and their implications for future research.

#83
Psychologists in Education/ Psychologues en éducation

DO YOUR FRIENDS MAKE A DIFFERENCE? SIMILARITY, IDENTITY, AND ACHIEVEMENT IN UNIVERSITY STUDENTS

Lauren E Musu-Gillette, University of Maryland; Nathan C. Hall, McGill University; Kyle Hubbard, McGill University; Jutta Heckhausen, University of California, Irvine

Studies that examine friends' influence and academic outcomes in late adolescent populations are rare despite the fact that enrolment in higher education is becoming more and more common. This study aims to begin to fill the gap in the research on friendship in college students by examining the influence of friends' identity on academic achievement within a sample of 768 ethnically diverse college students. A series of hierarchical regressions examined how the gender, race, and achievement of a nominated close friend influences students' own achievement outcomes for three subsequent academic terms. Results indicate that interactions between one's own race and the race of one's friend may be important to consider, especially for Asian students. A significant interaction between one's own prior achievement and one's friends' achievement was also observed showing high-achieving students with high-achieving close friends to obtain the highest GPAs. The academic identity of one's close friend emerged as the strongest predictor of students' own achievement. Due to the lack of research on friendship at the college level, this study can be seen as an important first step to understanding the impact of the personal and academic identity of one's close friends, and similarity with one's own identity, on achievement in a university student population.

#84
Psychologists in Education/ Psychologues en éducation

HARMONY AT HOME: THE EXPERIENCE OF RAISING A CHILD WITH EXTERNALIZING BEHAVIOR PROBLEMS

David Mykota, University of Saskatchewan; Wendy Vipond, University of Saskatchewan

Given the importance of parenting in relation to child externalizing behaviour problems, it is critical to gain a better understanding of how parents of these children approach the parenting task (Johnston, Chen & Ohan, 2006). Studies in developmental psychology have related parents' attributions of the child's behaviour to both parenting behaviour and child outcomes (Bugental & Johnston, 2000). The attributions that parents

make for their child's behaviour can assist in our understanding the family difficulties associated with childhood externalizing behaviours (Johnston et al., 2006). For this study, a qualitative research inquiry, informed by phenomenological interviews, is proposed to answer the question, "What are the experiences of parents raising children with externalizing behaviour problems in a rural Northern Saskatchewan community?" Four families will be chosen through purposeful sampling, with the assistance of school administration and school counselors. Interviews will be conducted, using semi-structured interviews, to encourage family members to share their insights and describe their experiences in raising children with externalizing behaviour.

#85
Psychologists in Education/ Psychologues en éducation

PREDICTORS OF RESILIENCE IN YOUTH EXPOSED TO PHYSICAL VIOLENCE

David Mykota, University of Saskatchewan; Adele Laye, University of Saskatchewan

The purpose of the research is to develop a better understanding of resilience in youth exposed to community violence. Community violence is defined as "deliberate acts intended to cause physical harm against a person or persons in the community" (Cooley, Turner, & Beidel, 1995, p. 202). The study will focus on factors that are protective for youth with the goal being to determine whether certain personal characteristics buffer against the negative effects of community violence exposure. The Children's Report of Exposure to Violence (CREV; Cooley, Turner, & Beidel, 1995) will be used to measure the level of violence exposure. Internalizing and externalizing problems will be measured using the Beck Youth Inventories Second Edition for Children and Adolescents (BYI-II; Beck, Beck, & Jolly, 2001). The Resiliency Scales for Children and Adolescents (RSCA; Prince-Embury, 2006) will be used to measure protective factors. Results of the study will be reported so a better understanding of the protective factors for rural youth exposed to violence can be garnered and targeted in school-based prevention/intervention programs.

#86
Psychologists in Education/ Psychologues en éducation

STANDARDISATION ET CALIBRATION D'UN INSTRUMENT DIAGNOSTIQUE POUR LA DYSLEXIE POUR UNE POPULATION FRANCOPHONE DU N.-B.

Josée Nadeau, Université de Moncton; Sarah Pakzad, Université de Moncton; Marie-Claire Paulin, Université de Moncton

La dyslexie est un sujet d'actualité au Nouveau-Brunswick et l'avancement des recherches en neuropsychologie suggère que le dépistage précoce en combinaison avec une rééducation qui sert à manier les structures cognitives pourraient considérablement réduire les symptômes associés à ce trouble de lecture. Cette recherche portait sur l'évaluation diagnostique des dyslexies dans un milieu minoritaire francophone. Lors d'un inventaire d'outils portant sur le dépistage des troubles de lecture, on n'a pu répertorier que trois instruments démontrant dans leurs échantillons l'utilisation de régions minoritaires francophones canadiennes aux fins de standardisation (WIAT-II, TAAF et ÉVIP). Conséquemment, le manque d'outils pour évaluer les voies déficitaires en lecture ainsi que le manque de représentativité de la population d'élèves francophones du Nouveau-Brunswick dans les outils standardisés posent problème en évaluation diagnostique. L'objectif de cette recherche était de standardiser et calibrer l'ODÉDYS (outil de dépistage des dyslexies développé en France) pour une population scolaire francophone du Nouveau-Brunswick. Cent soixante-dix élèves avec et sans diagnostic de dyslexie ont participé à ce projet. Les résultats sont discutés.

#87
Psychologists in Education/ Psychologues en éducation

REVIEW AND CRITIQUE OF THE MOST WIDELY USED EARLY CHILDHOOD COGNITIVE ASSESSMENT MEASURES

Juliana Negreiros, University of British Columbia; Michelle L Kozey, University of British Columbia; Laurie Ford, University of British Columbia

The purpose of this poster presentation is to highlight the results of a study on the technical properties of widely used early childhood cognitive assessment tools. In the study, a critical review and expert consensus were used to evaluate the psychometric properties of seven different cognitive assessment measures (i.e., DAS-II, KABC-II, Leiter-R, NEPSY-II, SB-5, WPPSI-III, and WJ III), according to the evidence provided in the test manuals and key review papers. A summary of the results on technical data (e.g., Cattell-Horn-Carroll [CHC] abilities, reliability, validity, floors) will be provided. Key findings indicate that while a number of the cognitive measures incorporate a CHC framework into their interpretation materials, they have a slightly different factor structure than the school-aged version of the tools. Further, in many instances fewer CHC factors are represented on the tests and of those that do purport more factors, the factors have lower reliability than their school-aged counter parts. In addition to learning about both the psychometric and practical strengths and weaknesses of early childhood assessment tools, participants will gain an awareness of special considerations regarding the clinical use, selection, administration, and interpretation of these instruments.

#88
Psychologists in Education/ Psychologues en éducation

CULTURAL IMMERSION IN ECUADOR: PREPARING PSYCHOLOGISTS TO WORK WITH CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS

Rashmeen Nirmal, The University of British Columbia

There is a strong emphasis for school psychologists to be familiar in working with individuals who are culturally and linguistically diverse (CLD) (e.g., Ochoa, 2005). However, there is an un-met need in graduate training programs to provide students with the didactic training and experience that is needed to work with CLD populations. The purpose of this poster is to share the experiences of a graduate student's work in Quito, Ecuador through the Ecuador Professional Preparation Program. The goal of the program is to enhance graduate students and psychologists' skills in working with CLD populations through studying and working in the capital of Ecuador. Professional activities included providing individual therapy and consultation, one-to-one Spanish lessons, hosting a psychology conference, and participating in a community-service project called Minga, where the group assisted in building a house in an underprivileged community. Other activities included individual and group su-

pervision, and a course where program participants gained knowledge and sensitivity to cultural norms, assessment issues, second-language acquisition, and historical and systemic issues influencing psychology and education.

#89
Psychologists in Education/ Psychologues en éducation

FIRST YEAR UNIVERSITY:EXPLORING THE ROLE OF EMOTIONAL INTELLIGENCE AND RESILIENCY ON STUDENT SUBJECTIVE WELL-BEING

Sarah Nugent, University of Calgary; Donald H Saklofske, University of Calgary; Ashley K. Vesely, University of Calgary; Tara D. Crumpler, University of Calgary; Yvonne L. Hindes, University of Calgary; Sandra Prince-Embury, University of Australia; David Nordstokke, University of Calgary

Students entering university or college from high school face a variety of stressors. Past studies have concluded that while cognitive factors play a role in academic success, they do not yield great predictive validity of student adjustment in post-secondary education. Thus, the purpose of this study was to examine the role of non-cognitive factors in first year university students as well as to determine whether there are differences in such factors across semesters. First year university students (n = 64) enrolled in first and second semesters completed questionnaires measuring emotional intelligence (EI), aspects of resiliency (i.e., sense of mastery), and subjective well-being. Using a cross-sectional design, it was found that EI was significantly different between students in first semester and second semester while resiliency and subjective well-being revealed no significant differences. In addition, multiple regression analyses suggest that sense of mastery may be a stronger predictor than EI in predicting first year student subjective well-being. Implications of this study can be used to inform educators on the need to identify students at-risk for negative outcomes, such as academic failure or student drop out. Thus, efforts can be made to increase student subjective well-being and help ease students transitioning into a post-secondary environment.

#90
Psychologists in Education/ Psychologues en éducation

CHANGES IN FUNCTIONAL IMPAIRMENT OF ADHD SYMPTOMS IN STUDENTS AS A RESULT OF A WEB-BASED TEACHER INTERVENTION

Ashton Parker, Dalhousie University; Pamela Blotnicky, Dalhousie University; Penny Corkum, Dalhousie University

Symptoms of Attention Deficit Hyperactivity Disorder (ADHD) in school-aged children result in functional impairment within the school setting (e.g., trouble starting and completing class work, problems interacting with teachers and peers, difficulty attending to classroom lessons, difficulty transitioning to new tasks). School-based interventions have been found to be a promising intervention for helping to reduce functional impairment in children with ADHD. As part of a larger study examining the effectiveness of a web-based, teacher-directed intervention program for students with ADHD, the current study aims to assess the change in functional impairment of ADHD symptoms across seven intervention sessions. Teachers are asked to identify one child with ADHD to work with throughout this program. Teachers will complete a measure of functional impairment prior to and after the intervention, as well as weekly during the intervention period. Quantitative analyses will be conducted to determine changes from pre- to post-intervention, and graphing techniques will be used to examine changes that occur across the intervention sessions. Results will be discussed in terms of how a school-based intervention program may be utilized to decrease functional impairment in children with ADHD.

#91
Psychologists in Education/ Psychologues en éducation

PROGRAMING FOR STUDENT WITH AUTISM IN AN INCLUSIVE EDUCATIONAL SETTING

Sharon Penney, Memorial University of Newfoundland

Students with autism spectrum disorders present educators with unique social, behavioral, communication, and learning challenges. The Government of Newfoundland and Labrador has developed a five year plan to provide an inclusive model of education in this province. The first phase was initiated in September of 2009 and by September 2014 all schools are expected to implement the government's inclusion plan (Government of Newfoundland and Labrador, undated). Four adolescents with an autism spectrum disorder were interviewed using qualitative methodology to gain an understanding of their school based experiences and to assist with our understanding of their needs within the general education classroom. The data from this study was analyzed through an interpretative phenomenological framework. The results suggest schools use a preventive approach and anticipate the needs of these individual with autism. The results suggest schools use a preventive approach and anticipate the needs of these individuals with autism. The results suggested five overarching themes. First, prevention of behavioural escalation within the classroom, second, prevention of peer and teacher rejection, third, understanding and addressing the co-existing learning needs, fourth, protection from victimization and finally, early identification of and intervention in co-existing mental health issues.

#92
Psychologists in Education/ Psychologues en éducation

INVESTIGATING THE PROTECTIVE NATURE OF PERCEIVED SOCIAL SUPPORT AND LIFE SATISFACTION FOR VICTIMS OF CYBER-BULLYING

Jessica A. Piitz, University of Calgary; Kelly Dean Schwartz, University of Calgary

Bullying victimization has long been recognized and discussed in the psychological literature. However, there has been little research conducted investigating social factors that can protect the high percentage of youth that may encounter cyber-bullying victimization. It has been found that 20-40% of youth experience cyber-bullying victimization in their lifetime (Dehue, Bolman, & Vollink, 2008). Past and current literature has identified a host of negative outcomes that are associated with peer victimization. Specifically, it has been reported that victims of traditional bullying have been found to report lower levels of self-esteem as well as school connectedness then their non-bullied peers (Skues, Cunningham, & Pokharel, 2005). Although limited, studies have attempted to highlight specific protective factors that protect children and adolescents who

are victims of cyber-bullying (Ubertini, 2011). The current study investigates protective factors (i.e., perceived social support and life satisfaction) that mediate the relationship between cyber-bullying victimization and the outcome of self-esteem and school connectedness. The results are discussed in relation to the necessary procedures for parents, educators, and clinicians to aid in the development and implementation of programs that aim to promote positive youth development.

#93
Psychologists in Education/ Psychologues en éducation

THE IMPACT OF INTERNET-BASED ATTRIBUTIONAL RETRAINING IN NATURAL SCIENCE AND HUMANITIES DISCIPLINES

Jason L Ringo, McGill University; Kyle A Hubbard, McGill University; Laia Julio, McGill University; Nathan C Hall, McGill University

Attributional Retraining (AR) is an intervention designed to replace maladaptive attributions for poor performance, with positive, adaptive attributions that lead to greater motivation and performance (Weiner, 1985; Haynes et al., 2009). The current study will assess the effectiveness of a new Internet-based form of AR administered online to university students across various academic domains. Furthermore, whereas previous studies have found in-person versions of AR to be effective primarily for students in the social sciences (Haynes et al., 2009), the present investigation will assess its effectiveness when administered online to students enrolled in non-social-science disciplines. The interaction effect between AR and discipline on institutional variables will be evaluated. Specifically, cumulative institutional outcomes will be assessed including a) courses completed, b) attrition rates, c) GPA, and d) change of major concentration. The sample under examination consists of data for 888 students from 12 academic disciplines (e.g. computer, biological, physical sciences, fine arts, medicine, etc.). We propose that by evaluating these factors using ANCOVA analyses, that researchers will gain a deeper understanding of how AR, as administered via the Internet, impacts academic outcomes in less commonly explored academic domains pertaining to the humanities and natural sciences.

#94
Psychologists in Education/ Psychologues en éducation

INVESTIGATING FACTORS RELATED TO SUCCESS AND FAILURE IN UNIVERSITY STUDENTS

Andrea Stelnicki, University of Calgary; David Nordstokke, University of Calgary; Don H Saklofke, Univeristy of Western Ontario

For many students, completing a university education is stressful and challenging, requiring them to undertake many challenges and tasks at once. A common way to measure university success is by using academic achievement (i.e., grade point average (GPA) as a marker along the way to the granting of a degree or diploma. The investigates how individuals currently who are obtaining average to above average GPA's describe what makes them successful. Another purpose of this study is to investigate how individuals doing poorly in university (i.e., low GPA) define what makes them less successful despite having met the entry requirements. Participants were invited to fill out a short survey that gathers data regarding demographics, grades, and the student's university experience (e.g., course satisfaction, extra-curricular activities). Participants were also asked to provide a list of words or phrases that describes 'themes' or 'factors' that contribute to their successes and failures in university. Preliminary data analyses suggest that factors related to student motivation (e.g., determination) are seen as important in relation to student success; whereas, factors relation to student engagement (e.g., distracted) are seen as important in relation to student failure.

#95
Psychologists in Education/ Psychologues en éducation

POTENTIAL ADAPTIVE OUTCOMES OF OFF-TASK BEHAVIORS IN A SPECIAL EDUCATION CLASSROOM

Charlotte Tonge, University of Guelph - Humber; Maya Ricker-Wilson, University of Guelph - Humber; Lindsay Barendregt, University of Guelph - Humber; Lindsay Terrence, University of Guelph - Humber; Meaghan Edwards, Muki Baum Treatment Centres; Venera C Bruto, University of Guelph - Humber

Off-task behaviors in the classroom are often thought to limit learning and academic achievement. In this pilot study we sought to assess the validity of this assumption by examining the frequency of on- and off-task behaviors and their adaptive significance for subsequent on-task behaviors in a special education classroom designed to meet the educational needs of adolescents presenting with mental health concerns, neurodevelopmental/intellectual disorders, or dual diagnoses. A second aim of this pilot study was to assess the feasibility of a classroom observation tool in a special education classroom. The classroom behavior of four students between the ages of 16 & 21 years were observed on five days using the Direct Observation Form (Achenbach, 1986; McConaughy & Achenbach, 2009). Standardized qualitative observations of classroom events, student on- & off-task behaviors, and subsequent behavior after the occurrence of an incident of off-task behavior were also recorded. The possibility that the occurrence of off-task behaviors could be followed by longer periods of on-task behavior was explored. Further studies are suggested to determine whether off-task behaviors in some circumstances may be adaptive and should not be the target of intervention.

#96
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MORAL DISENGAGEMENT AND COLLECTIVE EFFICACY: EXAMINING SCHOOL BULLYING FROM A SOCIO-MORAL PERSPECTIVE

Jessica Trach, University of British Columbia; Matthew Lee, University of British Columbia; Shelley Hymel, University of British Columbia

With approximately 1/3; to 1/2 of Canadian youth reporting that they have bullied others (Craig & Harel, 2004), bullying continues to be a serious problem. Two constructs are proposed to explain bullying from a contextual framework. At the individual level, moral disengagement (MD), a socio-cognitive process that enables people to justify immoral acts (Bandura, 1999), has been positively linked to bullying among youth (Hymel, Rocke-Henderson, & Bonanno, 2005). At the group level, collective efficacy (CE), the degree of trust and support among group members

(social cohesion) and members' willingness to act for the common good (social control;Sampson, Raudenbush & Earls, 1997) has been negatively associated with students' frequency of bullying others (Williams & Guerra, 2011). Using regression analyses, we examined the frequency of bullying among 1300 Gr.6-7 youth (54% girls) as a function of gender, MD, and perceptions of school CE. Gender was not significantly related to bullying, but MD proved to be a strong predictor accounting for 13% of the unique variance in bullying, with CE accounting for 3%. As expected, CE moderated the relationship between MD and bullying; lower levels of social cohesion and higher ratings of student social control were related to higher levels of bullying. Implications for school violence prevention efforts will be discussed.

#97
Psychologists in Education/ Psychologues en éducation

EXAMINING BARRIERS TO SUSTAINABILITY OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT AND EFFECTS ON FIDELITY OF IMPLEMENTATION

Mary G Turri, The University of British Columbia; Kent McIntosh, The University of British Columbia

The purpose of the study was to examine the extent to which schools faced barriers to sustaining School-wide Positive Behavior Support (SWPBS), and how these barriers were related to school variables and fidelity of implementation. Participants represented 217 US schools that had been implementing SWPBS for an average of 5.4 school years. Reported barriers were assessed through the School-wide Universal Behavior Support Sustainability Index- School Teams (SUBSIST), a research validated measure of variables related to sustained implementation of school-wide practices. Results indicated a low reported presence of barriers, with significant differences in the presence of specific barriers among schools based on grade levels served and frequency of school team meetings. Reported barriers were not significantly related to fidelity of implementation. Implications are discussed in terms of addressing barriers in implementing and sustaining SWPBS.

#98
Psychologists in Education/ Psychologues en éducation

GENDER-SPECIFIC PERSONALITY AND MENTAL HEALTH OUTCOMES: THE ROLE OF EMOTIONAL INTELLIGENCE

Ashley K Vesely, University of Western Ontario; Alexander B Siegling, University of Calgary; Donald H Saklofske, University of Calgary/University of Western Ontario; David W Nordstokke, University of Calgary

Specific personality traits associated with various levels of gender-linked characteristics have shown to be differentially related to mental health outcomes. For example, masculinity, in contrast to femininity, may have a stronger protective effect on internalizing problems such as anxiety and perceived stress. Emotional Intelligence (EI), defined as an array of skills that facilitate the identification, processing, and regulation of emotion, has been implicated in both gender-specific personality traits as well as in the improved management of psychological challenges thereby increasing wellbeing and mental health outcomes. The present research examines the role of trait EI as an explanation of the protective effects between gender-specific personality and the mental health of university students. Agency (focus on the self), identified as more trait-masculine, and Communion (focus on others), viewed as more trait-feminine, were used to examine how trait EI may mediate the effects on anxiety and stress levels.

#99
Psychologists in Education/ Psychologues en éducation

MULTI-YEAR IMPACT OF HYPOMANIC PERSONALITY ON POST-SECONDARY SUCCESS

Carolyn A Watters, Trent University; James DA Parker, Trent University; Kateryna V Keefer, Queen's University

Hypomanic personality (HP) is a multidimensional construct characterized by high energy, mood lability, hedonism, and grandiosity, and has been found to be associated with several aspects of maladaptive functioning and negative life outcomes. The current study examined the relationship between HP and academic success in a sample of 345 young adults (56 men and 289 women) making the transition from high-school to university. Participants were recruited during the first weeks of classes in their first year at the university and completed the 42-item Hypomanic Personality Inventory (HPI). Participants' academic progress was tracked over the course of four years. Two groups were formed (low HP and high HP participants) by taking the lower and upper quartiles of the distribution of HPI scores. Students in the low HP group were more likely to have successfully ($p < .05$) completed their undergraduate degrees compared to students in the high HP group (graduation rate of 67.7% compared to 50.6%). For the students who graduated, participants in the low HP group also had significantly ($p < .001$) higher graduating grade-point-averages compared to students in the high HP group (74.3% compared to 68.0%). Results are discussed in the context of academic achievement and support for students with high HP.

#100
Teaching of Psychology/ Enseignement de la psychologie

GOOD TEACHING: XV. PROFESSORS' PERCEIVED RAPPORT MEDIATED BY THEIR COGNITIVE STYLE

Nicholas Skinner, King's University College

Wilson, Ryan and Pugh (2010) have shown that a professor's immediacy (i.e., perceived psychological availability) is most closely associated with her/his degree of rapport. Students describing a professor with high rapport make statements such as: "my professor cares about students and encourages them to succeed"; "s/he is a role model, and is eager to help students"; "s/he is compassionate, receptive and understanding"; "my professor wants to make a difference"; and "my professor and I get along." Kirton (1976) asserts that adaptors, because of their preference for structure, are seen by innovators as sound, conforming, safe and predictable ; innovators are perceived by adaptors to be unsound, impractical, risky, and abrasive. Seventy-three Introductory Psychology students (41 females and 32 males; mean age 18.4 years) responded to the Kirton Adaption-Innovation Inventory (a) as it honestly applied to them, and (b) as they thought it would be completed by a professor with either high or low rapport. It is predicted that, compared to innovators, adaptors will be seen as having considerably higher rapport. Support for this hypothesis may suggest new strategies for enabling students to choose their professors (and, consequently, improve their academic outcomes).

#101
Teaching of Psychology/ Enseignement de la psychologie

A SAMPLE OF CONFIRMATORY FACTOR ANALYSIS (CFA) REPORTING PRACTICES IN 2009 AND 2010

Lauren Wysman, University of Windsor; Dennis Jackson, University of Windsor

Confirmatory factor analysis (CFA) is a statistical tool commonly used in psychology to examine a priori hypotheses pertaining to the relationship between observed variables and latent factors. For example, it is often used in the development of measures or the assessment of construct validity. The current project is a follow-up to a study conducted by Jackson, Gillaspy, and Purc-Stephenson (2009). In the aforementioned study, the reporting practices of 194 CFA studies published between 1998 and 2006 in American Psychological Association (APA) journals were reviewed. In the current follow-up sample, 44 projects that used CFA, published in APA journals in 2009 and 2010, were reviewed to assess the most current reporting practices. The current sample was examined with a specific focus on the discussion of sample size in the articles. The number of variables and factors in each study's analyses were reviewed, as well as the justifications for the sample sizes collected. While some studies made use of appropriate justifications according to standard guidelines for CFA reporting, the examination of the sample also brought to light many shortcomings. For example, many authors did not explicitly discuss why they made their particular choice of sample size. Recommendations are reviewed to address these concerns and to aid with report writing for authors in the future.

#102
Teaching of Psychology/ Enseignement de la psychologie

WORKPLACE BULLYING IN CANADIAN GRADUATE PSYCHOLOGY PROGRAMS

Samantha Yamada, York University; Debra Pepler, York University; Mary C Cappadocia, York University

This study brings to light a rarely discussed issue – bullying of graduate students by their supervisors. Supervisor-student relationships are critical in shaping emerging psychologists' careers; however the power differential between supervisor and student and competitive nature of academia make these relationships vulnerable to bullying. Workplace bullying is defined as unwelcome, intrusive, and harmful behaviour occurring in the context of a power differential where people's primary activities are non-leisure and have the goal of production and accomplishment. Taking a developmental perspective, we explore the prevalence, nature, problems, and responses associated with this form of workplace bullying. Three sub-types of workplace bullying reported by graduate students are identified. Supervisor and student characteristics associated with increased reports of bullying and victimization are also discussed. By bringing this issue to light, we hope others will be emboldened to explore and address this important topic in the training of psychologists.

2012-06-15 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – ROOM 200C-1 - LEVEL 2 - WTCC

Symposium/Symposium
Counselling Psychology/ Psychologie du counseling

FORWARDING COUNSELLING PSYCHOLOGY SOCIAL JUSTICE RESEARCH AND TEACHING IN CANADA AND ABROAD

Ada Sinacore, McGill University

As defined by the Canadian Psychological Association, counselling psychologists address the health and wellbeing of individuals, groups, and the broader community (Canadian Psychological Association, 2009). However, as human suffering is often a bi-product of oppressive societal practices, not all problems can be addressed via traditional research or teaching strategies. Instead, counselling psychologists must explore social justice paradigms to realize the discipline's unique contribution to the health and well being of individuals, groups and broader communities. Although social justice oriented endeavors have been discussed theoretically (e.g., Arthur, 2009), real-life applications are few. Thus, this symposium will explore concrete ways counselling psychologists can conduct social justice research and teaching, both locally and abroad. The following papers will comprise this symposium: (a) Integrating a social justice standpoint in counselling psychology research: A global perspective; (b) Using social justice research to expose power structures that impact women's migration; (c) Teaching and Research as social justice: Distance education for the Baha'i community of Iran. All papers will explore the strengths and limitations of applying a social justice perspective and specific recommendations for how to expand social justice work in counselling psychology will be given.

A
Counselling Psychology/ Psychologie du counseling

INTEGRATING A SOCIAL JUSTICE STANDPOINT IN COUNSELLING PSYCHOLOGY RESEARCH: A GLOBAL PERSPECTIVE

Alexandra Lerner, McGill University; Chao-Mei Chiang, McGill University; Beheshta Jaghori, McGill University

Recently, counselling psychology scholars have underscored the need to incorporate social justice perspectives into research and practice, thereby attending to social inequities and oppression. Accordingly, counselling psychology endeavors must both shift from a focus on individuals to broader societal factors that perpetuate human problems (Arthur, Collins, McMahon, & Marshall, 2009) and finally realize the discipline's potential to effect social change (Bluestein, Hawley, & Perry, 2005). In this light, this paper will present the conclusions of a metasynthesis of three literatures: (a) homophobic bullying in North America, (b) Afghan refugees' intergenerational transmission of war-related trauma, and (c) gender-based violence in Taiwan, and the extent to which social justice is addressed therein. The strengths and limitations of applying a social justice perspective to the examination of local and cross-cultural issues will be discussed and areas for growth and expansion in social justice research will be identified.

B
Counselling Psychology/ Psychologie du counseling

USING SOCIAL JUSTICE RESEARCH TO EXPOSE POWER STRUCTURES THAT IMPACT WOMEN'S MIGRATION

Jennifer Titus, McGill University; Kaori Wada, McGill University

In an age of globalization, international mobility and migration provide individuals with opportunities for advancement (Altback & Peterson, 2008). Yet, power structures, that is, policies, social structures and cultural practices in migrants' home and host countries distribute mobility gains unevenly. In particular, women migrants often face barriers when trying to realize mobility gains, as they are positioned as both gendered and colonized subjects (Kenway & Bullen, 2003). The purpose of this presentation is to illustrate how social justice research can expose the power structures impacting migrant women's lives. This presentation is based on two research projects. One first study examined experiences of thirteen immigrant women studying in a Canadian university, employing a social constructivist epistemology, and phenomenological methodology. The other study investigated experiences of fourteen Japanese women returning to Japan following the completion of university in North America. This study employed a feminist standpoint epistemology, and narrative methodology. Both studies describe these women's migration experiences, highlighting the challenges they encountered in cultural transitioning. The paper will focus on how social justice values influence research, such as research question formulation, method choice and dissemination of findings.

C
Counselling Psychology/
Psychologie du counseling

TEACHING AND RESEARCH AS SOCIAL JUSTICE: THE CASE OF THE BAHA'I COMMUNITY IN IRAN
Ada Sinacore, McGill University; Shoreh Rezazadeh, McGill University

Since 1979, the Iranian government has systematically banned its largest non-Muslim minority, the Baha'i, from pursuing higher education. Moreover, Iranian authorities have repeatedly halted Baha'i efforts to establish their own educational initiatives, such as the Baha'i Institute for Higher Education (BIHE). Yet, the Baha'i community has persisted, resulting in prolonged imprisonments, harassment and blocked access to employment (http://news.bahai.org/human-rights/iran/education). The authors of this paper voluntarily teach at BIHE via distance education and conduct research with BIHE colleagues. Through these social justice teaching and research efforts, the authors have discovered the respective benefits and challenges of employing a social justice paradigm. These realizations, along with challenges imposed by on-line instruction and fears and concerns for their Iranian students and colleagues will be presented. As well, the pedagogical and research strategies that inform this work will be reviewed. Last, the authors will discuss the steps they are taking to educate the global academic community about the Baha'i's plight and what other counselling psychologists can achieve through social justice education, research, and advocacy.

2012-06-15 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – ROOM 200C-2 - LEVEL 2 - WTCC

Symposium/Symposium

EXAMINATION OF HIGHER MOMENTS OF RAW DATA DISTRIBUTIONS: VARIANCES, SKEWNESS AND KURTOSIS
Michael T. Bradley, University of New Brunswick Saint John

There is little evidence in published articles and departmental theses that enough attention is paid to understanding influences on effect size. This is in spite of the prominence given to effect sizes in APA task force recommendations (Wilkinson, 1999). This symposium presents influences on effect sizes from sources that are unlikely to be considered. Brand, Bradley, and Stoica explore changes in effect sizes from pooling different variance estimates. MacNeill, Bradley, Brand, and Best, with a simulation and empirical data, argue for examination of the four major moments of distributions. With application of an independent variable, a normal distribution can change into a bimodal distribution and means analyses and effect sizes show miniscule results. Profound distributional changes, however, are revealed in variance and platykurtosis. Sharpe points out strengths and weakness of transformations and bootstrapping, and consequences on effect sizes. Counsell and Cribbie explore correlation equivalence testing and problems with acceptance of equivalence from low power studies. Statistical texts present cautions on these issues, but they are not heeded (Ellis, 2010). Articles now document substantial sources of variability and distortion in effect size estimates (for recent but by no means exhaustive examples, see Brand, Bradley, Best, and Stoica, 2008, 2011a, 2011b).

A

EFFECT SIZES ARE STRONGLY INFLUENCED BY CHANGES IN VARIABILITY
Andrew Brand, King's College London; Michael T. Bradley, University Of New Brunswick Saint John; A. L. MacNeill, University of New Brunswick

Not enough attention is paid to measures of variability in the understanding of results from statistical inference tests. This is regardless of whether the results are statistically significant or not. Similarly, the effects of variability on the magnitude of effect size estimates and their interpretation are seldom considered. However, attention should be paid to variability since the standardized effect size estimates (e.g., Cohen's d), that are commonly reported, are based not only on the mean difference but also on a measure of variability (i.e.,the pooled standard deviation). To highlight the importance of examining variability, we examine and discuss the effects of varying the standard deviation of a post manipulation distribution on the standardized effect size estimate.

B

DISTRIBUTIONAL EFFECTS ON EFFECT SIZE ESTIMATES
A. L. MacNeill, University of New Brunswick; Michael T. Bradley, University Of New Brunswick Saint John; Andrew Brand, King's College London; Lisa A. Best, University of New Brunswick

Sets of simulated and actual data each approximated a normal distribution. After manipulation, the data sets approximated bimodal distributions. The means were the same for simulated data and approximated each other for empirical distributions. An F test discovered no significant differences. Examination of variability and kurtosis , however, revealed distributions differing in informative ways. The empirical data involved evaluating a politician described as a sincere, honest, established family individual interested in serving the ordinary citizens to the best of her/his

ability. Then the politician was identified with the contentious issue of gun control. This second rating divided participants to create a bimodal distribution with variance and platykurtosis indicating at least two groups reacting differently to the gun control issue. Identifying two groups of responders suggests creating a more complex design. To not trivialize such an observation, it should be considered that similar divisiveness can occur in everything from drug research to the evaluation of art, movies, and products. This illustrates that a researcher would miss crucial information simply putting data into a program, obtaining a significance value, and failing to look either graphically or through checking the higher moments of data distributions.

C **USE OF DATA TRANSFORMATIONS IN PSYCHOLOGY: A REVIEW OF PRACTICES**

Donald Sharpe, University of Regina

Data transformations have long been recommended by statisticians when sample data appear to deviate from the normal distribution (e.g., Tabachnick & Fidell, 2001). While statisticians continue to be supportive of their use (e.g., Osborne, 2002, 2008), data transformations remain controversial. Some authors (e.g., Fink, 2009) have recognized that data transformations are not well understood by applied researchers. Other authors have found data transformations are not always needed (Norris & Aroian, 2004) nor without their limitations (Russell & Dean, 2000). While data transformations have been described as "commonly-used tools"(Osborne, 2010), there has been no recent investigation of how often psychological researchers transform their data, whether the popularity of data transformations varies by subdiscipline within psychology (e.g., social, clinical, physiological), and what rationale is given by researchers for data transformation when done. Furthermore, there has been no effort to evaluate the popularity of recently developed alternatives to data transformation such as bootstrapping (see Wright, London & Field, 2011). The present paper reports on a review of recently published research articles to seek answer to these questions.

D **NEW METHODS FOR EVALUATING THE EQUIVALENCE OF REGRESSION AND CORRELATION COEFFICIENTS**

Alyssa Counsell, York University; Robert A. Cribbie, York University

Equivalence testing is an alternative to traditional null hypothesis testing for demonstrating a lack of association. Equivalence testing methods have not been popularized in psychology, and thus many researchers use nonrejection of the traditional null hypothesis as evidence of a lack of association. While there are several recent studies investigating equivalence tests for comparing means, little research has been conducted on equivalence-based methods for correlational research, such as evaluating the equivalence of two correlation coefficients. For example, a researcher may want to demonstrate that the relationship between depression and quality of life is equivalent for males and females. The current project derived tests for evaluating the equivalence of two independent regression or correlation coefficients, or two dependent correlation coefficients. We utilized simulations to evaluate the performance of the novel tests and compare them with the common, yet inappropriate, method of assessing the equivalence of coefficients using nonrejection of the null hypothesis that the coefficients are equal. Preliminary results demonstrate the advantages of an equivalence testing method (e.g., increasing sample sizes increases power), while at the same time highlighting the need for more powerful equivalence testing methods for correlational research.

2012-06-15 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – ROOM 200 D - LEVEL 2 - WTCC

Conversation Session/ Séance de conversation **ROUND-TABLE CONVERSATION SESSION 'B'/SÉANCE DE CONVERSATION DE TABLE RONDE**

#1
Community Psychology/ Psychologie communautaire

LA THÉORIE DU PROGRAMME COMME UN CADRE UTILE POUR LA CONSTRUCTION DE LA THÉORIE D'ACTION PARTAGÉE DANS L'ÉVALUATION DES INTERVENTIONS COMMUNAUTAIRES MULTIPARTENAIRES : LE CAS DU CENTRE DE SERVICES INTÉGRÉS LA MAISON DE L'ENFANCE

Rodrigo Quiroz Saavedra, Université du Québec à Montréal

L'évaluation des interventions communautaires multipartenaires est un champ en évolution qui doit faire face à plusieurs enjeux majeures telle la construction d'une théorie d'action partagée pour les partenaires. À cet égard, nous présentons une démarche d'évaluation participative qui se sert de l'approche de la théorie du programme (Chen, 1995) afin de conceptualiser un partenariat public-communautaire (Chiasson, 1998) qui vise le soutien du développement des enfants entre 0-5 ans. Nous avons déployé une démarche d'évaluation en trois étapes en cohérence avec les composantes conceptuelles de la théorie du programme. La première étape concerne la définition du groupe cible. La deuxième étape travaille sur la détermination de l'enchainement des activités. La troisième étape vise la spécification des effets attendus. Les trois étapes ont compté sur la participation des gestionnaires, des intervenants et des parents appartenant aux trois organismes impliqués dans ce partenariat. Notre expérience suggère que la théorie du programme opère comme un cadre utile pour la structuration conceptuelle du partenariat avant la phase d'implantation du projet. Nous présenterons les résultats relatifs à chacune des trois étapes d'évaluation ainsi que la méthode utilisée. L'accent sera mis sur les défis qui ont émergé à partir de la réflexion collective favorisée par le processus d'évaluation.

#2
Counselling Psychology/ Psychologie du counseling

NEGOTIATING A PROFESSIONAL IDENTITY AS A FAMILY THERAPIST IN PROFESSIONAL PSYCHOLOGY

Tanya Mudry, University of Calgary; Jared French, University of Calgary; Jeff Chang, Athabasca University

In this informal conversation, we (two doctoral students and a faculty member in counselling psychology) describe our experiences of negotiating a professional identity as a family therapist within the discipline of psychology. We review overlapping, but distinct, definitions of family therapy:Distinct discipline? Subspecialty of professional psychology? Approach to conceptualizing human problems? Competency, requiring training and supervision? Service delivery modality? We describe the tensions/perplexities in navigating professional issues in psychology: competency models, accreditation, internship opportunities, and evidence-based practice. We connect the cube model of competency and the MRA competency profile to the practice of family therapy, and discuss how a family systems orientation can fit within academic programs in professional psychology, psychology services in health care settings and private practice. We will use the above topics to guide the conversation with the participants, including any tensions they have experienced. The moderator is a Registered Psychologist (AB), and Clinical Member and Approved Supervisor of the American Association for Marriage and Family Therapy. He has published and presented in the areas of psychology and family therapy, and has developed a meta-framework for clinical supervision that has been used by psychologists and MFTs.

#3
Counselling Psychology/ Psychologie du counseling

COMMUNITY-BASED KNOWLEDGE TRANSLATION IN COUNSELLING PSYCHOLOGY: A ROUNDTABLE DISCUSSION

Leah Wilson, University of British Columbia; Karolina Konieczna, University of British Columbia; Richard Young, University of Victoria

Knowledge translation has become increasingly valued and emphasized in health and social sciences research. Funding agencies require applicants to detail plans for the dissemination of results following research completion. CIHR defines knowledge translation as "a dynamic and iterative process that includes synthesis, dissemination, exchange and ethically-sound application of knowledge to improve the health of Canadians" (CIHR, 2009). Although psychologists have long engaged in knowledge synthesis and dissemination practices within the academy, the question of how we engage in "dynamic and iterative" knowledge translation in the non-academic community is, at present, less clear. The purpose of this interactive roundtable is to engage in a discussion about community-based knowledge translation practices. Specifically, we will begin by highlighting some frameworks for community-based knowledge translation and then engage in a discussion centred on the following questions: to what extent should we, and can we, take research results back to the community? How can we engage in relevant and effective dissemination practices with the public? What are the barriers to and ethical implications of community-based knowledge translation? Stimulating dialogue and reflection around these issues are fundamental to responsible, intentional, and responsive knowledge translation practices.

#4
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

PROFESSIONAL AFFAIRS IN I/O PSYCHOLOGY: CONVERSATION 2012

R. Blake Jelley, University of Prince Edward Island

The purpose of this conversation session is to engage stakeholders in discussions about professional affairs related to the practical application of industrial and organizational psychology. A 2011 CPA session and draft versions of "Pre-employment Personality Assessment of Police Candidates: Principles and Guidelines for Canadian Psychologists" generated reactions from CSIOP members. A summary of concerns and, possibly, an update on more recent developments will be provided. Part of those concerns relate to the broader and ever-controversial issue of licensure of I/O "psychologists." Licensure implications for I/O will be discussed in terms Canada's Agreement on Internal Trade. According to Industry Canada's web site (Nov. 18, 2011): "Qualifications of workers from other parts of the country will be recognized. Differences in occupational standards for over 100 regulated professions and trades are being reconciled." CPA has concerns about the AIT (Cohen, 2010), but it may provide an opportunity to work toward more I/O-friendly licensure requirements in Canada. In that regard, the 2010 APA Model Act for State Licensure of Psychologists seems to provide a useful starting point and will be discussed. Concerns about the 2010 ASPPB Model Act for Licensure and Registration of Psychologists may also be discussed.

#5
Psychopharmacology/ Psychopharmacologie

TRAINING TO PRESCRIBE:CLINICAL PSYCHOPHARMACOLOGY IS FOR SOME, BUT NOT FOR ALL

Douglas G. Cave, University of British Columbia/Providence Health Care; Paul R Whitehead, University of British Columbia/Providence Health Care; Hilary M. Pearson, University of British Columbia/Providence Health Care; David R. Kuhl, University of British Columbia/Providence Health Care

Registered psychologists are trained over more than a 10 year period to assess, diagnose and treat mental health problems through the use of evidence-based strategies. Included in the global compendium of evidence-based approaches are both non-pharmacological and pharmacological interventions. In certain jurisdictions psychologists have included pharmacological treatments in their toolbox since the late 1980's. The established criteria for training registered psychologists for prescriptive privileges include an additional two year post-doctoral, medically-focused training. A recently completed two-year post-doctoral training in New Mexico provided the impetus to examine the possibility of extending prescribing privileges to trained psychologists in BC while recognizing that adding this pharmacological and evidence-based practice to psychology is for some psychologists but not for all. Moreover, a proposal is currently in development to create a clinical psychopharmacology training program at the University of British Columbia. This Canadian-based program would provide Canadian psychologists the opportunity to consider home-grown training rather than seeking US-based programs. This conversation will focus on honouring the differences in opinion and examining the process of considering prescribing privileges for those who are interested.

#6
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques

CONTINUING PROFESSIONAL DEVELOPMENT FOR RURAL PSYCHOLOGISTS: MEETING THE CHALLENGE
Judi L Malone, Athabasca University

This conversation session will explore issues and ways to meet training challenges for rural and northern psychologists throughout their careers. Contextual considerations will be examined collaboratively to identify needs, concerns, & creative solutions for ongoing professional development.

#7
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

ON COMING OUT: A CROSS-CULTURAL PERSPECTIVE
Pavna Sodhi, Psychotherapist, Independent Researcher; David Glickman, Counsellor, Algonquin College

Before 1973, homosexuality was regarded as a psychiatric illness entitled neurosis, the previous term for a personality disorder. It is currently considered a normal variation of human sexual orientation. Unfortunately, for some ethnic individuals it continues to be time of immense confusion, guilt and occasional denial regarding being born "differently" than their peers. According to Rust (2003), the coming out process for multicultural individuals involves combining their ethnic and sexual identity formations. As well, ethnic families often misconstrues coming out with rejecting traditional family roles and ethnicity. With the lack of current literature present on this topic, this conversation session is intended to increase awareness, discuss the role of home, community and society, and share potential cultural challenges and advantages experienced by ethnic individuals during the coming out process. As well, supportive techniques and prevalent psychotherapeutic themes will be discussed.

#8
Social and Personality Psychology/Psychologie sociale et de la personnalité

PREVALENCE, PATTERNS AND PSYCHOLOGICAL CORRELATES OF CYBER VICTIMIZATION
Nikolina Ljepava, University of Windsor; Nicole K Jeffrey, University of Windsor; Nicole Yarkovsky, University of Windsor; Patti A Timmons Fritz, University of Windsor

The goal of this conversation session is to address questions related to the recent phenomenon of cyber victimization (i.e., victimization taking place in a virtual environment) through various means of electronic communication (e.g., social networking websites E-mail, instant and text messaging). As the number of users of electronic devices and Internet is increasing, the number of individuals who have been exposed to some form of cyber victimization is also rising (Sontag et al., 2010). Cyber victimization has been linked to a number of harmful psychological, emotional, and behavioural outcomes (Hinduja & Patchin, 2006; Ybarra & Mitchell, 2004). Possible topics to be discussed include: different types of cyber victimization (cyber bullying, cyber harassment, and cyber stalking); similarities and differences between in-person and online victimization; cyber victimization and intimate partner violence; impact of cyber victimization on psychological and emotional well-being; and prevention of cyber victimization. Prevalence and patterns of cyber victimization in Canada, based on data from Cycle 23 of the General Social Survey, will be presented. Handouts with relevant information on cyber victimization will also be available.

#9
Women and Psychology/ Femmes et psychologie

FEMINIST STUDENTS IN PSYCHOLOGY: CONNECTING OUR VOICES
Jenna Mackay, Carleton University

Across Canada, psychology students with social justice and feminist principles may feel like outsiders within their departments. Many students with such values choose other academic disciplines because psychology can appear too conservative and often offers students limited access to diverse, critical perspectives, as well as training in community-based and qualitative research methods. The following conversation seeks to connect students from all levels of study who identify with feminism and social justice politics. This conversation and networking opportunity will explore our thoughts, feeling and experiences within our departments. Specifically the conversation will ask: (1) how students do and do not feel supported within their departments; (2) how students interests and perspectives are or are not represented and fostered within their departments; and (3) what changes students would like to see in their departments.

#10
Women and Psychology/ Femmes et psychologie

SEXUALLY COERCIVE BEHAVIOURS ON CAMPUS: ACADEMIC CONSEQUENCES AND BARRIERS TO LEARNING
Lana Stermac, OISE/University of Toronto; Njoki Wane, OISE/University of Toronto; Sarah Horowitz, OISE/University of Toronto; Sheena Bance, OISE/University of Toronto; Christine Cabral, OISE/University of Toronto; Allyson Clarke, OISE/University of Toronto

High rates of sexually coercive behaviours continue to be seen on many university campuses. Canadian studies indicate that over 30% of surveyed women students report experiencing some form of sexually coercive behaviour as undergraduates. These behaviours are seen in a number of contexts including intimate partner relationships on campus, during student social events committed by friends or acquaintances, and in the form of staff and faculty sexual advances. While the negative health effects of sexual victimization are well recognized, little research addresses the impact of these behaviours on the educational and academic experiences of women students. Information from university staff, counsellors and

therapists, however, indicates that sexual victimization may have a profound and negative effect on women's education. Missed classes, delayed course completion and program transfers are noted — events known to impact significantly on academic outcomes. In this session, we discuss existing information on women's sexual victimization on campus and the impact of these behaviours on the academic experiences of women students from diverse cultural groups. We problematize sexually coercive behaviours as barriers to women's education and learning and discuss Canadian and international case examples, responsibilities and practices to address this problem, and a research agenda.

2012-06-15 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – SUITE 201 - LEVEL 2 - WTCC

Invited Speaker (CPA)/
Conférencier invité (SCP)
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle
SECTION PROGRAM/
PROGRAMME DE LA SECTION

ETHNOCULTURAL DIVERSITY IN PSYCHOLOGICAL TRAUMA
Nnamdi Pole, Smith College

All humans are potentially susceptible to psychological trauma. Yet, research suggests that there are important individual differences in such susceptibility. This presentation will discuss the ways that ethnicity and culture may alter our understanding of traumatic stress and its consequences. Culture can alter the risk for trauma, the way trauma is experienced, and the way that post-trauma symptoms are expressed. It can also pose barriers to recruitment into research, complicate symptom assessment, and discourage treatment-seeking. Several studies will be reviewed to highlight these issues. Special attention will be given to understanding the phenomenon of apparent elevated posttraumatic stress disorder (PTSD) among Latinos. This issue will be examined using a combination of psychophysiological data, confirmatory factor analyses, and response bias measures.

2012-06-15 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – SUITE 202 - LEVEL 2 - WTCC

Keynote (Section)/
Conférencier de la section
Extremism and Terrorism/ Extrémisme et terrorisme
SECTION PROGRAM/
PROGRAMME DE LA SECTION

USING THEMATIC CONTENT ANALYSIS TO DISTINGUISH TERRORIST FROM NON-TERRORIST EXTREMIST GROUPS
Peter Suedfeld, University of British Columbia

Extremism is defined as an attitudinal position at either end of any ideological dimension (political, religious, ethical, etc.). Terrorism, on the other hand, refers to acts, not ideological positions: it is the commission of violent deeds with the goal of advancing one's ideology by attracting publicity, deterring opposition, recruiting supporters, changing societal norms, and "shattering the assumptive world" (Janoff-Bulman, 1992) of the non-extremist members of society. Thus, although all terrorists are extremists, not all extremists are terrorists. Thematic content analysis (TCA) is a technique for turning qualitative materials (interviews, manifestoes, blogs, etc.) into quantitative data, with relatively rigorous methods for scoring and data analysis. It is difficult to gain access to (and obtain unbiased data from) extremists by traditional psychological research methods, and TCA has become a method of choice for attempts to understand why some extremist groups embrace terror and others do not. This presentation reviews past and current TCA studies that have addressed this issue by assessing cognitive processes, motives, basic values, personality characteristics, and psychosocial development in pairs of extremist groups matched for ideological content (revolutionary, racial, religious, irredentist, or environmentalist) but differing in their support for terrorism.

2012-06-15 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – SUITE 203 - LEVEL 2 - WTCC

Featured Speaker/
Conférencier Invité

GRASSROOTS LOBBYING IN THE MENTAL HEALTH PROFESSION
Huw Williams, Impact Public Affairs

This session will be an interactive training seminar that will teach participants how to impact public policy and ensure their concerns are heard by politicians. Participants will be provided with strategic, step-by-step guidelines, learning why grassroots lobbying works and how to contribute to a unified profession voice. Participants will also gain knowledge of specific techniques that grasp attention and what mistakes can hurt a lobby campaign.

2012-06-15 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – SUITE 301 - LEVEL 3 - WTCC

Conversation/
Séance de conversation

EARLY CAREER PSYCHOLOGY (ECP)
Chimène Jewer, Gorman & Garland Psychological Services; Julia Somody, Waldegrove Psychological Services; Sonya Stevens, Health Association Nova Scotia

This Conversation Session will focus on the development and benefits of a national Early Career Psychology (ECP) initiative and will consist of a presentation on the proposal for a CPA ECP Section as well as a panel discussion inviting Early Career Psychologists (ECPs) to share their

experiences and insight with current students or newly licensed psychologists seeking to begin their careers in psychology. A CPA ECP Section would represent and support the unique interests and concerns of ECPs (i.e. Psychologists within their first ten years of practice). Such a section would be committed to providing support, resources and advocacy for ECPs and would be a forum for social support, networking and mentoring. Objectives of a CPA ECP Section would also include the provision of continuing education, professional development opportunities and resources of particular interest to ECPs (e.g. financial planning, learning to network, how to develop a private practice, etc.). Many Psychology State, Provincial and Territorial Associations (SPTAs), such as the Association of Psychologists of Nova Scotia (APNS), have developed ECP initiatives and have begun to see the benefit for ECPs.

2012-06-15 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – SUITE 204-205 - LEVEL 2 - WTCC

Workshop/Atelier
Sport and Exercise Psychology/ Psychologie du sport et de l'exercice

MINDFULNESS FOR ATHLETES
Kimberly Sogge, Sogge & Associates Practice in Psychology; Peter Lloyd, Cross Country Canada & Nakkertok Nordic Ski Club

Mindfulness can make a significant contribution to the psychological skills training of athletes at all levels of performance (De Petrillo, Kaufman, Glass and Arnkoff, 2009; Gardner & Moore, 2007; Kabat-Zinn, 1985; Wolanin, 2005). In this workshop a registered psychologist experienced in teaching MBSR, and a Level IV coach of national level athletes, will challenge researchers & practicing psychologists to explore the application of mindfulness concepts and practices to the psychological skills training of athletes. The experiential half of this workshop will introduce participants to four to six basic mindfulness skills practices through mindfulness exercises and mindfulness-based socratic inquiry. The didactic portion of this workshop will review four mindfulness based protocols that have been used with athletes including: MBSR, MAC, MSPE and the newer WarmACT fo Sport protocol developed in Italy. Finally, the workshop leaders will briefly review mindfulness outcomes research and relational frame theory (Hayes, Strohsal & Wilson, 1999) as a strong platform from which future sport psychology researchers and clinicians can develop innovative mindfulness-based psychological skills training protocols for athletes. Participants should attend the workshop wearing comfortable clothes and footwear, and should prepare to move about the presentation area.

2012-06-15 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – SUITE 302 - LEVEL 3 - WTCC

Symposium/Symposium President's New Researcher's Award/ Récipiendaires du prix du nouveau chercheur

PRESIDENT'S NEW RESEARCHER'S AWARD SYMPOSIUM/ SYMPOSIUM POUR LES RÉCIPIENDAIRES DU PRIX DU NOUVEAU CHERCHEUR (Simultaneous Interpretation Available/Traduction simultanée disponible)
David Dozois, University of Western Ontario; Claude Fernet, Université du Québec à Trois-Rivières; Meghan McMurtry, University of Guelph

#1

ON THE ROLE OF WORK MOTIVATION IN PSYCHOLOGICAL HEALTH
Claude Fernet, Université du Québec à Trois-Rivières

When, how, and why does work motivation predict psychological health? Recent research has demonstrated that work motivation is related to employees' psychological functioning (Gagné & Deci, 2005). The more willingly that employees perform their job, with a sense of personal volition (autonomous motivation), the better their performance (Baard et al., 2004), the greater their work satisfaction (Lam & Gurland, 2008), and the stronger their commitment to the organization (Gagné et al., 2008). Conversely, the more constrained or driven that employees feel by internal or external pressures (controlled motivation), the more they experience job burnout (Fernet et al., 2004) and express turnover intentions (Richer et al., 2002). However, despite these findings, little is known about the multidimensional nature of work motivation. For example, does autonomous or controlled motivation vary across tasks? In addition, the research has been relatively silent on the various functions of work motivation (such as the moderating and mediating role) to explain employees' psychological health. Could control-motivated employees be more sensitive to environmental factors than autonomously motivated employees? Would this explain the vulnerability of control-motivated employees to job strain? Can work motivation explain how job characteristics predict psychological well-being? We present the results of three studies that shed light on the role of work motivation. More specifically, we describe how the multiple dimensions and functions of work motivation explain how employees adapt to the work environment and achieve psychological health.

#2

PEDIATRIC NEEDLE PROCEDURES: THE ROLE OF ADULT REASSURANCE IN CHILDREN'S PAIN AND DISTRESS
Meghan McMurtry, University of Guelph

Needle procedures such as immunizations and venipunctures are common, painful, and often frightening experiences for children. Research has demonstrated that children's unmanaged pain and distress during these procedures has negative consequences both immediately and in the longer-term. Adult behaviours during needle procedures are strongly related to children's behaviours. Unfortunately, the very behaviour that adults use to comfort children when they are in pain may inadvertently result in an escalating cycle of fear, pain, and distress. This symposium will explore the counterintuitive relationship between adult reassurance (e.g., "it's okay", "don't worry") and increased child distress. Findings derived from multiple, novel methodologies including detailed observational coding, tonal analysis, as well as child perceptions of spontaneous and experimentally-manipulated adult behaviour (facial expression, vocal tone, verbal content) will be highlighted. Gaps in the literature and

the importance of measuring and understanding the full interactional context of medical procedures will be outlined to inform future research directions.

2012-06-15 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – SUITE 303 - LEVEL 3 - WTCC

Keynote (Section)/
Conférencier de la section
Aboriginal Psychology/
Psychologie autochtone
SECTION PROGRAM/
PROGRAMME DE LA SECTION

RESEARCH AND CLINICAL PRACTICE IN ABORIGINAL MENTAL HEALTH: ADDRESSING CONCEPTUAL CONFUSION
Christopher Mushquash, Lakehead University

There is a growing literature on Aboriginal research and clinical practice. However, there exists conceptual confusion that can obstruct research and clinical practice if not addressed. That is, terms and phrases in research and clinical practice are applied non-specifically and often go without operational definition. Opportunity exists to alleviate some of the conceptual confusion inherent in Aboriginal mental health research and clinical practice through carefully framing research questions with culturally informed operational definitions, and limiting the use of non-specific phrases. Because there is such diversity among Aboriginal peoples, future research and clinical practice should strive to improve the conceptual landscape by carefully describing and operationally defining terms and phrases that have traditionally created conceptual confusion and discrepancies within the field. As Aboriginal researchers and clinicians, we can play an important role in helping clarify much of this confusion by respecting and celebrating our diversity and making clarity a priority in our writing. This presentation will focus on issues related to: communicating complex ideas about historical and political issues that affect Aboriginal mental health; sharing strengths and practices of Aboriginal peoples while promoting holistic health and healing; and highlighting challenges in advocating for culturally appropriate research and clinical practice.

2012-06-15 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – SUITE 305 - LEVEL 3 - WTCC

Invited Speaker (CPA)/
Conférencier invité (SCP)
Brain and Cognitive Science/
Cerveau et science cognitive
SECTION PROGRAM/
PROGRAMME DE LA SECTION

ATTENTION IN SPACE AND TIME
Raymond M Klein, Dalhousie University

The concept of attention is at the nexus of search behavior. Two, paradigms for exploring the information processing dynamics associated with searching for targets emerged in the 1980's. The "searching in space" paradigm is characterized by the allocation of attention to items distributed in space and presented at the same time. This visual search task was imbued with excitement by Treisman & Gelade's (1980) use of it to provide support for their feature integration theory in which attention is the binding agent for otherwise free-floating features. The "searching in time" paradigm is characterized by the allocation of attention to items distributed in time and presented at the same location. Initially explored using rapid serial visual presentation (RSVP), it was the discovery, by Broadbent & Broadbent (1987) and Weichselgartner & Sperling (1987), of an "attentional blink" (named by Raymond, Shapiro & Arnell, 1992) associated with target identification that propelled this paradigm to the center stage of attention research. In this talk/chapter I will explore the mechanisms of attentional allocation in space and time as illuminated by research using these two, now classical, paradigms, and their variants.

2012-06-15 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – SUITE 306 - LEVEL 3 - WTCC

Symposium/Symposium
Students in Psychology/
Étudiants en psychologie

WHAT PSYCHOLOGY STUDENTS NEED TO KNOW ABOUT OBTAINING INITIAL REGISTRATION AND PROMOTING THEIR PROFESSIONAL MOBILITY
Stephen DeMers, Assoc. of State & Provincial Psych. Boards; Joseph Rallo, Private Practice; Carol Webb, Emory University Medical Center- Grady Hospital

Students pursuing training in professional psychology often receive little information about the typical requirements and procedures as well as the most common problems associated with obtaining licensure/registration as a psychologist. This symposium includes presentations by psychologists experienced with registration and licensure in Canada and the U.S. that will guide students towards successful preparation for professional credentialing throughout their career. The session will review the common registration requirements across provinces and states, benefits of using a credentials bank, mobility vehicles and tips to avoid commonly experienced problems that individuals often experience in gaining their initial and then subsequent registration.

A
Students in Psychology/
Étudiants en psychologie

REQUIREMENTS FOR REGISTRATION AND LICENSURE ACROSS CANADA AND THE U.S.
Joseph Rallo, Private Practice

This paper reviews the common requirements and most frequent variations in the requirements for registration/licensure across the provinces

and states. Issues such as entry level degree, competency assessment, required written and oral exams and variations in requirements for supervised experience are considered.

B
Students in Psychology/
Étudiants en psychologie

TIPS FOR AVOIDING PROBLEMS WITH INITIAL REGISTRATION/LICENSURE
Stephen DeMers, Assoc. of State & Provincial Psych. Boards

Avoiding problems with one's initial registration is greatly facilitated by following a few easy and inexpensive steps. This paper will review the advantages of following a few simple tips, such as following the prescribed curriculum in your training program and seeking current information in advance about licensure requirements in the provinces or states where you are most likely to seek licensure.

C
Students in Psychology/
Étudiants en psychologie

AVOIDING LICENSURE PROBLEMS THROUGHOUT YOUR CAREER: CREDENTIALS BANKING AND MOBILITY CERTIFICATION
Carol Webb, Emory University Medical Center- Grady Hospital

Licensure problems happen to experienced practitioners and not just those seeking an initial license. In fact, the longer the period of time since obtaining your first license, the more difficult it becomes to document some aspects of your professional preparation and training. This paper will review the common pitfalls to obtaining your second or subsequent license and the benefits resulting from banking your important licensure related credentials early in your professional career, as well as maintaining a voluntary credential or certification that can facilitate your professional mobility throughout your career.

2012-06-15 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – MEETING ROOM 1 - LEVEL 8 - WTCC

Section Annual Meeting/
Réunion d'affaires
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle
SECTION PROGRAM/
PROGRAMME DE LA SECTION

SEXUAL ORIENTATION AND GENDER IDENTITY ISSUES/ORIENTATION SEXUELLE ET IDENTITÉ SEXUELLE
Todd Morrison, University of Saskatchewan

This annual event will allow members of SOGI to identify key priorities for the upcoming year.

2012-06-15 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – MEETING ROOM 2 - LEVEL 8 - WTCC

Business Meeting/
Réunion d'affaires

CPA FOUNDATION BUSINESS MEETING
Philippe Ramsay, Canadian Psychological Association

2012-06-15 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – MEETING ROOM 4 - LEVEL 8 - WTCC

Keynote (Section)/
Conférencière de la section
Students in Psychology/
Étudiants en psychologie
SECTION PROGRAM/
PROGRAMME DE LA SECTION

WORK-LIFE BALANCE IN GRAD SCHOOL, ACADEMIA, & BEYOND: REALITY OR FANTASY
Arla Day, Saint Mary's University

The research on the interplay of work and family has evolved from a focus on the specific negative relationships between the two domains (i.e., work-family conflict) to broader, more positive relationships among multiple domains (i.e., work-life balance: WLB). This term implies a sort of "vague notion that work and family life are somehow integrated or harmonious" (Frone, 2003, p. 145). This topic has gainedin popularity, not only in the academic world, but also in the popular press. However, critics have argued that such a balance is a myth. In fact, it is estimated that Canadian organizations lose $6-$10 billion per year due to conflict. In a national survey, 76.1% of Canadian academics reported difficulties in achieving work-life balance (CAUT, 2007), and women tend to experience less balance than men (Catano et al., 2010). Moreover, there is surprisingly little research on WLB and psychologists, and most research in this area focuses on how psychologists can help clients achieve balance (Lee et al., 2009), rather than on achieving their own balance. I will review some of the myths aroundwork-life balance as well as some of the contributing factors to conflict, and I will present organizational and individual best practices for achieving this elusive balance.

2012-06-15 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – SUITE 304 - LEVEL 3 - WTCC

Keynote (Section)/ Conférencier de la section
History and Philosophy of Psychology/Histoire et philosophie de la psychologie
SECTION PROGRAM/ PROGRAMME DE LA SECTION

THE SKIN OF MEMORY AND OUR JOURNEY THROUGH THE RESILIENT DISASSEMBLED PAST
Scott Greer, University of Prince Edward Island

Who are we that we have memory? This presentation explores the concept of memory though interconnecting Runia's use of "presence," Freud's notion of "the uncanny," and Proust's "involuntary memory." Memory is re-theorized as the skin of our being, a semi-permeable boundary layer connecting yet separating being from time and the world. From Proustian moments beinheureux to uncanny ghosts, time and the world illustrate the skin of memory, some marks hidden, some uncovered, and some to be revealed through the experience of presence. While narrative provides a medium for understanding these marks of time, our encounter with presence reveals us as outside of any narrative, fragmented and disassembled in time. The study of the skin of memory discloses the way being is in-the-world when encoding the past; that the past, rather than being tenuous and ephemeral, can be virtually indestructible, and that memory is not just in the head – it is, paradoxically, bigger than we are.

2012-06-15 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 201 - LEVEL 2 - WTCC

Symposium/Symposium
Social and Personality Psychology/Psychologie sociale et de la personnalité

RECENT ADVANCES IN DATA SCREENING AND SOLUTIONS TO ASSUMPTION VIOLATIONS
Constance A Mara, York University

This symposium includes three research papers which present recent advances in methods for analyzing psychological data. Specifically, new methods for dealing with outliers and skewed data in reaction time studies is presented in the first paper. In the second paper, a novel approach for analyzing homogeneity of variances for independent groups is compared to currently available tests using simulations studies and recommends the most appropriate test for specific data conditions. Finally, the third paper reviews the assumptions and data-screening issues involved in exploratory and confirmatory factor analysis and presents solutions to common issues associated with assumption violations of these methods.

A
Social and Personality Psychology/Psychologie sociale et de la personnalité

COUNTING THE SECONDS: WORKING WITH REACTION TIME DATA
Matthew J Sigal, York University

From the early beginnings of psychology as a scientific pursuit, reaction time (RT) studies have been of pivotal interest to members of the discipline. However, from a statistical perspective, the data used in these studies poses interesting problems for the applied researcher. RT results are often plagued with outliers on both extremes that are not representative of the processes the researcher is attempting to observe. Low outliers are often the result of pre-cognitive responses or "fast guesses" on behalf of the participant; extreme high values might be caused by inattention or distraction. Additionally, even once such outliers have been attended to, typical RT distributions are not Gaussian, as might be expected, but substantially positively skewed. While it is still typical in the RT paradigm to test for differences between groups using techniques such as the analysis of variance on sample means, such statistical tests are usually inappropriate for RT data and, at best, will lead to low power. Further, RT studies often violate more basic assumptions, such as independence between observations. During this symposium, I will address these and other problems that often affect reaction time studies, how they can be modeled more appropriately, and give a brief example using a sample dataset.

B
Social and Personality Psychology/Psychologie sociale et de la personnalité

OLD AND NEW IDEAS FOR DATA SCREENING AND ASSUMPTION TESTING FOR EXPLORATORY AND CONFIRMATORY FACTOR ANALYSIS
Cathy LaBrish, York University; David B Flora, York University; R. Philip Chalmers, York University

Factor analysis developed primarily as a method for explaining the relationships among continuous test scores, which led to the expression of the traditional common factor model as a multivariate linear regression model with observed, continuous variables as dependent variables and unobserved factors as independent variables. As such, we first discuss the application of regression diagnostics to factor analysis of continuous test scores. Modern applications of factor analysis, however, frequently involve analysis of the individual items from a single test. Depending on the number of item response categories, traditional methods of factor analysis are not well-suited to the analysis of items. Instead, non-linear factor analysis using polychoric correlations is advocated for item-level factor analysis. Consequently, an important focus of this talk is a review of the assumptions and requirements for data-screening for non-linear factor analysis. Throughout the presentation, key concepts are demonstrated using a historical data set.

C
Social and Personality Psychology/Psychologie sociale et de la personnalité

AN EQUIVALENCE-BASED APPROACH TO TESTING FOR VARIANCE HOMOGENEITY
Constance A Mara, York University; Robert A Cribbie, York University; Cathy LaBrish, York University

Researchers are often in interested in testing whether the variances of independent groups are equivalent, either because it is an assumption of the test statistic they are using or because it is an important hypothesis of the study. In the case of homogeneous variances being an assumption of the test statistic, violations of this assumption can severely bias the Type I and/or Type II error rates of the test relying on the assumption. There has been substantial research on tests that explore differences in the variances, such as Levene's test and more recent modifications of this test. For example, recent recommendations suggest using group medians, trimmed means, or means of the ranks instead of the mean when using the Levene test, as these modification provide better Type I error control and/or power. The purpose of this paper is to redefine the problem, situating a test for homogeneity of variances within the equivalence testing framework. Results comparing the derived statistic with traditional difference-based tests demonstrate that the equivalence-based approach has important statistical properties, such as power increasing with sample size and trivial differences in variances not being detected with large sample sizes.

2012-06-15 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 202 - LEVEL 2 - WTCC

Invited Speaker (CPA/Section)/ Conférencier invité (SCP/section)
Psychoanalytic and Psychodynamic Psychology/ Psychologie psychoanalytique et psychodynamique
SECTION PROGRAM/ PROGRAMME DE LA SECTION

THE EFFICACY OF PSYCHODYNAMIC PSYCHOTHERAPY: TALK THERAPY IN THE ERA OF PROZAC, MANAGED CARE, AND EVIDENCE BASED PRACTICE
Jonathan Shedler, University of Colorado School of Medicine

Dr. Jonathan Shedler is the recipient of the 2012 Otto Weininger Memorial Award. His award address is based on his internationally acclaimed American Psychologist article, "The Efficacy of Psychodynamic Therapy". Psychodynamic therapy is an evidence based treatment. Effect sizes are as large as those reported for other therapies that are actively promoted as "empirically supported" or "evidence based," and patients who receive psychodynamic therapy not only maintain therapeutic gains but continue improving after treatment ends. Research also shows that other therapies may be effective in part because the more skilled practitioners incorporate (often unacknowledged) psychodynamic methods. This presentation will review the seven essential features of contemporary psychodynamic treatment (which can be integrated into other therapy approaches) and discuss empirical evidence for the efficacy of psychodynamic approaches.

2012-06-15 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 203 - LEVEL 2 - WTCC

Symposium/Symposium
Counselling Psychology/ Psychologie du counseling

CONTINUING PROFESSIONAL DEVELOPMENT - A PROPOSED MODEL, TRENDS AND ISSUES
Catherine Yarrow, College of Psychologists of Ontario

The issue of how psychologists maintain and enhance their competence over the course of their careers is a significant issue for professional psychology and for regulatory boards and colleges in their obligations to protect the public. This session will focus on a proposed system of continuing professional development designed to help ensure life-long learning and continuing competence among psychologists. Regulatory boards and colleges require psychologists to periodically renew their license to practice and include some form of continuing education mandates. The session will include presentation of the empirical and professional bases for a substantially different model of continuing competence, and will outline specific activities proposed to satisfy jurisdictional mandates. Included will be a discussion of issues relating to the efficacy of self-assessment in continuing professional development. Research on how psychologists approach continuing education and a description of available and proposed CE offerings will also be discussed.

A
Counselling Psychology/ Psychologie du counseling

MAINTENANCE OF COMPETENCE - A PROPOSED MODEL FOR CONTINUING PROFESSIONAL DEVELOPMENT
Carol Webb, Association of State and Provincial Psychology Boards

The Association of State and Provincial Psychology Boards has appointed a task force to update its continuing education guidelines, study the role that regulatory bodies can play in ensuring that psychologists maintain their competence and make recommendations on the maintenance of competence and licensure. This presentation will focus on a proposed model for the continuing professional development of psychologists. The research basis for the model will be described along with the rationale and a range of proposed activities to promote lifelong learning and the maintenance of competence of psychologists.

B
Counselling Psychology/ Psychologie du counseling

SELF-ASSESSMENT IN CONTINUING PROFESSIONAL DEVELOPMENT - CHALLENGES AND ISSUES
Catherine Yarrow, College of Psychologists of Ontario

Self-awareness of gaps in one's own knowledge and skill has long been assumed to guide appropriate choices for continuing education. In recent years, research has raised doubt about the accuracy of such self-assessment. There is a tendency for individuals, whose competence is judged by others to be in the bottom quartile compared to their peers, to over-estimate their own competence. In addition, it appears that those who are less competent may not benefit from observing a competent model. "In the moment" self-assessment may be more valuable than "after-the-fact" self-assessment. Should models of continuing professional development rely on potentially flawed self-assessment? Approaches to improving the accuracy of self-assessment of competence will be discussed. The merits and weaknesses of relying on self-assessment to develop a professional development plan will be evaluated.

C
Counselling Psychology/ Psychologie du counseling

CONTINUING EDUCATION IN QUEBEC PSYCHOLOGISTS: PRACTICES, NEEDS, AND INTERESTS

Stacy Bradley, McGill Psychotherapy Process Research Group; Martin Drapeau, Department of Educational and Counselling Psychology, McGill University

Continuing education is an integral ingredient in the maintenance and development of essential competencies in professional psychology. However, there is a lack of knowledge and investigation into the continuing education practices, needs, interests, attitudes and modality preferences among practicing psychologists, particularly those practicing in Canada. The following study examined these essential aspects of continuing education among a sample of clinical psychologists (N = 418) licensed to practice in Quebec by pencil and paper mail-in survey. Results indicated that professional reading, case discussion groups, and private courses and workshops were the most frequently used continuing education activities. In terms of continuing education 'needs', skills related to intervention and assessments were rated most frequently, and for interests, information pertaining to adult psychopathologies, assessment of mental illness, comorbidity, and medication were rated most highly. Results show that the preferred modalities for continuing education include those that are offered by psychology associations, and those condoned by the OPQ (Order of Psychologists of Quebec). Findings are discussed in the context of their value to psychologists, and psychology licensing and regulatory boards.

D
Counselling Psychology/ Psychologie du counseling

CPA'S ROLE IN CONTINUING EDUCATION

Melissa Tiessen, CPA Education Directorate

The work of the Canadian Psychological Association rests on three pillars: science, practice, and education. Supporting the education pillar, this past year CPA established an Education Directorate, focused on ensuring the quality of Canadian professional psychology education, training, and life-long learning. This presentation will provide an overview of CPA's Education Directorate activities, particularly highlighting current and upcoming continuing professional education offerings. Results from a recent member survey will be presented to discuss how CPA is working to identify and address gaps in training, and an overview will also be provided of an online CE course in psychopharmacology that CPA is currently developing.

2012-06-15 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 301 - LEVEL 3 - WTCC

Symposium/Symposium
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

PSYCHOLOGICAL AND VOCATIONAL WELLBEING OF NEW IMMIGRANTS

Charles P. Chen, University of Toronto

As part of the significant and invaluable human resources for nation development in Canada, new and recent immigrants represent a fast-growing workforce in the Canadian labour market. While there are a variety of complex adjustment issues entangled in immigrants' life transition, the first and foremost such issue has always been the worklife and career adjustment for the majority of these immigrants. Research indicates that immigrants' personal and social wellbeing can be severely crippled without the establishment of their vocational wellbeing in the host country environment. Yet, there is a dearth of knowledge and studies on the psychology of new and recent immigrants' vocational wellbeing in the literature. Therefore, this topic deserves much attention in a number of domains across the broad discipline of psychology, including areas such as cross-cultural and multicultural psychology, organizational and industrial psychology, and vocational and career psychology. To this end, the current symposium intends to address the psychological wellbeing of immigrants through the integration of empirical investigation, theoretical inquiry, and practical exploration. To tackle the central topic from several unique yet interrelated angels, the presentations of this symposium discuss a range of issues pertaining to the psychological and vocational wellbeing of new immigrants.

A
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

HOW RECENT IMMIGRANTS REBUILD VOCATIONAL IDENTITY IN CANADA

Barbara J. Mancini, OISE, University of Toronto; Charles P. Chen, University of Toronto

Notwithstanding the critical reality that new and recent immigrants have become a pivotal workforce contributing to the Canadian economy, the vocational wellbeing of this population is still under-studied in the literature. This research aimed to investigate the general worklife adjustment and career development experiences of new immigrants to Canada. In focusing on the participants' subjective views, the study intended to provide an understanding of the lived experiences and their related factors that contribute to this unique life-career transition. Using a qualitative methodology, empirical data through in-depth interviews were collected and analyzed to identify meaning categories that captured the central

themes of the participants' experiences. Findings indicated the existing difficulties, challenges, as well as successful coping strategies in the participants' effort to rebuild their vocational life in the host country. In particular, constructs of human agency, vocational identity, career resilience and compromise were identified as being core aspects of immigrant worklife adjustment and career development. These results lead to theoretical and practical implications for vocational and career psychology, cross-cultural psychology, human resources management, and studies in related areas. They also generate thoughts and point to the direction for future research.

B
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

THE CAREER RE-TRAINING EXPERIENCE OF PROFESSIONAL IMMIGRANTS TO CANADA: AN EXISTENTIAL PERSPECTIVE
Taylor McInnes, OISE, University of Toronto; Charles P. Chen, University of Toronto

New professional immigrants often struggle to find equivalent work in Canada (Statistics Canada, 2009). This challenging reality results in a loss of resources in the labour pool and in personal difficulties for the individuals involved. Traditional career development theories struggle to capture the subjective realities of professional immigrants—a factor crucial to understanding their career experience. Moreover, while credentialing and qualification recognition has been documented as a primary barrier to finding work commensurate to professional immigrants' education and experience, little research has examined the re-training experiences so often required to address this barrier. This research explored the subjective experience of career development after immigration and re-training through the application of an existential framework. Within a qualitative research framework, a series of semi-structured, in-depth interviews designed to elicit reflection on existential themes were conducted with new professional immigrants to Canada. Strategies from narrative inquiry and the grounded theory approach were adopted for analyzing data collected from research interviews. The relationship between existential themes and career and re-training experiences and outcomes were of particular interest. Implications for career counselling and immigration policy will be discussed.

C
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

INCORPORATE CAREER DEVELOPMENT THEORIES IN COUNSELLING IMMIGRANTS
Charles P. Chen, University of Toronto

Originating from the main stream Euro-centric worldviews, the majority of the theoretical models in the realm of vocational psychology and career development have paid little attention to the career needs and issues of new and recent immigrants. Thus, there is a need to explore the applicability of the current career development theories to the fast growing new immigrant population in a Canadian context. Informed by the evidence from empirical research, this presentation considers the possibility of incorporating key tenets and constructs from some established and emerging theoretical models in explaining and understanding the psychology of work among new and recent immigrants, helping these immigrants cope with their career adjustment in the Canadian world of work. The presentation first reviews briefly some of the critical issues that affect the worklife experiences of the target group, drawing particular attention to the psychological impact of such experiences on immigrants. It will then examine key tenets from some of the career development theories, contemplating to form an initial meta-theoretical framework that speaks to the professional helping and self-helping needs of immigrants. An array of career development and counselling intervention considerations will be addressed, aiming to improve the career and vocational wellbeing of new and recent immigrant workers.

2012-06-15 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 305 - LEVEL 3 - WTCC

Symposium/Symposium
Criminal Justice Psychology/ Psychologie et justice pénale

CRIMINAL ATTITUDES, AMENABILITY FOR CHANGE, AND OUTCOMES IN OFFENDER PROGRAMS
Mark E Olver, University of Saskatchewan

A rich research literature on criminal risks-needs has improved forensic psychologists' abilities to identify the risk level posed by an offender-client and make a referral to a program offering the appropriate services and level of supervision for that individual. The relationship between an offender's criminal risks-needs and subsequent participation in, and completion of, criminal justice services/programs has received less attention. This symposium presents research from four studies that examined the relationship between one or more criminal risk-need variables and program outcomes. The first paper examines the relationship between specific criminal thinking patterns and completion of a community justice program. The second paper explores the relationship between criminal thinking and amenability of change, a presumed prerequisite for actual behavior change. The third paper looks at the ability of multiple risks-need factors to predict absconding from a halfway house. The final paper examines the relationship between three risk-need domains and pre to posttreatment change in an intensive sex offender treatment program.

A
Criminal Justice Psychology/ Psychologie et justice pénale

AN EXPLORATION OF THE RELATIONSHIP BETWEEN CRIMINAL THINKING AND ATTRITION FROM A DAY REPORTING CENTER
Raymond Chip Tafrate, Central Connecticut State University; Damon Mitchell, Central Connecticut State University

The relationship between criminal attitudes and program dropout has not been well investigated. Only 5 published studies have reported on the association between criminal thinking and attrition from prison-based programs and these findings have not yielded consistent thinking themes related to program non-completion. No published studies have reported on the association between criminal thinking and attrition from a day reporting center (DRC). The present study examined criminal thinking patterns in 162 offenders referred to a DRC. Criminal thinking was assessed with the Criminogenic Thinking Profile (CTP), a 65 item Likert type questionnaire that yields a total score and 8 unique thinking pattern

scores. Findings indicated that offenders discharged from the program due to noncompliance had significantly higher CTP Total scores than program completers, and scored significantly higher on subscales that reflected 1) beliefs related to lack of empathy, 2) preferences for risky activities over conventional lifestyles, 3) a failure to consider the negative consequences of destructive behaviors, 4) tendencies to rationalize antisocial and self-destructive behavior. Results suggest that offenders who ultimately fail out of DRCs may start their program with thinking profiles that undermine their chances for successful completion.

B
Criminal Justice Psychology/
Psychologie et justice pénale

A CLOSER LOOK AT THE RELATIONSHIP BETWEEN CRIMINAL ATTITUDES AND OFFENDER AMENABILITY FOR CHANGE
David J Simourd, ACES Inc

Offender criminal risk and rehabilitation potential are arguably two of the more popular themes in criminal justice research, policy, and practice. Criminal attitudes are a subset of the criminal risk domain and are considered to be a dominant factor linked to offender antisocial conduct. Within the rehabilitation domain, offender amenability to change (also referred to as motivation) is of considerable practical relevance in the treatment of offenders and has become a more active area of interest in recent years. Discussions within the correctional literature, however, present criminal risk and offender amenability for change as overlapping concepts in the treatment of offenders. A recent study (Simourd & Olver, 2011) found that broadly measured criminal risk and offender motivation were independently related to offender treatment performance. The present study was designed to expand the understanding of the link between criminal risk and offender amenability for change with a specific focus on criminal attitudes, as measured by the criminal sentiments scale-modified (CSS-M) and client amenability for change, as measured by the self-improvement orientation scheme-self report (SOS-SR) among sample of adult male offenders.

C
Criminal Justice Psychology/
Psychologie et justice pénale

THE UTILITY OF CRIMINAL THINKING IN PREDICTING ABSCONDING FROM A HALFWAY HOUSE
Damon Mitchell, Central Connecticut State University; Raymond Chip Tafrate, Central Connecticut State University

The present study examined predictors of absconding in 136 male offenders on parole or work-release admitted to a halfway house with a particular focus on the relationship between criminal thinking and absconding. Criminal thinking was assessed with the Criminogenic Thinking Profile (CTP), a 65 item Likert type questionnaire that yields a total score and 8 unique thinking pattern scores. Other variables under examination included demographics (e.g., age, ethnicity, education), criminal history (e.g., number of arrests, number of convictions, length of sentence), criminal risk (Level of Service Inventory-Revised; LSI-R), and substance abuse severity (Adult Substance Use Survey Revised; ASUS-R). The findings indicated that 13% of the sample absconded, 21% were returned to prison, and 65% were successfully discharged. The CTP Total Score predicted absconding, as did two CTP subscales, one of which assessed beliefs reflecting a callousness and disregard toward others, and the other a tendency to fail to consider negative consequences of behaviors that are antisocial or self-destructive. Absconding was also related to ethnicity (nonCaucasian) but not to the other potential predictors. The results suggest that absconding from a halfway house may be more associated with the thought patterns that underlie antisocial behavior than established behavioral predictors of recidivism.

D
Criminal Justice Psychology/
Psychologie et justice pénale

PSYCHOMETRIC ASSESSMENT OF RISK AND THERAPEUTIC CHANGE FROM A HIGH INTENSITY SEX OFFENDER TREATMENT PROGRAM
Mark E Olver, University of Saskatchewan; Terry P Nicholaichuk, University of Saskatchewan; Stephen Wong, University of Nottingham and University of Saskatchewan

The risk assessment and treatment enterprise with sexual offenders is based in part on the notion that risk is dynamic and has the potential to be reduced and managed through intervention or other change agents. The present investigation is a psychometric assessment of sex offender risk and treatment change on a battery of psychometric assessment measures administered to 330 treated adult Canadian federal sex offenders over several years during the operation of a high intensity sex offender program. While several significant pre-post changes (denoting improvement) were observed in several areas of psychological functioning, the magnitude of these differences frequently diminished to non-significance after controlling for social desirability. A factor analysis of the psychometric battery generated three broad risk-need domains consistent with the extant literature that were labeled Socioemotional Concerns, Anger/Hostility, and Misogynist Attitudes which predicted sexual and violent recidivism to varying degrees. Pre-post measurements of change did not bear significant univariate relationships to reductions in sexual or violent recidivism, although their associations to sexual recidivism seemed to improve after controlling for actuarial risk and social desirability.

2012-06-15 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – MEETING ROOM 1 - LEVEL 8 - WTCC

Section Annual Meeting/
Réunion d'affaires
Adult Development and Aging/
Développement adulte
et vieillissement
SECTION PROGRAM/
PROGRAMME DE LA SECTION

ADULT DEVELOPMENT AND AGING/DÉVELOPPEMENT ADULTE ET VIEILLISSEMENT
Venera Bruto, University of Toronto

Review of past year's accomplishments Proposition for next year convention programme Discussion on a student prize Discussion on a newsletter Other business

2012-06-15 – 1:30 PM to 3:25 PM – 13 h 30 à 15 h 25 – MEETING ROOM 4 - LEVEL 8 - WTCC

Workshop/Atelier
Clinical Psychology/
Psychologie clinique

MAKING YOUR PRACTICE EVIDENCE-BASED
Marilyn Fitzpatrick, McGill University; Louise Overington, McGill University; Gabriela Ionita, McGill University; Norman O'Brien, McGill University

While there is strong empirical support for the general effectiveness of psychotherapy, research indicates that 5-10% of clients deteriorate (Lambert & Ogles, 2004). Psychologists typically rely on clinical judgment to identify these clients, however, research suggests that even experienced professionals often fail to recognize deterioration (Hannan et al., 2005). Progress Monitoring (PM) measures help practitioners detect when clients are not progressing in therapy and have been linked to improved outcomes for non-responsive clients. These atheoretical measures help therapists track client changes throughout therapy on a session-by-session basis (Lambert & Hawkins, 2004). PM measures have also been shown to be time and cost effective (e.g. Bohanske & Franczak, 2010), provide data for quality evaluation and can be used to keep referral sources updated on client progress (Lueger & Barkham, 2010). This workshop will show practitioners the benefits of using PM measures and provide guidance on the implementation of these measures in private and group practices in Canada. Participants will learn how to select the right PM measure for their practice, how to integrate PM measures into daily sessions, and how to overcome barriers and facilitate effective usage in practice and in training settings.

2012-06-15 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – ROOM 200C-1 - LEVEL 2 - WTCC

Conversation Session/
Séance de conversation

CPA GOVERNMENT RELATIONS UPDATE: ACTIVITIES 2012
Karen Cohen, Ph.D., CEO, Canadian Psychological Association; Meagan Hatch, Manager Government Relations, Canadian Psychological Association

As part of its objectives to promote the science, practice and education of psychology, CPA is involved in a number of advocacy and government relations activities on behalf of psychology as a discipline and its members. These activities include producing submissions to government, working closely with other stakeholder groups, as well as launching strategic communications and media campaigns. In addition, we have embarked on a series of meet and greets with federal members of Parliament to talk about issues that are relevant to the discipline and to share our unique perspective on current government activities such as committee work and bills under review. Join CPA's CEO and Manager of Government Relations as they review activities undertaken by the association over the past year and outline what is in store for 2012.

2012-06-15 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – ROOM 200C-2 - LEVEL 2 - WTCC

Section Annual Meeting/
Réunion d'affaires
Traumatic Stress/
Stress traumatique
SECTION PROGRAM/
PROGRAMME DE LA SECTION

TRAUMATIC STRESS/STRESS TRAUMATIQUE
Paul Frewen, University of Western Ontario

The Traumatic Stress Section invites its membership and others to attend our annual business meeting. We will present on the recent activities of our section, including the establishment and progress of our working groups.

2012-06-15 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – ROOM 200 D - LEVEL 2 - WTCC

Conversation Session/
Séance deconversation

ROUND-TABLE CONVERSATION SESSION 'C'/SÉANCE DE CONVERSATION DE TABLE RONDE

#1
Aboriginal Psychology/
Psychologie autochtone

WHEN 2+2 =5: THE EFFECTS OF INTIMATE PARTNER VIOLENCE ON ABORIGINAL WOMEN'S MENTAL HEALTH
Taslim Alani, Lakehead University

Aboriginal women's accounts of intimate partner violence are much more severe and frequent, suggesting that these may most often be cases of intimate terrorism. Furthermore, along with the many other issues Aboriginal women face (such as poverty, discrimination, lack of resources and accessibility), the experiences of violence are magnified. This is clearly demonstrated in the high rates of mental health problems for Aboriginal women. This presentation outlines how all of these factors connect, and encourages researchers and health professionals to adopt more holistic approaches to mental health.

#2
Aboriginal Psychology/
Psychologie autochtone

THE UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES: FUTURE DIRECTIONS FOR THE CANADIAN AND AMERICAN PSYCHOLOGICAL ASSOCIATIONS
Jeffrey P Ansloos, Fuller Graduate School of Psychology

In 2007 the United Nations released the Declaration on the Rights of Indigenous Peoples. This document articulated indigenous rights to sociopolitical function, health and wellbeing and established norms of interaction with indigenous people. This document formalized a standard of human rights for the respectful treatment of indigenous peoples. The Canadian Psychological Association (CPA) and American Psychological Association (APA) were instrumental in seeing mental health addressed in the development of the declaration during the UN World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001). The declaration has been met by resistance by Western policy makers. Both the United States and Canada became late signatories of this declaration in 2010 while increased attention to the declaration has been growing among other international organizations. The authors of this presentation will suggest that increased attention by the CPA and APA must be promoted in order to establish norms of ethics for psychological research, standards for the treatment of indigenous researchers in psychology and the promotion of indigenous evaluations of clinical practice for indigenous communities. A systematic investigation of the articles of the declaration will be put into critical discussion with the mandates of the APA and CPA to make policy recommendations.

#3
Adult Development and Aging/Développement adulte et vieillissement

DETERIORATION OF FUNCTIONING WITH AGE IN AUTISTIC DISORDER: VARIABLES RESPONSIBLE FOR THIS OUTCOME

Mary M Konstantareas, Professor, University of Guelph (retired); Glenn Rampton, Kerry's Place Autism Services; Myra Sugar, Kerry's Place Autism Services, Acting Clinical Director; Kevin Stoddart, Redpath Centre, Director

Although Childhood Disiintegrative Disorder involves reduction of competence in young children with an Autism Spectrum Disorder (ASD),no information as to possible reduction of ability across the lifespan has been so far reported. In evaluating the abilities of adults with ASD, we discovered a reduction in abilities across time for a large number of them. The sample's age ranged from 26 to 48 years. We are examining the following variables as relevant for the deterioration: seizuring, use of multiple types of psychotropic medications, lack of communication skills, exposure to traumatic conditions, and exposure to anaesthesia. Data in support of this hypothesis will be provided. The theoretical and applied implications of the findings will be outlined. As well, the possible parallel to the early onset of Alzheimer's Dementia by the age of 30 years of age in those with Down Syndrome will also be discussed. The relevance of understanding the neurological underpinnings of the deterioration will need to be addressed in future research. The findings will also be discussed for their relevance in how individuals with ASD should be supported in an effort to prevent the deterioration.

#4
Criminal Justice Psychology/ Psychologie et justice pénale

LEGAL PERSPECTIVES ON VIOLENCE: THE SIGNIFICANCE AND IMPLICATIONS OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES FOR CANADIAN PSYCHOLOGISTS

Michael Perlin, New York Law School

As of May 2008, the UN Convention on the Rights of Persons with Disabilities, applying international human rights protections to persons with disabilities (including people with psychosocial disabilities who are institutionalized) became international law.Among the specified rights are: • respect for inherent dignity • non-discrimination • freedom from torture or cruel, inhuman or degrading treatment or punishment • freedom from exploitation, violence and abuse, and • a right to protection of the integrity of the person. This paper will discuss the implications of this new Convention and its meaning for Canadian psychologists who work in institutional settings, and will consider these questions: • How will the Convention affect treatment of violent offenders in correctional institutions and in forensic mental health institutions? • What will the Convention's implications be for expert witnesses in cases involving such offenders? • To what extent will developments in risk assessment have an impact on the interpretation of the Convention with regard to this population? • What implications will the Convention have on ethical issues that surround the practice of institutional psychology in the treatment of such individuals? • What will (or what should) the role of organized psychology be (if any) in such cases?

#5
Extremism and Terrorism/ Extrémisme et terrorisme

SCIENCE AND TECHNOLOGY FOR COMBATING RADICALIZATION TO VIOLENCE IN CANADA

Lianne McLellan, Defence Research and Development Canada - Toronto

Radicalization to violence is a threat to Canada's public safety and national security. The collective scientific understanding in this domain spans a number of spectra: from theoretical to applied, from strategic to tactical, from domestic to international, from prevention to response etc. There are also myriad disciplines involved (e.g., sociology, anthropology, political science and economics). We invite a broad range of expertise to discuss how we can use advances in science and technology to help understand and combat this threat.

#6
Psychologists in Education/ Psychologues en éducation

THE ADHD BRAIN: EFFECTIVE INTERVENTIONS TO MAXIMIZE STUDENT SUCCESS

Caroline Buzanko, University of Calgary

Attention deficit/hyperactivity disorder (ADHD) is one of the most common psychiatric diagnoses in childhood and is associated with long-term pervasive impairment across several domains of functioning. Many of the difficulties children with ADHD experience can be characterized as deficits in executive functions (EF), which lead to the symptoms these children exhibit, such as difficulties with self-regulation, poor attention, and distractibility. Given the substantial risk for students with ADHD, effective interventions are critical to protect them from negative outcomes. The focus of this presentation is to delineate key strategies promoting student success in the classroom. Specifically, an overview of ADHD and EF is provided, followed by an interactive discussion about research-based strategies to help students compensate for EF difficulties that are im-

peding their success in the classroom. Understanding the complex nature of ADHD and the nature of EF deficits, professionals will be better equipped to design and implement effective intervention programs for students with ADHD. From this session, participants will develop a better understanding of ADHD and EF, in addition to the learning and behavioural difficulties children with ADHD exhibit. Participants will also learn practical applications of interventions in an effort to maximize student success.

#7
Teaching of Psychology/ Enseignement de la psychologie

EXPLORING SELF-CARE IN SUPERVISION: PROTECTING PSYCHOLOGISTS FROM BURNOUT

Thea Comeau, McGill University; Antoine Beauchemin, McGill University

Research has shown that psychologists are particularly vulnerable to burnout as a result of practicing psychotherapy. Although previous research has demonstrated that psychologists acknowledge the importance of self-care to their practice, psychologists do not actively seek help to cope with personal distress. The fact that trainees are particularly at risk for burnout emphasizes the relevance of exploring self-care issues during supervision. Additionally, it has been shown that supervision facilitates engaging in self-care. The aim of this conversation group is thus to stimulate discussion of self-care in supervision with students, independent practitioners, and supervisors in attendance. Among the topics to be explored include the participants' experience of discussing self-care in supervision, their perception of the importance of self-care practice in training, how self-care practice can be promoted in supervisees, and ways in which supervisors model self-care for their supervisees. A secondary goal of this conversation group is to provide supervisors and supervisees an arena in which to discuss their self-care experiences.

#8
Teaching of Psychology/ Enseignement de la psychologie

COMMUNICATING SCIENTIFIC THEORIES AND RESEARCH RESULTS TO LAY COMMUNITIES

Alicia N. Rubel, Brock University; Malvina N. Skorska, Brock University; Anthony F. Bogaert, Brock University; Tyler Burleigh, Guelph University

If scientific research is funded by the public, then is it not the responsibility of scientists to communicate their discoveries to the public in ways that are both comprehensible and accessible? In a time when the lay understanding of scientific development is shaped by the mass media, how are researchers to ensure that their findings are not misrepresented? In this conversation session we will discuss our thoughts on, and experiences with, communicating scientific theory and research results to the community at large. We will facilitate discussion of two issues: 1) how to effectively communicate research findings, and 2) the more philosophical question regarding the right of the general public to know scientific findings.

#9
Teaching of Psychology/ Enseignement de la psychologie

CREATING AND COORDINATING A WORKSHOP SERIES

Malvina N Skorska, Brock University; Alicia N Rubel, Brock University

As fields of science advance the body of knowledge that exists in the world is growing. Even with the advances of the information age, exploring this wealth of knowledge is a difficult, sometimes overwhelming, task. While many researchers are settling into niche fields we believe that it is all the more critical to reach out to the community and find new ways to share our research, thoughts, and ideas with others outside of our field. It is for this reason that we have created the Brock University Open Share Workshop Series in 2010-2011. With the success of the 2010-2011 series and the start of the 2011-2012 series, we hope to give individuals who are knowledgeable and passionate about a subject a forum to share with others throughout the Brock community. This conversation session will focus on how we created and coordinated this workshop series, including the strengths, weaknesses, successes, and failures in establishing the workshop series. We would like to further extend this conversation session to discuss why it is important to create such workshop series and how other universities could start their own.

2012-06-15 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – SUITE 302 - LEVEL 3 - WTCC

Invited Speaker (CPA/Section)/ Conférencier invité (SCP/section)
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle
SECTION PROGRAM/ PROGRAMME DE LA SECTION

LEADERS` MENTAL HEALTH AND THEIR LEADERSHIP BEHAVIORS

Julian Barling, Queen's University

(Simultaneous Interpretation Available/Traduction simultanée disponible)
Sponsored by the Industrial and Organizational Psychology Section

There is a long tradition of research focusing on employees' psychological well-being, and findings consistently show that leadership predicts employee well-being. Despite this, there has been no parallel research interest in leaders' psychological well-being. The contrast between the focus on employees' and leaders' well-being is so stark that it might seem as if the lack of interest in leaders' psychological well-being derives from two assumptions: (a) Leaders enjoy a state of psychological well-being, and thus, research is redundant, and (b) leaders' psychological well-being is of no consequence for themselves, their employees, or their organizations. The legitimacy of these assumptions is questionable, and based on research within organizational, clinical and developmental psychology, I will discuss how different aspects of leaders' mental health (e.g., depression, alcohol use, sleep problems) will predict both positive and negative aspects of different leadership behaviors. In addition, significant social policy issues emerge and will be considered.

2012-06-15 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – SUITE 303 - LEVEL 3 - WTCC

Keynote (Section)/ Conférencière de la section
Psychologists in Education/ Psychologues en éducation
SECTION PROGRAM/ PROGRAMME DE LA SECTION

WAKING UP TO THE CONSEQUENCES OF INADEQUATE SLEEP IN CHILDREN
Penny Corkum, Dalhousie University

In 2006, insufficient sleep in children was declared a public health concern by an international pediatric task force. Increasingly later bedtimes, with unchanged school start times, has led to a marked decrease in children's total sleep duration. Moreover, sleep problems are highly prevalent, with 25% of children experiencing sleep difficulties. This prevalence rate skyrockets up to 80% for children who have mental health disorders. There is mounting evidence suggesting dramatic negative consequences of inadequate sleep, including decreased physiological, cognitive, and emotional functioning, as well as decreased quality of life for children and their families. This presentation will begin by summarizing the literature on children's sleep and the impact of insufficient sleep. Following this, the results of two recently completed studies will be shared. In the first study we experimentally manipulated sleep in children and examined the outcome on their attention, memory, and emotions. In the second study we examined the impact of stimulant medication on sleep in children with ADHD and the resulting daytime consequences. The presentation will conclude with an overview of two additional studies evaluating the efficacy of behavioural sleep interventions for children. Attendees will be given suggestions for the assessment and treatment of sleep problems in children.

2012-06-15 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – SUITE 304 - LEVEL 3 - WTCC

Oral Paper Session/ Séance de présentation orale
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

CRITICAL THEORY FOR PRACTICE IN PSYCHOLOGY
Michael Arfken, University of Prince Edward Island

A
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

A BAKHTINIAN-INSPIRED DISSOLUTION OF PSYCHOLOGY'S UNITY-DISUNITY DEBATE
Jason Goertzen, University of Alberta, Augustana Campus

Psychology's unity-disunity debate has a lengthy history and continues to be relevant for both specialized theoretical-philosophical psychologists and psychologists more generally. In this paper, building upon my previous research in this area, I will present a dissolution of this debate. I will do so by integrating elements of Bakhtinian social theory (especially Bakhtin's ideas relating to centripetal and centrifugal forces in linguistic and social systems) with my previously published unity-disunity continuum and model of dialectical pluralism. I will conclude by discussing the implications of this dissolution for models of dialectical and dialogical pluralism in psychology.

B
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

PUTTING THE CRITICAL IN KNOWLEDGE TRANSLATION
Laura C. Ball, Waypoint Centre for Mental Health Care

The problem of effectively moving science into practice, known as "knowledge translation," has become a central issue in the delivery of mental health care. Indeed, the Canadian Institutes of Health Research (CIHR) has officially adopted the Knowledge-to-Action (KTA) framework as a way to guide the translation of knowing into doing. Resulting from a synthesis of "planned action" theories, KTA goes beyond other similar theories by explicitly addressing the actions that people take in creating and disseminating knowledge, the activities in which they engage, and the contexts in which these pursuits take place. KTA also emphasizes the importance of "integrated knowledge translation" – involving end users in all aspects of knowledge production and implementation – which the CIHR has also adopted as part of their mandate. However, KTA does not take advantage of the related ideas of critical psychology; it can be augmented, and expanded through the inclusion of perspectives such as cultural-historical activity theory (CHAT). Bringing CHAT into the KTA framework extends and expands "knowledge translation" to include a more explicit recognition of the activities and cultures that define the interprofessional mental health care setting. Insights illustrating the resulting possibilities, derived from fieldwork in a forensic mental health care setting, will be discussed throughout.

2012-06-15 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – SUITE 306 - LEVEL 3 - WTCC

Symposium/Symposium
Women and Psychology/ Femmes et psychologie

FEMINIST LIBERATION PSYCHOLOGY APPROACHES FOR WOMEN'S HEALTH: EXAMINING REPRODUCTIVE JUSTICE AND VIOLENCE
Colleen MacQuarrie, University of Prince Edward Island

The explicitly feminist project of identifying oppressions and researching how they impact on women's lives is examined in this set of papers. The experience of inaccessibility to abortion in PEI is examined with two papers that illuminate women's perspectives on reproductive justice. A phenomenological analysis of research conversations with activists and women who have obtained an abortion while living in PEI explores the ways in which choice is undermined, while the second paper exposes the various discourses operating within women's experiences. The third paper exposes the oppressive construction of intimate partner violence with an explicit focus on the impact of emotional abuse. All three papers create opportunities for understanding how feminist liberation psychology provides theoretical frameworks for navigating change to oppressive systems and how women's health can be a focal organizer for consciousness raising.

A
Women and Psychology/ Femmes et psychologie

SIDESTEPPING STIGMA: ABORTION STIGMA AND PEI'S IMPACTED WOMEN
Angele Desroches, University of Prince Edward Island; Colleen MacQuarrie, University of Prince Edward Island

Prince Edward Island provides an interesting vantage point for exploring abortion stigma as it remains the only Canadian province that refuses to provide abortion services within its region. This study analyses the way in which impacted women on Prince Edward Island talk about their abortion related experiences. Using Foucauldian discourse analysis three distinct discourses emerged within participant's communications. The first discourse was found to maintain the status quo by limiting what can be said about abortion on PEI. Within this discourse, referred to as the "discourse of silence", abortion is constructed as something taboo necessitating secrecy. The second discourse was identified as assisting in women's resistance to the stigmatized identity by creating a space from which agency over reproductive ability could be recognized and accepted. The "right for me" discourse allows women to construct abortion within the context of their individual lives permitting individualization and choice. The third discourse, a counter discourse designated "trumping opinion," was identified in women's expressed desire for both an open dialog to aid in the normalization of the abortion option, and a call for collective action to challenge issues of availability within the province.

B
Women and Psychology/ Femmes et psychologie

"I FELT GUILTY FOR KNOWING I WOULDN'T CHANGE IT" THE UNDERMINING ATTACK OF A WOMAN'S RIGHT TO CHOOSE AND HOW IT AFFECTS ACCESS TO ABORTION
Stephanie Connell, University of Prince Edward Island; Colleen MacQuarrie, University of Prince Edward Island

Despite the fact that abortion is deemed a legal procedure for every Canadian woman the actual task of accessing a safe and timely abortion is faced with many political barriers. From the moment a woman considers an abortion this option is placed under attack. This attack presents itself through medical professionals, political figures, as well as anti abortion groups. However, it is argued that this attack goes much deeper. The social messages concerning abortion that permeate our society are so deeply engrained that they often exist in the narratives of pro-choice activists as well as the women who have obtained an abortion. It is the purpose of this research to explore the impacts these buried social messages have on women who have secured an abortion.

C
Women and Psychology/ Femmes et psychologie

THE SOCIALLY CONSTRUCTED IDENTITY OF EMOTIONAL ABUSE
Lacey Ford, University of Prince Edward Island; Colleen MacQuarrie, University of Prince Edward Island

The purpose of this study was to investigate how the concept of emotional abuse has been socially constructed to convey the message that it is a less serious form of abuse when compared to physical forms of abuse and also how this message acts as a barrier to victims experiencing emotional abuse. A Foucauldian discourse analysis was used to explain how the definition of emotional abuse has been constructed through research, policies, institutions and by the perceptions of professionals, the general public and by individuals who have experienced emotional abuse. Interviews with five women who had left an abusive intimate relationship were transcribed and their descriptions of being emotionally abused by their former partner were compared with the literature collected for this study. This comparison showed that the common understanding of emotional abuse as a less serious form of the different types of abuse was internalized by the women interviewed. For the majority of the women interviewed, they had felt as though experiencing emotional abuse on its own did not give them enough justification to disrupt the family unit by leaving their abusive partner or looking for support.

2012-06-15 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – MEETING ROOM 2 - LEVEL 8 - WTCC

Symposium/Symposium
Counselling Psychology/ Psychologie du counseling

IMMIGRANTS AND INTERNATIONAL STUDENTS: IMPLICATIONS FOR SERVICE DELIVERY
Freda R. Ginsberg, Private Practice

The goal of this symposium is to present papers that offer a unique view into how specific groups of immigrants and international students, from around the globe, negotiate the process of migration and its related challenges. The session will consist of three paper presentations, each addressing a different aspect of the immigration process. The first paper entitled, Immigrant men's cultural transitioning to Canada: The role of relationships, will attend to the cultural transitioning challenges faced by immigrant men in Canada and the role social support plays with respect to this process. The second paper entitled, Excluded and avoided: Racial microaggressions targeting Asian international students, explores the unique experiences of Asian international students with a particular focus on the unique type of racial bigotry that this group encounters in

Canada. The final paper entitled, Career Counselling Immigrant Post-Secondary Students, addresses the specific academic and career counselling needs of immigrant post secondary students. All three papers address implications for counselling psychology, service delivery and future research.

A
Counselling Psychology/ Psychologie du counseling

IMMIGRANT MEN'S CULTURAL TRANSITIONING TO CANADA: THE ROLE OF RELATIONSHIPS

Ada L Sinacore, McGill University; Samantha Hofman, McGill University; Jennifer Titus, McGill University

This paper will present the results of a study exploring the cultural transitioning experiences of 19 immigrant men. The immigration literature suggests that cultural transitioning can be both stressful and challenging. Additionally, immigrants can alleviate the stress of cultural transitioning and cope more positively through finding social support in the community. (Sinacore et al., 2009). Yet, little is known about the nature and function of social relationships in the cultural transitioning process unique to immigrant men. As such, this study asked, a) What are the significant relationships in the lives of immigrant men?; and b) How do these relationships function throughout their process of cultural transitioning? A social constructivist epistemology and a phenomenological methodology were employed in the study. Participants were recruited through listserves, advertisements, and word-of-mouth. Participants completed a demographic questionnaire and in-depth, semi-structured interview. Transcripts were analyzed using a content analysis with a relational focus. Preliminary results suggest that several types of relationships are noteworthy in immigrant men's cultural transitioning including: significant others, family members, cultural community, and friends. Implications for both research and practice with this population will be discussed.

B
Counselling Psychology/ Psychologie du counseling

EXCLUDED AND AVOIDED: RACIAL MICROAGGRESSIONS TARGETING ASIAN INTERNATIONAL STUDENTS

Sara Houshmand, McGill University; Lisa Spanierman, McGill University; R. W. Tafarodi, McGill University

The Canadian government issued nearly 100,000 international student visas during 2009 (CIC, 2010). While these students are integral to Canadian institutions, they face many obstacles throughout their adjustment to a new culture. Oftentimes, international students experience racial bias (Popadiuk & Arthur, 2004) without being able to identify clearly the source of these feelings (Lee & Rice, 2007). The racial microaggressions model provides a promising framework with which to understand international students' experiences with racism (Kim & Kim, 2010). Racial microaggressions are commonplace verbal and nonverbal insults targeting racialized groups (Sue et al., 2007). Few studies have examined microaggressions targeting international students and none to our knowledge have been conducted in Canada. In the present study, students from China, South Korea, India, and Pakistan (n = 131) participated in individual interviews about their adjustment experiences. Using the Consensual Qualitative Research method (Hill et al., 1997, 2005), we identified five racial microaggression themes: excluded and avoided, ridiculed for accent, rendered invisible, invalidated culture and stereotyped based on ethnicity. Themes varied by intersecting social identity status (e.g., social class and ethnicity). Implications for counsellors and educators are offered.

C
Counselling Psychology/ Psychologie du counseling

CAREER COUNSELLING WITH IMMIGRANT POST-SECONDARY STUDENTS

Freda Ginsberg, Private Practice; Ada L Sinacore, McGill University

The unemployment rate of immigrant populations is significantly higher than that of individuals born in Canada (Statistics Canada, 2011). This statistic may be due to the fact that immigrants who are trained in their country of origin hold occupational credentials that are often not recognized in Canada. As a result, many of these individual retrain at post-secondary institutions (Sinacore, et al., 2011). However, immigrant students oftentimes do not understand how to negotiate the Canadian institutional systems and structures that lead to academic and occupational success, which may contribute to their high drop out rate. (Gitlin, et al., 2003). Research indicates that immigrant students have specific cultural and educational needs not addressed by school and community services (Gitlin et al., 2003; Sinacore et al., 2011). Given that many immigrant students return to school as a result of occupational concerns, career counsellors may serve an essential role in helping these students plan their academic and professional careers and learning ways to negotiate the Canadian cultural norms related to their career. As such this presentation will discuss the results of a national study examining career counsellors experiences and knowledge of working with immigrant students. Implications for research, practice and training will be discussed.

2012-06-15 – 2:30 PM to 4:55 PM – 14 h 30 à 16 h 55 – SUITE 204 - LEVEL 2 - WTCC

Workshop/Atelier

GRADUATE FAIR/SALON DE L'ÉTUDIANT DIPLÔMÉ

In response to feedback received at 2011 Graduate Fair, CPA will once again host a Graduate Student Fair to take place at the 73rd annual convention in Halifax. This year, however, the Graduate Student Fair will not feature a didactic session but will instead be an informal meet and greet for students and graduate programs across the country. It will be exhibitor style where students can walk from table to table to talk with representatives of graduate programs.

2012-06-15 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – MEETING ROOM 1 - LEVEL 8 - WTCC

Section Annual Meeting/ Réunion d'affaires
Brain and Cognitive Science/ Cerveau et science cognitive
SECTION PROGRAM/ PROGRAMME DE LA SECTION

BRAIN AND COGNITIVE SCIENCE/CERVEAU ET SCIENCE COGNITIVE
Alisa McArthur, Saint Mary's University College

Area business will be conducted.

2012-06-15 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – ROOM 100 (SUITE 101) LEVEL 1 - WTCC

Digital Poster/ Affichage numérique

DIGITAL POSTER SESSION 'E'/PRÉSENTATION PAR AFFICHAGE NUMÉRIQUE

Psychoanalytic and Psychodynamic Psychology/Psychoanalytique et psychodynamique; Sexual Orientation and Gender Identity (SOGI)/Orientation sexuelle et identité sexuelle (OSIS); Social and Personality Psychology/Psychologie sociale et de la personnalité

#1
Psychoanalytic and Psychodynamic Psychology/ Psychologie psychoanalytique et psychodynamique

THE CONVERGENT VALIDITY OF THE OBJECT RELATIONS RATING SCALES IN TERMS OF SELF AND OBJECT REPRESENTATIONS
Louis Diguer, Université Laval; Olivier Laverdière, Université de Sherbrooke; Dominick Gamache, Institut en santé mentale de Québec

The aim of this study was to examine to convergent validity of the Object Relations Rating Scale (ORRS ; Diguer 2001). The ORRS is a measure of in-session enactments of internal schemas of relations with others (or object relations). Sound initial psychometric data were recently published (Diguer et al., 2011). The present study focused on structural and qualitative aspects of self and others' representations, i.e their level of development, in terms of integration, conceptual level, stability, differentiation. Forty patients in the early phase of psychotherapy participated in the study. Object and self-representations were evaluated with scales developed by Blatt et al. (1991; 1993) and Diamond et al., 1991). Results show multiple significant correlations between ORRS scales and self and object representations scales. Both structural and qualitative aspects of representations are associated with higher level of object relations. Further, multivariate analyses reveal that the strongest associations are to be found between self-representations and types of in-session object relations.

#2
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

DISTINCTIIONS IN THE ASSOCIATIONS BETWEEN DAILY ESTROGEN LEVELS AND DAILY SAME-SEX ATTRACTIONS IN HETEROSEXUAL, LESBIAN AND BISEXUAL WOMEN
Karen Blair, Queen's University; Lisa M Diamond, University of Utah

Using a daily diary methodology in conjunction with daily saliva samples, our study investigated links between daily sexual motivation and levels of estrogen among lesbian, bisexual, and heterosexual women. We found that lesbians, but not heterosexual or bisexual women, reported significantly greater sexual motivation for women on days when their estrogen levels were higher, controlling for their overall levels of sex drive. Among heterosexual women, there was an interaction between sex drive and estrogen in predicting sexual motivation for women. On days when heterosexual women's estrogen levels were higher, there was a positive association between overall sex drive and sexual motivation for women. On days when heterosexual women's sex drive was lower, there was no association between sexual drive and sexual motivation for women. Bisexual women and heterosexual women (but not lesbians) showed significantly lower sexual motivation for women on days when their estrogen levels were higher, controlling for their overall sex drive. The findings support the notion that there are distinct patterns of linkage between daily estrogen and daily same-sex and other-sex sexual motivation among women with different sexual identities.

#3
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

PREDICTORS OF HIV TESTING AMONG MEN WHO HAVE SEX WITH MEN LIVING IN A NON-URBAN CENTRE
Lisa Landis, University of British Columbia, Okanagan; Susan Holtzman, University of British Columbia, Okanagan; Zach Walsh, University of British Columbia, Okanagan; Eli Puterman, University of California – San Francisco School of Medicine

Men who have sex with men (MSM) are at a higher risk of contracting HIV than the general population and represent 45% of new HIV infections in Canada each year. Across North America, the majority of research on HIV testing behaviour among MSM has been limited to major urban centres. Unfortunately, little is known about HIV testing behaviour, predictors, and barriers among MSM living outside of these centres. The present study was an anonymous online survey of MSM living in the Interior of British Columbia (N = 160) that assessed experiences with the health care system, discrimination, internalized homophobia, involvement in the gay community, as well as HIV testing behaviour. Findings revealed that 25% of participants had never been tested for HIV and 37% had never disclosed their MSM status to their health care provider (HCP).

These figures are much higher than those found in similar studies conducted in major urban areas. Disclosure to HCP, discrimination, internalized homophobia, quality of communication with HCP, and involvement in the gay community were all found to be significant predictors of HIV testing. Perceived barriers to HIV testing will also discussed. In sum, these results suggest the need for improved communication between MSM and their HCP, as well as strategies to increase HIV testing behaviour among MSM living in non-major urban communities.

#4
Social and Personality Psychology/Psychologie sociale et de la personnalité

CONVEYING POLITENESS THROUGH SOCIAL SIGNALS: THE INTERACTIVE EFFECT OF VOCAL EFFORT AND FACIAL EXPRESSIONS

Paul M Brunet, Queen's University Belfast; Roddy Cowie, Queen's University Belfast

Politeness research has largely been limited to exploring linguistic strategies and markers. A smaller body of research has examined the role of other indicators. A limitation is the lack of controlled studies manipulating two or more of these indicators together. We conducted a study using a computer avatar varying in vocal effort (soft, modal, and loud) and in facial expressions (neutral, polite smiles, amused smiles, and embarrassed smiles, as labelled in Ochs et al., 2011). Participants rated clips of the avatar giving directions (i.e. up, down, left, and right). The clips showed the avatar giving 2 directions, a facial expression, and 2 more directions. In each clip, 1 level of vocal effort was paired with 1 type of smile. The results found a main effect of vocal effort (in order of politeness: soft, modal, and loud)and a main effect of facial expressions (in order of politeness: amused smiles, polite smiles, embarrased smiles, and neutral facial expressions). A significant interaction showed that clips with neutral expressions and loud vocal effort and clips with embarrassed smiles and loud vocal effort clips were rated as the least polite, whereas clips with amused smiles and soft vocal effort and clips with amused smiles and modal vocal effort were rated as the most polite. These findings show the interactive effects indicators in conveying politeness.

#5
Social and Personality Psychology/Psychologie sociale et de la personnalité

SELF-FORGIVENESS OF RELATIONAL AGGRESSION IN EMERGING ADULT WOMEN

Stephanie Engel, University of Regina

This study is an examination of associations between self-forgiveness, identity and intimacy, and relational aggression. Previous self-forgiveness studies have focused on how self-forgiveness relates to personality traits, addiction, religion, guilt after the death of a loved one with a serious illness for whom the individual was the primary caregiver, and diagnosis with a serious illness. No studies to date have investigated the relationship between self-forgiveness and relational aggression, which is any behaviour such as alienation or social isolation that harms a relationship between an individual and his/her friends, partners or acquaintances. Female university students were recruited to complete as series of questionnaires addressing self-forgiveness, relational aggression, identity, and intimacy. It is anticipated that self-forgiveness will be associated positively with identity and intimacy; self-forgiveness will be associated negatively with relational aggression; and self-forgiveness will mediate the relationship between psychosocial stage of identity/intimacy and relational aggression. The findings of this study have implications to reduce relational aggression and to increase self-forgiveness.

#6
Social and Personality Psychology/Psychologie sociale et de la personnalité

DIMENSIONS OF PERFECTIONISM, DEPRESSION, AND SELF-STIGMA OF SEEKING PSYCHOLOGICAL HELP

Taryn Nepon, York University; Gordon L Flett, York University; Paul L Hewitt, University of British Columbia

Given the link that perfectionism has with maladjustment, research is now beginning to explore the willingness of perfectionists to seek help. One possibility is that self-critical tendencies and dysfunctional beliefs of perfectionists extend to feeling badly about themselves for needing help because help-seeking is regarded as an open admission of failure. Accordingly, the current study examined the links among dimensions of perfectionism, depression, and self-stigma associated with seeking psychological help. A sample of 120 university students completed trait measures of perfectionism as well as the Perfectionistic Self-Presentation Scale, the Self-Stigma of Seeking Help Scale, and a depression measure. Correlational analyses confirmed that self-stigma was associated positively with all three facets of perfectionistic self-presentation as well as with concern over mistakes and parental criticism. Perfectionistic self-presentation and the various trait perfectionism dimensions were also linked with depression. Hierarchical regression analyses controlling for depression found that perfectionistic self-promotion and parental criticism accounted for unique variance in self-stigma. Our results suggest that certain perfectionists will be highly defensive about their need for help and this may be interpreted as further evidence of not meeting personal or social expectations.

#7
Social and Personality Psychology/Psychologie sociale et de la personnalité

ETHNICITY AS A MODERATOR OF MEDIA INFLUENCE ON APPEARANCE SATISFACTION

Stephanie Quigg, Ryerson University; Hali Kil, University of Toronto; Stephen Want, Ryerson University

Women's appearance satisfaction has been shown to differ across ethnic groups, with Black and Asian women reporting higher satisfaction than Caucasian women. In part, this may be due to their appraisals of and social comparisons with idealized media images, which previous research demonstrates have a detrimental impact. The present study sought to confirm findings of higher overall appearance satisfaction in some ethnicities, and investigated ethnic differences in satisfaction with specific body parts and appearance ratings of media images. Contrary to previous research, no significant differences were found in overall appearance satisfaction across the different ethnicities. However, satisfaction with specific body

parts (eyes, nose, and lips) varied by ethnicity after viewing media images. Similar patterns of thinness ratings were given to media images by participants from each ethnicity, with the thinnest ratings given to Asian images. For ratings of attractiveness, a significant interaction was found between the ethnicity of the images and that of the participants; Black women rated Black models as most attractive, and Asian women rated Asian models as the least attractive. These results indicate that ethnic groups may differ in how they assess the attractiveness of models of same- and other- ethnicities, and this impacts their tendencies to engage in social comparison.

#8
Social and Personality Psychology/Psychologie sociale et de la personnalité

REINTEGRATION OF BREAST CANCER SURVIVORS INTO THE WORKPLACE: A POSSIBLE TERROR MANAGEMENT LENS

Dorothy Shipley, Saint Mary's University—Psychology; Lucie Kocum, Saint Mary's University—Psychology

Research indicates that while breast cancer has one of the highest survivability rates of all cancers, survivors also have a high unemployment rate. Therefore, it behooves researchers to identify factors underlying the significant disruption in many breast cancer survivors' employment trajectories. One such factor may be coworkers' negative attitudes. Breast cancer survivors have reported experiencing a lack of support, a "cold shoulder," discrimination and isolation (Kennedy et al., 2007). In the present qualitative study, a "terror management" (Solomon, Greenberg, & Pyszczynski, 1991) lens is applied to coworkers' reactions to working with an individual diagnosed with breast cancer. Mortality salience—in other words, having thoughts of one's death brought to the fore—can lead to behavioural changes such as increased prejudice and intolerance (Rosenblatt et al., 1989). Are the negative workplace attitudes and behaviours perceived by breast cancer survivors the result of coworkers managing their own death anxiety? Semi-structured interviews will be conducted with co-workers of breast cancer survivors, and the resulting transcribed data will be analyzed to identify emergent themes. Understanding coworker reactions to breast cancer will aid in the development of a psychologically healthy workplace response to this disease.

#9
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE ROLE OF ATTACHMENT, PERSONALITY, AND FACEBOOK USE IN WELL-BEING

Shauna L. Sutherland, University of New Brunswick; Enrico DiTommaso, University of New Brunswick

Over the past two decades, research on the influence of internet use on intra and interpersonal well-being has been increasing. Founded in 2004, Facebook is a recent online phenomenon that appears to be playing a role in the social and romantic lives of many of its users. For example, when controlling for individual, personality, and relationship factors, Facebook use has been found to significantly predict Facebook related jealousy in couples (Muise et al., 2009). However, although Facebook has begun to receive individual research attention, no one to date has examined the relationships between attachment, personality, and Facebook use, and their impact on both romantic and individual well-being together. Initial results from a sample of 223 Facebook users (Mage=26.7) indicated that individuals who spent more time logged on to Facebook reported more insecure attachment in their romantic relationships and less personal growth and purpose in their individual well-being. Individuals who spent more time per day logged on to Facebook were also found to be less conscientious. Further results indicated that neither time logged on to Facebook nor frequency of logins per day added significantly to the prediction of dyadic adjustment over and above attachment and personality. The implications of these and additional findings will be discussed.

#10
Social and Personality Psychology/Psychologie sociale et de la personnalité

SARCASM PERCEPTION AND QUALITY OF PEER AND ROMANTIC RELATIONSHIPS

Sarah A Vannier, University of New Brunswick; Daniel Voyer, University of New Brunswick

The ability to understand the nonverbal communication of emotions plays a key role in the development and maintenance of social relationships. High-order emotional skills such as emotional intelligence and interpersonal sensitivity are associated with high quality romantic and peer relationships. However, little is known about the ways basic nonverbal decoding skills affect the quality of social relationships. The current study examined whether the ability to accurately identify sarcasm, facial expressions, and emotional tones of voice is associated with romantic and peer relationship quality, and whether this association differs for men and women. Eighty-seven participants(40 men, 47 women)completed measures assessing nonverbal decoding ability and quality of relationships with a romantic partner, close male friend, and close female friend. Women were more accurate at identifying sarcasm than were men. A multivariate multiple regression analysis revealed that the ability to identify sarcastic or emotional tones of voices was associated with higher quality peer relationships, and less negative romantic relationships. There was no effect of gender on the association between nonverbal decoding ability and relationship quality. Thus, for both men and women, the ability to detect emotions expressed in tones of voice has implications for the quality of their social relationships.

2012-06-15 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – ROOM 100 - LEVEL 1 - WTCC

Poster/Affiche **POSTER SESSION 'E'/PRÉSENTATION PAR AFFICHAGE**

Psychoanalytic and Psychodynamic Psychology/Psychoanalytique et psychodynamique; Sexual Orientation and Gender Identity (SOGI)/Orientation sexuelle et identité sexuelle (OSIS); Social and Personality Psychology/Psychologie sociale et de la personnalité

#1
Psychoanalytic and Psychodynamic Psychology/ Psychologie psychoanalytique et psychodynamique

LE GÉNOGRAMME LIBRE DANS L'INTERVENTION AUPRÈS DE FAMILLES EN DIFFICULTÉ: SOUTENIR UN PROCESSUS D'HISTORISATION PAR LE TRAVAIL ASSOCIATIF ET PROJECTIF

David Lafortune, Université du Québec à Montréal; Sophie Gilbert, Université du Québec à Montréal

La pratique du génogramme gagne en popularité en travail social dans l'évaluation des risques psychosociaux chez les familles en difficulté (Gaudreau, 1999, Alfödi, 2005). Une recension de la littérature a mis en évidence que le génogramme – sous une forme libre – pourrait également constituer un outil clinique pertinent pour le psychologue dans l'accompagnement thérapeutique (Veuillet, 2003, Tuil, 2005), bien que peu de recherches empiriques aient permis de le confirmer. À partir des résultats préliminaires d'une recherche-action qualitative visant l'implantation du génogramme libre dans le suivi de parents en difficulté, nous illustrerons comment il opère une amorce dans le travail thérapeutique et ce, à deux niveaux : 1) Au plan projectif (Santelices, 1999), cet outil amènerait le parent à prendre conscience des dynamiques pathologiques au sein de sa famille et des enjeux de répétition transgénérationnels qui s'actualisent à son insu dans ses conduites actuelles et son rapport à l'enfant; 2) De par son potentiel associatif, il soutiendrait un processus d'historisation (Aulagnier, 1984, Mijolla-Mellor, 2007) incitant le sujet à élaborer une nouvelle signification, parfois libératrice, quant aux évènements traumatiques de son histoire. Ces dimensions seront illustrées à partir de différents extraits de génogrammes récoltés jusqu'à présent dans notre étude.

#2
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

"WHAT'S IT LIKE ON YOUR SIDE OF THE POND?": A CROSS CULTURAL COMPARISON OF MODERN HOMONEGATIVITY BETWEEN NORTH AMERICAN AND EUROPEAN SAMPLES

Karen L Blair, Queen's University; Daragh T McDermott, Anglia Ruskin University

The goal of this research is to conduct a cross cultural assessment of modern prejudice towards gay men and lesbian women. Data collected in the Republic of Ireland, the United Kingdom, Canada and the United States will be compared in an effort to demonstrate whether any notable differences in prejudice towards gay men and lesbian women occur. The data will be compared on a variety of demographic variables (e.g., age, religiosity, level of education) in an effort to assess whether specific predictor variables of modern homonegativity are consistent in each of these contexts. This research will be the first of its kind to directly compare levels of modern homonegativity between a North American and European sample and will add to the burgeoning literature on modern prejudice towards sexual minority men and women. Results obtained will be discussed with respect to extant literature and avenues for further inquiry will be delineated.

#3
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

SATISFACTION WITH SUPPORT AS A PREDICTOR OF MINORITY STRESS IN LESBIANS AND GAY MEN

Melina Condren, York University

Lesbians and gay men face several stressors due to their marginalized sexual orientations. Emotional support is frequently studied as a positive resource that helps individuals cope with stress. In addition, studies have shown that satisfaction with support may be a better predictor of psychological well-being than received support or network size. The present study examines satisfaction with emotional support as a predictor of four stressors: internalized homophobia, negative events related to sexual orientation, stigma consciousness, and self-concealment of sexual orientation. Participants were 114 lesbians and gay men who filled out a questionnaire assessing satisfaction with emotional support, the four stressors outlined above, and participation in both online and community groups for sexual minorities. A series of multiple regression analyses were calculated to examine satisfaction with support, participation in online groups, and participation in community groups as predictors of each of the four stressors. Satisfaction with support was a significant predictor of internalized homophobia, the perception of negative events, and self-concealment. In addition, participation in community groups for sexual minorities was a significant predictor of internalized homophobia and self-concealment. Theoretical and practical implications of these findings are discussed.

#4
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

GENDER INDEPENDENT CHILDREN AND THEIR FAMILIES: BEST PRACTICES AND AVAILABLE SERVICES IN THE OTTAWA AREA

Josh Goodbaum, Carleton University; Jeremie Huot, Carleton University; Deegan Patterson, Carleton University; Karen Schwartz, Carleton University

In childhood, two important factors that impact on acceptance by peers, family and adult authority figures are one's gender identity and gender expression. Children whose gender identity or expression differs from normative expectations based on their assigned sex may be labeled as gender independent or be diagnosed with Gender Identity Disorder (GID). Children labeled as gender independent or diagnosed with GID may encounter social stigma and hostile responses in reaction to their defiance of gender norms. As a result, academics and service providers have highlighted the importance of offering specialized supports for this population. However, in Canada, many of these supports are concentrated in a small number of major cities, leaving potential service gaps in other locales. This qualitative study will involve semi-structured interviews with 8 to 12 service providers from multiple disciplines in the Ottawa area that have worked with gender independent children and/or their families. Thematic analysis will be used to examine participant's opinions of what services are available in the Ottawa area and what gaps can be

filled. These opinions will be discussed alongside literature on best practices for work with this population. This study aims to shed light on potential reforms in the social service system and to spark discussion about best practices across disciplines.

#5
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

THE IMPACT OF KNOWLEDGE AND EMPATHY ON UNIVERSITY STUDENTS' TRANSPHOBIA

Maaya Hitomi, University of Windsor; Charlene Y Senn, University of Windsor

Transgender individuals, those who live as, present as, or identify with a gender different than that assigned to them at birth, too often find themselves being attacked, hurt, and killed out of prejudice and hatred for living life the way they do. Understanding who is prejudiced and how to reduce it is deeply needed to aid in the safety of the people in this community. This study investigated the role of empathy and knowledge on transphobic attitudes. One hundred thirty-six participants were randomly assigned to read a paragraph describing either a transgender individual or a female IT professional and answer a series of attitudinal scales. Empathy was manipulated by directing the participants to read the paragraph objectively, or as if the person was a friend or family member. Two recently developed measures of prejudice towards transgender people, transphobia, were the dependent variables. While neither empathy induction nor the provision of information about a transgender individual were effective in lowering transphobic attitudes, additional evidence to the validity of both scales was found. Further, the overall findings are discussed in relation to a possible basement effect due to low levels of transphobic attitudes relative to previous literature.

#6
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

MODELLING GENDER: HOW PARENTAL GENDER ROLES AFFECT ATTITUDES TOWARD GAY, LESBIAN, AND HETEROSEXUAL ADOPTIVE COUPLES

Jessica M McCutcheon, University of Saskatchewan; Melanie Morrison, University of Saskatchewan

Within Canada, the right for same-sex couples to adopt children is a highly contentious issue. Despite all provinces and territories in Canada permitting adoption by gay and lesbian couples through their public agencies, this legal recognition has not been accompanied by widespread acceptance of the practice. The present study experimentally investigated attitudes toward adoption by same-sex couples while considering the impact of parental gender roles. To accomplish this objective, this study: (1) assessed attitudes toward gay, lesbian, and heterosexual adopting couples; (2) examined if attitudes change depending on the sex of the child to be adopted; (3) assessed whether atypical gender role behaviour affects attitudes; and (4) investigated predictors of attitudes toward adoption by same-sex couples. Based on vignettes describing adoptive couples, the results revealed that no significant differences existed in ratings of adoptive couples based on their sexual orientation or the adoptive child's sex. However, it was found that heterosexual and lesbian couples were rated differently depending on the gender role characteristics of the partners. Gender, religiosity, old-fashioned homonegativity, and beliefs about the aetiology of homosexuality emerged as significant predictors of attitudes toward adoption by same-sex couples. Limitations and future directions are discussed.

#7
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

SHIFTS IN SEXUAL ATTRACTIONS AND OTHER PARTNER RESPONSES TO FTM TRANSITIONS

Chérie Moody, McGill University; Rebecca Keo, University of Houston; Colt S Meier, University of Houston; Julia Babcock, University of Houston

Some trans individuals transition while in a romantic relationship. A partner's transition commonly initiates a cis (non-trans) partner's personal exploration of their sexual orientation and the meaning of the transition to the relationship (Brown, 2009). The current study explored the shifts in sexual attractions of cis partners as well as their experiences during the relationship. Thirty-two partners of FTM men completed an original scale: the Partner Response to FTM Transition Scale and an updated trans-sensitive version of the Klein Sexual Orientation Grid (Klein, Sepekoff, & Wolf, 1985). Data was collected online from participants in various parts of the US and in Canada. Preliminary analysis of the Partner Response scale indicated that partners responded to a partner's transition in a variety of ways, including engaging in open discussions about what the transition meant for both individuals, finding out information from the internet, and concerns related to testosterone use. Analysis of the KSOG reveals diverse sexual attractions of partners ranging from attracted to same gender only to other gender only, with some partners reporting a shift in sexual attractions after their partner came out as FTM. The results of the current study can be used to inform best practices in individual therapy with cis partners or couples counselling with a mixed (cis and trans) couple.

#8
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

SEXUAL ORIENTATION AND SELF-REPORTED HEIGHT: A PHYSICAL DIFFERENCE, A PSYCHOSOCIAL DIFFERENCE, OR BOTH?

Malvina N Skorska, Brock University; Anthony F Bogaert, Brock University

Studies mostly using self-report have found that gay men and straight women are shorter, on average, than straight men and lesbians, respectively. It is important to examine whether a physical height difference exists or whether a psychosocial account (e.g., distortion of self-reports) may explain these putative height differences. Specifically, perhaps heterosexual men and lesbian women tend to overestimate their height in order to

fit into a more "masculine" gender role. To examine (possible) height differences, approximately 800 participants, recruited at Brock University, the Niagara Community and through surrounding LGBT organizations, completed self-report height, measures of gender role characteristics and had their height measured. A regression analysis will test whether height distortion is predicted by sex and sexual orientation, as well as a sexXsexual orientation interaction. In another regression analysis, we will test whether gender role characteristics and social desirable responding predict height distortion over and above sex and sexual orientation. If it is found that sexual orientation is reliably linked to objective height, it will provide evidence for a biological basis to sexual orientation. Alternatively, we may find support for a psychosocial explanation by showing that conforming to gender roles exerts an impact on the presentation of the self.

#9
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

"CASTLES IN THE AIR:" A GROUNDED THEORY OF CRUSHING
Glenn Walsh, University of Ottawa; Andrea Perna, University of Ottawa; Jenna Mackay, Carleton University

The present study was designed to qualitatively explore the concept of 'crush,' which may encompass attraction, courtship and relationships. Semi-structured interviews were conducted with 7 bisexual and pansexual identified persons. From a social constructionist perspective, a grounded theory approach was used to analyze the interview data. The study found that the concept of crush was broadly defined, encompassing friendship, as well as sexual and romantic attractions. The current paper presents a preliminary model that conceptualises the process of crushing. This model begins with a moment of attraction or noticing. The model then proposes that the individual engages in fantasy that is either sustained or discontinued through feedback related to the crush. Crushes appear to either remain in a fantasy/feedback cycle or progress to a "make" or "break" outcome. Although this study focused on bisexual and pansexual indentified persons experiences, a discussion of sexuality was largely absent from their descriptions of crushing. Future research should address whether this model generalizes across sexualities.

#10
Social and Personality Psychology/Psychologie sociale et de la personnalité

SOMETHING BEAUTIFUL: ARTISTIC TASKS OUTPERFORM NON-ARTISTIC TASKS FOR STRESS REDUCTION
Kayleigh A Abbott, University of Western Ontario; Matthew J Shanahan, University of Western Ontario; Richard W.J. Neufeld, University of Western Ontario

Art-making is documented as an effective stress reduction technique, an effect attributable to kinaesthetic manipulation and the release of positive emotion through art. These respective mechanisms of stress reduction are examined in a sample of 52 university students. Random assignment is made to one of four conditions generated by factorially crossing Activity Type (artistic vs. non-artistic) with Coping Approach (active or passive). Stress levels were measured with two brief self-report measures administered at three times: upon arrival, after two brief stress-induction tasks, and after the stress-reduction manipulation. Multivariate analysis of covariance determined a significant main effect in favour of an artistic Activity Type on stress reduction scores, $F(2,44) = 3.45$, $p < .05$. Covariates of gender, creativity, and task enjoyment did not have a significant impact. An expected interaction of 'artistic' and 'active' levels in the art-making condition as particularly stress-reducing was not found. Results tentatively support potential therapeutic use of specifically artistic tasks for stress-reduction. Future research may investigate art as a stress-reduction strategy to decrease psychological vulnerability and aid in the prevention and treatment of mental illnesses exacerbated by stress.

#11
Social and Personality Psychology/Psychologie sociale et de la personnalité

HIV/AIDS AND INDIVIDUALS' JUDGMENTS OF PREGNANCY AND PARENTAL FITNESS
Ava D Agar, University of Saskatchewan; Karen L Lawson, University of Saskatchewan; Melanie Bayly, University of Saskatchewan; Emma Cey, University of Saskatchewan

Although many medical conditions are stigmatized, HIV/AIDS is associated with greater stigma than most other serious medical conditions. Given perceptions about the infectiousness of and social deviancy associated with HIV/AIDS, women who have HIV/AIDS may also face additional stigma about their reproductive choices. The present study compared perceptions and judgments made about HIV-positive pregnant women and pregnant women with other medical conditions. Participants (124 women and 36 men) were randomly assigned to read a vignette about a pregnant woman who had one of four medical conditions with varying levels of stigma: HIV/AIDS, obesity, lung cancer, or diabetes. Next, participants completed items gauging their reaction to the woman and her pregnancy. As expected, our results indicated participants were least approving of the pregnancy of the woman with HIV/AIDS, as this woman was rated as a less fit parent than the other women. However, concern for the child's health, attributions of responsibility/blame for the medical condition, and perceived deficiencies in maternal traits did not account for decreased approval of the HIV/AIDS pregnant woman. Our findings support previous research indicating that HIV-positive mothers experience significant stigma and prejudicial attitudes. Future research and potential social policy implications of the present study will be discussed.

#12
Social and Personality Psychology/Psychologie sociale et de la personnalité

RECRUITMENT STRATEGIES AND DATA COLLECTION PROCEDURES IN COUPLES RESEARCH
Anna Arcuri, University of Windsor; Cheryl D. Thomas, University of Windsor

In their review of the methods used in quantitative studies on romantic relationships, Cooper and Sheldon (2002) noted that overall, about 60% of studies published between 1932 and 2002 had recruited both dyad partners. However, they also observed that the number of studies in which

both partners were recruited had decreased steadily over the years. In the 1970s, nearly 80% of studies included both relationship partners but this percentage dropped to 54% in the 1990s and to 47% for studies published between 2000 and 2002. Romantic relationships are integrally interdependent; each partner impacts the other partner and partners jointly influence relationship outcomes. When researchers recruit only one partner to participate in couples research, interdependent influences contributed by each partner to relationship outcomes are ignored. Recruitment strategies and data collection procedures that are optimally effective and efficient in generating sufficiently large samples of couples are important for the progression of relationship research. In the current presentation, methodological challenges and limitations in couples research are discussed. Facebook advertisements, email contact with potential participants, snowball sampling, and online and laboratory-based data collection approaches are reviewed.

#13
Social and Personality Psychology/Psychologie sociale et de la personnalité

IDEALIZING FACEBOOK STRANGERS: THE ROLE OF ATTACHMENT STYLE

Chantal Bacev-Giles, Laurentian University; Reeshma Haji, Laurentian University

Research has suggested that individuals tend to idealize their intimate partners (Murray, Holmes, & Griffin, 1996). Idealizations occur when a close other's favourable attributes are overestimated. The current study investigated idealization on the social networking site Facebook. Specifically, it examined the effects of attachment style on idealization of a stranger's Facebook profile. In this online study, female participants (N = 102) viewed a Facebook profile belonging to a fictitious individual. Participants were exposed to either a male or female profile which consisted of very general information and included only an avatar for a picture. They were asked to rate various positive and negative attributes and to describe their impressions regarding the Facebook target. The results indicated a marginal negative relationship between avoidance and idealization. Contrary to level of avoidance, one`s attachment anxiety was not significantly related to idealization. Participants endorsed significantly more positive ratings for personality attributes than for physical appearance. Additionally, there was a halo effect such that those who tended to rate the target's personality highly also rated appearance highly. Overall, the results suggest that there is a tendency for individuals to idealize about a Facebook stranger, especially for those high in attachment avoidance.

#14
Social and Personality Psychology/Psychologie sociale et de la personnalité

A BEHAVIORAL-GENETIC STUDY OF ALEXITHYMIA AND ITS RELATIONSHIPS WITH TRAIT EMOTIONAL INTELLIGENCE

Holly M Baughman, University of Western Ontario; Sara Schwartz, University of Western Ontario; Julie A Schermer, University of Western Ontario; Livia Veselka, University of Western Ontario; Dino Petrides, University College London; Phillip A Vernon, University of Western Ontario

The present study is the first to examine relationships between alexithymia and trait emotional intelligence (trait EI or trait emotional self-efficacy) at the phenotypic, genetic, and environmental levels. The study was also conducted to resolve inconsistencies in previous twin studies which have provided estimates of the extent to which genetic and environmental factors contribute to individual differences in alexithymia. Participants were 216 monozygotic and 45 dizygotic same-sex twin pairs who completed the Toronto Alexithymia Scale-20. In a pilot study, a subsample of 118 MZ and 27 DZ pairs also completed the Trait Emotional Intelligence Questionnaire. Results demonstrated that a combination of genetic and non-shared environmental influences contribute to individual differences in alexithymia. As expected, alexithymia and trait EI were negatively correlated at the phenotypic level. Bivariate behavioural genetic analyses showed that that all but one of these correlations was primarily attributable to correlated genetic factors and secondarily to correlated non-shared environmental factors.

#15
Social and Personality Psychology/Psychologie sociale et de la personnalité

RELATIONSHIPS BETWEEN BULLYING BEHAVIOURS AND THE DARK TRIAD: A STUDY WITH ADULTS

Holly M Baughman, University of Western Ontario; Sylvia Martens, University of Western Ontario; Erica Giammarco, University of Western Ontario; Phillip A Vernon, University of Western Ontario

The current study is the first to directly investigate relationships between the Dark Triad personality traits and bullying behaviours. We also sought to design a reliable measure of bullying for use with an adult sample. The sample consisted of 657 participants (203 males; 454 females), aged 18 to 70 (M = 23.1, SD = 8.65). Participants completed the Short-D3 — , a measure of the Dark Triad personality traits, as well as a Bullying Questionnaire which was constructed for this study. Correlational analyses demonstrated that psychopathy was most strongly related to bullying, followed by Machiavellianism, and narcissism. However, our predictions for the differential correlations between the Dark Triad facets and bullying type were generally not supported. Implications are discussed.

#16
Social and Personality Psychology/Psychologie sociale et de la personnalité

REASONS FOR FORGIVING QUESTIONNAIRE: RELIABILITY, VALIDITY, AND DIFFERENTIAL PREDICTION OF OUTCOME FOLLOWING INTERPERSONAL INJURY

Kathryn Belicki, Brock University; Tammy Stewart, Brock University; Nancy DeCourville, Brock University; Alicia Rubel, Brock University; Emily Faulkner, Brock University

While most studies of forgiveness focus on the degree of forgiveness, there are findings that suggest that why individuals forgive may be important to shaping the experience and predicting the outcomes of forgiveness. In prior studies, we developed a preliminary measure, Reasons for Forgiving Questionnaire (R4FQ), building on Trainer's (1984) work. The six subscales of the R4FQ had strong internal consistency and did

not correlate with social desirability, but differentially correlated with forgiveness, personality (HEXACO), and attachment style. In this study, 233 students, who had forgiven an interpersonal hurt, completed an expanded version of the R4FQ at two intervals, separated by 2-3 weeks, as well as measures of forgiveness, collectivistic orientation, dispositional regulatory focus, and attachment style. They also imagined the offender sitting beside them and completed measures of mood (PANAS-X) and anger (STAXI). Factor analysis of the R4FQ yielded 8 factors: To Feel Better, For the Relationship, For God, To Avoid Social Repercussions, To Demonstrate Moral Superiority, Because of Personal Convictions, From Empathy, Because Offender Reformed. The associated subscales had excellent internal consistency and test retest reliability. In addition, they differed considerably in their prediction of individual differences and emotional outcomes.

#17
Social and Personality Psychology/Psychologie sociale et de la personnalité

EXAMINING SPONTANEOUS TRAIT INFERENCES USING RETROACTIVE INTERFERENCE

Jennifer L Bennell, St. Thomas University; Daniella Daponte, St. Thomas University; N. C. Higgins, St. Thomas University; Douglas Vipond, St. Thomas University

People make unconscious and unintentional inferences about others' personality traits from their behaviours, referred to as spontaneous trait inferences (STIs). For example, when reading the sentence, "Suzy worries about being embarrassed," a likely STI would be that Suzy is anxious. We examined STIs using a retroactive interference (RI) paradigm. RI occurs when one attends to multiple pieces of information that pertain to the same encoding category, impeding recall of previously learned items. Participants were assigned to either an RI or an RI-release condition and presented with sentence fragments known to elicit STIs. Better recall of criterion sentence fragments was expected in the RI-release than in the RI condition. Results are discussed in relation to the premise that STIs are automatic and occur online at encoding.

#18
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE PARADOXICAL MODERATING EFFECT OF BODY IMAGE INVESTMENT ON THE IMPACT OF WEIGHT-BASED DEROGATORY MEDIA ON BODY IMAGE SATISFACTION

Katelyn E Boersma, University of Windsor; Josée L Jarry, University of Windsor

Although a large body of literature documents the negative impact of thin ideal on women's body image, media that derogate women for gaining weight had never been investigated. This study examined the impact of weight-based derogatory media on body image (BI) satisfaction, appearance self-esteem, fear of negative appearance evaluation (FNAE), and negative affect. Investment in appearance for self-definition was tested as a moderator. Female undergraduates (N=240) were randomly assigned to view tabloid-style pictures and articles about average-size female celebrities. In the experimental condition these articles derogated the celebrity for gaining weight, while in the control condition the articles included mundane information. Women in the derogatory media condition reported lower appearance self-esteem and BI satisfaction, and greater FNAE than did women in the neutral media condition. There was a significant interaction such that women with low maladaptive investment reported decreased BI satisfaction and appearance self-esteem following exposure to the derogatory media. Among women who were high in maladaptive investment, there were no discernible differences in BI satisfaction or appearance self-esteem across conditions. This pattern of results is interpreted as a defensive reaction to a threat to self-esteem in a domain that is regarded as highly important to the self.

#19
Social and Personality Psychology/Psychologie sociale et de la personnalité

AN INVESTIGATION OF GENDER DIFFERENCES IN FACEBOOK USE

Kate C Bowers, Grenfell Campus, Memorial University of Newfoundland; Jennifer L Buckle, Grenfell Campus, Memorial University of Newfoundland

The social networking website Facebook.com has transformed social interaction and online activity, revolutionizing the way men and women establish and maintain social connections. This study investigated gender differences in Facebook use, specifically number of friends and time spent on Facebook, reasons for using Facebook, reasons for posting information, type of information shared, emotional reactions after sharing information, and awareness of privacy settings. A sample of 184 undergraduate students (48 men, 135 women, 1 unspecified) answered questions designed to assess Facebook use. Results indicated that women spent much more time than men on the website and utilized more applications. Women logged on to the website more often than men, were significantly more likely to browse profiles, share and view photos, post information, and utilize the website for social connection. As well, women more often indicated feeling excited at the prospect of others' responses (comments or likes), commenting on friends' statuses, and having greater awareness for privacy settings than men. In comparison, men indicated using the website less often than women, not commenting on friends' statuses, and having a greater disregard for privacy settings. Implications of the results are discussed.

#20
Social and Personality Psychology/Psychologie sociale et de la personnalité

ASSESSING THE REPERCUSSIONS OF UNMET INTERPERSONAL NEEDS USING HYPOTHETICAL SCENARIOS

Vanessa A Bruce, University of Windsor; Cheryl D Thomas, University of Windsor

Schutz's well-supported FIRO theory suggests that people experience six needs in the context of interpersonal relationships: the need to express and receive affection, inclusion, and control. Experiences that impede interpersonal success (i.e., unmet interpersonal needs) are hypothesized to have negative emotional and behavioural consequences for the individual. We developed a series of hypothetical scenarios that could be used to assess the specific repercussions of unmet interpersonal needs on affect, self-efficacy and coping behaviour. Fourteen scenarios were created using rational theory-based construction. Six of the 14 scenarios describe situations in which interpersonal needs are unmet. Four control scenarios

describe situations in which achievement needs are unmet and another four control scenarios describe situations in which health and safety needs are unmet. After reading each scenario in randomized order, respondents answer questions about their emotional state and their ability to cope with any distress associated with unmet needs. The development of the hypothetical scenarios and questions assessing their impact is part of a larger study. In the current poster, we present details about the development and refinement of the scenarios including the use of a focus group that was recruited to ensure that the scenarios were both realistic and emotionally arousing.

#21
Social and Personality Psychology/Psychologie sociale et de la personnalité

DISSOCIATIVE TENDENCIES AS A CORRELATE OF VISUAL RECOGNITION

Jenny Carstens, University of Windsor; Anne Baird, University of Windsor

Several studies have shown that false memories can be created in the laboratory. This study was intended to further understand the process of false memory formation by combining a visual method of creating and testing these with a measurement of dissociation. Eighty undergraduates were shown 12 pictures and asked to remember as many things as possible, after which they were tested on how often they have dissociative experiences using the Dissociative Experiences Scale (DES). Participants then viewed a second set of 12 pictures (including seven altered pictures) with the task to indicate whether those were identical to the previous pictures and how confident they were in their choices. Three one-tailed Pearson r correlational analyses were conducted. No significant correlations were found between participants' DES scores and either the number of incorrect responses given or the overall confidence in their answers ($p > .05$). However, a significant relationship was found between participants' DES scores and confidence in incorrect answers ($r = .21$, $p < .05$). These results indicate that dissociation does not seem to be related to the accuracy of visual recognition, but suggest that individuals with more dissociative experiences are more confident in the accuracy of false memories arising from visual stimuli. Further research is necessary to understand this particular association.

#22
Social and Personality Psychology/Psychologie sociale et de la personnalité

"MOVING MOUNTAINS": A QUALITATIVE STUDY OF ENGAGEMENT WITH THE GRANDMOTHERS TO GRANDMOTHERS CAMPAIGN

Gisell Castillo, Carleton University

Prosocial behaviour has typically been framed as a paradoxical phenomenon that contradicts self-interested motivations (e.g., Churchill & Street, 2006; Snyder, 2009). However, a cursory look at the actions of individuals, groups and organizations suggests the picture is more complex. To explore the nature of helping and engagement in social action, a qualitative study was conducted to understand the motivations, meanings and experiences of people who effectively create social change. I conducted eleven in-depth interviews with women about their experiences participating in the Grandmothers-to-Grandmothers Campaign, an organization that raises funds in aid of grandmothers in Africa. Using the Grandmothers Campaign as a case study, I argue that this organization employs a different model of helping that is grassroots, horizontal in structure, responds to voiced needs rather than acting paternalistically, and is grounded and fuelled by the personal meaning and fulfillment these women derive from the experience. These unique characteristics ensure both the longevity and the effectiveness of the Grandmothers Campaign. These findings are discussed within dominant social psychological frameworks of helping and social action with an emphasis on the knowledge gained from the experiences shared by these women.

#23
Social and Personality Psychology/Psychologie sociale et de la personnalité

AN EXPLORATORY STUDY OF EMOTIONS ABOUT EMOTIONS ("META-EMOTIONS") AND WHAT THEY MAY TELL US ABOUT PRIMARY EMOTIONS

Lillia Cherkasskiy, Yale University; Jessica Kamzik, University of Connecticut; Peter Salovey, Yale University

withdrawn

Are emotions about emotions ("meta-emotions") different from "primary emotions" which are about events, thoughts, and behaviors? For example, is being surprised about being angry different from being surprised about an event? To investigate this question, we induced four emotions within participants using two validated IAPS photos per emotion and asked participants to report their meta-emotions in response to each photo. Across photos, the primary emotion of sadness reliably gave rise to the meta-emotions of guilt or sadness (i.e. most participants felt either guilty or sad about feeling sad), fear gave rise to fear or surprise, disgust gave rise to pride, disgust, or happiness, and happiness gave rise to happiness. These findings suggest that meta-emotions are not always identical to their primary emotions and that there may be interesting patterns in meta-emotions that could inform basic emotion theory. For example, primary emotions that give rise to multiple meta-emotions may be more phenomenologically ambiguous than primary emotions that give rise to single meta-emotions. Additionally, individual differences in which meta-emotions are elicited by which primary emotions may help us understand how and why individuals regulate primary emotions (they may be more likely to successfully regulate those primary emotions that do not elicit positive/reinforcing meta-emotions).

#24
Social and Personality Psychology/Psychologie sociale et de la personnalité

A CONTENT ANALYSIS OF INTERNET PORNOGRAPHY EXAMINING SEXUAL BEHAVIORS AND ACCESS TO POWER AS A FUNCTION OF ACTOR AGE

Anna B Currie, University of New Brunswick; Sarah A Vannier, University of New Brunswick; Lucia F O'Sullivan, University of New Brunswick

Viewing Internet pornography, especially free video streaming sites, is a highly prevalent behaviour among adults (Ogas & Gaddam, 2011). Surprisingly little is known about the content of these videos. Much of the research analysing the content of pornography is outdated and focuses on either printed materials or purchased videos. Moreover, although many of the studies analyze power relations as a function of gender (Brosius

et al., 1993), none consider power relations as a function of actor age. The current study analyzed the content of videos from 10 free popular websites. Analysis included an assessment of power differentials as a function of actor age. To this end, 100 videos categorized as "teen" or "mom" ("MILF") videos were randomly selected from each category across websites. Only those depicting one male and one female actor were selected. All were content coded using a formal coding scheme developed for this study. Preliminary analyses reveal that the women in the mom videos are depicted as having more power than are those in the teen videos. Older women are more often the sexual initiators, less often the victims of sexual exploitation and coercion, and are depicted as being more sexually experienced than their teenaged counterparts. These findings provide new insights into the content of online porn and characterize two of the most popular pornographic categories.

#25
Social and Personality Psychology/Psychologie sociale et de la personnalité

BELIEVING MONEY BUYS HAPPINESS MODERATES MONEY'S EFFECT ON SELF-SUFFICIENCY VALUES

Chad M Danyluck, University of Toronto; Michael T Schmitt, Simon Fraser University; Craig W Blatz, Grant Mac Ewan University

We examined how people's orientation toward self-sufficiency is affected by the interaction between reminders of money and the belief that increasing one's material wealth can increase happiness. Following Vohs, Mead and Goode (2006) we experimentally manipulated the salience of money and examined several indicators of a self-sufficient orientation. As predicted, people high in the belief that money buys happiness endorsed interdependence values (self-transcendence, traditionalism, community values) less in the money salient condition compared to the control condition. Additionally, for those high in money-buys-happiness, reminders of money led to higher levels of prejudice toward a group stereotyped as lacking in self-sufficiency—Aboriginal Peoples in Canada. Reminders of money did not affect values or prejudice in people low in the money-buys-happiness belief. Results suggest that money's tendency to orient people toward self-sufficiency is not inherent in the concept of money per se, but results instead from people's beliefs that money and wealth are essential for happiness.

#26
Social and Personality Psychology/Psychologie sociale et de la personnalité

INVESTIGATING SPONTANEOUS TRAIT INFERENCES WITH PROACTIVE INTERFERENCE`

Daniella DaPonte, St. Thomas University; Jennifer Bennell, St. Thomas University; Douglas Vipond, St. Thomas University; N C Higgins, St. Thomas University

When we observe the behaviour of others, we often make unconscious and unintentional inferences about their personal characteristics, referred to as spontaneous trait inferences (STIs). For example, reading that "Lucy trips on the sidewalk," we infer that Lucy is clumsy. We studied STIs using a proactive interference (PI) paradigm. PI occurs when the retention of new items is impeded by previously learned items from the same encoding category. University students were assigned to either a PI or a PI-release condition. In both, they were presented with sentence fragments known to elicit STIs. Subjects were expected to recall criterion sentence fragments better in the PI-release than in the PI condition. Results are discussed in the context of the model that suggests STIs are automatic and occur online at encoding.

#27
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE EFFECT OF PROMOTING INDEPENDENT OR INTERDEPENDENT SELF-CONSTRUAL ON LEVELS OF NARCISSISM

Lisa Day, Wilfrid Laurier University; Christian Jordan, University of Waterloo

The present study investigates the role of self-construal on the endorsement of narcissistic values. Previous research has found that by highlighting different elements of a person's self concept, it is possible to alter one's self-construal by promoting more independent or interdependent self-views. Participants will be approximately 150 undergraduate students. They will complete an online reflection activity for fifteen minutes each day for six consecutive days. During each activity they will think about another person and will be asked to either write about how they are similar to that person (interdependent condition), how they are different from that person (independent condition) or simply to describe that person (neutral condition). Two weeks after completing these exercises, participants will be asked to complete a series of measures assessing narcissism and self-construal. It is predicted that those who spend time each day thinking about how they are similar to other people (interdependent condition) will report lower levels of narcissism than those who simply describe other people (neutral condition), who will report even lower levels than those who describe how they are different from other people (independent condition).

#28
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE EFFECTS OF OPTIMISM, PERFECTIONISM AND RUMINATION ON WORKING MEMORY

Amanda Desnoyers, Laurentian University; Chantal Arpin-Cribbie, Laurentian University

Research has demonstrated that working memory effectiveness can be directly related to the cognitive resources upon which one is readily able to call. Studies have suggested that constructs such as perfectionism, optimism and rumination can all impact on one's cognitive resources. The purpose of the present study was to assess the relative impact of task difficulty (high or low difficulty N-back task) and personality constructs on working memory. Given the debate in the literature on the adaptiveness of perfectionism, this study also examined the inter-relatedness of adaptive and maladaptive dimensions of perfectionism. Fifty-eight postsecondary students were assigned to one of the task difficulty conditions. There was a significant effect of task difficulty on performance accuracy. The personality constructs of interest did not significantly impact on performance outcome, and this was consistent across both conceptually adaptive and maladaptive measures of perfectionism. Correlational analyses suggest a strong and significant positive correlation between those perfectionism subscales that have been empirically supported as

being maladaptive with those that have been reported as being adaptive suggesting that perhaps adaptive and maladaptive perfectionism are more conceptually similar than originally thought. Limitations, future directions and implications will be discussed.

#29
Social and Personality Psychology/Psychologie sociale et de la personnalité

FEELING AWE AND FEELING MOVED: A MIXED-METHOD INVESTIGATION

Jennifer Dobson, University of Guelph; Ian Newby-Clark, University of Guelph

"Awe" is the emotion experienced when encountering something novel, complex, and vast that requires cognitive accommodation (Shiota, Keltner, & Mossman, 2007). Being "moved" is a similar yet distinct emotional experience that occurs when one encounters something wonderful and rare (Tokaji, 2003). Research on awe and being moved is relatively scarce in psychology (Djikic, Oatley, Zoeterman, & Peterson, 2009) and the experiences are yet to be compared empirically. We sought to identify personality variables that predict the tendency to feel awe and to feel moved. One hundred undergraduate students completed an online study in which they were randomly assigned to write about a recent time when they either felt awe or felt moved. Participants also completed several personality questionnaires. Openness to Experience and Absorption significantly predicted the tendency to experience awe. No personality variable significantly predicted the tendency to feel moved. In an effort to account for these differential correlations, participants' written descriptions of their most recent experience of feeling awe or feeling moved were coded and analyzed using thematic analysis.

#30
Social and Personality Psychology/Psychologie sociale et de la personnalité

MINDFULLY LOSING CONTROL: AN EXAMINATION OF THE RELATIONS BETWEEN MEASURES OF MINDFULNESS, SELF-CONTROL AND PROCRASTINATION

Mario S. Dosa, Carleton University; Moshen Haghbin, Carleton University; Timothy A. Pychyl, Carleton University

Mindfulness has been identified as a form of awareness that may be important for understanding self-regulation failure. In this study, we extended research documenting links between mindfulness and self-regulation by examining the relations of various facets of mindfulness with procrastination. A sample of 300 students (64% female) completed an on-line survey that included measures of procrastination, mindfulness, and conscientiousness. Univariate analyses revealed that procrastination was associated with low mindfulness and high conscientiousness. Hierarchal regression analysis was used to test the role of individual facets of mindfulness in explaining the links between procrastination and conscientiousness (self-regulation). Of the five facets of mindfulness, the results indicated that "acting with awareness" plays a significant role in those who reported lower levels of procrastination. Our findings are consistent with previous research and theory on the salutatory effects of mindfulness and that, in particular, low awareness may be an important risk factor for procrastinators. These results are discussed in relation to enhancing self-regulatory skills.

#31
Social and Personality Psychology/Psychologie sociale et de la personnalité

HÉROS ET VILAINS CHEZ LE PSYCHOLOGUE SOCIAL : LA REPRÉSENTATION DU BIEN ET DU MAL

Philippe Doucet, Université du Québec à Trois-Rivières; Stéphane Perreault, Université du Québec à Trois-Rivières; Marie-Chantal Falardeau, Université du Québec à Trois-Rivières; Marie-Pier Cloutier, Université du Québec à Trois-Rivières

Les représentations du bien et du mal sont omniprésentes dans les médias. Pourtant, Miller (2004) avance que le sens de ces catégorisations est équivoque. L'objectif de cette recherche était donc d'examiner comment le bien et le mal sont représentés dans l'univers de la bande dessinée de Marvel. Afin d'y cerner les caractéristiques du bien et du mal, nous nous sommes référés au site Marvel.com où 150 superhéros/supervilains étaient identifiés comme étant les plus populaires. Par la suite, deux juges ont analysé de façon indépendante les traits de personnalités de 63 de ces protagonistes en fonction de ceux présentés dans le jeu « Marvel Super heroes adventure game » (1998). Finalement, une analyse de contenu a été réalisée afin de réduire le nombre de traits en de plus vastes regroupements. Les résultats indiquent qu'onze regroupements (intelligence, leadership, bien-être personnel, protection d'autrui, relations avec les autres, plaisir, agressivité, motivation, noblesse, solitude et statut) permettent de cerner et de distinguer la notion du bien et du mal. Enfin, lorsque l'on examine les traits en fonction du genre des protagonistes, ceux-ci sont stéréotypés, comme le suggérent Eagly, Wood, et Diekman (1987).

#32
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE IMPACT OF DISCUSSION ON RUMINATION, FORGIVENESS, AND RELATIONAL OUTCOME FOLLOWING INTERPERSONAL INJURY

Cheryl Drake, Brock University; Kathryn Belicki, Brock University

Overcoming transgressions in close relationships can be difficult even when both partners want reconciliation. This study focused on individuals' desire to either discuss or avoid discussing a hurtful event and the ensuing quality of the discussion. Specifically, we test a model wherein an individuals' preference to discuss transgressions results in more thorough discussion, which in turn reduces rumination and increases forgiveness, and these in turn lead to better relational outcomes. Participants were 200 university students (127 women) who could recall being emotionally injured by a significant other. They completed a battery of self-report measures. Preliminary analyses indicate that, as predicted, ratings of both Self Discussion Preference and Perceived Partner Preference independently predict Discussion Quality. Further, as predicted, Discussion Quality is correlated with forgiveness, rumination, and measures of relationship outcome. Preliminary mediation analyses using Baron and Kenny's (1986) steps indicate that both rumination and forgiveness partially mediate the relation between Discussion Quality and relational outcome. Analyses of the full model are ongoing.

#33
Social and Personality Psychology/Psychologie sociale et de la personnalité

PERSPECTIVES ON THE SELF: DOES IMAGERY PERSPECTIVE INFLUENCE MOTIVATION?

Monica El Gamal, Wilfrid Laurier University; Roger Buehler, Wilfrid Laurier University; Johanna Peetz, Carleton University; Cathy McFarland, Simon Fraser University

Previous studies suggest that imagining one's future self engaging in a specific behaviour can increase motivation to pursue the imagined behaviour. In two studies, we investigated the moderating role of imagery perspective. Third-person imagery tends to highlight the behaviour's meaning and significance to the self, whereas first-person imagery accentuates its hedonic aspects. Accordingly, we hypothesized that third-person imagery would increase motivation to purchase products that had personal significance, whereas first-person imagery would enhance motivation to purchase hedonic products. Participants identified a potential future purchase that was either personally-significant or hedonic. They visualized themselves buying and using the product and then rated their motivation to make the purchase. In study 1, we measured the imagery perspective that participants naturally adopted when visualizing their future selves. In study 2, we manipulated perspective by instructing participants to adopt either a first- or a third-person perspective. In both studies, the interaction of imagery perspective and product type was significant, and it provided support for our hypotheses. Moreover, the impact of product type and perspective on motivation was mediated, at least partially, by differences in the extent to which individuals focused on the personal significance of the purchase.

#34
Social and Personality Psychology/Psychologie sociale et de la personnalité

WHO'S TO BLAME? GENDER DIFFERENCES AND GENDER ROLES INFLUENCE VICTIM BLAMING IN INTIMATE PARTNER VIOLENCE

Kerry Erickson, University of British Columbia; Jennifer I Langille, University of British Columbia; Zacharay Walsh, University of British Columbia

Victim blaming is the tendency to attribute blame to individuals who experience negative outcomes for which they are not primarily responsible. Victim blaming is particular salient in intimate partner violence (IPV) and may play a role in the underreporting of IPV among non-traditional (i.e. male, same-sex) victims. We examined attitudes towards victims and perpetrators of IPV across victim and perpetrator gender. Vignettes describing hypothetical IPV situations were presented to 107 university students, with victim and perpetrator genders varied across conditions. Participants attributed relative blame to perpetrator and victim, and completed measures of gender role attitudes. Blame attribution did not differ across couple type. Traditional gender roles were associated with higher levels of victim blaming across conditions; for male roles $r = .20$, $p<.05$, for female roles, $r = .25$, $p<.01$. Disaggregated examination by couple composition indicated that female roles were associated with blaming male victims of female perpetrated violence $r = .49$, $p<.05$, whereas blaming male victims of male perpetrated violence was associated with both female roles, $r=.44$, $p<.01$, and male roles, $r=.37$, $p<.05$. Results indicate that traditional gender role attitudes are associated with victim blaming, and that these relationships differ according to victim gender.

#35
Social and Personality Psychology/Psychologie sociale et de la personnalité

PERFECTIONISTIC AUTOMATIC THOUGHTS IN ACHIEVEMENT CONTEXTS: AN ANALYSIS OF THE PERFECTIONISM COGNITIONS INVENTORY

Gordon L Flett, York University; Kirk R Blankstein, University of Toronto at Mississauga; Taryn Nepon, York University; Paul L Hewitt, University of British Columbia; Simon B Sherry, Dalhousie University

The current research investigated the Perfectionism Cognitions Inventory (PCI) in terms of its associations with related achievement-based constructs in three samples of university students. The first sample of 95 students completed the PCI and a multidimensional fear of failure measure. Our second sample of 123 students completed the PCI and measures of test anxiety, level of aspiration, academic interest, and the tendency to be self-punitive in achievement settings. Finally, our third sample of 127 students completed the PCI and scales assessing achievement goal orientations. The results from the first two samples confirmed robust links between PCI scores and indices of fear of failure and test anxiety along with higher levels of aspiration and interest. High PCI scorers were also highly self-critical and self-punitive. The data from our third sample established that the PCI is linked with achievement goals that reflect both avoidance and approach orientations. The results underscore the relevance of the PCI in achievement-related outcomes. Our findings suggest that perfectionistic students who ruminate about the need to be perfect are self-punishing and characterized by a salient approach-avoidance conflict that contributes to a pattern of overstriving and heightened sensitivity to the implications of negative performance feedback.

#36
Social and Personality Psychology/Psychologie sociale et de la personnalité

PERFECTIONISTIC COGNITIONS VERSUS PERSONALITY VULNERABILITY FACTORS IN DEPRESSION

Gordon L Flett, York University; Kirk R Blankstein, University of Toronto at Mississauga; Taryn Nepon, York University; Lisa-Marie Coulter, York University; Paul L Hewitt, University of British Columbia

While most research on perfectionism and depression focuses on trait perfectionism, recent research indicates that experiencing frequent ruminations about the need to be perfect is also linked with psychological distress. The current research examined the concurrent validity of the Perfectionism Cognitions Inventory (PCI) and its ability to predict depression when compared with other well-known measures of personality vulnerability and goal striving. A sample of 272 university students completed the PCI as well as measures of tenacious goal pursuit, flexible goal adjustment, sociotropy, autonomy, and depression. Correlational analyses confirmed that more frequent automatic thoughts about the need to be perfect were associated with low flexible goal adjustment and high autonomy, including a subscale assessing perfectionistic self-criticism.

Higher levels of depression were associated with more frequent perfectionistic thoughts, higher levels of autonomy and sociotropy, and lower levels of flexible goal adjustment and tenacious goal pursuit. A hierarchical regression analysis confirmed that the PCI was a robust and unique predictor of depression when considered along with other significant predictors. Our findings further highlight the need for cognitive-behavioural interventions focused on reducing perfectionistic ruminations among distress-prone students.

#37
Social and Personality Psychology/Psychologie sociale et de la personnalité

CONFIDENCE IN ONLINE SELF-PRESENTATION

Katrina Fong, York University; Raymond A Mar, York University

How confident are individuals about accurately conveying their self identities online? What individual differences are related to this confidence in self-presentation? In this study, 100 participants (50 male) were asked to create an avatar (i.e., a cartoon representation of the self) and indicate how confident they felt that their avatar accurately conveyed their identity. Participants also completed measures of personality (Big Five Inventory; BFI), trait empathy (Interpersonal Reactivity Index; IRI), and self-monitoring (Revised Self-Monitoring Scale; RSMS). Spearman correlations indicated individuals higher in trait agreeableness ($\rho = .29$, $p < .05$) and conscientiousness ($\rho = .25$, $p < .05$) were more confident in their self-presentation. However, those high in emotional empathy (Empathic Concern subscale of the IRI; $\rho = -.25$, $p < .05$) and concerned with the behavior of others (Sensitivity to the Behaviour of Others subscale of the RSMS; $\rho = -.22$, $p < .05$) were less confident. A hierarchical linear regression with trait agreeableness, conscientiousness, Empathic Concern, and Sensitivity to the Behaviour of Others entered as possible predictors, along with gender and age as controls, indicated only Empathic Concern ($\rho = -.27$, $p < .05$) was a unique predictor of confidence ($F(6,93) = 2.33$, $p < .05$, $r2 = .13$).

#38
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE VALUE OF SOCIAL CAPITAL IN TOUGH ECONOMIC TIMES

Christine Frank, Carleton University; Frank J Elgar, Institute for Health and Social Policy; Christopher G Davis, Carleton University

Social capital is a broad concept that encompasses one's feelings of trust and cohesion with one's community. Research indicates that people with higher levels of social capital report better health and life satisfaction than people lacking social capital. The current study assesses the stress-buffering role that social capital plays in two communities in Eastern Ontario suffering economic decline. Interviews were conducted with a household sample of 368 residents (61% female; M age = 49.5 years, SD = 15.0 years) on two occasions nine months apart, and included (at both time points) assessments of perceived stress (Cohen, Kamarck, & Mermelstein, 1983), social capital (Bullen & Onyx, 1998), depressed mood (Radloff, 1977) and anxiety (Zung, 1979). Regression analyses indicated that at both T1 and T2, the positive associations of perceived stress with anxiety and depressed mood were moderated by social capital: stress related more strongly to symptoms of depression and anxiety among individuals with lower ratings of social capital. Longitudinal regression analyses indicated that social capital buffers the effect of perceived stress at T1 on residualized anxiety and depressed mood at T2. The findings suggest that in the context of an economic downturn, social capital protects mental health from the deleterious effects of stress.

#39
Social and Personality Psychology/Psychologie sociale et de la personnalité

CULTURAL ORIENTATION: HOW IT SHAPES IDENTITY AND AFFECT

Ingrid Galfi-Pechenkov, York University; Wendy Zhao, York University; Rebecca Young, York University; Tonia Relkov, York University; Alexandria West, York University; Myanca Rodrigues York University; Doug McCann, York University

Research shows cultural differences are associated with variation in the salience of the private versus collective self in the self-conceptualizations of people from individualistic and collectivistic cultures. Such cultural differences run parallel to personality differences conceptualized in Beck's (1983) sociotropic and autonomous personality styles. The present work posited that the pattern of self-conceptualizations found in individualistic and collectivistic cultures should extend to those characterized by autonomous and sociotropic personality styles. The self-conceptualizations and associated moods of those with a collectivistic versus individualistic cultural orientation were also examined using interrelated personality measures. 208 university students completed measures of sociotropy and autonomy, independence and interdependence, and measures of affect, and cultural orientation. Results indicated a positive relation between collectivistic orientation and the solitude factor of autonomy. In addition, high scores on autonomy were related to high positive mood scores for those with a collectivistic but not individualistic orientation; and high positive mood scores were related to high interdependence scores among those with individualistic but not collectivistic orientations. Implications for cross-cultural research in personality and affective disorders are discussed.

#40
Social and Personality Psychology/Psychologie sociale et de la personnalité

SOCIAL DISTANCE OF UNIVERSITY STUDENTS TOWARD PERSONS WITH DISABILITIES

Andrea N Gamble, University of New Brunswick - Saint John; Lilly Both, University of New Brunswick

The purpose of this study was to examine the perceived social distance young adults have toward individuals with a disability. Social distance was defined in terms of working with, dating, or marrying someone with a disability. Two types of disability were assessed: someone with a hearing loss, and someone who uses a wheelchair for mobility. Participants were 128 undergraduate students who were given a series of ques-

tionnaires that assessed: demographic features, contact with persons who have a disability, attitudes towards individuals with a hearing loss and individuals who use a wheelchair for mobility, and personality measures. Statistical analyses revealed more positive attitudes towards individuals with a hearing loss compared to individuals who use a wheelchair. In terms of social distance, students were more likely to report positive attitudes towards working with individuals with a disability than toward marrying them. The least positive attitudes were held toward dating individuals in a wheelchair; attitudes toward marrying someone in a wheelchair were more positive. Other variables that correlated with positive attitudes were having previous social contact, being female, and certain personality factors such as extraversion, openness and agreeableness. Results are discussed in terms of initiates to reduce bias towards persons with a disability.

#41
Social and Personality Psychology/Psychologie sociale et de la personnalité

ATTITUDES TOWARD LOSS OF HEARING

Andrea N Gamble, University of New Brunswick - Saint John; Lilly Both, University of New Brunswick

The purpose of this study was to examine attitudes toward loss of hearing. Hearing loss, when viewed negatively, may result in anxiety, confusion and poor communication. A significant number of adults are reluctant to wear hearing aids even though they could benefit from their use. The College Students Attitudes toward Loss of Hearing Questionnaire (Saunders & Siencowski, 1996) was administered to 128 undergraduate students. The results revealed no gender differences in attitudes. Approximately one-third of participants felt they would be embarrassed to wear a hearing aid; however, this concern was lessened for older adults. Thus, among younger adults, there is still some aspect of wearing a hearing aid that causes them to feel embarrassed. Yet, most participants felt that hearing aids were generally not noticeable. Furthermore, 13% of the sample believed that hearing loss is associated with diminished cognitive function; therefore, public awareness programs should address this misconception. Results will be discussed in terms of stigma, knowledge of hearing loss, and views regarding hearing aid users.

#42
Social and Personality Psychology/Psychologie sociale et de la personnalité

TERROR MANAGEMENT THEORY AND SEXUAL ATTITUDES: CAN MORTALITY SALIENCE PROMOTE SOCIOSEXUALITY?

Courtney A Gauvin, Saint Mary's University; Dr. Jim Cameron, Saint Mary's University

Based on the tenets of terror management theory, it is hypothesized that reminders of death will promote sociosexual attitudes—i.e., a willingness to engage in short-term uncommitted sexual relations—as a defense mechanism to stave off existential threat. A total of 73 university undergraduates were randomly assigned to either an experimental (mortality salience) condition or a control (watching television) condition, and then completed measures of sociosexuality and intra-cultural mate selection. Participants in the mortality salience group reported significantly more sociosexual attitudes than the control, but the expected trend toward intra-cultural mate selection did not reach significance. These findings suggest that a simple mortality salience manipulation may at least temporarily incline people toward promiscuity.

#43
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE DARK TRIAD OF PERSONALITY AND PERCEPTIONS ON THE ABILITY TO DECEIVE OTHERS

Erica Giammarco, The University of Western Ontario; Livia Veselka, The University of Western Ontario; Holly Baughman, The University of Western Ontario; Tony Vernon, The University of Western Ontario

The current study investigated the relationship between the perceived ability to deceive and the Dark Triad personality traits. The sample consisted of 645 participants (205 male; 439 female), aged 18 to 70 years (M = 24.06, SD = 7.33). Participants completed the Perceived Ability to Deceive Scale, in which they were asked to indicate the percentage of people who were worse at lying than them in a number of situations. Participants also completed the Short D3 – a measure of the Dark Triad personality traits. As expected, correlational analysis demonstrated that Machiavellianism was most highly correlated with the perceived ability to deceive (r = .43), followed by Psychopathy (r = .37) and Narcissism (r = .34). Implications are discussed.

#44
Social and Personality Psychology/Psychologie sociale et de la personnalité

'ME OR WE?' AN EXAMINATION OF INTERPERSONAL DECISION MAKING IN ROMANTIC RELATIONSHIPS

Kimberley M. Hara, Eckler Ltd.

The current study sought to examine whether commitment or trait self-control better predict what romantic partners are willing to do for one another under conditions of high vs. low depletion. Eighty-four participants in romantic relationships completed an online questionnaire assessing their trait self-control and romantic commitment, followed by an in-lab session. During the in-lab session, participants engaged in a depleting math task in which they earned lottery tickets for themselves or their romantic partner. Contrary to our expectations, people did not become less generous toward their romantic partner as a result of depletion. While high trait self-control did not significantly predict generosity after depletion, highly committed people became more generous towards their romantic partners when they were depleted. This study is novel in assessing whether commitment or trait self-control better predict romantic partner's decisions under depletion, and extends findings on the power of commitment in interpersonal contexts.

#45
Social and Personality Psychology/Psychologie sociale et de la personnalité

RESPONSE TACTICS FOR FAKING ON A PERSONALITY INVENTORY

Ronald R Holden, Queen's University; Jennifer Passey, University of Alberta; Angela S Book, Brock University

Based on research on the dimensionality of response tactics for fakers on a personality inventory, five scales were constructed assessing response tactics for faking in a selection scenario: Competitive Self-Promotion, Interpersonal Sensitivity, Chameleonic Unpredictability, Strong-Mindedness, and Showing Off. Initially, with 275 undergraduates randomly assigned to dissimulation conditions, these response tactics scales outperformed traditional lie scales in identifying dimensions of faking. Subsequently, with 602 undergraduates, these response tactics scales were shown to: (1) be adequately reliable (.76 median coefficient alpha); (2) not fall within the common five-dimensional structure of personality (as measured by the NEO Personality Inventory-Revised); and (3) fall outside the common two-dimensional nature of socially desirable responding (as assessed by traditional scales of socially desirable responding). It was concluded that these new response tactics scales are sensitive, effective indices that identify faking in a manner that that is not assessed by current lie or socially desirable responding scales.

#46
Social and Personality Psychology/Psychologie sociale et de la personnalité

PSYCHOMETRIC PROPERTIES OF THE ACE (AGREEABLENESS, CONSCIENTIOUSNESS, EXTRAVERSION) INVENTORY

Ronald Holden, Queen's University

Although Big Five factors of personality have a large following in North American psychology, international studies indicate that only the three factors of Extraversion, Agreeableness, and Conscientiousness may be replicable across languages when independently developed by a psycholexical method. The current research develops a brief (5 items per scale), psychometrically sound measure of these three factors, the ACE (Agreeableness, Conscientiousness, Extraversion) Inventory. In an initial study with undergraduates, confirmatory item factor analysis supported a hypothesized 3-dimensional model (Chi-Square = 99.20, df = 87, p = .17, RMSEA = 0.054), and individual scales demonstrated substantial internal consistency (alpha coefficients .71 to .90) and validity based on correlations with peer report (validities .61 to .75). In a second study of undergraduates, scale internal consistencies (alpha coefficients .82 to .92) and validities again based on correlations with peer ratings (validities .54 to .75) confirmed the psychometric soundness of the ACE Inventory.

#47
Social and Personality Psychology/Psychologie sociale et de la personnalité

JUMPING TO CONCLUSIONS: INFERRING LOW SELF-ESTEEM STIGMA FROM NEGATIVE TRAITS

Christine Hole, University of Manitoba; Jessica J Cameron, University of Manitoba

Recent research uncovered a pervasive and extreme low self-esteem stigma in which low self-esteem (LSE) is a mark of devaluation whereas high self-esteem (HSE) is the pinnacle of well-being (Cameron et al, 2011). In two studies, we tested whether people would infer LSE from negative traits. In study one, participants were asked to indicate the self-esteem level of someone possessing a given trait. Results revealed that positive traits (e.g., sociability) were seen as indicative of HSE whereas negative traits (e.g., unattractiveness) were seen as indicative of LSE. In our second study, participants were randomly assigned to one of three conditions that depicted a fictional target "Alex" as possessing 1) a negative trait (e.g., incompetent) 2) possessing a negative trait plus LSE or 3) just LSE. Results replicated the first study: negative traits were seen as indicative of having LSE. Furthermore, for some traits there were no significant differences across conditions, indicating that LSE and shyness, for example, are seen as equivalent. These findings suggest that people believe that self-esteem is an accurate reflection of a person's actual worth, even though self-esteem is not actually associated with many observed characteristics (Baumesiter et al., 2003). Potential implications of the present findings for counselling, and policy change will be discussed.

#48
Social and Personality Psychology/Psychologie sociale et de la personnalité

GUILT, EMPATHY, AND APOLOGY

Andrew J. Howell, Grant MacEwan University; Jessica B. Turowski, Grant MacEwan University

Two studies examined correlates of apology predicted by the theoretical conceptualizations of Tangney and colleagues (e.g., Tangney, 1995; Tangney & Dearing, 2002; Tangney, Youman, & Stuewig, 2009) and Sandage, Worthington, Hight, and Berry (2000) concerning the role of guilt and empathy in people's responses to interpersonal transgressions. In Study 1, 90 undergraduates completed measures of guilt, shame, and apology. As predicted, greater guilt (but not greater shame) was associated with greater generalized willingness to apologize, greater endorsement of the importance of apology in relation to a hypothetical transgression scenario, and greater inclusion of important elements of an apology in a written response to the scenario. In Study 2, 338 undergraduates completed measures of guilt, shame, empathy, and apology willingness. Greater guilt, lesser shame, and greater empathy were associated with a greater generalized willingness to apologize. Results are considered in light of the aforementioned theories and in relation to viewing apology as an adaptive capacity.

#49
Social and Personality Psychology/Psychologie sociale et de la personnalité

GUILTY UNTIL PROVEN INNOCENT: THE INFLUENCE OF CRIME TYPE ON EYEWITNESS RECALL OF PERCEIVED STEREOTYPICALITY

Shirley M. G. Hutchinson, University of British Columbia; Paul G. Davies, University of British Columbia; Danny Osborne, University of Auckland; Karly Drabot, University of British Columbia

This line of research explores how different types of crimes can affect both (a) when errors in eyewitness memory are likely to occur and (b) who is likely to be the victim of a mistaken identification. Specifically, we investigate errors in eyewitness memory in terms of crime-types and their corresponding racial stereotypes. The central thesis of our research is that the racial stereotypicality of certain crime-types can influence an eyewitness' memory of the perpetrator in a stereotype-consistent manner. As the current study found, participants who viewed a surveillance video of a suspect alleged to have committed a stereotypically Black crime (e.g., drive-by shooting) mistakenly recalled the target to be significantly higher on the measure of perceived stereotypicality (i.e., darker skin tone, broader nose, fuller lips, etc.) than those participants who viewed a surveillance video of a suspect of a stereotypically White crime (e.g., serial killing). Given that errors in eyewitness memory play a major role in wrongful convictions, the potential implications of this work are profound. It is possible that crime-types systematically influence eyewitnesses' ability to correctly identify suspects. By understanding the basic factors that contribute to errors in eyewitness memory, we can take proactive measures to safeguard against these errors.

#50
Social and Personality Psychology/Psychologie sociale et de la personnalité

PERCEPTIONS OF PSYCHOLOGICAL INTIMATE PARTNER VIOLENCE: COMPARING CYBER VERSUS IN-PERSON CONTEXTS

Nicole K Jeffrey, University of Windsor; Patti A Timmons Fritz, University of Windsor

Intimate partner violence (IPV) is a widespread problem in dating relationships, (e.g., Straus 2004) with rising evidence that psychological abuse may have more adverse effects on victims than physical abuse (e.g., Follingstad et al., 1990). Recently, psychological cyber IPV (C-IPV) has been identified as a form of IPV (e.g., Piitz & Fritz, 2010). Between 20% and 71% of participants experienced some form of C-IPV within the previous year (Piitz & Fritz, 2011). The current study examined perceptions of online (via text messaging) versus offline (in-person) psychological IPV, as well as attitudes towards these behaviours in 106 university students. Online and offline psychological IPV were perceived to be equally severe. Additionally, perceptions of severity of online and offline IPV did not differ as a function of participants' prior experience with perpetration and victimization of online or offline IPV. Finally, more accepting attitudes of IPV were positively correlated with perpetration and victimization of both cyber and offline IPV. Given that cyber and in-person IPV may be perceived in much the same way and that the Internet may just be another medium for IPV to occur, the importance of screening for cyber IPV in addition to offline IPV is demonstrated. This is important for determining just how prevalent psychological IPV is and for informing prevention initiatives.

#51
Social and Personality Psychology/Psychologie sociale et de la personnalité

COUNTERACTING DEFENSIVE REACTIONS OF HIGH-SELF-ESTEEM PARTICIPANTS TO MOTIVATIONAL PROGRAMS

Laia Juilo, McGill University; Jason Ringo, McGill University; Kyle Hubbard, McGill University; Nathan Hall, McGill University

Attributional retraining (AR) is a motivational intervention that has shown its effectiveness in clinical and academic domains over the past 30 years (Fosterling, 1985). However, recent findings indicate that high self-esteem (HSE) participants experience unanticipated drops in job interview success and academic achievement after in-person AR methods (Hall et al., 2010, 2011). This study aims to replicate this iatrogenic effect following a web-based version of AR (AR 1), and further, evaluate the preventive effect of two "disclaimers" presented prior the intervention. The first disclaimer (AR 2) reminds HSE individuals of the reasons underlying their self-worth, as suggested by Steele et al. (1993) and Stake (1982) to reduce defensiveness by initially bolstering self-esteem. The second disclaimer (AR 3) explicitly informs HSE participants of how some HSE individuals respond defensively to well-intentioned feedback (Baumeister et al., 2003; Kernis et al., 1997). We hypothesize that the detrimental AR effects on HSE students will be found after AR 1, but not after AR 2 or 3. The sample will consists of data from 200 undergraduates at a Canadian university to be compiled by February, 2012. Analyses will consist of 2 (low/high self-esteem) x 4 (AR 1, 2, 3; No AR) ANCOVAs (covariates: age, gender, course load, high school grades) on midterm and end-of-year grades.

#52
Social and Personality Psychology/Psychologie sociale et de la personnalité

ITEM RESPONSE THEORY ANALYSES OF TEST BIAS IN THE PAI ANTISOCIAL FEATURES SCALE IN FORENSIC, PSYCHIATRIC, AND STUDENT SAMPLES

Jacqueline M Kanippayoor, University of British Columbia; Brian P O'Connor, University of British Columbia

The Personality Assessment Inventory Antisocial Features scale is commonly used in forensic and clinical settings to assess antisocial personality. In the present study, item response theory analyses of bias for this scale and for its subscales were conducted on data from respondents from forensic correctional facilities (N = 471), hospital and psychiatric clinics (N = 1042), and university students (N = 922). The DFIT method (Oshima, Raju, & Nanda, 2006) was used to assess possible sex-based and sample-based bias at the item and test levels. There were significant, small-to-moderate degrees of item-level bias for many items for both gender and sample-type. However, the biases at the item level tended to cancel each other out, resulting in negligible bias at the test level. The implications of these findings for use of the PAI Antisocial Features scale in clinical assessment are discussed.

#53
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE INFLUENCE OF PRINT MEDIA ON ATTITUDES ABOUT SUICIDE: AN EVALUATION OF THE EFFECTIVENESS OF MEDIA GUIDELINES

Husan Jan Khan, University of British Columbia (Okanagan Campus); Carolyn Szostak, University of British Columbia (Okanagan Campus)

The reporting of suicides by the media can adversely affect people's attitudes and behaviour. These stories are often very dramatic, reinforcing the stigma that surrounds suicide. To minimize these effects, media guidelines have been developed by several mental health/suicide prevention agencies. For example, it is recommended that stories avoid sensationalizing suicide and not include details about the method used. The inclusion of educational information and resources is also recommended. The effectiveness of these guidelines is being evaluated using a 3x2 between-group design: Style (i.e., No Article, Pre- vs. Post-Guideline Articles) and Educational Sidebar (i.e., No Sidebar vs. Sidebar). Both articles were written for purposes of this study by a journalist, and differ only in terms of style and content (e.g., sensationalistic or not; method/no method). The acute effects on mood, social distancing, and attitudes about suicide are being evaluated in undergraduates. It is predicted that the two factors will interact, such that the Pre-Guideline Article/No Sidebar group will have the most stigmatizing attitudes while the Post-Guideline Article/Sidebar group will have the least. If these results are obtained, they may help to promote socially responsible media coverage of suicide. In turn, a reduction in stigma may occur, making it easier for suicidal individuals to seek help.

#54
Social and Personality Psychology/Psychologie sociale et de la personnalité

TEACHER OCCUPATIONAL STRESS

Zeynep Kiziltepe, Bogazici University

Teacher occupational stress defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, has become a major topic of research. It is believed that teachers expend a great deal of physical, emotional, and spiritual energy to do their jobs well. In this study, 152 teachers in three schools in Istanbul were asked to fill in Turkish translation of The Teacher Stress Inventory (TSI) (Fimian, 1984). Results show that teachers reported high stress levels with respect to work load, adequacy of salary, and work ethic of students. They reported feeling anxious and being fatigued. Female teachers responded as having more stress than males and married teachers were assessed as more stressed than single teachers. In addition, teachers working in state schools selected answers that indicated more stress than teachers in private and university schools as far as Personal/Professional Stressors and Profes- sional Distress are concerned, and teachers working in private schools are more stressed than their colleagues working in state and university schools on measures of Emotional Manifestations and Biobehavior Manifestations. Fimian, M. J. (1984). The development of an instrument to measure occupational stress in teachers: The Teacher Stress Inventory. Journal of Occupational Psy- chology, 57, 277-293.

#55
Social and Personality Psychology/Psychologie sociale et de la personnalité

PUNISHING BULLYING: YOUNG BULLIES ARE GIVEN A PASS EVEN FOR BLOODYING AND BRUISING, BUT THE FEET OF OLDER BULLIES ARE HELD TO THE FLAMES

Robert Konopasky, Saint Mary's University; Christian Hahn, Saint Mary's University

Bullying is widespread and can cause pervasive, severe, and long-lasting harm (Nishina, Juvonen & Witkow, 2005). The same act of hitting perpetrated by children is dealt with differently than if perpetrated by teens or adults. The Criminal Code of Canada prescribes substantial punishment for assault by adults; if juveniles commit this crime, the consequences are lesser (Criminal Code, R.S.C., 1985, c. C-46). The very same act by children, less than 12 years old, is not considered a crime at all. In this study, 264 undergraduates read descriptions of hitting. For participants assigned to three groups, the ages of perpetrators and victims varied: 7, and 6; 14, and 13; and, 35, and 34. Severity of harm varied too: Half of the participants read about bullying that caused bleeding and bruising; the other half read that the bullying did not cause bleeding or bruising. Participants were disinclined to impose punishment on young perpetrators; significantly more preferred punishment for adults. Participants split on punishment for teens. When the harm caused was severe, significantly more participants wanted the perpetrator to be punished. However, even when a young bully drew blood and caused bruising, many participants gave him a pass. Not so for the adult perpetrator: Significantly more participants wanted to hold his feet to the flames even for bullying that left no marks.

#56
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE EVIL THAT MEN AND WOMEN DO: IS PSYCHOPATHY THE SAME IN MALES AND FEMALES?

Natasha Korva, University of British Columbia; Sabrina Demetrioff, Dalhousie University; Stephen Porter, University of British Columbia

Most research on psychopathy has focused on male samples, and very few studies have begun to examine potential behavioural, or affective distinctions of male and female psychopathy. The present study explored the relationship between psychopathic traits, personality and affective features with respect to gender. Participants (N = 195) were administered questionnaires addressing personality traits and states, and the Self-Report Psychopathy Scale (SRP-4) was used to assess overall level of psychopathic traits, including four sub-components of psychopathy. Consistent with previous findings, males scored higher than females on psychopathy total and subscale scores. Psychopathic traits in both males and females were negatively associated with conscientiousness, agreeableness, empathic concern, and positively related to assertiveness. However, the relation between psychopathy and specific interpersonal and affective features was influenced by gender. Psychopathy in females was positively correlated with anxiety, low self-esteem, and levels of interpersonal trust. Further, females with higher scores on the Erratic Lifestyle SRP-4 subscale (evaluating risk-taking) were related to high levels of extraversion (not found in males). While in some ways male and female psychopathy are alike, female psychopathy is associated uniquely with negative affect and higher externalizing behaviour.

#57
Social and Personality Psychology/Psychologie sociale et de la personnalité

CONSTRUCTION AND VALIDATION OF THE TEACHERS' TRANSFORMATIONAL LEADERSHIP SCALE

André Lauzon, Ottawa University; Isabelle Green-Demers, Université du Québec en Outaouais

Over a decade of research has demonstrated that transformational leadership is the most sophisticated, successful, and appreciated form of leadership. Transformational leaders (Bass & Avolio, 2004) inspire their subordinates by promoting the development of a common vision and of common goals to which they can relate, and in which they play an important role. They are attentive to the needs of their subordinates and they strive to give them optimal opportunities for personal growth and development. The goal of the present project was to construct and validate a french instrument designed to assess transformational leadership in high school teachers: the Teachers' Transformational Leadership Scale (TTLS). The TTLS comprises two subscales (6 items/subscale): Inspiration and Impact. It was developed following 3 focus groups with teachers (N = 24) that had been identified as transformational leaders by their school directors. The TTLS was subsequently distributed to 300 francophone high school students. Results of an exploratory factor analysis revealed a clean two factor structure. Construct validity was documented by means of correlations with relevant psychological and behavioural school related variables. The reliability of the two subscales of the TTLS was satisfactory. Results are discussed in terms of their implications for educational research and intervention.

#58
Social and Personality Psychology/Psychologie sociale et de la personnalité

DOES THE CONCEPTUAL ORGANIZATION OF SELF-REPRESENTATION BIAS SOCIAL PERCEPTIONS?

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We examined self-representation from a cognitive perspective to understand how its conceptual organization exerts bias on social perceptions. We hypothesize that the variance of semantic similarity across individuals in relation to oneself mediates differential representation of newly encountered individuals in our cognitive networks. Self-similar individuals have more semantic overlap and should be represented closer to one's self-concept, and vice-versa for self-dissimilar individuals. This organization was examined in memory and semantic priming tasks. First, perceiving someone as self-similar could bias memory towards preferentially encoding and retrieving self-similar information about them. Participants learned about two equally self-similar characters, and were told before (encoding condition) or after (retrieval condition) the learning phase that one of them was in the same academic program as the participant. Recall of learned personality traits was measured. Second, self-similar individuals share more semantic overlap with self than do self-dissimilar individuals. Therefore, in a semantic priming task, the face of a semantically self-similar individual could serve as a better semantic prime for one's own face. The results highlight the bias that the conceptual organization of self-representation has on social perception through attentional and memory processes.

#59
Social and Personality Psychology/Psychologie sociale et de la personnalité

DOES DYSFUNCTIONAL BODY IMAGE INVESTMENT PREDICT WOMEN'S PERCEIVED ROMANTIC RELATIONSHIP QUALITY?

Carolyne E Lee, University of Windsor; Cheryl D Thomas, University of Windsor

Existing research provides strong support for an association between body image evaluation (i.e., satisfaction or dissatisfaction with one's appearance) and romantic relationship quality. However, little is known about how other dimensions of the body image construct relate to romantic partnerships. The purpose of the current study was to assess the extent to which body image investment (i.e., beliefs about the importance, meaning, and influence of appearance in one's life) predicted both global and specific components of romantic relationship quality. Participants were 139 female undergraduate students between the ages of 18 and 25 (M = 20.7 years, SD = 1.9) who were involved in a romantic relationship of at least three months duration (M = 27.6 months, SD = 18.2). All participants completed a package of self-report instruments that measured demographic characteristics, body image variables, and romantic relationship quality. Although not predictive of overall relationship quality, dysfunctional body image investment predicted lower levels of intimacy and trust in one's partner. These findings suggest that basing one's self-worth on one's appearance has important implications for the way that romantic relationships are experienced. This study highlights the need for further research into the effect of body image investment on romantic relationship outcomes.

#60
Social and Personality Psychology/Psychologie sociale et de la personnalité

SEXIST DISCRIMINATION RESPONSE INVENTORY: A LOOK AT THE EFFECTS OF GENDER AND POSTSECONDARY ENROLMENT STATUS

Mélanie Léger, Université de Moncton; Kathy McKay, Université de Moncton; Ann Beaton, École de psychologie

The Sexist Discrimination Response Inventory is a unique 14-item measure that taps into three sets of reactions to sexist events: self-protection, self-control and confront. Previous research has found that among university students, women are more likely to take action than men in the wake of a socially-induced experience of sexist discrimination (Foster, Arnt, & Honkola, 2004). This study is designed to compare reactions of women and men to the Sexist Discrimination Response Inventory, while further considering their postsecondary enrolment status. A total of 250 respondents completed an online survey. A multivariate analysis of covariance assessed the effect of gender (women and men) and postsecondary enrolment (student and non-student) on the three categories of responses to sexist discrimination while controlling for age, schedule of sexist events and resilience. A significant gender by postsecondary enrolment interaction was uncovered for the three categories of responses. Irrespective of their postsecondary enrolment status, women are more likely than men to endorse confronting or self-control strategies. Postsecondary enrolment status affects men's propensity to confront sexist discrimination. Among respondents enrolled in a postsecondary institution, women are more likely to endorse self-protection strategies than men. Implications of these findings are discussed.

#61
Social and Personality Psychology/Psychologie sociale et de la personnalité

ARE YOU ON FACEBOOK? SIMILARITIES AND DIFFERENCES BETWEEN FACEBOK NON-USERS AND FREQUENT USERS

Nikolina Ljepava, University of Windsor; Robert R Orr, University of Windsor (emeritus); Sean R Locke, University of Saskatchewan; Craig Ross, Child and Parent Resource Institute (CPRI)

The purpose of the present study was to examine several personality and social factors that might influence the decision to have a Facebook account. Govani & Pashley (2007) identified peer pressure, trust and privacy preferences as factors influencing Facebook use. Buffardi and Campbell (2008) explored narcissism and Facebook use, indicating that frequent Facebook users have more narcissistic traits relative to average users. Most of the prior research has explored characteristics of the average Facebook user. We know less about factors that differentiate Facebook non users and frequent users.The current research was conducted with 247 undergraduate students from a university in Southwestern Ontario. An online survey was conducted in order to evaluate general patterns of Facebook use and characteristics of Facebook non-users and frequent users. A large majority of the study participants (92%) reported that they had a Facebook account; 31 % of participants were identified as frequent users with more than one hour per day spent on Facebook. Significant differences were found between frequent users and non-users on the measures of intimate friendship, overt and covert narcissism, social disclosure and peer pressure to use Facebook. There were no significant differences in trust and general susceptibility to peer pressure. The implications of these findings will be discussed.

#62
Social and Personality Psychology/Psychologie sociale et de la personnalité

CAPITALIZATION AND SUPPORT PROCESS ACROSS RELATIONSHIP DEVELOPMENT
Jill M Logan, Simon Fraser University; Roanne D Millman, Simon Fraser University; Rebecca J Cobb, Simon Fraser University

Emerging research suggests that disclosing good news to others (i.e., capitalization) and receiving enthusiastic partner responses predicts relationship satisfaction and stability (Gable et al., 2006). However, the question remains as to whether capitalization processes are distinct from support processes (i.e., disclosing bad news) and whether the importance of these processes for relationship well-being changes over time. Participants (N = 268) completed measures of relationship satisfaction, perceptions of partner responses to capitalization attempts, and perceptions of partner responses to support attempts three times over one year. Multi-level models indicated that capitalization ($\beta = .13$; $p < .001$) and support perceptions ($\beta = .18$; $p < .001$) independently predicted contemporaneous changes in relationship satisfaction over one year. Further, as relationships progressed, support perceptions became more strongly associated with relationship satisfaction ($\beta = .09$; $p < .05$), whereas capitalization perceptions became more weakly associated with relationship satisfaction ($\beta = -.05$; $p < .05$). Findings highlight the value of examining how couples interact during times of success and times of distress. Although capitalization and support processes uniquely contribute to relationship well-being, their relative importance changes as relationships develop.

#63
Social and Personality Psychology/Psychologie sociale et de la personnalité

"LOVE THE SKIN YOU'RE IN": SELF-COMPASSION AND POSITIVE BODY IMAGE
Aleka MacLellan, Mount Allison University; Louise Wasylkiw, Mount Allison University

The purpose of the current study was to examine the relations between self-compassion and women's body image concerns. Specifically, it was expected that self-compassion would account for unique variance beyond self-esteem in body image measures. One hundred and forty-two female undergraduate students completed a series of questionnaires assessing self-compassion, self-esteem, and three indices of body image. A series of hierarchical regression analyses indicated that high self-compassion predicted fewer body concerns even when controlling for self-esteem. Moreover, for two of the three indices, when both self-compassion and self-esteem were included as predictors, self-compassion accounted for unique variance whereas self-esteem did not. This study provides evidence that self-compassion has a role in women's body image concerns. One possible explanation for this finding concerns social comparison processes. Specifically, whereas self-esteem relies on being better than others, self-compassion does not entail comparisons with others. Thus, using an experimental paradigm, we are currently collecting data to examine this issue. This research will provide further information on the current understanding of women's body image concerns.

#64
Social and Personality Psychology/Psychologie sociale et de la personnalité

EXECUTIVE FUNCTIONING IN PROVOKED PHYSICAL AGGRESSION
Angele M MacTavish, University of Guelph; Karl Hennig, University of Guelph; Heather McLean, University of Guelph

Executive functioning (EF) are higher-level control processes that regulate lower-level processes to shape complex performance. Although remaining an elusive construct, researchers have dichotomized EF into "cool" cognitive processes, such as cognitive flexibility, and "hot" emotional processes, such as decision-making. The aim of the current study was to investigate EF as a moderator of the relation between provocation and overt aggression, comparing the effectiveness of "cool" and "hot" EF to attenuate aggression. Undergraduate participants (N = 224; 62% female; M = 18.6 yrs.; SD = 1.2 yrs.) completed measures of "cool" (Wisconsin Card Sorting Task, Trail Making Test - Part B) and "hot" EF (Iowa Gambling Task). Aggression was measured using a modified version of the Taylor Aggression Paradigm in which participants blasted an ostensive task "partner" after having been provided with either positive or negative feedback from the alleged partner. The relationship between EF and aggression varied with each measure: the Wisconsin Card Sorting Task was associated with aggression for males, but not for females; the Trail Making Test- Part B was not related to aggression; the Iowa Gambling Task was the strongest predictor of aggression for both genders. Findings highlight the importance of including measures of EF (especially "hot" EF) in the assessment of aggression.

#65
Social and Personality Psychology/Psychologie sociale et de la personnalité

DO I DESERVE TO BE PERFECT? THE ROLES OF PERFECTIONISM AND IMPLICIT SELF-ESTEEM IN POST-FEEDBACK ANXIETY
Hanna I McCabe-Bennett, Wilfrid Laurier University; Robert Gebotys, Wilfrid Laurier University

Evaluative concerns (EC) perfectionists require reassurance from others to diminish their experience of anxiety, whereas personal standards (PS) perfectionists do not have this need for reassurance (Wu & Wei, 2008). Similarly, individuals with low implicit, or unconscious, self-esteem tend to experience worse moods after receiving negative feedback from others than those with high implicit self-esteem (Meagher & Aidman, 2004). Currently, it is unclear how these two traits function together in the experience of anxiety. The present research sought to demonstrate that considering perfectionism and implicit self-esteem together would better predict anxiety in post-feedback situations than by considering either trait separately. Participants completed two brain-teasers, each followed by either positive or negative performance feedback and an anxiety measure. Next, participants completed a perfectionism measure and an implicit associations test to determine level of implicit self-esteem. Results indicated that change in anxiety is significantly predicted by PS perfectionism. Those people high in PS perfectionism experienced the greatest increase in anxiety after receiving negative feedback compared to positive feedback. These findings could be useful in clinical settings to help diminish anxiety for individuals who often receive negative feedback, such as university students.

#66
Social and Personality Psychology/Psychologie sociale et de la personnalité

ASSOCIATIONS OF MOTIVATIONAL SELF-DETERMINATION AND BEHAVIORAL SELF-REGULATION PROCESSES WITH PSYCHOLOGICAL WELL-BEING

Vanessa McColl, pt Integrated Health Services; Peter Horvath, Acadia University

Objective: This study examined the relationships of self-determined motivation and behavioral self-regulation variables involved in short-term and long-term goal pursuits with psychological well-being. Method: In an online survey, undergraduates (N = 186) completed measures of self-determined motivation, behavioral self-regulation, and well-being, and rated dimensions of their general and short-term goal pursuits. Results: Correlational and regression analyses of the whole sample and subsamples indicated that autonomous regulation and behavioral self-reinforcement were associated with each other, other self-regulation variables, and with well-being. In terms of specific goal-related processes, when pursuing important goals generally, experiential processes such as enjoyment of the act itself predicted well-being. In more circumscribed situations, however, such as in the pursuit of term goals, behavioral and cybernetic processes, such as perceived goal progress and self-reinforcement for goal progress predicted well-being. Conclusions: The findings of the study point towards the theoretical integration of experiential and behavioral forms of self-regulation as well as for understanding their differences in their relationship to well-being in long-term and short-term goal pursuits

#67
Social and Personality Psychology/Psychologie sociale et de la personnalité

TIME PERSPECTIVES, WELL-BEING AND HOPE

Jesse McElheran, University of Alberta; William Whelton, University of Alberta; Donald Sharpe, University of Regina

Time perspective (TP) represent a person's tendency to focus more on the past, present or future and have been shown to predict measures of individual well-being (Boniwell & Zimbardo, 2004). Time perspective research with a Canadian sample has been limited, and has not measured hope in relation to the differing TP. This study was designed to explore the relationship between one's time perspectives (past-positive, past-negative, present-hedonistic, present-fatalistic, future or balanced) and measures of individual well-being such as positive/negative affect, self-actualization, life satisfaction and hope. Snowball sampling was used to recruit 291 adult Canadian residents via social media websites. Participants completed an electronic survey consisting of 149 questions including demographics, and measures of time perspective, positive/negative affect, life satisfaction, self-actualization and hope. Correlational analysis was used to examine the association between the various scales and sub-scales and to suggest which time perspective best predicts hope and personal well-being . Cut-off-point and cluster analysis was used to validate the Balanced Time Perspective construct, suggesting that an appropriate balance of perspectives is most adaptive. Results are discussed and integrated into current time perspective and hope research.

#68
Social and Personality Psychology/Psychologie sociale et de la personnalité

LEND A HAND - EARN A PRIZE FOR YOUR ROMANTIC PARTNER!

Harley I Meirovich, Wilfrid Laurier University; Lara Kammrath, Wilfrid Laurier University

Past research indicates that in depleting situations, self-control may be more important than love in determining whether people will engage in pro-relational behaviour. The purpose of the present study was to determine whether the amount of time and effort spent on a task to benefit a romantic partner depended more on love or trait self-control, and whether it depended on how depleting the task was. Participants were randomly assigned to use their dominant or non-dominant hand to copy definitions onto flashcards; they received $0.25 for their partner for each completed definition. The results indicated that participants using their non-dominant hand spent less time and effort on the flashcard task than participants using their dominant hand. However, neither loving feelings nor trait self-control significantly predicted behaviour in either condition. These findings suggest that when people are depleted, they are less likely to engage in pro-relational behaviour, but further research is required to investigate what motivates pro-relational behaviour in depleting situations.

#69
Social and Personality Psychology/Psychologie sociale et de la personnalité

PERCEPTION OF HOMESICKNESS AMONG YOUNG ADULTS

Suzanne Y Melanson, Saint Mary's University; Maryanne L Fisher, Saint Mary's University

There has been little scholarly investigation into homesickness, although it is very prevalent and experienced by the majority of individuals at least once in their life (Fisher, 1989). It is an important phenomena, because experiencing homesickness has been linked with depression, memory lapses, poor concentration and distress (Fisher & Hood, 1987; Burt, 1993). Our primary goal is to explore potential sex and age differences in experiences of homesickness, with a secondary goal of investigating potential coping strategies. We propose that due to the social role theory, as well as evolutionary psychology, men will experience less homesickness than women, as will those who are younger. To test our hypotheses, we asked two groups to complete surveys that detail attitudes towards and perceptions of "home". The first is university students who are living away from home, and we are investigating whether feelings of coercion to attend university influences homesickness. The other groups are young adults who are staying in youth hostels around Canada. Our goal is to not compare these two groups but rather document experiences of homesickness, as it may relate to participant sex and age. This study is underway at the present time.

#70
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE ROLE OF ANGER RUMINATION IN ATTACHMENT AND FORGIVENESS

Aidan Millar, Brock University; Kathryn Belicki, Brock University

This study examined the relations of anger, anger rumination, general rumination, and adulthood attachment styles to both situation-specific and dispositional forgiveness. Previous research has found that ruminators and insecurely attached adults are less forgiving. In addition, Barber, Maltby, and Macaskill (2005) observed that anger rumination was correlated with dispositional forgiveness, and proposed that it would predict forgiveness independently of anger expression and general ruminative thought patterns, but they did not test this hypothesis. The present study examines this hypothesis and extends it to a consideration of both trait and situation-specific forgiveness. A battery of self-report questionnaires was administered to 183 undergraduate students. As predicted, multiple regression analyses indicated that anger rumination uniquely predicted trait and state forgiveness scores, independent of anger and general rumination. Furthermore, mediational analyses (following Baron & Kenny, 1986) indicated that anger rumination fully mediated the relations between trait forgiveness and both avoidant and anxious attachment styles. For state forgiveness, it fully mediated the relation with anxious attachment and partially mediated the relation with avoidant attachment. The implications of these findings will be discussed.

#71
Social and Personality Psychology/Psychologie sociale et de la personnalité

CONTRIBUTIONS OF POSITIVE AND NEGATIVE SOCIAL EXCHANGES TO NEWLYWED COUPLES' RELATIONSHIP SATISFACTION OVER TIME

Roanne D Millman, Simon Fraser University; Jill M Logan, Simon Fraser University; Rebecca J Cobb, Simon Fraser University

Couples' behaviour, and their ability to understand each other, is important for marital satisfaction. However, past research has largely ignored the positive and focused on the impact of negative interactions on relationship outcomes. We examined how positive and negative relationship behaviours predicted marital satisfaction in 180 newlywed couples. Spouses completed measures of relationship satisfaction, perceptions of negative partner behaviour, and perceptions of positive self and partner behaviour (i.e., empathy and perspective taking) five times over two years. Multi-level models indicated that, contemporaneously, negative partner behaviour predicted declines in marital satisfaction, whereas positive self and partner behaviour predicted increases in husbands and wives' marital satisfaction. Further, time-lagged analyses indicated that husbands' and wives' perceptions of earlier negative partner behaviour predicted subsequent decreases in satisfaction, whereas their perceptions of earlier positive self and partner behaviour predicted subsequent increases in wives', but not husbands', relationship satisfaction. Although negative relationship behaviours appear to be a stronger predictor of marital satisfaction, positive behaviours may also serve to maintain healthy relationships and play a part in the prediction of concurrent and subsequent marital satisfaction.

#72
Social and Personality Psychology/Psychologie sociale et de la personnalité

COPING BY MUSIC LISTENING AND EMOTION REGULATION AMONG LATE ADOLESCENTS

Dave Miranda, University of Ottawa; Amélie Morinville, University of Ottawa; Muna Osman, University of Ottawa

In the psychology of music, an important assumption is that emotion regulation is the core function of everyday music listening. The literature further posits that most coping strategies that involve music in youth should thereby stem from emotion regulation (Saarikallio & Erkkila, 2007, Psychology of Music, 35, 88-109). Surprisingly, there is a scarcity of studies that actually tested this hypothesis. The purpose of this study was to test if coping by music listening (problem-solving, emotional management, and avoidance) was significantly related to emotion regulation (emotional reappraisal and emotional suppression) in late adolescence. The sample consisted of 342 late adolescents aged from 17 to 21 years (mean age = 18.38 years) of which most (82%) were female participants. These participants filled-out self report scales of coping by music listening (Miranda & Claes, 2009, Psychology of Music, 37, 215-233) and emotion regulation (ERQ; Gross & John, 2003; Journal of Personality and Social Psychology, 85, 348-362). Results from structural equation modeling confirmed that higher levels of emotion regulation predicted higher levels of coping by music listening (beta = .36; CFI = .96; RMSEA = .07). This study is among the first to lend credence to the notion that coping strategies against stress that involve music listening might stem directly from emotion regulation in youth.

#73
Social and Personality Psychology/Psychologie sociale et de la personnalité

REDUCING STIGMA AGAINST DEPRESSION

Jennifer Jiwon Na, University of Toronto; Alison Chasteen, University of Toronto

Studies have shown that stigmatizing views of mental illnesses are common. However, less is known about the possible methods of reducing the stigma. The purpose of this study is to test the efficacy of two well-known social psychology techniques, imagined interaction (IT) and perspective-taking (PT), for reducing stigma against depression. Imagined interaction and perspective-taking have shown to effectively reduce prejudice against ethnic and social minority groups. First, participants read a vignette of a target individual with depression. Next, depending on their condition, they either imagined interacting with the individual with depression (IT), or imagined they were the individual with depression (PT) or imagined walking around the campus (control). Following the imagery task, their reactions to the target individual and group were measured. Preliminary analyses done with 25 participants (Female n= 16; Male n= 9; M Age= 18.8) revealed that the level of pity is significantly higher for the control group than for the imagined interaction group ($F(2,22) = 4.84$, $p=.02$). Pity is an emotion expressed toward someone who is perceived to be incompetent but warm (Cuddy, Fiske & Glick, 2007), both of which are stereotypic traits of an individual with depression. Further analyses on personal stigma and stereotypic traits will be conducted upon collection of 60 participants.

#74
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE PROFILE OF A FACEBOOK USER: THE INTERSECTIONS OF PSYCHOSOCIAL AND PERSONALITY VARIABLES WITH FACEBOOK USE

Alex R Naber, Centre for Addiction and Mental Health; Danielle E MacDonald, Ryerson University

Facebook is an online social networking tool that has become immensely popular. Research has indicated that the social benefits derived from Facebook use may differ based on personality factors (Zywica & Danowski, 2008). However fewer studies have examined the ways in which the overlap between both psychosocial variables and personality may impact Facebook use. This study investigated the associations between loneliness, extraversion and neuroticism as predictors of Facebook use, and further examined whether gender moderated these relationships. A sample of 289 undergraduate students (67.1% female, 32.9% male) at a large metropolitan university completed a battery of questionnaires, including measures of Facebook use, loneliness and personality. Multiple regression analyses indicated that the following models significantly predicted Facebook use: loneliness and neuroticism ($p < .001$, $R2 = .07$); extraversion, loneliness and neuroticism ($p < .001$, $R^2 = .11$). Additionally, probing of interactions indicated that gender moderated the relationship between extraversion and Facebook use ($p < .001$, $R^2 = .08$). These results suggest that psychosocial and personality factors may play an important role in patterns of Facebook use, and contribute to the growing body of literature in this field.

#75
Social and Personality Psychology/Psychologie sociale et de la personnalité

SOCIAL CHANGE IN THE CONTEXT OF SOCIAL PSYCHOLOGY: THE DRAMATIC SOCIAL CHANGE SCALE

Mariam Najih, Université de Montréal; Laura French Bourgeois, Université de Montréal; Roxane de la Sablonnière, Université de Montréal

Dramatic social change, such as the Arab Spring or the breakdown of the Soviet Union, is present throughout history and is a reminder of the changing social environments we live in. Sociology has been leading the study of social change. To date, theories elaborated in this field have however neglected the point of view of the individuals who experienced dramatic social change. Moreover, the study of dramatic social change has been ignored in psychology. There is therefore a need to define and understand dramatic social change within the context of social psychology. So far the few studies that considered the perspective of individuals (e.g., de la Sablonnière, French Bourgeois, & Najih, 2011) partially contributed to the definition of dramatic social change by identifying several of its characteristics (e.g., valence, pace, number). The goal of the present study is to contribute to the integration of dramatic social change in social psychology by creating the Dramatic Social Change Scale (DSCS). The focus here is dramatic economic social change. University students (N=214) in Kyrgyzstan answered the questionnaire. Exploratory factor analysis reduced 6 items of the scale into 2 factors: objective and subjective characteristics of dramatic economic social change. Confirmatory factor analysis supports these results within a second sample of Kyrgyz students (N=230).

#76
Social and Personality Psychology/Psychologie sociale et de la personnalité

WHO IS THE MOST ENVIOUS OF THEM ALL? EXAMINING HOW 3 NARCISSISTIC SUBTYPES RELATE TO DISPOSITIONAL AND EPISODIC ENVY

Darren Neufeld, University of Manitoba; Edward A Johnson, University of Manitoba

Narcissists, despite demonstrating grandiose self-regard, paradoxically are described as highly envious of advantaged others according to clinical theory (Beck, Freeman, & Davis, 2004) and the DSM-IV-TR definition (APA, 2000). Conceivably, Wink's (1992) distinction between grandiose (GN) and vulnerable (VN) narcissistic subtypes may help resolve this paradox. Unlike GNs, VNs report feeling painful self-conscious emotions (Hendin & Cheek, 1997) and contingent self-esteem (Zeigler-Hill, 2006), suggesting that VNs may be more prone to feel envy. This hypothesis received support in pilot-testing, with VN showing positive-, but GN negative-, valenced paths to self-reported dispositional envy and a total model effect for VN only. The present study further explores these relations, separating GN into adaptive and pathological variants (Pincus et al., 2009) and utilizing a behavioural measure of envy (Zizzo & Oswald, 2001). Participants competed in a betting game for monetary earnings, but were told two opponents were unfairly advantaged. Following betting, players could eliminate any opponent's earnings at a cost of 1:6. We anticipated that eliminating would be less affected by social desirability than self-reported envy and hence may be a purer measure of envy. Implications for the narcissism-envy paradox are examined in light of the present research.

#77
Social and Personality Psychology/Psychologie sociale et de la personnalité

ROMANTIC RELATIONSHIPS AND SELF-INJURY: INVESTIGATING THE INFLUENCE OF RELATIONSHIP SATISFACTION AND DYADIC COPING ON SELF-INJURIOUS BEHAVIOUR IN YOUNG ADULTS

Andrew Nguyen, University of Ottawa; Angela Caron, University of Ottawa; Marie-France Lafontaine, University of Ottawa; Tara Mcrae, Tara McRae

Non-suicidal self-injury (NSSI), the practice of injuring oneself without suicidal intent, occurs more frequently than is commonly recognized, with prevalence rates ranging from 12% to 17% in young adult samples (Whitlock et al., 2006). Despite its prevalence, few studies have been conducted in this area, and fewer still have examined the effects of romantic relationships on NSSI behaviour. The objective of this study is to investigate the influence of romantic relationship satisfaction and dyadic coping on NSSI behaviour in young adults. A sample of 1,086 individuals between 17-25 years and currently involved in a couple relationship was recruited for participation. Participants completed a survey package including self-report measures of romantic relationship satisfaction, dyadic adjustment, and NSSI. Results suggest that participants reporting decreased relationship satisfaction and predominately negative dyadic coping strategies more often engage in self-injurious behaviours than those reporting greater relationship satisfaction and positive dyadic coping strategies. These findings indicate that romantic relationship satisfaction and dyadic coping serve as significant predictors of NSSI behaviour in young adults.

#78
Social and Personality Psychology/Psychologie sociale et de la personnalité

PSYCHOMETRIC PROPERTIES OF THE GENDER ROLE CONFLICT SCALE AMONG IRISH ADOLESCENT MALES

Cormac O'Beaglaoich, School of Psychology, National University of Ireland, Galway; Todd Morrison, Department of Psychology, University of Saskatchewan.

The psychometric properties of a new measure of gender role conflict for adolescents was investigated using a sample of Irish males (N = 307; mean age = 15.75). Exploratory factor analysis suggested that a 26-item, single factor solution, accounting for 40% of the variance, best described the data. The scale score reliability for this measure was high (alpha = .94; 95% CI = .93-.95). To assess the measure's construct validity, it was predicted that gender role conflict would correlate negatively with self-esteem (Rosenberg Self-esteem Scale: alpha = .77; 95% CI = .73-.81) and correlate positively with endorsement of hegemonic standards for male behaviour in interpersonal relationships (alpha = .74; 95% CI = .69-.79). The former prediction was supported whereas the latter was not. Strengths and limitations associated with the current research and directions for further inquiry are discussed.

#79
Social and Personality Psychology/Psychologie sociale et de la personnalité

INTERPERSONAL COMPLEMENTARITY: THE MODERATING EFFECT OF SELF-PERCEIVED TRAITS ON PERCEPTIONS OF OTHERS' SITUATIONAL INTERPERSONAL BEHAVIOUR

Thomas Oliver, University of Guelph; Daniel Zdzieborski, University of Guelph

With its two dimensions of agency and communion, the interpersonal circle is a framework that can conceptually represent both personality traits and interpersonal situations (Horowitz & Strack, 2011). Drawing upon the interpersonal circle and the rule of complementarity (Carson, 1969) we predicted that individuals who scored high on the trait of agency would be less likely to perceive others' interpersonal behaviours as agentic, compared to those who scored low on the trait of agency; and individuals who scored high on the trait of communion would be less likely to perceive other's interpersonal behaviours as communal, compared to those who scored low on the train of communion. However, because support has been found for only the latter relationship (Sadler & Woody, 2003), the current study investigated whether the rule of complementarity moderates perceptions of others' communion and agency using 24, newly developed, short vignettes describing dyadic interpersonal interactions that were representative of the 8 octants of the interpersonal circle (3 vignettes per octant). Over 100 undergraduate students completed self-perceived trait ratings (Wiggins, 1995), and at a later time they rated their perceptions of others' situational interpersonal behaviour for each of the 24 vignettes. Findings generally supported the rule of complementarity.

#80
Social and Personality Psychology/Psychologie sociale et de la personnalité

FORGIVENESS CAN MODERATE THE NEGATIVE RELATIONSHIP BETWEEN CONSCIENTIOUSNESS AND ACADEMIC PROBLEMS AMONG ADOLESCENTS IN QUEBEC

Muna Osman, University of Ottawa; Amélie Morinville Morinville, University of Ottawa; Dave Miranda, University of Ottawa; Patrick Gaudreau, University of Ottawa

Among the Big Five's personality dimensions (Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness), Conscientiousness (organization and goal striving) is a good predictor of academic success and less academic problems. Research regards forgiveness (tendency to forgive oneself and others) as beneficial for self-regulation. Thus far, little is known about how personality interacts with forgiveness to predict life outcomes in adolescence. This study's aimed to: (1) examine the links among the Big Five, forgiveness, and academic problems; (2) test if forgiveness moderated the expected negative link between Conscientiousness and academic problems. The sample was 264 high school students (Mean age: 15.65 years; 145 Males; 133 Females) whom completed self-report scales. Results showed that Conscientiousness and Agreeableness were negatively linked to academic problems; while Agreeableness and Openness were positively linked to forgiveness. Moderated hierarchical regressions showed that forgiveness moderated the link between Conscientiousness and academic problems. The negative link between Conscientiousness and academic problems was significant for adolescents high in forgiveness (B= -.30, p< .001), but not significant for those low in forgiveness (B=-.06, p= 482). Thus, conscientious adolescents could be better students insofar as they forgive themselves and others.

#81
Social and Personality Psychology/Psychologie sociale et de la personnalité

MODELLING, EATING, AND CONSUMPTION STEREOTYPES: INVESTIGATING THE EFFECTS OF NORMAL- AND OVERWEIGHT MODELS ON THE EATING BEHAVIOUR OF RESTRAINED AND UNRESTRAINED EATERS

Ashley L. Palandra, University of British Columbia; Janet Polivy, University of Toronto

The current study examined whether confederate characteristics, specifically confederate weight, could alter the extent to which individuals adhere to prescribed eating norms. Restrained eaters (i.e., chronic dieters) and unrestrained eaters (i.e., non-dieters) watched videos depicting normal-weight and overweight confederates eating either large or small amounts of food. Subsequently, participants were asked to eat cookies, ostensibly for a taste-rating task. As predicted, confederate intake significantly affected participants' eating behaviour. Specifically, participants ate more or less cookies when the confederates ate either excessively or minimally, respectively. Confederate weight did not impact participants' intake, but did influence their perceptions of the models (e.g., the fat models were rated as less attractive). Confederate intake differentially affected participants' perceptions of the models. Our results revealed that normal weight and overweight models who ate a large amount of food were rated as being more greedy, less active, lazier, and less moral. In addition, dietary restraint was also found to affect the impression participants formed: restrained eaters rated the normal-weight model who ate a large amount of food as significantly less moral than the normal-weight model who ate a small amount of food.

#82
Social and Personality Psychology/Psychologie sociale et de la personnalité

"I'M STRESSED OUT!" IMPLICIT SELF-ESTEEM, EXPLICIT SELF-ESTEEM, STRESSORS, AND COPING

Lilly Pease, Carleton University; Christian Jordan, Wilfrid Laurier University

Research on undergraduate students suggests that stress is the most common health problem impacting their academic performance. Traditional research has examined how self-reported, explicit self-esteem relates to coping strategies; however, this research has not examined effects of the less conscious and more intuitive, implicit self-esteem. Both kinds of self-esteem (SE) are generally uncorrelated, yet uniquely important to self-functioning. For example, numerous studies demonstrate that people with high explicit and low implicit SE are often defensive and self-enhancing. In this study we examined different combinations of implicit and explicit SE in relation to how people cope with stress. We also examined whether the number of stressors people experience influences the coping strategies they report using. Participants completed measures of implicit SE, explicit SE, types of stressors, reported levels of felt stress, and coping strategies. Results indicate that participants with different combinations of implicit and explicit SE report using different coping strategies, particularly when they experience several stressors.

#83
Social and Personality Psychology/Psychologie sociale et de la personnalité

CELLPHONE USE AND SOCIAL IDENTITY

Marina Rain, York University; Katrina Fong, York University; Raymond A. Mar, York University

The availability of text messaging and access to social networking sites (SNS) on cellphones provides flexibility in communication. Is cellphone use also related to our self-perception and sense of social connectedness? In this study, 220 participants (63 males) completed a questionnaire assessing cellphone use and a measure of perceived social support (Interpersonal Social Evaluation List; ISEL). Individuals with unlimited texting and access to SNS on their phone perceived greater social support than individuals without these features (texting: $t = -2.53$; SNS: $t = -3.21$; all ps $< .05$ unless otherwise noted), whereas no difference was observed for an unlimited talk feature ($t = -.01$, $p > .05$). Specifically, people who had unlimited texting and access to SNS expressed a greater belief in belonging to a group of people who (1) wanted to spend time with them (belonging sub-scale of the ISEL; $t = -2.74$; $t = -2.24$) and (2) had a positive impression of them (self-esteem sub-scale of the ISEL; $t = -2.01$; $t = -2.53$). Certain features of cellphones may allow for more opportunities to connect with others, confirming social identity by reminding us of our role in a social group. Possible differences in influence from texting, SNS, and talking on phones will be discussed. Furthermore, as these findings are correlational, other explanations for these results will be explored.

#84
Social and Personality Psychology/Psychologie sociale et de la personnalité

SO YOU THINK YOU'VE GOT PROBLEMS: INTERPERSONAL INFLUENCE ON WOMEN WITH LOW APPEARANCE SELF-ESTEEM WITHIN THE CONTEXT OF SELF-AFFIRMATION

Danielle C Ransom, Lakehead University; Kristine Knauff, Lakehead University; Ron Davis, Lakehead University

Research investigating Self-Affirmation Theory (Steele, 1988) suggests that individuals exposed to a threat to an aspect of the self are motivated to affirm another domain of self-worth in an effort to maintain self-integrity. The current study investigated the relationship between self-affirmation and appearance self-esteem during an ecologically valid interpersonal interaction. Ninety-eight female undergraduates took part in a videotaped role play where an appearance or academic-related topic was discussed with an experimenter, followed by a review of their role play. Results of the study provided partial support for self-affirmation theory as individuals in both groups re-invested stake in other domains of self-worth. However, individuals with low appearance self-esteem, who discussed an appearance-related topic, subsequently invested stake in an appearance domain of self-worth; this finding contrasted with discussion of an academic-related topic, and is contrary to self-affirmation theory. Exploratory analyses revealed that these women identified more with the troubles of the role play protagonist. Further, individuals with low appearance self-esteem in both conditions exhibited greater negative affect following the video review. These findings have implications for understanding the enduring quality of body image concerns as well as interventions designed to improve them.

#85
Social and Personality Psychology/Psychologie sociale et de la personnalité

REASONS TO LIVE ACROSS LEVELS OF SUICIDALITY AND RESPONDENT SEX

Slade J Rieger, University of Manitoba; Tracey Peter, Univeristy of Manitoba

Scholarly research focusing on social-psychological and social-environmental factors have found these measures to be correlated with suicidality. Further, females tend to have higher rates of suicidal ideation and attempts, whereas males are more likely to complete suicide. Literatures examining these factors tend to overlook what may impact a person's "Reasons to Live." Using 1200 university students, the goal is to empirically test, by employing multivariate nested regression models (by levels of suicidal behaviour and respondent sex)the following questions: (1)What factors correlate with students' reasons to live? (2)When separated by level of suicidal behaviour, are there changes to factors affecting students' reasons to live? (3)Are there significant differences between respondent sex, nested within level of suicidal behaviour, on students' reasons to live? Results reveal that, among students with either serious suicidal ideation or a suicide attempt in the last year, the strongest predictor for "Reasons to Live" was strength of religious faith. Moreover, for females, strength of religious faith was a significant predictor, only for those who identified as "never suicidal", whereas for males, strength of religious faith was the strongest predictor for those with serious suicidal ideation or a previous suicide attempt. Implications of these findings will be discussed.

#86
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE EFFECT OF PSYCHOLOGICAL DISTANCE ON FORGIVENESS

Sana Rizvi, University of Waterloo; Ramona Bobocel, University of Waterloo

We draw on the Construal Level Theory of Psychological Distance (CLT; Trope & Liberman, 2003) as a framework to examine whether forgiveness can be promoted by cognitively removing the self from a transgression. Using a standardized procedure for inducing mindset, in a first phase participants were required to consider either why (abstract mindset) or how (concrete mindset) they would engage in an activity. Then, they imagined themselves to be the victim of an injustice that occurred recently (temporally near condition) or years ago (temporally distant condition), thereby manipulating psychological distance. Forgiveness was assessed with the Transgression-Related Interpersonal Motivation scale (McCullough et al., 1998). We found forgiveness to be greater in the distant vs. near condition, but only in the abstract mindset conditions. In contrast, the effect of psychological distance was attenuated in the concrete mindset conditions. These results indicate that, as predicted by CLT, increasing psychological distance facilitates forgiveness via abstract reasoning.

#87
Social and Personality Psychology/Psychologie sociale et de la personnalité

ATTACHMENT AND CULTURAL CONFLICT IN INTERCULTURAL ROMANTIC RELATIONSHIPS

Achala Rodrigo, University of Toronto Scarborough; Leyla Javam, University of Toronto Scarborough; Anika Rasheed, University of Toronto Scarborough; SiSi Tran, University of Toronto Scarborough

According to census data, the number of intercultural romantic relationships has been on the rise. Unfortunately, these relationships face many detriments such as higher divorce rates, and lower relationship quality and satisfaction. The present study explores the factors that govern the emotional experience of intercultural romantic partners, in the presence of cultural conflict. More specifically, we examine the effects of individual differences in attachment during such conflict interactions. We also explore the interplay of these individual differences in attachment with perceived cultural compatibility, perceived partner openness and trust, in the presence of intercultural conflict. The results demonstrate that, individuals who are more insecurely attached show lower perceptions of cultural compatibility and subsequently experience more negative emotional reactions, along with lower relationship satisfaction. Anxious attachment in particular appears to drive lower levels of trust, along with perceptions of cultural incompatibility. Interestingly, the results also demonstrate the buffering effect of perceived partner openness in moderating the negative association between avoidant attachment and relationship satisfaction. These findings will be discussed in terms of the broader implications for the quality, satisfaction and stability of intercultural relationships.

#88
Social and Personality Psychology/Psychologie sociale et de la personnalité

PERSONALITY CHARACTERISTICS OF FEMALES WHO ENGAGE IN COMORBID FOOD RESTRICTION AND ALCOHOL ABUSE

Kaley M Roosen, York University; Jennifer S Mills, York University

There has been little research examining the personality characteristics of women who deliberately engage in food restriction in order to 'save' calories prior to an episode of binge drinking. The objectives of this study were to examine psychological factors related to concurrent disordered eating and binge drinking in young women. A total of 123 females (M age = 20.6, SD = 4.1), who endorsed changing their eating before an episode of alcohol consumption, completed standardized measures of attitudes and behaviours related to binge drinking and disordered eating (e.g., restrained eating, depression, anxiety, self-esteem, body dissatisfaction). Preliminary results demonstrate a significant number of females are concerned about the caloric content in alcohol (52.8%). 36.6% reported eating less food and 9.8% reported either skipping meals or eating no food before an occasion that they will be drinking alcohol. Females who engage in intentional caloric restriction in relation to alcohol consumption were more likely to engage in other unhealthy weight-loss behaviours and report higher levels of body dissatisfaction ($F(1,121) = 13.44$, $p < .001$). Gaining a better understanding of the psychological profiles of women who engage in intentional food restriction and binge drinking may lead to enhanced treatment and prevention interventions.

#89
Social and Personality Psychology/Psychologie sociale et de la personnalité

A FRAMEWORK FOR INTRASEXUAL COMPETITION USE AS PERCEIVED BY TARGETS

Sarah Shaw, Saint Mary`s University; Maryanne Fisher, Saint Mary`s University

According to social and evolutionary psychology, individuals should obtain mates who are of good quality. These mates presumably have desirable personalities, are physically attractive, and show parenting potential. However, there is a limited pool of potential mates who reach these standards, which necessitates competition among those trying to acquire these mates. Moreover, once a good mate has been obtained, one must also attempt to retain that person, which may involve competitive acts. In the current study, our goal is to explore targets' perceptions of strategies used by others for intrasexual competition. This is a novel question because prior work (e.g., Buss, 1988; Fisher & Cox, 2011) has only explored the existence or deployment of the strategies, and there has been no previous examination of a target's perspective on the use of these strategies. Within a two-phase study, we are investigating the influence that each of four previously documented strategies (Fisher & Cox, 2011) have on targets. In Study 1, a qualitative investigation demonstrated a total of 378 separate acts experienced by targets. In Study 2, the Competitive Target's Perspective's Survey was developed to gauge the frequency of one's experience as a target of competition, as captured by the four strategies. Data collection is ongoing and will be completed shortly.

#90
Social and Personality Psychology/Psychologie sociale et de la personnalité

SOCIAL RELATIONSHIPS: MECHANISMS FOR GUIDING CROSS-SPECIES SOCIAL INTERACTIONS BETWEEN ZOO APES AND HUMANS

Joshua J Smith, York University

Relationships guide human and ape social behavior. Within social groups, they 1) track relationships with individuals from strangers to casual acquaintances to familiar allies and kin and 2) adjust their behavior relative to these relationships. With familiar individuals, behavior is guided by inter-individual relationships based on a shared social history. Conversely, with unfamiliar individuals, behavior is guided by generic scripts based on a collective history of interactions with unfamiliar individuals over time. Hosey (2008) proposed that primates form different relationships with familiar and unfamiliar humans encountered in the zoo. I conducted the first systematic analysis of this proposal with orangutans and gorillas at the Toronto Zoo: Toronto, Ontario, Canada. Ape-human interactions were guided by the same mechanisms as ape and human interactions with conspecifics (i.e., social relationships and familiarity). Human familiarity predicted ape-initiated human-directed behaviors (HDBs). Apes engaged in significantly more and longer interactions with familiar than unfamiliar humans. HDBs to familiar and unfamiliar humans were qualitatively different. Patterns of HDBs also differed between adult and immature apes and between ape species. Regardless of familiarity, immature apes interacted more with humans than adults did and orangutans interacted more than gorillas.

#91
Social and Personality Psychology/Psychologie sociale et de la personnalité

IS NEUROTICISM A SOURCE TRAIT FOR PERFECTIONISM? A LONGITUDINAL ACTOR-PARTNER INTERDEPENDENCE MODEL

Martin M. Smith, Dalhousie University; Simon B. Sherry, Dalhousie University; Sean P. Mackinnon, Dalhousie University; Sherry H. Stewart, Dalhousie University; Dayna L. Sherry, Capital District Health Authority; Martin M Antony, Ryerson University; Nikola Hartling, Saint Mary's University; Nikola Hartling, Saint Mary's University

Neuroticism is a high-order, broadband trait believed to underlie and to predispose various lower-order, narrowband traits (Lahey, 2009). In other words, neuroticism may represent a "source trait"—a higher-order trait from which lower-order traits arise (Saulsman et al., 2004). Cross-sectional research indicates neuroticism and perfectionism correlate moderately to strongly (Dunkley et al., 2006). However, there is little research directly testing if neuroticism is a source trait for perfectionism. Consequently, a 28-day longitudinal study of 226 romantic couples was conducted to test the hypothesis that neuroticism comes before and contributes to increases in perfectionism. A longitudinal actor partner interdependence model was used to test for actor effects and partner effects. It was hypothesized that the woman's past levels of neuroticism would predict changes in the women's future levels of perfectionism and that the man's past levels of neuroticism would predict changes in the man's future levels of perfectionism. Both self- and informant report measures were used in testing the hypothesis. Results supported the hypothesis: Neuroticism appears to be a source trait for perfectionism. The present study is the most stringent, comprehensive test to date of the neuroticism-perfectionism link, and suggests neuroticism may precede and produce increases in perfectionism.

#92
Social and Personality Psychology/Psychologie sociale et de la personnalité

SOLIDARITY AMONGST MINORITY GROUPS IN SUPPORT FOR REPARATIONS

Katherine B Starzyk, University of Manitoba; Renee M El-Gabalawy, University of Manitoba; Gregory D B Boese, University of Manitoba

We examined how non-Indigenous minority and White Canadians aged 18 years or older respond to reparations for Canada's Aboriginal Peoples using a large, nationally representative sample (N = 1,947). Participants indicated (1) the extent to which the government should be responsible for addressing human rights violations committed by previous governments, as well as (2) whether the government has done enough to address the wrongs committed against Aboriginal Peoples in Canada. After adjusting for sociodemographic variables, logistic regressions indicated that compared to White Canadians, visible minority Canadians were significantly more likely to agree the government should be responsible for addressing human rights violations and do more to address wrongs committed against Aboriginal Peoples. In the context of social-psychological theories, such as social identity theory, we discuss possible reasons for the findings.

#93
Social and Personality Psychology/Psychologie sociale et de la personnalité

ACADEMIC INTEGRITY IN UNIVERSITY: THE ROLE OF PERSONALITY TRAITS AND MOTIVATIONS

Rebecca Stead, Queen's University; Moira McIntyre, Queen's University; G. Cynthia Fekken, Queen's University

Emphasis on Academic Integrity is increasing in universities and colleges as technology makes information sharing easier. Using 123 undergraduates, we tested the hypotheses that the Dark Triad's (i.e., psychopathy, Machiavellianism, and narcissism) ability to predict Academic Dishonesty in essay writing would be enhanced by adding psychopathology or different motivations for dishonesty (risks and gains, student's intrinsic values, attitudes toward the teacher, and student's religion) to the equation. Psychopathy and the perceived risks and gains of academically dishonest behaviour predicted admitting to essay citation errors. Admitting to deception (e.g. fabricating citations) was predicted by psychopathy, attitude toward the teacher, and intrinsic values. Finally, psychopathy, narcissism, depression, and religious values predicted admitting to complete essay fabrication. Overall, depression was the one type of psychopathology that added to the Dark Triad in predicting Academic Dishonesty: depressed students reported engagement in more severe forms of Academic Dishonesty, such as submitting an essay from the web. Motivations for Academic Dishonesty showed differential and meaningful relationships to different types of Academic Dishonesty. Our research enhances understanding of how subclinical personality traits and motivations combine to predict Academic Dishonesty.

#94
Social and Personality Psychology/Psychologie sociale et de la personnalité

TRAIT PERFECTIONISM, PERFECTIONISTIC SELF-PRESENTATION AND PSYCHOLOGICAL DISTRESS IN ADOLESCENTS IN MAINLAND CHINA

Chang Su, York University; Gordon Flett, York University; Liang Ma, Anshan Continuing Education Institute; Lianrong Guo, Anshan Normal University; Paul Hewitt, University of British Columbia

Research on perfectionism is growing in China due to concerns that Chinese children and youth are under enormous pressure to be perfect and are prone to psychological distress. The current study examined the nature and correlates of trait perfectionism and perfectionistic self-presentation in high school students. A unique feature of this study is that students were recruited from two types of high schools reflecting their past academic performance. Our participants were 111 adolescents from an advanced high school in Mainland China (52 boys, 59 girls) and 131 adolescents from a non-advanced high school (68 boys, 63 girls). They completed a battery of measures that included the Child-Adolescent Perfectionism Scale, the Perfectionistic Self-Presentation Scale – Junior Form, and high parental expectations, and parental criticism. Two-way multivariate analyses of variance with type of school and sex as factors found that the students in the non-advanced high school had higher self-oriented perfectionism and parental criticism and boys reported higher levels of socially prescribed perfectionism and parental expectations. Correlational analyses confirmed that self-oriented perfectionism and perfectionistic self-presentation were associated with psychological distress and a similar pattern of correlations was found for students from the advanced and non-advanced high schools.

#95
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE INFLUENCES OF TELEVISION: AN EXAMINATION OF THE DIRECT EFFECTS OF VIEWING A MEDICAL DRAMA ON ATTITUDES ABOUT BIPOLAR DISORDER

Carolyn Szostak, University of British Columbia (Okanagan Campus); Jodi Webster, Key Rehabilitation Services; Alisa Fallowfield, University of British Columbia (Okanagan Campus); Husan Jan Khan, University of British Columbia (Okanagan Campus)

Television (TV) is thought to play a critical role in perpetuating the stigma that surrounds mental illness. Given that portrayals of mental illness are often negative and sensationalistic, it is not surprising that the strength of stigmatizing beliefs is inversely related to the amount of TV watched. While this relationship is well documented, there is little direct evidence that TV impacts mental health-related attitudes. Using a between-group design, the effects of three episodes from a popular TV series were evaluated. The main storyline of two of the episodes concerned bipolar disorder; the depiction was sensationalistic and negative in tone in one (MH-), and less dramatic and more positive in the other (MH+). A control episode did not include a mental health storyline. Self-report questionnaires were administered twice, two weeks (on average) before viewing the episode and immediately afterwards. Both within-subject and between-group comparisons revealed that attitudes were affected. The nature of the observed effects depended upon the specific episode and measure. In general, attitudes of the MH- group became more stigmatizing while the MH+ group's attitudes became more accepting. The results demonstrate that TV can perpetuate stigma. Importantly, they also indicate that TV can be entertaining while at the same time promote greater acceptance of the mentally ill.

#96
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE SOCIAL SIDE OF SELF-COMPASSION: ASSOCIATING HOW WE RELATE TO OURSELVES AND HOW WE RELATE TO OTHERS

Pamela Taylor, University of Guelph; Michael Grand, University of Guelph; Kelsey Harford, University of Guelph

Self-compassion is a healthy way of relating to the suffering self and has been linked to a number of positive aspects of psychological well-being. Despite this, there has thus far been very little research examining how this concept relates to various aspects of social relationships. The current study investigates whether levels of reported self-compassion are related to rejection sensitivity and excessive reassurance seeking from others. Furthermore, aspects of recalled parenting are examined to determine whether those who recalled their parents as unsupportive of their negative displays of emotion also demonstrated low self-compassion, a relationship proposed to be mediated by perceived mattering and experiential avoidance. A series of eight questionnaires measuring these constructs was administered online to approximately 250 undergraduate

students. Based on the obtained data, the model will be tested that (a) greater parental invalidation is be related to lower self-compassion, (b) experiential avoidance and perceived mattering mediate the relationship between parental invalidation and self-compassion, (c) higher levels of self-compassion predict lower rejection sensitivity, and (d) higher levels of self-compassion will predict excessive reassurance seeking. Results of the study will be presented in the current poster.

#97
Social and Personality Psychology/Psychologie sociale et de la personnalité

FACING FATE: LONGEVITY CAN BE ACCURATELY PREDICTED FROM THE FACE

Man-On Tong, University of Toronto; Nicholas Rule, University of Toronto; Chen-Bo Zhong, University of Toronto

The face is a rich source of information in predicting real-world outcomes. For example, research has shown that the face conveys valid information about an individual's health (Roberts et al., 2005). The current study examined whether one important health outcome, longevity, could be predicted from the face alone. Two hundred participants viewed yearbook photos of 100 university graduates from the class of 1923 and were asked to estimate how long each target lived. To explore the mechanisms underlying these judgments, ratings of perceived health and perceived wealth were also collected for each target. Estimates of longevity were found to accurately predict actual longevity ($r = .24$, $p = .02$), and evidence from structural equation modeling analyses suggested that perceived wealth guided perceivers' judgments. Overall, these results support a relationship between facial appearance and longevity, adding to a growing body of evidence demonstrating the power of the impressions from the face in predicting a range of real-world outcomes.

#98
Social and Personality Psychology/Psychologie sociale et de la personnalité

WHAT YOU SEE MAY BE WHAT YOU GET: RESILIENCE AND ATTENTIONAL BIASES

Danielle Valcheff, Laurentian University; Chantal Arpin-Cribbie, Laurentian University; Annie Roy-Charland, Laurentian University; Adele Robinson, Laurentian University

Resilience is defined as a positive capacity to bounce back from stress and trauma. Research suggests that, during stress, resilient individuals use positive emotion regulation strategies and experience a greater number of positive emotions than those who are less resilient. Therefore, differences could be expected in selective attentional biases towards emotional stimuli based on resilience. The current study investigated the impact of resilience on selective attention in response to mood induction. Selective attention was measured using eye tracker technology by recording eye movements on images presented to participants. Sixty participants viewed a series of slides, each containing a positive, negative and neutral image in order to measure attentional biases to emotional stimuli. Following the initial viewing session, participants were randomly assigned to either a positive, negative or neutral mood induction condition in which they viewed a brief film clip. Participants then viewed a post mood induction series of slides while eye movements were recorded. Data analysis was conducted to explore the influence of resilience on attentional biases and to determine how mood induction can influence selective attention depending on a person's level of resilience. Results and implications are discussed as they apply to current research.

#99
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE DARK TRIAD TRAITS AND THE DEADLY SINS

Livia Veselka, University of Western Ontario; Erica A Giammarco, University of Western Ontario; Vernon A Philip, University of Western Ontario

The present study reports associations between the traits comprising the Dark Triad personality cluster and those defining the seven deadly sins. The Dark Triad is composed of the sub-clinical traits of narcissism, psychopathy, and Machiavellianism, whereas the deadly sins include envy, greed, wrath, gluttony, sloth, lust, and vanity. In this study, 780 participants completed the D3-Short, which assesses the three Dark Triad variables. They also completed the Deadly Sins Questionnaire (DSQ), which we created for the purpose of this study to measure individuals' propensity to engage in any of the deadly sins. Results reveal significant positive correlations between the Dark Triad variables and all of the deadly sin traits. Particularly strong relations are noted between narcissism and vanity ($r = .59$), between psychopathy and the DSQ variables of wrath ($r = .55$) and lust ($r = .48$), and between Machiavellianism and the DSQ variables of greed ($r = .62$), wrath ($r = .52$), and vanity ($r = .50$) These findings add to our understanding of the antisocial nature of the Dark Triad traits. The presence of unique associations between the Dark Triad and the DSQ variables further shows that the Dark Triad cluster comprises overlapping but distinct constructs. The study also introduces a new measure to individual differences research—the DSQ—and offers evidence of its reliability and validity.

#100
Social and Personality Psychology/Psychologie sociale et de la personnalité

DOES JEALOUSY AND ANGER MEDIATE ATTACHMENT STYLES AND INTIMATE VIOLENCE PERPETRATION?

Sonya G. Wanklyn, Ryerson University; Jennifer M. Belus, Ryerson University; Katherine Iverson, VA Boston Healthcare System; Nicole D. Pukay-Martin, Ryerson University; Candice M. Monson, Ryerson University

The rates of intimate partner violence (IPV) have been estimated to be between 21-45% in dating couples, and the deleterious mental and physical health effects of experiencing IPV have been well documented. It is imperative that we determine factors associated with perpetration to prevent or address its occurrence. One important variable to examine in relation to IPV perpetration is attachment style, particularly given that perpetration may be used as a strategy to maintain relationships perceived as threatened. Yet, our understanding of this relationship is still in its infancy. The purpose of this study was to determine whether anger and jealousy mediated the relationship between attachment styles and physical IPV perpetration. This sample was comprised of 429 young adults, primarily in monogamous dating relationships, recruited from a large U.S. university.

The study employed bootstrapping procedures described by Preacher and Hayes (2008). Results indicated that anger mediated the relationship between attachment style and IPV perpetration for females. Although attachment style was associated with perpetration for males, neither jealousy nor anger were mediators. These results have important implications for IPV perpetration prevention and intervention efforts, particularly with respect to salient treatment targets for men compared to women.

#101
Social and Personality Psychology/Psychologie sociale et de la personnalité

ACTUAL AND PERCEIVED SIMILARITY IN BODY IMAGE CONCERNS OF YOUNG WOMEN AND THEIR FRIENDS

Louise Wasylkiw, Mount Allison University; Molly E Williamson, Mount Allison University; Nicole K Romanow, Mount Allison University

The ubiquity of body image concerns and the associated negative consequences among young North American women has led a number of researchers to document the social influences involved in the process of being dissatisfied with one's physical appearance. Within this literature, there is evidence that friends influence how young women view and judge their own body weight, shape, and size. The purpose of the current study was to examine the processes by which friends influence one's own body image concerns. Seventy-five pairs of same sex female friends were recruited to participate. Consistent with previous research, perceived peer pressure and aspects of body related talk between friends predicted women's body dissatisfaction when controlling for body mass. Unique to our study was the inclusion of three indices related to body concerns that participants completed for themselves and for their friends. This allowed us to examine whether actual similarities between friends or perceptions of similarity contributed to body image concerns. Analyses showed that women perceived their friends to have similar body image concerns as themselves and these perceptions only partially mirrored friends' reports. By distinguishing between actual and perceived similarity, we showed that perceived similarity is more influential than actual similarity for predicting women's body image concerns.

#102
Social and Personality Psychology/Psychologie sociale et de la personnalité

ATTACHMENT SECURITY, ANXIETY, AND THE DEVALUATION OF ALTERNATIVES: AN INVESTIGATION INTO THE VARIABLES INFLUENCING JUDGMENTS OF FACIAL ATTRACTIVENESS

Caelin White, University of Manitoba

What factors determine whether a face is judged as attractive or unattractive? Beyond the objective attractiveness of the face itself, characteristics of the beholder also influence these judgments. One particularly influential characteristic of the beholder is his (or her) degree of commitment to his romantic partner. Specifically, in cases where an attractive "alternative" (i.e. a potential mate other than one's own) is presented to the beholder, depending on his degree of relationship commitment, he may devalue the physical attractiveness of that alternative as a means of minimizing that perceived relationship threat. Because the "devaluation of attractive alternatives" process is argued to operate as a function of perceived relationship threat, the (a) attachment security and (b) social anxiety level of the beholder should also lead to attractiveness devaluation. The primary goal of the current study is to test, using self-report measures, whether either of these two factors is associated with lower attractiveness ratings for attractive targets. As a secondary objective, this research explores, within the framework of life history theory (LHT), the relationship between early developmental factors in the family of origin, attachment security, social anxiety, and the use of different mating tactics. Social, forensic, and clinical implications of this research are discussed.

#103
Social and Personality Psychology/Psychologie sociale et de la personnalité

ATTACHMENT STYLE, AGE AT SEXUAL DEBUT, AND DATING VIOLENCE VICTIMIZATION

Nicole Yarkovsky, University of Windsor; Patti A Timmons Fritz, University of Windsor

The present study examined relations between age at first vaginal intercourse, attachment style, and dating violence victimization. One hundred and thirty-nine heterosexual female undergraduate students 18 – 25 (M = 20.73, SD = 1.87) years of age completed an online questionnaire that included questions regarding dating and sexual history, attachment style (The Experiences in Close Relationships scale; Brennan, Clark, & Shaver, 1998), and dating violence (Conflict in Adolescent Dating Relationships Inventory; Wolfe et al., 2001). Women reported higher amounts of dating violence victimization if they were more anxiously attached ($r = .24$, $p = .005$) and had an earlier age at sexual debut ($r = -.16$, $p = .03$); however, anxious attachment and early age at sexual debut did not predict victimization above and beyond control variables. Replication of significant correlations after methodological improvements highlights the clinical utility of these variables as potential markers of women at risk for dating violence. Limitations and future directions pertaining to the study of dating violence victimization are discussed.

#104
Social and Personality Psychology/Psychologie sociale et de la personnalité

CLEANLINESS AND MORALITY: THE MODERATING ROLE OF PRIVATE BODY CONSCIOUSNESS

Hannah Zickgraf, University of Pennsyvania; Young-Hoon Kim, University of Pennsylvania; Paul Rozin, University of Pennsylvania

Two studies examine the relationship between physical cleanliness and moral decision-making. Previous research has suggested that people who feel clean are more likely to judge moral transgressions harshly, rating scenarios describing actions in the moral realm as more immoral than participants who have not been experimentally made to feel clean. Extending previous research on cleanliness and moral judgment, we identified individual differences in Private Body Consciousness (PBC) as a moderator of the effect. Study 1 used a physical cleansing manipulation, while Study 2 used a priming manipulation to replicate Study 1 in a larger online sample. The main effect of cleanliness and the moderating effect of PBC rose to statistical significance in both studies. Using slope analysis, we further demonstrated that the manipulation had a significant main effect only for those participants with high PBC scores. For those with low PBC scores, the manipulation had no effect.

#105
Clinical Psychology/
Psychologie clinique

CHANGES IN ATTITUDES TOWARD SEEKING PROFESSIONAL PSYCHOLOGICAL HELP OVER TIME: A CROSS-TEMPORAL META-ANALYSIS

Julie Erickson, University of Manitoba; Corey Mackenzie, University of Manitoba; Michelle Wright, University of Manitoba; Frank Deane, University of Wollongong

Attitudes towards seeking professional psychological services are a significant predictor of help-seeking for mental health issues but, little is known about historical changes in such attitudes over time. The purpose of this study was to examine changes from the 1970s until the present time on Fischer and Turner's (1970) Attitudes Toward Seeking Professional Psychological Help Scale (ATSPPHS), using Twenge's (2000) cross-temporal meta-analytic strategy. We reviewed all published studies which used the full ATSPPHS with Canadian, American, Australian or New Zealand university student samples. Twenty-two studies published between 1972 and 2009 that involved 4783 participants met our inclusion criteria. There was a significant negative correlation between year of data collection and ATSPPHS mean score, r (45) = -0.36, however, linear regression with year of data collection weighted by sample size did not significantly predict help seeking attitudes. Our findings suggest that among university students, attitudes towards seeking professional psychological help have become less positive over a 30 year time span. Potential explanations for this counterintuitive finding are discussed in relation to changing treatment options over time, mental health and anti-stigma initiatives.

2012-06-15 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – ROOM 200C-1 - LEVEL 2 - WTCC

Section Annual Meeting/
Réunion d'affaires
Clinical Neuropsychology/
Neuropsychologie clinique
SECTION PROGRAM/
PROGRAMME DE LA SECTION

CLINICAL NEUROPSYCHOLOGY/NEUROPSYCHOLOGIE CLINIQUE

Stewart Longman, Alberta Health Services

2012-06-15 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – ROOM 200C-2 - LEVEL 2 - WTCC

Keynote (Section)/
Conférencière de la section
Traumatic Stress/
Stress traumatique
SECTION PROGRAM/
PROGRAMME DE LA SECTION

SUGGESTION, FANTASY, AND INTOLERABLE REALITY IN THE NARRATION OF TRAUMA

Constance J Dalenberg, Alliant International University

The Trauma Model of dissociation asserts a relationship between psychological trauma and dissociative symptoms. In contrast, the Fantasy Model alleges that the relationship between these concepts is due to the suggestibility and fantasy proneness of the dissociating individual. Proponents for the two models have waged a well-publicized war in the scientific literature on the meaning of recovered memories of trauma. The dust has largely settled, but the resulting conclusions are not well-known. The presentation will review the evidence for traumatic history and dissociation, as well as the evidence for suggestibility and false memory in the dissociating child and adult. Subsequently, the presenter will discuss the mechanisms for and appropriate response to fantastic allegations within a trauma account.

2012-06-15 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – SUITE 201 - LEVEL 2 - WTCC

Workshop/Atelier
Clinical Psychology/
Psychologie clinique

PRACTICAL IDEAS ON HOW TO STREAMLINE ASSESSMENTS AND REPORT WRITING

Michael Decaire, FLEX Psychometrics

A surprising amount of time is lost spinning one's wheels during a clinical or psychoeducational assessment. By applying practical and easy to follow organizational techniques, writing methods, and affordable technological supports, the amount of time doing busy work can be dramatically reduced while simultaneously increasing the quality of your clinical work and written reporting. This workshop will take you from A to Z and show you how you can cut an hour or more off your total assessment and reporting time through an internal program evaluation and the subsequent use of easy to follow strategies and tools that are compatible with all assessment types, computer systems, and everyones unique workflow.

2012-06-15 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – SUITE 202 - LEVEL 2 - WTCC

Invited Speaker (CPA)/
Conférencier invité (SCP)
Extremism and Terrorism/
Extrémisme et terrorisme
SECTION PROGRAM/
PROGRAMME DE LA SECTION

"WHEN HATRED IS BRED IN THE BONE": THE PSYCHO-CULTURAL FOUNDATIONS OF TERRORISM

Jerrold M Post, The Elliott School of International Affairs, The George Washington University

There is a broad spectrum of terrorist groups and organizations, each of which has a different psychology, motivation, and decision-making structure. Indeed, one should not speak of terrorist psychology in the singular, but rather of terrorist psychologies. Considering the diversity of causes to which terrorists are committed, the uniformity of their rhetoric is striking: polarizing and absolutist, it is a rhetoric of 'us versus them'. Examinations of terrorist profiles and interviews with incarcerated terrorists reveal that there is no one terrorist personality type. Terrorism is not a consequence of individual psychological abnormality; it is a consequence of group or organizational psychology, with a particular emphasis on collective identity, that provides a sense-making explanation to the youth drawn to these groups. Recommendations for countering terrorism are suggested, including: inhibit potential terrorists from joining the group, produce dissension within the group, facilitate exit from the group, and reduce support for the group. A particular challenge for counterterrorism is the new trend of isolated, alienated, "lone wolves", who are radicalized online who views themselves as members of "virtual communities of hatred".

2012-06-15 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – SUITE 203 - LEVEL 2 - WTCC

Section Annual Meeting/
Réunion d'affaires
Developmental Psychology/
Psychologie du développement
SECTION PROGRAM/
PROGRAMME DE LA SECTION

DEVELOPMENTAL PSYCHOLOGY/PSYCHOLOGIE DU DÉVELOPPEMENT
Jean-Paul Boudreau, Ryerson University

2012-06-15 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – SUITE 301 - LEVEL 3 - WTCC

Section Annual Meeting/
Réunion d'affaires
Clinical Psychology/
Psychologie clinique
SECTION PROGRAM/
PROGRAMME DE LA SECTION

CLINICAL PSYCHOLOGY/PSYCHOLOGIE CLINIQUE
Peter Bieling, St Joseph's Healthcare Hamilton

2012-06-15 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – SUITE 302 - LEVEL 3 - WTCC

Workshop/Atelier
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

PERSON-CENTRED RESEARCH STRATEGIES IN I/O PSYCHOLOGY
John Meyer, The University of Western Ontario; Robert J. Vandenberg, University of Georgia
(Simultaneous Interpretation Available/Traduction simultanée disponible)
Sponsored by the Industrial and Organizational Psychology Section

The dominant research tradition in I/O psychology has been variable centred. The emphasis has been on examining relations among variables, typically with the objective of explaining as much of the variance as possible in a variable of interest (e.g., job performance) from a set of independent and/or predictor variables. One assumption underlying this approach is that the population of interest is homogeneous, and that any relations observed, including interations, will apply uniformly to that population. In this workshop, we note that the populations of interest in I/O psychology are often heterogeneous and that the relations among variables can differ across subpopulations. We will demonstrate how these subpopulations can be identified using person-centred analytic strategies such as cluster analysis and latent profile analysis. To illustrate, we will summarize research findings pertaining to a variety of variables of interest to I/O psychologists (e.g., components and targets of commitment; motivational mindsets; personality traits). We will review the strengths and limitations of the person-centred approach in general, as well as specific analytic strategies. Our overall objective will be to increase awareness of person-centered techniques and illustrate how they can complement the variable-centered approaches to advance knowledge in areas of interest to I/O psychologists.

2012-06-15 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – SUITE 303 - LEVEL 3 - WTCC

Section Annual Meeting/
Réunion d'affaires
Psychologists in Education/
Psychologues en éducation
SECTION PROGRAM/
PROGRAMME DE LA SECTION

PSYCHOLOGISTS IN EDUCATION/PSYCHOLOGUES EN ÉDUCATION
Donald Saklofske, University of Western Ontario

This is the Section Annual Meeting, formerly known as the SBM.

2012-06-15 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – SUITE 304 - LEVEL 3 - WTCC

Theory Review/
Examen théorique
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

METHOD AND ANALYSIS IN PSYCHOLOGY
Michael Arfken, University of Prince Edward Island

#1
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

THE HISTORY OF MAZES AND PUZZLE BOXES IN EXPERIMENTAL PSYCHOLOGY, 1950-2010

John Connors, Canadian University College; Richard E. Brown, Dalhousie University

This is part 2 of a paper previously presented at the CPA conference in Toronto. After a brief period of decline in the mid 20th century, the use of mazes in psychological research began a resurgence. Animal models began to become popular in assessing intelligence, mental imagery, spatial abilities, retrospective and prospective memory, and the effects of drugs on behavior. Many new mazes were developed such as the Hebb-Williams maze, the sunburst maze, the radial arm maze, the Morris water maze, and the enclosed alley maze to name a few. At present mazes continue to be an important area of experimental psychology research.

#2
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

A HISTORY OF META-ANALYSIS: ONE METHOD OR DISTINCT TYPES BASED ON PURPOSE FOR USE?

Ramsay Malange, Simon Fraser University; Kathleen L Slaney, Simon Fraser University

Meta-analysis is a method for combining the quantitative results of multiple studies. It has become increasingly popular as a research technique, despite theoretical controversies that have arisen with respect to its utility. In this paper, we argue that some problems of meta-analysis may be relevant to only certain uses of meta-analysis—and not others. We trace the history of meta-analysis to demonstrate that the purposes for which meta-analysis has been used have evolved across time. We will show that distinguishing between types of meta-analysis—informed by this history—has implications for whether or not a given issue has a bearing on the utility of the procedure in a given context. To demonstrate, we highlight the issue of study quality in the selection of studies to be included in a given meta-analysis. We show that depending on the researcher's purpose for conducting a meta-analysis, it may or may not be appropriate to include studies that have been deemed to be of poor quality. We conclude by proposing that understanding the historical context of a meta-analysis—and it's link to several current, and distinct, uses of meta-analysis—may be one way to resolve current theoretical debates about the method. More generally, we emphasize that historical analyses such as these are valuable for drawing out important, and possibly unexplored, dimensions of theoretical debates.

2012-06-15 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – SUITE 305 - LEVEL 3 - WTCC

Section Annual Meeting/ Réunion d'affaires
Students in Psychology/ Étudiants en psychologie
SECTION PROGRAM/ PROGRAMME DE LA SECTION

STUDENTS IN PSYCHOLOGY/ÉTUDIANTS EN PSYCHOLOGIE

Justin Feeney, University of Western Ontario

2012-06-15 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – ROOM 200 D - LEVEL 2 - WTCC

Symposium/Symposium
Health Psychology/ Psychologie de la santé

ATTACHMENT, HEALTH AND ILLNESS: THE ROLE OF APPRAISALS

Mary L Gick, Carleton University

Research on attachment and health has found relationships between attachment and variables such as treatment seeking and coping with chronic illness, but less empirical attention has been given to mechanisms underlying the associations. Attachment theory involving appraisals of threat and coping resources to regulate distress can be applied to health and illness. This symposium presents three studies that explore the relationship between attachment and health-related appraisals in a range of health and illness contexts. In a study of attachment and preventive health behavior, insecure attachment is significantly associated with decreased past participation in, and perception of increased barriers to, cervical cancer screening. The second paper demonstrates that insecure attachment in people with inflammatory bowel disease is significantly related to lower expectations of future good health through lower perceptions of mastery or self-efficacy over health. The third paper tests an appraisal-based coping model of attachment and adjustment to arthritis using structural equation modeling and finds that anxious attachment is linked to primary stress appraisals via low perceived control, and to lower appraisals of coping resources and poor adjustment. Lachlan McWilliams (discussant) discusses the studies in the context of theory and research on attachment, health and illness.

A
Health Psychology/ Psychologie de la santé

INSECURE ATTACHMENT AND PREVENTION: BARRIERS TO CERVICAL CANCER SCREENING

Erin M Hill, Auckland University of Technology; Mary L Gick, Carleton University

Insecure attachment is a hypothesized risk factor for the development of health problems through pathways such as inadequate participation in protective health behaviours (Maunder & Hunter, 2001). To the best of our knowledge, no research has investigated the association of attachment with preventive health behaviours of screening for medical problems. Cervical screening is important because the greatest risk factor for mortality from cervical cancer is lack of screening (Health Canada, 2002). Despite the wide availability of the Pap test in most developed countries, women report barriers to attending regular screening, including anxiety and embarrassment. In the present study, we explored the role of attachment in

cervical screening. We hypothesized that insecurely attached women have participated less frequently in screening and perceive more barriers to it. Participants were 257 female undergraduate students who completed measures of attachment, sexual experience, Pap test history, and Pap test barriers. After controlling for Neuroticism and sexual experience, a hierarchical logistic regression indicated that insecure attachment predicted lower odds of having received a Pap test, and a hierarchical linear regression showed that insecure attachment predicted higher Pap test barriers. Results are discussed with respect to theory and research on attachment and health.

B
Health Psychology/
Psychologie de la santé

ATTACHMENT AND EXPECTATIONS OF FUTURE HEALTH IN PEOPLE WITH INFLAMMATORY BOWEL DISEASE
Mary L Gick, Carleton University; Fuschia M Sirois, Bishop's University

In their review of adjustment to chronic illness, Stanton et al. (2007) conclude that positive expectations and perceptions of control and mastery are important factors, but that little is known about individual differences that may contribute to them. In a discussion of attachment and health, Mikulincer and Shaver (2007) propose that secure attachment may be associated with self-regulatory processes such as learning about illness and treatment while remaining positive, which may in turn contribute to the maintenance of good health. The present study explored the relationship between attachment and positive expectations of future health in a chronic illness sample. Two hundred ninety people with self-reported inflammatory bowel disease (IBD) completed measures of attachment, self-reported measures of IBD and its severity, beliefs about control over health, and expectations of their future health. Results indicated that insecure (anxious and avoidant) attachment was negatively associated with both expectations of good health in the future and control beliefs of mastery/self-efficacy over health. Bootstrapping analyses that included covariates of disease severity and Neuroticism suggested that mastery mediated the association between insecure attachment and future health expectations. Results are discussed with respect to attachment and health, and adjustment to chronic illness.

C
Health Psychology/
Psychologie de la santé

AN APPRAISAL-BASED COPING MODEL OF ATTACHMENT AND ADJUSTMENT TO ARTHRITIS
Fuschia M Sirois, Bishop's University; Mary Gick, Carleton University

Attachment theory highlights the central role of threat appraisals in adjustment to stressful events. Similar to coping theory, primary appraisal of stressors and secondary appraisal of coping resources such as social support are posited to influence adjustment. In this study we used structural equation modeling (SEM) to test an appraisal-based coping model of how insecure (avoidant and anxious) attachment was linked to adjustment in the context of chronic illness. A sample of 365 people with arthritis (M age = 43.7, 82% female) completed measures of arthritis pain and functioning, attachment, perceived control and social support, negative affect, and appraisals of arthritis-related stressors. SEM analysis controlling for pain and functioning tested a model of insecure attachment predicting negative affect as an outcome of control perceptions, primary stress appraisals, and secondary appraisals of social support. The model fit well to the data, CFI =0.95, IFI =0.95, RMSEA =.05. Consistent with theory on the role of control perceptions in coping and attachment-related appraisal processes, low control mediated the link between anxious but not avoidant attachment and stress appraisals. Anxious attachment was both directly and indirectly linked to low perceived social support. The role of attachment in adjustment to chronic conditions that limit daily functioning is discussed.

D
Health Psychology/
Psychologie de la santé

DISCUSSANT
Lachlan A McWilliams, Acadia University

Discussant

2012-06-15 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – SUITE 306 - LEVEL 3 - WTCC

Theory Review/
Examen théorique

THEORY REVIEW SESSION 'A'/SESSION EXAMEN THÉORIQUE
Charles P Chen, University of Toronto

#1
Counselling Psychology/
Psychologie du counseling

INVIGORATE VOCATIONAL PSYCHOLOGY WITH NARRATIVE MEANS
Charles P. Chen, University of Toronto

Narrative inquiry represents one of the most essential ways of thinking in the realm of postmodern vocational psychology derived from the social constructivist and constructionist worldviews. It points to the new direction of acknowledging, respecting, and making use of the narrative means in studying individuals' subjectivity for the enhancement of their life-career development. As part of their integral life narrative, individuals' storied experiences in vocational contexts manifest an array of rich dynamics and processes that comprise the very foundation of worklife psychology. The purpose of this presentation is to survey briefly the philosophical and conceptual foundation upon which the narrative approach is comprised, leading to informing the new trend of the emerging postmodern inquiry and practice in vocational psychology. It depicts how the narrative approach can facilitate the holistic construction of personal meanings within their particular life-career contexts. It validates the importance of subjective career and human action in the career construction process. In elaborating the interrelationship between the notions of life, career, and narrative, the presentation discusses ways of conceptualizing career narratives. It also proposes some guidelines for constructing life-career narratives in vocational psychology and career development practice.

#2
Counselling Psychology/
Psychologie du counseling

CONTEXTUAL ACTION THEORY: CONCEPTUAL FRAMEWORK AND RESEARCH EVIDENCE
Richard A Young, University of British Columbia

For about 20 years contextual action theory has been used as a basis for a range of research studies in Canada. This theory addresses the goal-directed nature of human behavior. It provides a conceptual framework based on levels of action organization, specifically, goals through which social meaning is constructed, functional steps which address control processes, and elements at which regulation processes occur. A corresponding research method gathers data representing these levels, that is, social meaning, internal processes and manifest behavior, using different methods. The theory also addresses a temporal perspective in which actions, projects, and career represent successively more complex and lengthy constructions of action. Data from several studies, in domains such as recovery from addiction, parenting, immigration, transition to adulthood, learning mindfulness, grieving, vocational psychology, and counselling, suggest that the notion of joint project as a particularly heuristic construct that has emerged in research. In these and other studies, the primacy of relationship and identity projects has been revealed. The research evidence documents a range of processes including communication, coordination and compatibility, steering, control and regulation, and monitoring. A critique and prospective development of the conceptual framework and method are offered.

#3
Rural and Northern Psychology/
Psychologie des communautés rurales et nordiques

RURAL HEALTH PROMOTION & CHRONIC DISEASE MANAGEMENT: PSYCHOLOGY'S ROLE
Judi L Malone, Athabasca University

Rural health research in North America is in a fledgling state with insufficient knowledge on how to address the economic and social burden of rural health needs. There is a need to examine knowledge transfer, interdisciplinary collaboration, and emerging technologies for rural health promotion and chronic disease management. This theory review will highlight the role of clinical health psychologists and others in rural practice. The focus is exploring ways to develop, extend, and apply psychological practice and research that focuses on improving treatment outcomes and increasing health awareness in rural settings.

2012-06-15 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – MEETING ROOM 2 - LEVEL 8 - WTCC

Symposium/Symposium
Counselling Psychology/
Psychologie du counseling

APPLICATIONS OF COUNSELLING PSYCHOLOGY TO HEALTH CARE AND HEALTH RESEARCH
José F Domene, University of New Brunswick

The World Health Organization holds a holistic vision of health and disability that focuses on an individual's social, emotional, and physical wellbeing. Nonetheless, it is still relatively uncommon that counselling psychologists are made integral members of the treatment team for youth with chronic illness. Counselling psychologists are trained to offer direct therapeutic interventions to improve the quality of life of affected youth. Before effective service can be provided, however, we must understand the needs of youth living with chronic illness. This presentation focuses on a grounded theory study conducted with adolescents and young adults diagnosed with pediatric multiple sclerosis, with the purpose of understanding their process of adjustment to the disease. Seven youth and six parents were recruited from across western Canada to participate in individual interviews and online blogs. Data was analyzed using Charmaz's approach to grounded theory. The core of the theoretical model focuses on a cyclic grief process. Multiple and interacting events and processes are discussed as they influence adjustment, including the youth's choice to "just deal" in the face of an often debilitating chronic illness. Results are discussed in the context of interventions and interprofessional strategies to facilitate adjustment to life with chronic illness for these young individuals.

A
Counselling Psychology/
Psychologie du counseling

MAKING SENSE OF THE DUAL ROLE: DISCUSSING THE CHALLENGES, BENEFITS AND RESPONSIBILITIES OF COUNSELLING PSYCHOLOGISTS CONDUCTING QUALITATIVE HEALTH RESEARCH
Kathleen Pye, University of New Brunswick

Counselling psychologists engage in therapeutic relationships in their practice. They are called upon to understand and intervene in the crises that affect the day-to-day lives of those struggling with health challenges. Health researchers find answers to pressing questions, and use those answers to better the lives of all peoples. The work of qualitative health researchers is immensely important because they aim to understand the human experience; they seek truth through interaction with people and society. When a counselling psychologist acting as a researcher in a qualitative setting is confronted with the choice of continuing to interview or intervene, an ethical dilemma can occur. This dilemma must be addressed by a careful analysis of the immediate needs of not only the project but also the individual who has presented with a problem. When should the role change? Using examples of challenges faced by qualitative health researchers conducting research and also engaged in psychotherapy with those with eating issues, this discussion will: (a) provide an understanding of conflicts that arises when practitioners conduct qualitative research in health; (b) explore how to ensure that the needs of the study are met while also ensuring the wellbeing of the participant; (c) examine how to best balance these dual roles; and (d) outline the benefits of maintaining these dual roles.

B
Counselling Psychology/
Psychologie du counseling

JUST DEAL: CONSIDERING THE ROLE OF COUNSELLING PSYCHOLOGY IN YOUTH'S ADJUSTMENT TO CHRONIC ILLNESS
Jennifer Thannhauser, University of Lethbridge

The World Health Organization holds a holistic vision of health and disability that focuses on an individual's social, emotional, and physical wellbeing. Nonetheless, it is still relatively uncommon that counselling psychologists are made integral members of the treatment team for youth with chronic illness. Counselling psychologists are trained to offer direct therapeutic interventions to improve the quality of life of affected youth. Before effective service can be provided, however, we must understand the needs of youth living with chronic illness. This presentation focuses on a grounded theory study conducted with adolescents and young adults diagnosed with pediatric multiple sclerosis (MS), with the purpose of understanding their process of adjustment to the disease. Seven youth and six parents were recruited from across western Canada to participate in individual interviews and online blogs. Data was analyzed using Charmaz's constructivist approach to grounded theory. The core of the theoretical model focuses on a cyclic grief process. Multiple and interacting events and processes are discussed as they influence adjustment. Of particular importance is the youth's choice to "just deal" in the face of a chronic, often debilitating, chronic illness. Results are discussed in the context of counselling interventions and interprofessional strategies to facilitate adjustment to life with chronic illness for these young individuals.

C
Counselling Psychology/
Psychologie du counseling

THE ROLE OF COUNSELLING PSYCHOLOGY IN CHRONIC HEALTH CARE SERVICE PROVISION

Helen Massfeller, University of Calgary

Psychologists trained in counselling psychology have made valuable contributions to the field of health psychology (Nicholas & Stern, 2011). Counselling psychologists view individuals as resourceful agents in their own change process and place emphasis on holistic, client-centred, strengths-based approaches to care. In this presentation the author will discuss the unique contributions that counselling psychology brings to chronic health care provision within the context of persons with cancer. Discussion will focus on culturally sensitive, collaborative service provision in cancer care that emphasizes normative, developmental issues across the life span. Future chronic health care needs in Canada provide the opportunity for counselling psychologists to contribute to not only intervention, but also prevention, psychoeducation and advocacy in multidisciplinary practice.

D
Counselling Psychology/
Psychologie du counseling

EMPLOYMENT, ROMANTIC RELATIONSHIPS, AND HEALTH DURING YOUNG ADULTHOOD

José Domene, University of New Brunswick; Rubab G Arim, Ottawa Hospital Research Institute

There is growing evidence that health is affected not only by being employed, but also by the quality of that employment (Clark, Lewchuk, de Wolff, & King, 2007; Grzywacz & Dooley, 2003; Zabkeiwicz, 2010). However, existing research has mostly been conducted with adults, leaving open the question of whether health is also negatively influenced by low quality employment in youth, who may perceive their work situations as temporary. Research also suggests that the relationship between employment and health can be mediated by having a romantic partner (Beck, 2010; Kiecolt-Glaser & Newton, 2001; Vinokur, Price, & Caplan, 1996), but again, it is not known if these findings apply to youth. The present study was designed to explore this issue by examining the mediating role of romantic relationships on the associations between quality of employment and health outcomes in a sample of 1104 employed Canadians aged 18-23. A survey method was used to collect data on employment quality, presence of a romantic relationship, and perceived general health. Regression analyses, controlling for age and SES, revealed that males (but not females) who had a romantic partner and higher levels of job satisfaction were more likely to report better general health. Fit with aspired career was non-significant, and no mediating effect emerged. Implications for research and practice are discussed.

2012-06-15 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – MEETING ROOM 4 - LEVEL 8 - WTCC

Symposium/Symposium
Criminal Justice Psychology/
Psychologie et justice pénale

POLICE INVESTIGATIONS: EXPERIMENTAL RESEARCH WITH REAL-WORLD IMPLICATIONS

Adelle Forth, Carleton University

This symposium deals with experimental research that has applicability to police investigations. This symposium highlights research on a novel procedure that could be incorporated into police line-ups that has the potential to reduce false identification in children and adults, the identification of personality traits most strongly related to taking the blame and interrogative compliance, and what factors are related to accuracy of detecting deception. Reed and colleagues presents research comparing the accuracy of elimination and simultaneous line-ups when an additional response option is provided. Pettelia and Pozzulo will present research on lineups that include multiple response options to determine which option might best reduce false identifications. Bergstrom and colleagues presents research on which personality traits are most strongly related to interrogative compliance and falsely confessing to an academic or criminal offence. Doucette and colleagues will present the findings from a study that examined whether there are neuropsychological differences in people who are more proficient at detection deception.

A
Criminal Justice Psychology/
Psychologie et justice pénale

COMPARING LINEUP PROCEDURES: THE ELIMINATION VERSUS SIMULTANEOUS WITH A "WILDCARD"

Jennifer Reed, Carleton University; Joanna Pozzulo, Carleton University; Jennifer Pettalia, Carleton University; Julie Dempsey, Carleton University

The purpose of the present study was to compare two lineup procedures: the elimination and simultaneous including a "wildcard" to determine the better procedure at reducing false positive identifications. Mistaken identification has been found to be the leading cause of wrongful conviction in over 75% of DNA exoneration cases (www.innocenceproject.org). Both lineup methods examined were developed with the goal of

reducing the rate of false positive identification but have never been directly compared. University students (N = 120) watched a mock, videotaped crime and then following a brief delay (20 minutes) were shown a 6-person lineup using one of the two lineup procedures. When shown a target-present lineup (i.e., the suspect is guilty), no significant difference was found for correct identification rate. In contrast, when shown a target-absent lineup, the correct rejection rate was higher with the elimination procedure compared to the simultaneous including a wildcard. These preliminary findings demonstrate that the elimination lineup procedure is better than using a wildcard with a simultaneous lineup in order to reduce false positive identification.

B
Criminal Justice Psychology/
Psychologie et justice pénale

IMPROVING PHOTO LINEUPS WITH THE INCLUSION OF A TANGIBLE REJECTION RESPONSE OPTION

Jennifer Pettalia, Carleton University; Joanna Pozzulo, Carleton University

The purpose of this study was to improve the accuracy of young adults' eyewitness identification. Previous research suggests that eyewitnesses are considerably more accurate at correctly identifying a target from a photo lineup than they are at correctly rejecting a lineup that does not contain the target. In order to improve correct rejection rates, researchers have included various tangible response options, such as a not sure response or a wildcard (a human silhouette with a superimposed question mark), so that eyewitness may be able to make a choice without implicating an innocent foil. The wildcard, in particular, has had reported success in increasing correct rejections while maintaining high correct identification rates with children. Hence, this study analyzed the influence of the wildcard, in addition to other previously used lineup response options (i.e., not here, human silhouette, question mark, blank, control) in target-present and target-absent lineups. Consistent with most eyewitness research, young adults were significantly more accurate when the target was present than when the target was absent ($N = 300$, $\chi^2 = 17.17$, $p < .001$). However, neither the wildcard nor any other tangible response option elicited more accurate correct rejection rates ($p > .05$). Results will be discussed in terms of application to eyewitness evidence and future directions.

C
Criminal Justice Psychology/
Psychologie et justice pénale

INTERROGATIVE COMPLIANCE AND TAKING THE BLAME: THE ROLE OF PERSONALITY AND PSYCHOPATHIC TRAITS

Henriette Bergstrom, Carleton University; Christopher Gillen, Carleton University; Adelle Forth, Carleton University

Compliance is the willingness of a person to please others and a person's desire to avoid conflict and confrontation. There is evidence that compliance is related to false confessions in police interrogations (Gudjonnson, 1989), however little research has investigated who is most at risk to falsely confess. The current study hopes to identify these individuals by investigating the personality traits (i.e., neuroticism, agreeableness, openness, conscientiousness, and extraversion) and individual characteristics (i.e., psychopathic traits) of 300 male and female undergraduate students and their association with interrogative compliance. About 16% of students take the blame for antisocial acts they did not commit (Gudjonnson et al., 2007). This study will also investigate the personality traits associated with falsely confessing to antisocial acts and academic offences and examine the underlying motivations for doing so. It is predicted that individuals with more psychopathic traits will score lower on interrogative compliance and that those who have taken the blame for acts they did not commit will score higher on compliance and lower on psychopathic traits. The results will be discussed in terms of implications for helping police to identify the type of people who may be susceptible to false confessions.

D
Criminal Justice Psychology/
Psychologie et justice pénale

IT'S ALL IN YOUR HEAD: NEUROPSYCHOLOGICAL INDIVIDUAL DIFFERENCES IN THE DETECTION OF DECEPTION

Naomi Doucette, University of New Brunswick - Saint John; Mary Ann Campbell, University of New Brunswick - Saint John; W. Alex C MacAulay, University of New Brunswick - Saint John; Donaldo Canales, University of New Brunswick - Saint John

Recent research has found that while the majority of individuals can detect deception at only the level of chance (e.g., Vrij, 2008), there are some who perform much better (O'Sullivan & Ekman, 2004). It is possible that neuropsychological individual differences contributes to the improved ability of these deception detection "wizards." As such, the neuropsychological individual differences in deception detection were examined in a university student population (N = 220) for both a mock crime and interpersonal deception task. Results indicated that proficient lie detectors possessed two executive function abilities that differed from non-proficient lie detectors as measured by the Behavior Rating Inventory of Executive Function-Adult Version. Individuals who were better able to detect deception tended to be slightly less inhibited and more emotionally open than those who performed poorly at deception detection. These findings were compared to a performance based measure of executive functioning (the Delis-Kaplin Executive Function System) and the pattern of results between the two instruments will be discussed. This research can inform training in deception detection.

2012-06-15 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – ROOM 200C-1 - LEVEL 2 - WTCC

Reception/Réception
Clinical Neuropsychology/
Neuropsychologie clinique
SECTION PROGRAM/
PROGRAMME DE LA SECTION

CLINICAL NEUROPSYCHOLOGY RECEPTION

Stewart Longman, Alberta Health Services

Reception for members, student members, and affiliates of the clinical neuropsychology section

2012-06-15 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – ROOM 200C-2 - LEVEL 2 - WTCC

Reception/Réception
Traumatic Stress/
Stress traumatique
SECTION PROGRAM/
PROGRAMME DE LA SECTION

TSS ANNUAL RECEPTION
Paul Frewen, University of Western Ontario

We invite our members to our annual reception, to follow our section keynote address. Please come and meet our keynote speaker and our section executive. Refreshments will be served.

2012-06-15 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 202 - LEVEL 2 - WTCC

Invited Speaker (CPA/Section)/
Conférencier invité (SCP/section)
Extremism and Terrorism/
Extrémisme et terrorisme
SECTION PROGRAM/
PROGRAMME DE LA SECTION

ASSESSING INDIVIDUAL RISK FOR INVOLVEMENT IN TERRORISM
Randy Borum, University of South Florida

Integral to comprehensive counterterrorism efforts, assessing and mitigating risk are not simply challenges of classification or pure prediction; they are endeavors of prevention. One of the most fundamental challenges for terrorism-related risk assessment is this: Different people become (or remain) involved in different terrorism-related activities in different ways, for different reasons, at different times. Involvement appears to be an individualized process initiated and sustained by an array of causes, which may include grievances that "push" individuals toward terrorism and "pull" factors that incentivize or attract them. Assessing risk and preventing terrorism involvement will require that an evaluator understand the function and meaning of potential causes, behaviors, and roles for the individual. Ideas about possible ways forward for these assessments will be presented for consideration.

2012-06-15 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 203 - LEVEL 2 - WTCC

Reception/Réception
Developmental Psychology/
Psychologie du développement
SECTION PROGRAM/
PROGRAMME DE LA SECTION

RECEPTION
Jean-Paul Boudreau, Ryerson University

2012-06-15 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 301 - LEVEL 3 - WTCC

Reception/Réception
Clinical Psychology/
Psychologie clinique
SECTION PROGRAM/
PROGRAMME DE LA SECTION

RECEPTION
Peter Bieling, St Joseph's Healthcare Hamilton

Clincal section reception to follow from the section business meeting

2012-06-15 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 303 - LEVEL 3 - WTCC

Reception/Réception
Psychologists in Education/
Psychologues en éducation
SECTION PROGRAM/
PROGRAMME DE LA SECTION

Donald Saklofske, University of Western Ontario

This is the reception following our Keynote speaker's presentation.

2012-06-15 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 304 - LEVEL 3 - WTCC

Theory Review/Examen théorique
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

EPISTEMOLOGY AND METHODOLOGY IN PSYCHOLOGY
Laura Ball, Waypoint Centre for Mental Health Care

#1
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

NELSON WHITMAN MORTON (1910-1976): EARLY PIONEER IN DEVELOPING MENTAL AND PERSONNEL SELECTION TESTS IN CANADA
John B Connors, Canadian University College

Morton was an early professor of Psychology at McGill University and had many important contributions to Canadian psychology. He helped found the CPA, was a Lieutenant Colonel in the Canadian Army during World War II, became the Director of Personnel Services for the DND in Ottawa after the war, and President of CPA in 1951. Major contributions include psychometric research including developing tests for selection of RCAF pilots, the famous M Test used in World War II, and the still in use Beta Tests of Intelligence.

#2
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

THE NATURE AND LIMITS OF A FICTIONALIST EPISTEMOLOGY IN PSYCHOLOGY
William E Smythe, University of Regina

This paper follows up on an earlier work in which I argued for the constructive role of fiction in psychological discourse. From a fictionalist perspective, psychological discourse functions analogously to discourse in works of fiction, insofar as it provides expressions of imaginative possibilities. The notion of explanatory fictions, such as point masses and ideal gasses, is well known in the natural sciences, where fictions play the heuristic role of theoretical simplification. In psychology, fictional discourse is not merely heuristic but is also constitutive of psychological understanding. My previous work on psychological fictions focused mainly on taxonomic issues of identifying their various types. The focus of the present paper is epistemological; specifically, I inquire into the nature and limits of a fictionalist understanding of psychological discourse. First, insofar as psychological fictions are grounded in tacit, non-conceptual forms of background understanding, they are limited in their possibilities of articulation. As second limit concerns the expressive versus descriptive character of fictional forms, which aim to metaphorically present rather than literally describe psychological content. Failure to appreciate these limits underlies some familiar difficulties in interpreting psychological discourse.

2012-06-15 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SUITE 305 - LEVEL 3 - WTCC

Reception/Réception
Students in Psychology/ Étudiants en psychologie
SECTION PROGRAM/ PROGRAMME DE LA SECTION

STUDENT AND FACULTY REPRESENTATIVE RECEPTION
Justin Feeney, University of Western Ontario; Missy Teatero, Lakehead University

Reception for all current Student and Faculty Representatives

2012-06-15 – 5:00 PM to 6:55 PM – 17 h 00 à 18 h 55 – ROOM 200B - LEVEL 2 - WTCC

Plenary Session/ Session plénière
Annual General Meeting/ Assemblée générale annuelle

ANNUAL GENERAL MEETING/ASSEMBLÉE GÉNÉRALE ANNUELLE

Notes

2012-06-16 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – SUITE 305 - LEVEL 3 - WTCC

Section Annual Meeting/
Réunion d'affaires
Health Psychology/
Psychologie de la santé
SECTION PROGRAM/
PROGRAMME DE LA SECTION

HEALTH PSYCHOLOGY/PSYCHOLOGIE DE LA SANTÉ
Tavis Campbell, University of Calgary

2012-06-16 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Committee Business Meeting/Réunion d'affaires

PAST PRESIDENTS' COMMITTEE BUSINESS MEETING
David Dozois, University of Western Ontario

2012-06-16 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MEETING ROOM 3 - LEVEL 8 - WTCC

Business Meeting/
Réunion d'affaires

CPA TASK FORCE OF THE FUTURE OF PUBLICLY FUNDED PSYCHOLOGY
Lorne Sexton, St Boniface General Hospital

2012-06-16 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – ROOM 200B - LEVEL 2 - WTCC

Plenary Session/
Session plénière

SCIENCE & APPLICATIONS KEYNOTE ADDRESS/ CONFÉRENCE SCIENCE & APPLICATIONS
(Simultaneous Interpretation Available/Traduction simultanée disponible)

Science & Applications Keynote Address/
Conférence Science & Applications

CHALLENGES IN CONCEPTUALIZING, ASSESSING, DIAGNOSING AND TREATING CHILDREN, ADOLESCENTS, AND ADULTS WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)
Rosemary Tannock, The Ontario Institute for Studies in Education/University of Toronto

Our understanding of ADHD has evolved through numerous iterations since its early medical description in the 18th century. However, an understanding of the pathophysiology of ADHD needed for a truly revolutionary transformation of the core diagnostic criteria and treatment has not yet emerged. The impending publication of yet another edition of the major clinical tool for mental health disorders (i.e., DSM-5) is giving rise to yet more turmoil and politicization of ADHD. In this presentation I will debate the current understanding and treatment of ADHD by first providing a synopsis of major historical landmarks in the conceptualization of ADHD, followed by a highlight of recent neuroscientific advances in ADHD. Next, I will present the issues and proposed changes to ADHD for the forthcoming DSM-5, including changes in the meta-structure of the DSM taxonomy, the number, content and distribution of diagnostic criteria for ADHD, age of onset criteria, ascertainment of cross-situation problems, subtypes, and exclusionary criteria. Also, I will present recent research findings that challenge the current two-dimensional structure of ADHD (inattention, hyperactivity-impulsivity). I will conclude, by proposing a somewhat different conceptualization of ADHD that might be useful for education and intervention, but at the very least might provoke much discussion!

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – ROOM 100 (SUITE 101) LEVEL 1 - WTCC

Digital Poster/
Affichage numérique

DIGITAL POSTER SESSION 'F'/PRÉSENTATION PAR AFFICHAGE NUMÉRIQUE

Clinical Psychology/Psychologie clinique

#1
Clinical Psychology/
Psychologie clinique

MIND THE GAP: MENTAL HEALTH LITERACY & KNOWLEDGE TRANSFER NEEDS OF POST-SECONDARY STUDENTS
Laura L Armstrong, University of Ottawa

Mental health concerns are rapidly escalating on university and college campuses. It is well known that post-secondary institutions are not doing enough to address mental illness: This represents a significant gap in our attempts to meet the mental health needs of young people. Deficits in mental health knowledge are proposed as a major contributing factor to both stigma and low service access, but little research has explored this issue. There is also little research concerning what young people want to know about mental health and how best to disseminate mental health knowledge. The purpose of the present study was to engage youth in designing a "youth friendly" questionnaire, grounded in research and diagnostic criteria, and to carry out pilot research with 305 youth in preparation for a future national study. Almost half of the post-secondary youth participants had difficulty recognizing common mental illnesses. Youth primarily wanted to know about symptoms of mental illnesses as well as how to cope with stressors. Post-secondary students wanted to learn about mental health issues through public presentations and online media. Assessing mental health knowledge, what post-secondary students want to know about mental health, and knowledge transfer preferences will aid in the development of a framework to address the mental health needs of post-secondary students.

#2
Clinical Psychology/
Psychologie clinique

EXAMINING A MINDFULNESS-BASED STRESS REDUCTION (MBSR) INTERVENTION TO IMPROVE DISABILITY AND ACTIVITIES OF DAILY LIVING IN PATIENTS WITH CHRONIC MEDICAL CONDITIONS

Meaghan Ferguson, York University; Aliza Weinrib, York University; Joel Katz, York University

There has been growing interest in Mindfulness-Based Stress Reduction (MBSR) programs; yet, little is known about the specific areas of daily living that are targeted by MBSR treatment. The present study examined the impact of an 8-week MBSR intervention for reducing disability among 106 participants with a range of medical conditions. Various measures of disability and functioning were completed by participants at baseline, mid-treatment and post-treatment. Compared to pre-treatment, participants' post-treatment functional status (Wilks Λ =.68, $F(2,93)=21.60$, $p<.001$) scores improved. Disability ratings also improved significantly from pre-treatment ($M=18.70$, $SD=14.89$) to mid-treatment ($M=13.72$, $SD=12.03$) to post-treatment ($M=9.91$, $SD=10.51$), all p's <.001. Self-care activities ($M=.21$, $SD=.93$, $p=.02$), life activities ($M=.47$, $SD=.86$, $p<.001$) and energy levels ($M=2.72$, $SD=3.89$, $p<.001$) also improved. Improved energy, in turn, was associated with a reduced number of days participants avoided daily activities in the previous month ($r=.252$, $p=.03$). Interestingly, pre-treatment behavioural avoidance predicted the number of days participants reduced engagement in daily activities in the last month of the program ($r=.297$, $p=.02$). Results from the present study suggest the MBSR intervention was responsible for reducing disability but the absence of a control group is a limitation.

#3
Clinical Psychology/
Psychologie clinique

CHILD CALLOUS-UNEMOTIONAL TRAITS AND PARENTING PRACTICES: MOTHER AND FATHER PERSPECTIVES

Joyce Ip, University of British Columbia; Natalie Miller, University of British Columbia; Charlotte Johnston, University of British Columbia

This study investigates the relationship between child callous-unemotional traits (CU traits) and mother and father parenting. Longitudinal research suggests high levels of child CU traits result in higher levels of mothers' inconsistent discipline and poor monitoring, and lower levels of involvement after controlling for pre-existing child conduct problems and ADHD symptoms. However it is not clear if fathers' parenting practices also follow this trajectory. The sample included 102 mothers and 61 fathers of boys (8-11 years) with varying levels of ADHD symptoms and conduct problems. Mothers and fathers completed measures of child behavior and their own parenting. Parenting practices and child CU traits remained correlated after controlling for child ADHD symptoms and conduct problems, but different patterns emerged for mothers and fathers. For both mothers and fathers inconsistent discipline was related to child CU traits (mother rp = .25, p = .01; father rp = .31, p = .01). In addition, mothers' involvement (rp = -.35, p < .001) was also correlated with CU traits, while fathers' warmth (rp = -.32, p = .01) was correlated with CU traits. Inconsistent discipline appears to be similarly related to child CU traits across both parents, however positive parenting practices may be differentially related for mothers vs. fathers. Poor parental monitoring was unrelated to CU traits.

#4
Clinical Psychology/
Psychologie clinique

THE CLIENT REFLEXIVITY SCALE: A MEASURE OF FLUCTUATION IN SELF-AWARENESS AND SELF-EXPLORATION OF INTERIORITY

Danielle Katz, York University; John Eastwood, York University; Peter Gaskovski, York University; Kimberley Mercer-Lynn, York University

Client reflexivity, defined as self-awareness and self-exploration of thoughts, feelings, sensations, intentions, and desires, is considered a key component of positive therapeutic change in many different therapeutic modalities. The ability to measure client reflexivity in real time across therapy sessions would allow researchers to identify therapist and client behaviours associated with increases or decreases in client reflexivity. The purpose of our research was to create and test a pan-theoretical scale that reliably measures client reflexivity in 15-second time bins across a therapy session. The scale was created through group discussion and pilot-testing on diverse therapy videos, and had an inter-rater reliability of 0.75 weighted kappa. The scale was then piloted on one good outcome (GO) and one poor outcome (PO) therapy session. Overall mean reflexivity was significantly higher in the GO session ($p < 0.001$), and the pattern of reflexivity change also differed significantly between sessions. Convergent validity was tested through a comparison with the Experiencing scale, a well-validated process measure with which the reflexivity scale had a significant positive correlation ($r = 0.48$, $p < 0.001$). The client reflexivity scale thus allows researchers to track minute fluctuations in client self-awareness and self-exploration across therapy sessions.

#5
Clinical Psychology/
Psychologie clinique

THE MODERATING ROLE OF POSITIVE AND NEGATIVE EMOTIONALITY ON DAILY MOOD REPAIR: A DIARY STUDY

Nicola McHale, University of New Brunswick; David A Clark, University of New Brunswick

Negative emotionality (NEM) is a risk factor for clinical depression, whereas positive emotionality (PEM) buffers against the disorder. Persistent sadness is also a risk factor for depression, yet little is known about the role of NEM and PEM in mood regulation. A 7 day online diary study examining recovery from sad mood was completed using 161 university students (72.1% female) (n = 789 days). NEM and PEM were measured using subscales from the Multiphasic Personality Questionnaire. We used hierarchical linear modelling (HLM) to explore whether time to recover from sad mood (i.e. duration of sadness) co-varies with end of day sadness and happiness on a daily basis and whether NEM and PEM moderate these associations. We found that NEM was related to increased end of day sadness (inverse for PEM) and longer duration of sadness (trend). PEM also predicted increased end of day happiness. Longer duration of sadness predicted higher end of day sadness and lower end of day happiness on a daily basis, and this relationship was moderated by both NEM and PEM. Findings and implications are discussed.

#6
Clinical Psychology/
Psychologie clinique

SOCIAL PROBLEMS AS A MEDIATOR OF THE RELATIONSHIP BETWEEN SOCIALLY PRESCRIBED PERFECTIONISM AND DEPRESSIVE SYMPTOMS: A 2-WAVE, 5-MONTH LONGITUDINAL TEST OF THE SOCIAL DISCONNECTION MODEL

Megan E McLarnon, Dalhousie University; Simon B Sherry, Dalhousie University; Gordon L Flett, York University; Paul L Hewitt, University of British Columbia

Depression is consistently linked to perfectionism, a multidimensional personality construct encompassing self-oriented, other-oriented, and socially prescribed dimensions (Hewitt & Flett, 1991). According to the Social Disconnection Model (SDM; Hewitt, Flett, Sherry, et al., 2006; Sherry et al., 2008), individuals with elevated levels of socially prescribed perfectionism (i.e., a tendency to perceive unrealistic expectations from other people) are vulnerable to depressive symptoms resulting from disrupted social relationships and a sense of disconnection from others. The present study involved a longitudinal investigation of the SDM and tested social problems as a mediator of the link between socially prescribed perfectionism and depressive symptoms. A sample of 127 undergraduates completed self-report measures of perfectionism, social problems, and depressive symptoms at two time points approximately five months apart. Consistent with the SDM, path analysis and bootstrap tests of mediation indicated a significant indirect effect of socially prescribed perfectionism on depression through social problems. The results of the present study provide insight into the mechanisms linking perfectionism to the development and the maintenance of depressive symptoms. Socially prescribed perfectionism may contribute to a dysfunctional social environment conducive to depressive symptoms.

#7
Clinical Psychology/
Psychologie clinique

NATURE AFFILIATION AND SPIRITUALITY: CORRELATES CONTRIBUTING TO MEANING IN LIFE AND WELL-BEING

Holli-Anne Passmore, Grant MacEwan University; Andrew J Howell, Grant MacEwan University

The tendency for us to search for and find meaning in life, our tendency to affiliate with nature, and our propensity towards spirituality have all been described as essential needs or instinctual drives. It is natural, therefore, to suggest that these fundamental motivations are intertwined. In the current research, we sought to examine these interrelationships within a single study. A sample of 211 undergraduate students completed multiple self-report measures of each of these constructs. Significant, positive correlations were found between nature affiliation, well-being, meaning in life, and the transcendent aspect of spirituality. Findings are discussed with respect to future research on the interrelationships between these constructs within a Self-Determination Theory framework.

#8
Clinical Psychology/
Psychologie clinique

THE SOCIAL ASPECTS OF DEPRESSION

D Sebastian Saint, University of Saskatchewan; Keith S Dobson, University of Calgary; Lauren Allan, Alberta Health Services

Although the links between depression and interpersonal variables such as perceived social support, avoidance strategies, and sociotropy/autonomy have been established, few studies have examined which of these variables have the greatest effect on depression. The current study examined depression and its relation to the several interpersonal variables that have been identified from previous research. Two hundred undergraduate students completed a measure of depression (BDI-II); and measures of perceived social support (SSQ and MSPSS), avoidance strategies (CBAS), and sociotropy-autonomy (SAS-R), as well as a brief demographic questionnaire. The data was analyzed using a step-wise linear regression, to determine which variables best predicted depression scores. The results indicated that perceived social support was the best predictor of depressive symptoms followed by cognitive non-social avoidance, social support from family, sociotropy, and cognitive social avoidance. These five interpersonal variables accounted for more than 50% of the variance in depressive symptoms as measured by the BDI-II. Strengths and limitations of the study, future research directions, and implications of the results are discussed.

#9
Clinical Psychology/
Psychologie clinique

GAMBLING FALLACIES OVER TWO YEARS FOLLOW-UP

Igor Yakovenko, University of Calgary; David C. Hodgins, University of Calgary; Jonathan N. Stea, University of Calgary; Nady el-Guebaly, University of Calgary; David M. Casey, University of Calgary; Garry J. Smith, University of Alberta; Robert J. Williams, University of Lethbridge; Don P. Schopflocher, University of Alberta

The sequence of the development of gambling problems is not well studied. Data from an ongoing longitudinal study titled Leisure, Lifestyle, and Lifecycle Project (LLLP) was analyzed using structural equation modeling. Gambling cognition was a latent variable with one indicator - total score on the Gambling Fallacies Scale. Gambling involvement was a latent variable with three indicators (number of gambling activities involved in, frequency of gambling, and gambling expenditure). Two SEM models were specified, varying the exogenous variable between cognition and involvement: cognition at Time 1 predicting involvement at Time 2 or involvement at Time 1 predicting cognition at Time 2. The dataset contained responses from 1372 participants aged 18 to 65 over two collection waves (two years). Time 1 cognition predicting Time 2 gambling involvement was the better fitting, more parsimonious model, as indicated by the lower values of AIC and CAIC. The results supported the idea that cognitive errors in gambling precede and predict future changes in gambling involvement. Broadly, the findings suggest that cognitive restructuring should be the primary goal in treatment and prevention, as it appears to predict future gambling behavior. The results are discussed with respect to future research and treatment implications.

#10
Clinical Psychology/
Psychologie clinique

UNDERSTANDING THE LINK BETWEEN CORPORAL PUNISHMENT AND CHILD PHYSICAL ABUSE

Michael Zoratti, University of Ottawa; Sabrina Fréchette, University of Ottawa; Elisa Romano, University of Ottawa

The use of corporal punishment [CP] is controversial, with conflicting literature highlighting and downplaying the risks to the child. This project seeks to provide a better understanding of the link between the use of CP and the occurrence of child physical abuse [PA]. The first research question examines the extent to which individuals who experienced CP in childhood were at greater risk of also experiencing physically abusive actions on the part of their parents. The second examines child-, parent- and family- factors contributing to increasingly severe levels of CP, and distinguishing between CP occurring within and not within the context of PA. Data will be collected from a sample of 200 undergraduate students at the University of Ottawa, using a questionnaire developed for the International Parenting Study. Descriptive analyses will be conducted to examine the frequency of participants who experienced CP and/or PA during childhood. Logistic regressions will identify the factors which contribute to the relationship linking CP and child PA. The use of CP is hypothesized to increase the likelihood of child PA. Secondly, it is predicted that child, parent and family factors will differentiate CP that occurs with physical abusive acts, from CP that does not occur within an abusive context. This research will contribute to the growing body of evidence linking CP to child PA.

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – ROOM 100 - LEVEL 1 - WTCC

Poster/Affiche **POSTER SESSION 'F'/PRÉSENTATION PAR AFFICHAGE**

Clinical Psychology/Psychologie clinique

#1
Clinical Psychology/
Psychologie clinique

MEASURING BELIEFS ABOUT MEMORY AND THEIR ROLE IN CHECKING AND INTRUSIVE THOUGHTS

Gillian M Alcolado, Concordia University; Adam S Radomsky, Concordia University

Checking is a common compulsion in obsessive-compulsive disorder (OCD). Negative beliefs about memory have been shown to cause checking. Two other beliefs about memory that may relate to checking as well are beliefs about the importance of memory and the reliability of memory. Thus these beliefs warrant further investigation. The present study developed the Beliefs about Memory Inventory (BAMI). We hypothesized that the BAMI would have three factors (memory ability [MA], memory importance [MI], and memory reliability [MR]), be related to obsessions, and that it would predict checking better than other beliefs related to OCD. Pilot data has been collected from student participants (N=165 to date). Internal consistency was shown to be good to excellent (Cronbach's α's = 0.85 [total scale], 0.89 [MA], 0.76 [MI] and 0.81 [MR]). The BAMI is also significantly correlated with other measures of beliefs about memory ($r=0.71$, $p<0.001$; $r=0.55$, $p<0.001$), OCD symptoms ($r=0.37$, $p<0.001$), checking symptoms ($r=0.29$, $p<0.001$), obsessions ($r=0.28$, $p< 0.001$), and other OCD-related beliefs ($r=0.31$, $p<0.001$). Exploratory factor analysis and meditational analysis will be conducted on the full student and clinical samples. Results will be framed in terms of cognitive-behavioural models of and treatments for OCD.

#2
Clinical Psychology/
Psychologie clinique

BIBLIOTHERAPY: HOW CHANGING WEIGHT CONTROL BELIEFS WITH PSYCHOEDUCATION CAN IMPACT BODY SATISFACTION AND SELF ESTEEM

Daniel Balk, University of Waterloo; Michele Laliberte, St. Joseph's Healthcare, Hamilton; Jessica N Smith, McMaster University

The objectives of this research were to investigate whether Psychoeducation offered in a self-help/bibliotherapy format could change weight control beliefs, and whether such changes would in turn predict changes in body satisfaction and self esteem. Two independent samples of 154 and 56 women completed measures of knowledge, weight control beliefs, body satisfaction, self esteem, and disturbed eating prior to and following reading a self-help Psychoeducation chapter summarizing the current literature on the body's regulation of weight and weight loss. Current results replicated previous findings that a belief in controlling weight is associated with body dissatisfaction, poor self esteem and disordered eating; while a belief in controlling lifestyle with acceptance of one's natural weight is associated with positive body image, good self esteem and a reduced likelihood of disordered eating. Exposure to the Psychoeducation material significantly decreased a belief in personal control over weight while significantly increasing a belief in controlling lifestyle with acceptance of weight. Only the change in a belief in controlling lifestyle with acceptance of weight predicted improvement in body satisfaction and self esteem.

#3
Clinical Psychology/
Psychologie clinique

THE ASSOCIATION BETWEEN BODY DISSATISFACTION, SET SHIFTING, AND BELIEF CHANGE FOLLOWING PSYCHOEDUCATION ON THE SUBJECT OF SHAPE AND WEIGHT CONTROL

Daniel Balk, University of Waterloo; Michele Laliberte, St. Joseph's Healthcare, Hamilton; Heather E McNeely, St. Joseph's Healthcare, Hamilton; Flora Roudbarani, McMaster University

Deficits in set shifting are hypothesized to be related to the unyielding, rigid personality and preoccupation with feared thoughts that individuals with certain types of mental disorders display (Steinglass, Walsh & Stern, 2006). Individuals with certain fears also have more difficulty shifting set in tasks that utilize concern-related words, such as an emotionally-laden Stroop Task. It is hypothesized that these words activate fear-related cognitive networks in a process that maintains the particular psychopathology (Williams, Mathews & MacLeod, 1996). The first aim of the present study was to examine whether body dissatisfaction is related to mental set shifting when using salient (i.e., body image related) words using emotional Stroop Tasks. The second aim of this study was to determine whether differences in set shifting in the context of salient words predicts the extent of belief change following a bibliotherapy intervention that has previously been shown to change participants' weight control beliefs. After completing the Stroop Tasks, undergraduate women completed a body dissatisfaction and beliefs questionnaire, and following this, read a psychoeducational text on weight control. Their beliefs about weight and shape control, and body dissatisfaction were then re-assessed.

#4
Clinical Psychology/
Psychologie clinique

DISTINGUISHING IRRITABILITY FROM OTHER NEGATIVE EMOTIONAL STATES

Paula C Barata, University of Guelph; Susan Holtzman, University of British Columbia (Okanagan Campus); Shannon Cunningham, University of Guelph

Irritability is a normal human response that remains poorly defined, and definitions often fail to distinguish it from related constructs. The purpose of the current work was to examine descriptions of irritability and develop a concept map of the relationship between irritability and other negative states. Thirty-nine community members who could describe a recent experience of irritability participated in interviews. Maximum variation was sought with respect to participant diversity (e.g., participants with and without physical and/or psychiatric disorders). Interviews were digitally recorded, transcribed verbatim, and organized using NVivo 8. Qualitative content analysis was performed using focused coding procedures that begin with open codes and move to axial codes. This resulted in 26 distinct axial codes. A major theme was difficulty in defining/describing irritability, and a particular difficulty in distinguishing it from other emotional experiences. Thus the focus of the current poster is on a subset of codes that deal with negative emotional states (e.g., anger, sadness, fear, anxiety, frustration, hate, stress, etc.). A lay understanding of irritability sees these emotional states as both causes and consequences of irritability and sometimes as indistinguishable from irritability itself. This has implications for our understanding of patient reported symptoms.

#5
Clinical Psychology/
Psychologie clinique

RESEARCH BUZZ-KILL? WHAT HAPPENS AFTER A META-ANALYSIS IN CLINICAL PSYCHOLOGY IS PUBLISHED

Carolyn Barnes, University of Ottawa; Donald Sharpe, University of Regina

Meta-analysis as a method to review a research literature is extremely popular in many disciplines including psychology. When meta-analysis first appeared in the 1970s, the technique was controversial. One of the first and most controversial meta-analyses focused on the effectiveness of psychotherapy (Smith & Glass, 1977; see Eysenck, 1978). Meta-analysis is now considered standard practice. While many early criticisms of meta-analysis have been addressed, there has been little consideration of the view (e.g., Goldin, 1992; Mann, 1990, Petiti, 1994; Slavin, 1984) that publication of a meta-analysis in a research area may result in a lack of interest in conducting additional studies. Other commentators at the time disagreed and suggested the controversial nature of meta-analysis would preclude premature closure of a research area (Sharpe, 1997). More recent commentators have argued a meta-analysis results in more not less studies (Cooper & Hedges, 2009; Johnson & Boynton, 2008), but there have been few investigations into the question of what happens after a meta-analysis appears. We reviewed the number and nature of studies before and after selected clinical meta-analyses were published. This poster presents the results of our review of the impact of meta-analysis on clinical research.

#6
Clinical Psychology/
Psychologie clinique

A LONGITUDINAL STUDY PREDICTING QUALITY OF LIFE IN MS PATIENTS: THE ROLE OF PSYCHOLOGICAL DETERMINANTS

Yvonne Barrett, University of New Brunswick, Saint John; Enrico DiTommaso, University of New Brunswick, Saint John; Peggy Cook, Saint John Regional Hospital; Gregg MacLean, Saint John Regional Hospital

There has been limited research into the psychological factors affecting quality of life in MS patients. However, interventions aimed at alleviating depression or modifying coping methods may improve quality of life (Goretti et al., 2010). The objectives of this study are to: provide a comprehensive psychological profile of individuals with MS, identify psychological factors predictive of quality of life, and inform interventions based on these findings. We are currently recruiting 300 patients from the MS Clinic at the Saint John Regional Hospital. During their clinic visit, patients receive two questionnaire packages, measuring physical and psychological health, neuropsychological functioning, and quality of life. Assessments are also completed to obtain objective measures of disease status and progression. Data is collected at four additional points, every six to twelve months. Initial findings (N = 151) indicate that attachment, personality, loneliness, and coping are significantly correlated with quality of life (r's = -.20 to -.68), and with depression and anxiety (r's = .19 to .75), which are also associated with quality of life (r's = -.47 to -.81). Thus, providing treatment for depression and anxiety, discouraging the use of maladaptive coping methods, and promoting efforts to strengthen one's network of family and friends, may improve quality of life in MS patients.

#7
Clinical Psychology/
Psychologie clinique

MODERN TECHNOLOGY AND THREATS TO CLIENT PRIVACY AND CONFIDENTIALITY

Taryn B. Bemister, University of Calgary; Keith S. Dobson, University of Calgary

Psychologists increasingly use computers, the Internet, and other technologies to generate, store, retrieve, and transmit client information (Truscott & Crook, 2004). This computer-oriented approach to practice eases communication with clients and allows the storage of large quantities of data. However, an increasing reliance on these technological tools has introduced new issues regarding client privacy and confidentiality, relative to paper and pencil or physical records. The authors of this study conducted a comprehensive review of the professional standards, guidelines, and legislation in Canada relevant to record-keeping practices (see Bemister & Dobson, 2011). The results of this focused literature review are presented in this poster, which highlights the privacy and confidentiality issues associated with electronic records and the provision of health services via the Internet with respect to professional standards, guidelines, and legislation in Canada.

#8
Clinical Psychology/
Psychologie clinique

CORTICAL RESPONSE TO A CHOCOLATE CRAVING INDUCTION AMONG RESTRAINED AND UNRESTRAINED EATERS

Genevieve M Berube, Children's Centre Thunder Bay; Ron Davis, Lakehead University

When viewing images of highly appetizing food, healthy individuals typically show greater left than right frontal hemispheric activity, an event indicative of heightened approach motivation. However, it has been shown that restrained eaters (RE) have greater right frontal cortical activity at rest compared with unrestrained eaters (URE). The purpose of this study was to examine cortical asymmetry in RE using an electroencephalogram while undergoing a craving induction. We proposed that compared to URE, RE would show greater right than left frontal asymmetry at baseline. When instructed to crave chocolate, we then hypothesized that RE would show greater right than left hemispheric activation, indicative of a motivation to withdraw. Data were collected from 29 RE and 23 URE. No significant differences were found in frontal asymmetry between groups either at baseline or during the craving induction. When collapsed across the entire experimental manipulation, significant differences in regional asymmetry were found. Specifically, both groups showed greater alpha power scores in the parietal versus frontal region, with RE evidencing less left relative to right hemispheric cortical activity in the parietal region relative to URE. Additionally, participants evidenced a significant shift to greater left hemispheric asymmetry over the course of the craving induction.

#9
Clinical Psychology/
Psychologie clinique

MEASUREMENT OF CONSTRUCTIVE SELF-SCHEMAS: DEVELOPMENT OF THE CALGARY THRIVING SCALE

Shadi Beshai, University of Calgary; Laura D Branco, University of Calgary; Keith S Dobson, University of Calgary

Researchers (Clark et al., 1999) have discussed the role of constructive core beliefs related to self in depression. For instance, it is believed that such beliefs may function to thwart the activation of negative core beliefs, and thus may halt the depressive cycle. Despite this importance of constructive core beliefs, no measure of the construct of thriving has been developed. This paper presents the development of a scale designed to measure the frequency of thriving-related statements; statements that reflect an increase in functioning subsequent to major stressors. Some of the items for this scale were adapted from existing measures of related constructs such as the Hardiness Scale, while others were written as the reverse of items from scales that assess the negative consequences of major life stressors. A total of 289 undergraduate students (male = 78; female = 211) responded to the drafted 29 items of the Calgary Thriving Scale. Descriptive statistics were obtained for each item, and as a result of the examination of item properties (e.g., mean scores; item- total correlations), 3 items were removed from the scale, leaving a total of 26 items. Exploratory factor analysis indicated a three-factor solution, with a large first factor reflecting Personal Growth. The items and factor structure of the Calgary Thriving Scale are presented in this presentation.

#10
Clinical Psychology/
Psychologie clinique

VALIDATION OF THE CALGARY THRIVING SCALE IN A UNIVERSITY SAMPLE

Shadi Beshai, University of Calgary; Laura D Branco, University of Calgary; Keith S Dobson, University of Calgary

The Calgary Thriving Scale (CTS) is a 26-item questionnaire that measures constructive and positive attitudes in response to major life stressors. In this study, we examined the validity of this scale among a student sample recruited from the University of Calgary. A total of 289 students were administered the CTS along with other scales which assess the severity of depressive symptoms (Center for Epidemiologic Studies Depression Scale), optimism, and attributional style (Attributional Style Questionnaire). It was found that the CTS was negatively correlated with depression severity, positively correlated with dispositional optimism, and positively correlated with a stable attributional style regarding positive outcomes. Furthermore, a hierarchical regression revealed that the CTS predicted a significant portion of the variance in depression severity over and above optimism. It appears from this cross-sectionals study that the CTS is a valid measure of constructive attitudes during stressful times among a student sample. Recommendations for further research and evaluation are discussed.

#11
Clinical Psychology/
Psychologie clinique

UNDERSTANDING THE FACTORS ASSOCIATED WITH PARENTING STRESS OF PARENTS OF ADOLESCENTS WITH ADHD

Daniella Biondic, University of Toronto; Judith Wiener, University of Toronto

Parents of children with Attention-Deficit/Hyperactivity Disorder (ADHD) report more parenting stress than parents of children without ADHD (Johnston & Mash, 2001). Although there is considerable research on parenting stress among parents of children with ADHD, no previous studies have investigated whether parents of adolescents with ADHD experience more stress than parents of typically developing adolescents. Adolescents with ADHD are more likely than other adolescents to exhibit behaviours that tend to elicit parenting stress including oppositional behaviours and conduct problems (Barkley et al., 2004). This study comprised 45 adolescents (26 ADHD; 19 comparison) age 13-18 and their parents. Mothers of adolescents with ADHD experience higher levels of stress in all areas while fathers of adolescents with ADHD experience more total stress and more stress in the Adolescent and Adolescent-Parent Relationship domains. Maternal inattention and adolescent externalizing behaviour mediated the relationship between ADHD status and maternal parenting stress. ADHD status and adolescent externalizing behaviour predicted paternal parenting stress. The results of this study provide strong support for the need to provide parents of adolescents with ADHD with interventions to reduce and help them cope with parenting stress.

#12
Clinical Psychology/
Psychologie clinique

PERFECTIONISM AND APPEARANCE-ENHANCING BEHAVIOUR: A LONGITUDINAL STUDY OF THE MEDIATING ROLE OF APPEARANCE-RELATED REJECTION SENSITIVITY

Jonathan S Blasberg, University of British Columbia; Paul L Hewitt, University of British Columbia; Gordon L Flett, York University

Associations between perfectionism and disorders related to appearance have been documented in the literature [e.g. Hewitt et al., 1995. International Journal of Eating Disorders, 18(4), 317-326] however, the underlying mechanisms responsible for this relationship are still not well understood. Individuals who require perfection of themselves, feel pressure from others to be perfect, or who strive to appear perfect to others tend to be hypersensitive to interpersonal rejection. This may be one reason perfectionists feel driven to engage in appearance-enhancing behaviour, including excessive exercise, dietary restriction and cosmetics use. In this 30-day longitudinal study, appearance-related rejection sensitivity is hypothesized to mediate the relationship between dimensions of perfectionism and appearance enhancement. A female undergraduate sample (n=527) completed measures of trait and self-presentational perfectionism and rejection sensitivity at time one (T1), and measures of exercise dependency, diet restriction and cosmetics use at time two (T2). Analysis is pending but it is expected that T1 self and socially-prescribed trait dimensions of perfectionism and the need to conceal personal imperfections will uniquely predict increased engagement in appearance enhancing behaviours at T2 and that appearance-related rejection sensitivity will fully mediate this relationship.

#13
Clinical Psychology/
Psychologie clinique

EXAMINING THE INFLUENCE OF MENTAL ILLNESS ON HIGH SCHOOL DROPOUT USING THE NCS-R DATASET

Kristina L Bradley, University of Ottawa; Darcy A Santor, University of Ottawa

Despite extensive efforts, many students still drop-out of school before completing high school (HS). Drop-out impacts employment opportunities for the individual and subsequently increases social supports needed by these individuals. Students with poor grades, behaviour problems, and high absenteeism are at higher risk for drop-out. Such attributes are also characteristic of youth with mental health problems. Past studies using the National Comorbidity Study-Replication showed that DSM diagnosis increased odds of high school non-completion from 1.3% (anxiety) to 3.4% (drug dependence), with increasing risk for those with multiple disorders. Our analyses expand on this earlier work by characterizing the risk of drop-out from having a mental illness poses in terms age of onset of illness, severity of illness before drop-out, cumulative effects of multiple illnesses or certain illness combinations, using the NCS-R data. Preliminary analyses of the 9282 participants indicate that 15% of the sample terminated prior to HS completion. Prevalence rates of disorders/problem behaviours in HS non-completers range from 0.1% (OCD) to 22.3% (cannabis use), with many individuals having multiple disorders. Logistic regression will be used to examine predictors of HS completion/non-completion, including presence/absence of episode before age 18, symptom severity, and number of diagnoses, etc.

#14
Clinical Psychology/
Psychologie clinique

PHYSIOLOGICAL CONTRIBUTIONS TO THE DEVELOPMENT OF INTRUSIVE MEMORIES

James N Brazeau, Centre of Excellence for Children & Adolescents with Special Needs, Thunder Bay; Paige Pawluk, Lakehead University; Ron Davis, Lakehead University; Chad keefe, Department of Psychology, Lakehead University

It has been suggested that engaging in certain cognitive tasks may interfere with the consolidation of traumatic memories. For example, it has been proposed that engaging in a task that requires visuospatial skills (i.e., Tetris™) can reduce the frequency of intrusive memories that occur as the result of viewing a film with traumatic content. In the present study, we sought to replicate these findings. Furthermore, we examined measures of physiological arousal that may enhance, or impede, the formation of these intrusive memories. In our study, adult participants (N=120) viewed a trauma film while we measured various indices of physiological reactivity (e.g., heart rate and salivary alpha amylase). Participants were then randomly assigned to play Tetris™ or sit quietly in the room. Our analyses examined differences between these two groups in the number of intrusive memories experienced over a period of a week. Furthermore, we made use of regression analyses to determine the extent to which physiological variables contributed to the frequency of intrusive memories experienced by participants. Results from this study are discussed in terms of their relevance to the development, and prevention of, posttraumatic stress disorder.

#15
Clinical Psychology/
Psychologie clinique

USING COGNITIVE CHANGE STRATEGIES: DOES ACCURACY MATTER?

Amy Brown-Bowers, Ryerson University; Jennifer Belus, Ryerson University; Philippe Shnaider, Ryerson University; Marta Maslej, Ryerson University; Candice M Monson, Ryerson University

Cognitive change strategies seek to intervene on an individual's thoughts in order to evoke emotional change, and are central to cognitive therapy. Two such methods are the Thought Record (TR) and a recently developed strategy named the U.N.S.T.U.C.K. (UN). Although there is literature to support the effectiveness of these techniques, there is scant research on whether accuracy of their use is necessary for emotional change to occur. Thus, this study sought to 1) Describe the accuracy of participants' use of both the TR and UN strategies, and 2) Examine the relationship between degree of accuracy and subsequent emotional change. A non-clinical sample of 51participants was randomized to receive 1 hour of training in either the TR or UN strategy, and completed seven practice worksheets independently over 1 week. Analysis of a subsample (n = 16) revealed a mean accuracy rating of 80% across groups, with no group differences. The correlation between accuracy and emotional change was moderate (r = .389), albeit not significant, likely due to the small sample size of these initial analyses. The full sample will be included in final analyses for this presentation and we anticipate this correlation to be statistically significant. These results will inform whether it is necessary for people to strictly adhere to, and gain competence in, these techniques in order to benefit from them.

#16
Clinical Psychology/
Psychologie clinique

HEALTH PROFESSIONAL STUDENT STRESS AND MALADAPTIVE COPING: ETIOLOGICAL PROFILES OF MALADAPTIVE COPING AND IMPLICATIONS ON STUDENT MENTAL HEALTH SERVICES

Pamela Button, Memorial University; Olga Heath, Memorial University; Natalie Beausoleil, Memorial University

Students transitioning into health professional programs find themselves facing not only significant academic stress, but also the challenges of professional socialization and preparation for entrance into practice-based environments (Lo, 2002). Whereas many students deal with stress in functional and adaptive ways, others engage in maladaptive behaviours to cope with and relieve stress (Whitlock & Knox, 2007). This paper examines the self-reported stress levels, use of maladaptive coping strategies (specifically disordered eating (DE) and non-suicidal self injury (NSSI)), and the etiological profiles of those engaging in maladaptive coping of students in their second year of the medicine, nursing, and pharmacy programs at an Atlantic Canadian University. 120 students in health professional programs completed the How I Deal with Stress Questionnaire (Heath & Ross, 2002). Preliminary data yielded a main stress level of 7.3 out of 10, S.D.=1.74, with 48.7% of students reporting high levels of stress. A follow-up survey (n = 44) explored the etiological profiles of students including those who reported engaging in DE and/or NSSI, providing important information on their coping behaviours and experience of stress. The implications of these findings for student mental health services for health professional students are discussed.

#17
Clinical Psychology/
Psychologie clinique

THE USE OF UNDERGRADUATE SAMPLES IN THE CONSTRUCTION OF CLINICAL SCALES

Kellsey Calhoon, University of Regina; Donald Sharpe, University of Regina

One of the first tasks in constructing and validating a scale is to evaluate a pool of items typically through factor analysis. Through this process, less suitable items are discarded and a preliminary factor structure is determined. A large number of participants are required to conduct factor analysis in the initial stages of scale validation (MacCallum, Widaman, Zhang & Hong, 1999) so undergraduate samples are frequently employed. The use of undergraduate samples has been widely criticized in many areas of psychology (e.g., Sears, 1986; Henry, 2008) but the literature is largely silent on the appropriateness of undergraduate samples in the early stages of scale development generally (Pernice, van der Veer, Ommundsen & Larsen, 2008) and the construction of clinical scales specifically. We reviewed published studies that report on the creation of new clinical scales for their use of undergraduate samples and we evaluated responses from non-student and student samples to items from clinical scales. As a consequence, we are able to make recommendations for when undergraduate samples are appropriate for clinical scale construction and validation.

#18
Clinical Psychology/
Psychologie clinique

SUICIDE ATTEMPTS VERSUS NON-SUICIDAL SELF-INJURY AMONG INDIVIDUALS WITH ANXIETY DISORDERS IN A NATIONALLY REPRESENTATIVE SAMPLE

Hayley K Chartrand, University of Manitoba; Jitender Sareen, University of Manitoba; Matthew Toews, University of Manitoba; James M. Bolton, University of Manitoba

Background: This study aimed to determine whether anxiety disorders are associated with suicide attempts with intent to die and to further investigate the characteristics of deliberate self-harm among anxiety disorders. Method: Data came from the Collaborative Psychiatric Epidemiological Surveys (N = 20,130). People with an anxiety disorder endorsing a history of deliberate self-harm were subcategorized as those who made suicide attempts, versus those who made non-suicidal self-injuries. Results: Anxiety disorders were associated with both suicide attempts and non-suicidal self-injury. People with generalized anxiety disorder and social phobia who engaged in deliberate self-harm were more likely to have made a suicide attempt than a non-suicidal self-injury, independent of the effects of mood and substance use disorders. In addition, individuals with generalized anxiety disorder and social phobia who engaged in deliberate self-harm were more likely to engage in this behavior multiple times, and at least one of those times was a suicide attempt. Conclusion: The present study suggests that anxiety disorders are associated with suicide attempts with intent to die. Social phobia and generalized anxiety disorder appear to be associated with the more worrisome patterns of deliberate self-harm including multiple suicide attempts.

#19
Clinical Psychology/
Psychologie clinique

A LONGITUDINAL POPULATION-BASED STUDY EXPLORING TREATMENT UTILIZATION AND SUICIDAL BEHAVIOR IN MAJOR DEPRESSIVE DISORDER

Hayley K Chartrand, University of Manitoba; Jennifer Robinson, University of Manitoba; James M. Bolton, University of Manitoba

Objective: To longitudinally examine the relationship between treatment utilization and suicidal behavior among people with major depressive disorder (MDD). Methods: Data came from Wave 1 and 2 of the National Epidemiologic Survey on Alcohol and Related Conditions (NESARC) (Wave 1, N=43,093; Wave 2, N=34,653). Suicidal and non-suicidal individuals at Wave 1 were compared on subsequent treatment utilization. Suicidal behavior at Wave 2 was compared between depressed people who had sought treatment at Wave 1 versus those that had not. Results: Individuals with past year MDD at Wave 1 who attempted suicide were more likely to be hospitalized at follow up compared to non-suicidal people with MDD; however, they were not more likely to seek other forms of treatment. Among those with past year MDD who sought treatment at baseline, visiting an emergency room was associated with an increased likelihood of attempting suicide within three years, even after adjusting for mental disorder comorbidity, depression severity, and previous suicidal behavior. Conclusions: Suicidal behavior does not lead depressed individuals to seek treatment with professionals or use antidepressant medications; instead, they are more likely to use emergency services. These findings suggest that treatment efforts for people with MDD who are suicidal need improvement.

#20
Clinical Psychology/
Psychologie clinique

PERFECTIONISM AND SUICIDE IDEATION: AN ASSESSMENT OF THE SPECIFIC VULNERABILITY HYPOTHESIS AND STRESS GENERATION MODEL

Chang Chen, University of British Columbia; Paul L Hewitt, University of British Columbia; Gordon L Flett, York University

The current study measured perfectionism traits, life stress, and suicide ideation among 449 community adults (mean age=58.6, men=175) at two time points 6 months apart. The general purpose of the study was to examine whether perfectionism generates and interacts with life stress in influencing suicide ideation at Time 2. Hierarchical regression analyses were conducted to determine whether stress moderates the association between perfectionism traits (Hewitt & Flett, 1991) and suicide ideation over time. Consistent with the specific vulnerability hypothesis, a significant Perfectionism x Stress interaction was found for self-oriented perfectionism (i.e., striving relentlessly to perfectionistic personal standards) and achievement stressors in predicting suicide ideation. Mediational analyses indicated that stress fully mediated the link between self-oriented perfectionism and suicide ideation, and partially mediated the link between socially prescribed perfectionism (i.e., the pressure to be perfect imposed on the self by others) and suicide ideation at Time 2. Together, these findings suggest that perfectionism traits act as vulnerability factors that enhance and generate stresses in influencing suicide ideation over time. Implications of the present findings for understanding the perfectionism-suicide link and treatment for perfectionistic individuals are discussed.

#21
Clinical Psychology/
Psychologie clinique

PERFECTIONISM, STRESS, HOPELESSNESS, AND SUICIDE POTENTIAL IN ADOLESCENT PSYCHIATRIC PATIENTS

Chang Chen, University of British Columbia; Carmen F Caelian, Westcoast Child Development Group Inc.; Paul L Hewitt, University of British Columbia; Gordon L Flett, York University

The current study examined dimensions of perfectionism, stress, hopelessness, and suicide potential in a sample of adolescent patients diagnosed with depression. A sample of 55 adolescents who were inpatients or outpatients completed a battery of measures that included the Child-Adolescent Perfectionism Scale, subjective and objective indices of life stress, daily hassles, depression, hopelessness, and suicide potential. Analyses showed that socially prescribed perfectionism (i.e., the pressure to be perfect imposed on the self by others) predicted suicide potential and this association with suicide potential held after taking into account the associations that depression and hopelessness had with suicide potential. Partial support emerged from tests of the diathesis-stress model which found evidence of a significant interaction of socially prescribed perfectionism and daily hassles predicting suicide potential. The results are discussed in terms of the relevance and risk of suicide associated with elevated levels of socially prescribed perfectionism among adolescents who have a history of depression and who are experiencing chronic daily stress. Finally, this study marks an important extension of prior work with children and youth and helps to shed light on the nature of the relationship between perfectionism and aspects of suicide in this population.

#22
Clinical Psychology/
Psychologie clinique

SEARCHING FOR THINSPIRATION: THE NATURE OF INTERNET SEARCHES FOR PRO-EATING DISORDER WEBSITES

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The impact of pro eating disorder websites (pro–ED) has captured attention from news media and mental health professionals due to their potential harm (e.g., reinforcing and encouraging eating disordered behaviours). It remains unclear how these websites may be found; this information may have intervention implications. This is the first study to examine how pro-ED websites may be found by identifying actual search terms used to find these websites. Google Adwords Keywords is a free program which generates actual search terms and search-related statistics. Twenty words derived from empirical literature on pro-ED websites were entered in the program. This generated 26 search terms and corresponding search statistics. Next, the top 10 websites associated with each term were coded using a content analysis based on their level of perceived harm (reliability > .80). Results indicated over 13 million searches are made annually for pro-ED terms. Although pro ana received the most searches, the terms thinspiration and thinspo were also common. Moreover, websites related to these latter terms had more harmful content ($p < .05$). In order to reach those who seek pro-ED material online, it may be important to intervene prior to the point-of-access to provide helpful, research-supported resources in users' search results –emphasis should be placed on the terms thinspiration and thinspo.

#23
Clinical Psychology/
Psychologie clinique

DEVELOPMENT OF PARENT AND THERAPIST THERAPEUTIC ALLIANCE OVER THE COURSE OF A TRIPLE P PARENTING GROUP INTERVENTION

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Past effectiveness studies of the Triple P-Positive Parenting Program have focused on treatment outcomes but have neglected to understand the role of treatment process factors related to effective results. This study describes the development of therapeutic alliance, according to mothers, fathers, and therapists, over the course of a group-based Triple P intervention that achieved significant improvements in child behaviour, parenting skills, and parent mental health functioning. Within the context of this effective intervention, therapeutic alliance was assessed by each informant twice over the course of group completion (i.e., at the one-third and two-third mid-points of treatment). Both mothers ($n = 128$) and fathers ($n = 58$) reported lower levels of therapeutic alliance when compared to therapist ratings at both the one-third and two-third mid-points. Non-significant correlations between parent and therapist therapeutic alliance ratings at the one-third mid-point improved and became significant by the two-third mid-point. This highlights the corrective factor and increasing alliance that develops over the course of an evidence-based parenting group. The relationship between therapeutic alliance and child and parent treatment outcomes and the implications of the findings for group treatment delivery in community-based settings will also be described.

#24
Clinical Psychology/
Psychologie clinique

RELATIONS AMONG ANXIETY SENSITIVITY, BORDERLINE PERSONALITY DISORDER, AND AGGRESSION

Julia Clark, St. Francis Xavier University; Margo C Watt, St. Francis Xavier University

Anxiety sensitivity (AS) refers to the fear of arousal-related sensations due to belief that these sensations signify harmful consequences (Reiss et al., 1986). High AS individuals are known to avoid stimuli that evoke these feared sensations, such as physical exercise (Sabourin et al., 2011) and situations that involve reactive aggression (Broman-Fulks et al., 2011). Interestingly, other research shows that individuals with Borderline Personality Disorder (BPD) have both high levels of AS (Gratz et al., 2008) and aggression (Dougherty et al., 1999). The present study sought to clarify relations among AS, BPD, and aggression. Participants were 630 undergraduate students who completed a series of self-report measures. Preliminary findings indicate predicted positive correlations between BPD and AS (r=.52, p=.000), and BPD and aggression (r=.66, p=.000), but also a positive correlation between AS and aggression (r=.33, p=.000). Moderated mediation analyses will be conducted to determine if AS mediates relationship between BPD and aggression, and whether that varies by gender. Further analyses will examine relations among AS, BPD, and different types of aggression (impulsive, premeditated, and passive).

#25
Clinical Psychology/
Psychologie clinique

COMPARING THE EFFECTIVENESS OF CONNECT© PARENT GROUP DELIVERED IN-HOUSE OR BY TELEHEALTH

Sharon Clark, IWK Health Centre; Megan McLarnon, Dalhousie University; Jason Chatman, IWK Health Centre

The Connect© Parent Training program is a brief, structured parenting program based on attachment principles designed for parents/caregivers of youth with complex mental health and disruptive behaviour concerns. The Adolescent Centre for Treatment at the IWK Health Centre offers the group via In-House groups held at ACT and via Telehealth groups for clients across Nova Scotia. Effectiveness outcome data was compared between the two modes of group delivery: In-House vs. Telehealth. Between April 2009 and April 2011, twelve Connect© groups were completed (nine In-House and three Telehealth groups). Over the course of the 10-session Connect© program, caregivers reported a decrease in youth externalizing behaviours and improvements in youth social and interpersonal functioning. Caregivers reported improvements in their own emotional regulation as well as in that of their teens. Verbal and physical conflict between caregivers and youth significantly decreased. Patterns of improvement were consistent between In-House and Telehealth Connect© group participants. Overall, caregivers provided extremely positive feedback about their experiences with Connect©. The results of this evaluation support the effectiveness of both In-House and Telehealth formats of the Connect© program in improving outcomes for families of teens with complex mental health and behavioural concerns.

#26
Clinical Psychology/
Psychologie clinique

COPING AND EATING BEHAVIORS: A LONGITUDINAL STUDY

Marilou Côté, École de psychologie, Université Laval; Mélodie Daoust, École de psychologie, Université Laval; Marie-Pierre Gagnon-Girouard, École de psychologie, Université Laval; Catherine Bégin, École de psychologie, Université Laval; Véronique Provencher, Département des sciences des aliments et de nutrition, Université Laval; Angelo Tremblay, Département de médecine sociale et préventive, Université Laval; Simone Lemieux, Institut des nutraceutiques et des aliments fonctionnels

Ineffective coping strategies have been identified as major risk factors for eating disorders (Ball & Lee, 2000). Emotions-oriented and avoidance (distraction)coping strategies have been consistently associated with pathological eating behaviors/attitudes, but mostly based on cross-sectional designs, which does not allow to make assumptions about which variable influences the other (Spoor et al., 2007). The aim of this study was to examine the associations between baseline coping and further eating behaviors/attitudes (2 and 3- year follow-up) among a sample of 49 women who are preoccupied with their weight and are overweight or obese. Women reporting emotion or distraction coping at baseline show higher levels of disinhibition (p=.016; p=.005) and binge eating (p=.001; p=.007) and a weaker body esteem (appearance; p=.025; p=.016) two years later. Further analyses reveal that baseline distraction coping is the only significant predictor of subsequent disinhibition (p= .037) whereas baseline emotion coping is the only significant predictor of subsequent binge eating (p= .017). Scores at 3-year follow-up show a similar pattern. These results are coherent with previous cross-sectional studies, while adding some support to the hypothesis of a long-term effect of coping style on eating behaviors/attitudes among women who are preoccupied with their weight and are overweight or obese.

#27
Clinical Psychology/
Psychologie clinique

KNOWLEDGE, PRACTICE, AND ENDORSEMENT OF RESPONSIBILITY TO PROVIDE SLEEP-RELATED CARE AMONG CANADIAN PEDIATRIC HEALTH AND MENTAL HEALTH PROFESSIONALS

Aimee Coulombe, Dalhousie University; Erin Maguire, Dalhousie University; Katy Schurman, Dalhousie University; Penny Corkum, Dalhousie University

Approximately 30% of children experience behavioural sleep problems (Behavioural Insomnias of Childhood; BICs). Only 1% of children with BICs receive evidence-based (i.e., behavioural) care. Little is known about why access to evidence-based BIC care is so poor. We do know that the supply of pediatric sleep specialists is limited and that few front-line health and mental health professionals are trained in pediatric sleep. Although increasing front-line health and mental health professionals' BIC-related knowledge has been suggested as a means of increasing their provision of evidence-based BIC care (i.e., BIC-related practice), the extent to which these professionals agree that they are responsible for providing this care has not been examined. The present study examines BIC-related knowledge, practice, and endorsement of BIC-related responsibility among Canadian family physicians, pediatricians, clinical psychologists, and social workers. Data is being collected on-line using self-report questionnaires. MANOVAs will compare BIC-related knowledge, practice, and endorsement of BIC-related responsibility among professional groups. Multiple linear regressions will examine knowledge and endorsement of BIC-related responsibility as predictors of BIC-related practice. Results will inform methods of increasing access to evidence-based BIC care.

#28
Clinical Psychology/
Psychologie clinique

MODELING THE DESIGN OF AN EARLY INTERVENTION SERVICE FOR ADULTS WITH MENTAL HEALTH PROBLEMS: A DISCRETE CHOICE CONJOINT EXPERIMENT

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We involved 562 patients, family members, and professionals in the design of an early intervention (EI) service for mental health problems. Participants completed 18 choice tasks experimentally varying 16 4–level service design attributes. Latent Class analysis yielded three segments with different preferences. All segments preferred face–to–face EI services that were available immediately. They recommended that EI services advertise at public awareness events, educate the community each week, and provide information about psychological or alternative treatments rather than medication. All segments chose options judged helpful by people with mental health problems rather than research. The Conventional segment (39%) preferred a professional referral for an appointment with a psychologist or psychiatrist at a clinic or hospital. The Community segment (50%) preferred 24–hour, self–referral options delivered by mental health nurses at primary care offices. The Alternative segment (12%) preferred anonymous, 24–hour, hospital–based services focusing on alternative treatments supported by internet social networking. Although professionals were more likely to be in the Community segment, patients and families were in both the Community and Conventional segments. Simulations show that encouraging the early utilization of EI services requires a range of options.

#29
Clinical Psychology/
Psychologie clinique

POPULAR TRENDS IN SOCIAL NETWORKING: ONLINE BEREAVEMENT AND THE HUMAN-COMPUTER INTERFACE

Tina Dadgostari, University of Saskatchewan; Stephen Fleming, York University

The purpose of this study was to explore the relationship between the sudden death of young adults mean (age =19) and the online social networking site (SNS) patterns of their bereaved peers. A qualitative research method was used to analyze the written language of comments (N = 400) posted on commemorative Facebook groups.The impact of gender, culture, and religion was examined by integrating qualitative findings into statistical comparisons. The study found that SNS were used as a means of coping after death. The majority of individuals on the SNS spoke directly to the deceased ($p < .001$, $\phi = .56$), demonstrating a belief in the afterlife regardless of religious connotation. The study also found differences between male and female grieving patterns online, perpetuating the current controversy on "gendered grief". The majority of males presented with instrumental patterns of grief, where comments were intellectual and included memories ($p < .001$, $\phi = 0.34$). On the contrary, females presented with combined patterns, both instrumental as well as emotionally driven ($p < .001$, $\phi = 0.24$).A thorough review of the literature suggests that SNS may encourage positive coping in bereaved young adults by offering an accessible,supportive interface compared to traditional practices.This exploratory study serves to enhance our understanding of grief in light of technological advances.

#30
Clinical Psychology/
Psychologie clinique

PSYCHACHE, SUICIDALITY, AND FRUSTRATED NEEDS: AN EXAMINATION OF SHNEIDMAN'S CAUSAL MODEL OF SUICIDE

Mike P Davis, Queen's University; Talia Troister, Queen's University; Ronald R Holden, Queen's University

In Canada, 3700 people die by suicide each year, making suicide prevention an important public health concern. The use of psychological factors to predict suicide risk is becoming more common and can play an essential role in reducing suicide rates. Although depression and hopelessness have been shown to be predictors of suicide, Shneidman postulated that the primary cause of suicide is psychache arising from frustrated psychological needs. Data were collected from 319 undergraduate students at Queen's University who completed questionnaires measuring depression, hopelessness, psychache, suicide ideation, thwarted belongingness and perceived burdensomeness, perceived fulfillment of psychological needs, and self-discrepancies in personality. Analyses show that: (1) psychache significantly correlated with suicidality, (2) changes in psychache were a significant predictor of changes in suicidality, (3) psychache was the strongest predictor of suicidality over hopelessness and depression at baseline and the strongest predictor of suicide ideation and preparation at the 5-month follow-up, (4) changes in psychache and depression were the strongest predictors of changes in suicide preparation, and (5) psychache significantly correlated with measures of frustrated psychological needs. Results of the current study provide strong support for Shneidman's causal model of suicide.

#31
Clinical Psychology/
Psychologie clinique

DIFFERENCES IN TREATMENT COMPLETION, TREATMENT OUTCOMES, AND PSYCHOLOGICAL FACTORS BETWEEN ABORIGINAL AND CAUCASIAN BARIATRIC SURGERY CANDIDATES

Chelsea A Delparte, University of Regina; Bethany L Gelinas, University of Regina; Regan Hart-Mitchell, Regina Qu'Appelle Health Region; Kristi D Wright, University of Regina

Canada's First Nations people have been shown to have more problems with health issues compared to non-First Nations populations across many health indicators (Hackett, 2005). One such indicator is rates of obesity. Bariatric surgery is one intervention designed to address severe obesity. However, there is limited knowledge about outcomes for First Nations patients who engage in bariatric treatment. The purpose of the current study was to examine outcomes for 28 First Nations patients compared to 230 non-First Nations patients in a 6-month pre-surgical bariatric treatment program. Participants completed the Weight and Lifestyle Inventory (Wadden & Foster, 2001) and measurements of weight

were obtained. Results revealed that First Nations candidates were less likely to complete the pre-surgical program than non-First Nations candidates. First Nations candidates were less likely to achieve successful pre-surgical weight loss than non-First Nations candidates, x2 (1) = 0.41, p = .042. In fact, First Nations candidates were more likely to gain weight during the pre-surgery program, t (207) = 2.73, p = .007. Given these findings, it is important for bariatric treatment interventions to consider cultural differences among First Nations patients in order to improve adherence to treatment expectations. Clinical implications are discussed.

#32
Clinical Psychology/
Psychologie clinique

TREATING MENTAL HEALTH DISORDERS FOR CHILDREN IN CHILD WELFARE CARE: EVALUATING THE OUTCOME LITERATURE

Wendy den Dunnen, University of Ottawa; Shannon Stewart, Child and Parent Resource Institute; Alan Leschied, University of Western Ontario; Sharla Zalmanowitz, Calgary Counselling Centre; Philip Baiden, Child and Parent Resource Institute

Children involved in the child welfare system (CWS) are among society's most vulnerable people, with high rates of maltreatment histories and mental health problems. This review reports on an evaluation of the literature examining mental health interventions for children in the CWS. The Grades of Recommendation Assessment, Development and Evaluation (GRADE) process was used as the basis of the evaluation. GRADE differs from traditional meta-analysis in that it focuses not only on effect sizes and methodological issues related to treatment outcomes, but also on the applied practicality of interventions. Five researchers individually rated 30 comparison group studies (with percent agreement of 80%). The results show that detailed, manualized interventions using multiple treatment components that focus on family, child, and school factors report the best quality outcomes for children and families and were most highly recommended within the GRADE analysis. These findings emphasize the importance of comprehensive intervention efforts that involve the family and community, as well as the child. This review also identifies the need for early and trauma-focused intervention practices for children in the CWS. Increased commitment following treatment and in times of transition is also needed in future practice and research to improve the outcomes of this population.

#33
Clinical Psychology/
Psychologie clinique

EXECUTIVE FUNCTIONS SUPPORTING EMOTION REGULATION ABILITIES

Elif Direkoglu, University of Toronto Scarborough; Anthony C Ruocco, University of Toronto Scarborough

Emotion regulation abilities rely upon important functions of the prefrontal cortex. Little research, however, has evaluated the relationship between executive functions of the prefrontal cortex and difficulties in emotion regulation. The present study addressed this question by examining the associations between six aspects of emotion regulation and five domains of executive functioning in a sample of 65 healthy young adults. Results from a canonical correlation analysis yielded two noteworthy functions — the first, indicating that deficits in planning, cognitive flexibility, and response control are associated with less efficient access to emotion regulation strategies and a lack of emotional awareness; and the second, reflecting that deficits in working memory are related to poorer emotional awareness. Overall, 87% of the variance was shared between the variable sets. These findings suggest that specific emotion regulation abilities, namely awareness of emotions and access to regulation strategies, may be highly reliant on efficient executive functions, particularly working memory, planning, cognitive flexibility, and response control. These findings may have important implications for understanding emotion regulation difficulties in various forms of psychopathology.

#34
Clinical Psychology/
Psychologie clinique

OPPOSITE WINTER TRENDS IN ATYPICAL DEPRESSION SYMPTOMS IN SEASONAL AND NONSEASONAL MOOD CHANGES

Dana M Dupuis, Lakehead University; Josephine Tan, Lakehead University

This study assessed depression symptoms and three rumination styles across six weeks in 61 individuals with seasonal mood changes (SMC, n = 16), nonseasonal mood changes (NSMC, n = 17), and without mood changes (Control, n = 26). Although rumination is associated with NSMC, it has not been examined in SMC over the winter time when the photoperiod varies. The onset and remission of SMC has been linked to changes in photoperiod over the seasons. Participants in the present study completed weekly ratings on depression symptoms and rumination styles in the months of February and March during which time the photoperiod increased by 120.01 minutes. Results indicated that SMC and NSMC scored higher than Control on depression symptoms and all three rumination styles during each of the six weeks. Severity of depression symptom and the three rumination styles decreased with increasing photoperiod for all groups. Weekly trends showed that SMC increased in atypical depression symptom severity during the first two weeks, experienced a drop in the third week, an increase in the fourth week, and a decrease over the last two weeks. Interestingly, NSMC showed a diametrically opposite trend. The results suggest that NSMC also show a differential response in atypical depression symptoms over time during the winter but in an opposite trend to the SMC.

#35
Clinical Psychology/
Psychologie clinique

CHANGES IN COGNITIVE AND ADAPTIVE SKILL LEVELS IN PRESCHOOLERS WITH AUTISTIC SPECTRUM DISORDERS

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Additional research about the stability of cognitive and adaptive skills in preschoolers with autistic spectrum disorders (ASD) is needed to inform early assessments of intellectual disability. This study examined changes in cognitive and adaptive skill levels (<70 vs. ≥ 70) between initial diagnosis (age 2-4) and age 6. Data (N = 204) came from a multi-site study of Canadian children with ASD (Pathways in ASD) from time of diagnosis(M= 42.26 mo) and age 6 (M=72.49 mo).Cognitive skills were assessed using the Merrill-Palmer-Revised Scales of Development, and adaptive skills were assessed using the Vineland Adaptive Behavior Scales, 2nd ed. At time of diagnosis, more children received cognitive scores < 70 (75%) than adaptive scores < 70 (36%; p < .0001). Scores often increased from < 70 to ≥ 70 by age 6, especially on the cognitive measure (50%, vs. 34% on adaptive measure, p = .03). In contrast, scores rarely decreased from ≥ 70 to < 70 (2% on cognitive measure; 14 % on adaptive behavior measure, p = .02). Results suggest caution in providing very early intellectual disability diagnoses, as scores on both measures often increased by age 6. Increases may have been due to many factors, including relatively high access to intervention in this sample. Sponsors: CIHR, Autism Speaks, Gov. of BC, Alberta Innovates- Health Solutions, Sinneave Family Foundation.

#36
Clinical Psychology/
Psychologie clinique

EXAMINING VOLUNTARY COPING STRATEGIES AS A MEDIATOR OF THE ASSOCIATION BETWEEN PEER RELATIONSHIPS AND DEPRESSIVE SYMPTOMS IN EARLY ADOLESCENCE

Samantha S Forristall, Memorial University of Newfoundland; Valerie A Noel, Memorial University of Newfoundland; Sarah E Francis, Memorial University of Newfoundland

As children enter early adolescence they increasingly depend on their peers. The quality of the relationships they form with their peers influences their well-being, as poor quality peer relationships have been associated with more depressive symptoms. The adaptive emotion coping strategies of primary control, or bringing the environment into line with ones' wishes through altering objective conditions, and secondary control, or bringing oneself into line with the environmental factors through adapting, have been positively associated with good peer relationships. These voluntary coping strategies may help explain the link between peer relationships and depressive symptoms. The purpose of the present study is to examine whether primary and secondary control are mediating variables in the relationship between peer relationships and depressive symptoms in adolescents ranging from ages 10-14 (N=70). Data collection is ongoing. Significant findings would serve to clarify the nature of the association between peer relationships and depressive symptoms by highlighting the importance of pro-social behaviours, engaging in adaptive coping strategies, and their relationship.

#37
Clinical Psychology/
Psychologie clinique

THE PERSONALITY ASSESSMENT INVENTORY: PSYCHOMETRIC PROPERTIES IN A THIRD-PARTY INSURANCE-FUNDED REHABILITATION SAMPLE

Michelle Gagnon, University of Regina; Murray P. Abrams, University of Regina; Tom P. Robinson, Regina Qu'Appelle Health Region, Functional Rehabilitation Program

The Personality Assessment Inventory (PAI; Morey, 1991) is a widely used 344-item self-report measure of personality and psychopathology. Normative data for the PAI has been established in community, college, and clinical samples, as well as in bariatric and chronic pain populations (Corsica et al., 2010; Karlin et al., 2005; Morey, 1996). To date, normative data for the PAI has not been established in a physical rehabilitation population. This study examines the clinical utility and psychometric properties of the PAI in a sample of persons involved in a tertiary level insurance-funded physical rehabilitation program (n = 466; 53.6% women, Mage=43.3, SD=12.2). Results of internal consistency analyses of PAI full and subscales demonstrated good reliability and were relatively consistent with reliability reported for original development sample. Exploratory factor analyses were conducted to investigate the underlying structure of the PAI with this population. Normative data and scale elevations were examined. Results support the use of the PAI in the assessment of insurance-based rehabilitation populations. The normative data and scale elevations found in this study will facilitate PAI interpretation and inform treatment recommendations for individuals undergoing a physical rehabilitation treatment program.

#38
Clinical Psychology/
Psychologie clinique

RELATIONS BETWEEN ANXIETY SENSITIVITY AND SEXUAL FUNCTIONING IN YOUNG WOMEN

Katlyn G Gerrior, Saint Francis Xavier University; Margo C Watt, Saint Francis Xavier University; Angela D Weaver, Saint Francis Xavier University

Anxiety sensitivity (AS) refers to the fear of arousal-related sensations due to the belief that these sensations signify harmful consequences. High AS is a risk factor for psychopathology, including anxiety disorders and chronic pain (Taylor et al., 1999). Research shows that people with high AS tend to avoid activities that induce arousal, such as physical activity (Sabourin et al., 2008), and it is possible that this avoidance could extend to sexual activity. Research supports the relationship between anxiety and avoidance of sexual activity (Hartmann et al., 2007). To date, however, no research has looked at the relationship between AS and sexual functioning, thus the purpose of the present study. Participants included female undergraduates who completed measures of AS, and sexual dysfunction. Preliminary analyses on 90 participants reveal positive correlations between scores on the Female Sexual Distress Scale (FSDS; DeRogatis et al., 2007) and AS-Cognitive concerns (r=0.24, p=0.03) and AS-Social concerns (r = .21, p = .05,) but not AS-Physical concerns (r = .01, ns). Overall, results show that 28% of participants exceed the cutoff (FSDS scores ≥ 11) for clinically significant levels of sexual distress (Fisher et al., 2011). Further investigation will examine differences between high (vs. low) AS individuals in sexual functioning, sexual pain, and sexual aversion.

#39
Clinical Psychology/
Psychologie clinique

IMPLEMENTATION AND EVALUATION OF A PAIN MANAGEMENT CONTINUING EDUCATION PROGRAM ON LONG-TERM CARE STAFF KNOWLEDGE, BELIEFS AND ATTITUDES ABOUT PAIN: THE QUANTITATIVE RESULTS

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Pain causes both physical and psychological strain. Up to 80% of long-term care (LTC) residents experience pain (Loeb, 1999). Pain management in LTC may be hampered by knowledge gaps and/or by inaccurate beliefs held by LTC staff (Jones, et al., 2004). Older adults who have difficulties conveying their pain experiences due to limited ability to communicate as a result of dementia are at a greater risk of pain undermanagement (Jones et al., 2004). We developed, implemented and evaluated a systematic/expert based interactive educational program aimed toward increasing knowledge of and motivation for pain management in LTC. A total of 131 LTC staff were randomly assigned to a control group focusing on general dementia education without discussion of clinical implications, or a pain education (PE) group. Compared to the control group, the PE participants scored higher on a pain knowledge test and showed positive shifts in pain beliefs/attitudes following participation in the program and at a 2-week follow up. Results demonstrate that staff knowledge and beliefs about pain can be improved in a brief period of time. This is a better outcome than was obtained in previous LTC pain education research likely because of strategies that we used to maximize staff participation and involvement. These strategies will be discussed.

#40
Clinical Psychology/ Psychologie clinique

PREVALENCE OF NON-SUICIDAL SELF-INJURY: IT'S ALL IN HOW YOU ASK THE QUESTION

Maryam Gholamrezaei, McGill University; Amber Emery, McGill University; Alyssa Baxter, McGill University; Melanie Joly, McGill University; Nancy Heath, McGill University

Non-suicidal self-injury (NSSI) is defined as the intentional act of damaging one's body tissue without the intent to die, using methods not socially sanctioned. Prevalence rates of NSSI in community samples have ranged from 4 to 46.5% and it has been hypothesized that this large variance in recorded prevalence rates may be due to measurement differences in how participants are asked about the behaviour (Nixon & Heath, 2009). Despite this widely accepted explanation, measurement effects have not been empirically examined. Thus, the current study sought to compare prevalence rates of NSSI obtained through two different questions in a sample of adolescents (N = 780; 53% female; age M = 12.4 years, SD = .52). Participants were asked about their engagement in NSSI in two ways: (1) a 4-point Likert scale (Never to Always) question asking "have you ever hurt yourself on purpose?'' and (2) a checklist of all NSSI methods . Results indicated large discrepancies in answers between the two questions, with 48.9% of those who indicated a method of self-injury on the checklist had reported "Never" in response to the question of if they had ever hurt themselves on purpose. These "discrepant responders" were disproprotionately male, and had less severe self-injury. Implications for clinicians in assessing self-injury are highlighted.

#41
Clinical Psychology/ Psychologie clinique

PREDICTIVE AND RISK FACTORS FOR DEVELOPING DEPRESSION DURING THE PERIMENOPAUSAL TRANSITION

Zoe Gibbs, Monash Alfred Psychiatry Research Centre; Stuart Lee, Monash Alfred Psychiatry Research Centre; Jayashri Kulkarni, Monash Alfred Psychiatry Research Centre

Perimenopause (PM) refers to the transition into menopause. It is associated with increased rates of depression. For treatment purposes, it is important to determine which factors predispose women to experiencing depression during PM. This research involves a cross-sectional design, looking at PM women, with or without current depression. Questionnaires were sent assessing history of mood disorders, physical symptoms, social support, and recent life events. Interim analysis (n=69) found that depression was significantly positively correlated with: a history of anxiety, depression and premenstrual syndrome; recent negative life events; and sleep quality. Significant negative correlations were found with family support, and aerobic exercise. Secondary analysis then used multiple regression to determine which of the significant bivariate correlates were most strongly predictive of depression. This model accounted for 57% of the variance in depression scores. The unique predictors were amount of aerobic exercise ($p=.002$) and past negative life events ($p<0.001$). In summary, while several factors were correlated with depression during PM, in the regression model only recent negative life events remained a significant risk factor for depression, with aerobic exercise the only significant mitigating factor. These findings may serve as targets for depression prevention.

#42
Clinical Psychology/ Psychologie clinique

TREATING SAD HEARTS: A COGNITIVE-BEHAVIOURAL TREATMENT PROTOCOL FOR CARDIAC PATIENTS

Paul Greenman, Université du Québec en Outaouais; Isabelle Green-Demers, Université du Québec en Outaouais; Jonathan Jetté, University of Ottawa; Jean Grenier, Hôpital Montfort

Psychological treatments of depression are becoming increasingly common in cardiac rehabilitation settings, given the strong link between cardiac and depressive symptoms. However, there has been some controversy in the literature over the efficacy of psychological treatments for individuals suffering from cardiac disease. The purpose of the present pilot study was therefore to develop and test a cognitive-behavioural treatment (CBT) protocol for depression in cardiac patients. Fourteen men and 11 women (mean age = 56 years) diagnosed with heart disease received a maximum of 20 sessions of CBT at the Cardiovascular Health and Diabetes Clinic of the Montfort Hospital in Ottawa, Ontario. As predicted, there were statistically and clinically significant reductions in symptoms of depression in this population, as measured by the Beck Depression Inventory (BDI Fast Screen; Beck et al., 2000) and the Hospital Anxiety and Depression Scale (HADS; Snaith, 2003). The treatment protocol is discussed in detail, with suggestions for future research on this topic.

#43
Clinical Psychology/
Psychologie clinique

EMOTIONALLY FOCUSED COUPLES THERAPY (EFT) FOR FEMALE SURVIVORS OF CHILDHOOD ABUSE: A RANDOMIZED CONTROLLED TRIAL

E. Jane Dalton, The Clinic on Dupont; Paul Greenman, Université du Québec en Outaouais; Catherine Classen, Women's College Research Institute; Susan M Johnson, Ottawa Couple and Family Institute

Emotionally Focused Therapy (EFT) for couples is an empirically supported treatment for relationship distress. Published outcome research on this approach to date has been conducted with psychologically healthy individuals and with people suffering from major depression, cancer, and symptoms of post-traumatic stress. However, there have not been any controlled trials of the efficacy of EFT for treating relationship distress among adult survivors of childhood abuse. The goal of the present study was therefore to conduct a randomized, controlled trial of the effects of EFT on couples in which the female partner had a history of severe intrafamilial childhood abuse, as measured by a battery of test questionnaires. Twenty-four couples in Toronto, Ontario (mean relationship length = 14 years) were randomly assigned to either a treatment group (20 sessions of EFT) or to a control group (waiting list). Analyses of covariance with treatment condition as the fixed factor and baseline scores on the Dyadic Adjustment Scale (Spanier, 1976) as the covariate yielded a statistically significant effect of treatment group on relationship satisfaction. These results attest to the effectiveness of EFT for relational distress among adult survivors of childhood abuse. They are discussed in light of the relevant clinical literature.

#44
Clinical Psychology/
Psychologie clinique

DOES MAUDSLEY FAMILY THERAPY PROMOTE WEIGHT GAIN IN YOUTH WITH ANOREXIA NERVOSA?

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Maudsley Family Therapy (MFT) in which parents take a central role in re-nourishing their child, is emerging as an effective treatment approach for youth with Anorexia (AN; Eisler et al., 1997,2007; Le Grange et al., 1992,1993), but the body of data is still small. The purpose of the present study was to examine whether MFT was more effective than a non-specific family approach (NSF) in promoting weight gain among youth who received treatment for AN in an Atlantic Canadian pediatric hospital. Participants were 46 adolescents (43 females, 3 males) under the age of 16 who had been diagnosed with AN. The weight gain of 14 patients who received NSF (pre-2002) was compared with 32 patients who received MFT (post-2002). At two and three months post intake assessment, patients who received MFT showed significantly greater weight gain than patients who received NSF [$F(1, 40)= 10.75$, $p<.01$, and $F(1, 39)=10.29$, $p<.01$, respectively]. Patients who received MFT were also hospitalized on Psychiatry for significantly fewer days than patients who received NSF [$F(1, 42)= 4.26$, $p<.05$] and were less likely to be tube fed $\chi^2(1, N=46)= 9.08$, $p<.01$]. These results suggest that empowering parents to take a central role in treatment (MFT) was more efficient in reversing their child's starvation with shorter hospital stays and intervention.

#45
Clinical Psychology/
Psychologie clinique

MODERATING VARIABLES IN TREATMENT DECISIONS FOR GAD AND MDD.

Christian Hahn, Saint Mary's University; Darren Fowler, Saint Mary's University

Recent research involving perceptions of and attitudes toward psychotherapy has revealed a generally positive attitude among laypeople (Furnham & Wardley, 1990). However, in terms of the effectiveness of psychotherapy in the treatment of specific mental illnesses, the general population is greatly misinformed; laypeople also tend to have set beliefs in terms of which illnesses should be treated with pharmaceuticals and which should be treated with therapy (Furnham, 2009). The present study uses 80 undergraduate participants to examine treatment preferences for the symptoms of generalized anxiety disorder (GAD) and major depressive disorder (MDD). Participants were randomly assigned into one of two groups: lecture or no lecture. Those in the lecture group received a twenty-minute briefing designed to increase participants' knowledge of both psychological and biological treatments of MDD and GAD. In line with anticipated results, those in the lecture group were significantly more likely to select psychotherapy as their preferred method of treatment for symptoms of both GAD and MDD. Psychological experience and education were also found to moderate the relationship between knowledge of GAD and MDD, and treatment preference.

#46
Clinical Psychology/
Psychologie clinique

INFLUENCE OF SOCIAL ANXIETY AND MINDFULNESS ON ASSERTIVENESS

Sarah Harmer, Wilfrid Laurier University; Rebecca A. Blackie, Wilfrid Laurier University; Nancy L. Kocovski, Wilfrid Laurier University

Socially anxious individuals are generally low on assertiveness. Recent research has shown that mindfulness interventions are helpful for treating social anxiety, but the impact of mindfulness on assertiveness has received very little attention. The primary goal of the present study was to examine whether mindfulness influences the relationship between social anxiety and assertiveness. The secondary aim was to experimentally investigate the relationship between mindfulness and assertiveness. Participants (N = 208 students) completed a series of questionnaires and were randomly assigned to read a mindful (n = 101) or mindless vignette (n = 107) and answered questions regarding assertiveness in response to the vignette. As hypothesized, social anxiety negatively correlated with mindfulness and assertiveness, and mindfulness and assertiveness were positively correlated with one another. While mindfulness did not mediate the relationship between social anxiety and assertiveness, social anxiety and mindfulness were both unique predictors of assertiveness. Contrary to hypotheses, participants in the mindful condition did not report being more assertive than the mindless condition. Given that mindfulness uniquely predicted assertiveness, future research should examine whether mindfulness training helps people to become more assertive, particularly for socially anxious individuals.

#47
Clinical Psychology/
Psychologie clinique

THE EFFECTS OF INTOLERANCE OF UNCERTAINTY AND PERSONAL NEED FOR STRUCTURE ON SOCIAL ANXIETY

Dara Heather, Concordia University; Franca Lacroix, Concordia University; Alicia Fong, Concordia University; Stefan Fina, Concordia University; Biru Zhou, Concordia University; Andrew G. Ryder, Concordia University

Cognitive-behavioral models of anxiety have been investigated in studies using participants of European descent. Several of these studies identified cognitive rigidity as a component of anxiety. The current research extends this work to recent Chinese migrants. We focus on social anxiety symptoms, which are likely to be distressful and impairing when a major life task is to socially integrate in a new cultural context. Cognitive rigidity is often measured by two constructs –intolerance of uncertainty (IU) and personal need for structure (PNS). Chinese international students (N=62) completed online questionnaires assessing IU, PNS and SA. Pearson correlations showed that IU was significantly related to PNS ($r = .42$, $p = .00$), but only IU significantly correlated with SA ($r = .43$, $p = .00$). PNS did not correlate with SA ($r = .19$, n.s.). Multiple linear regression analysis revealed that IU was positively predicted SA ($\beta = 41$, $p = .002$) even after controlling for age, gender and PNS. Among Chinese participants, IU seems to have a stronger impact on SA than PNS. Cognitive rigidity can be subdivided into at least two related constructs with different implications for anxiety disorder processes. Given that the acculturation process involves repeated and sustained exposure to uncertainty, future research should investigate cognitive rigidity in migrant samples.

#48
Clinical Psychology/
Psychologie clinique

UTILIZING KNOWLEDGE TRANSLATION TO REDUCE SUICIDE RISK AMONG OLDER ADULTS: FINDINGS FROM THE CANADIAN COALITION FOR SENIORS' MENTAL HEALTH LATE-LIFE SUICIDE PREVENTION KNOWLEDGE TRANSLATION PROJECT

Marnin J Heisel, The University of Western Ontario; Jordan Bowman, The University of Western Ontario; Sharon L Moore, Athabasca University; Kimberley Wilson, The Canadian Coalition for Seniors' Mental Health

Older adults have high suicide rates and difficulty accessing psychological services. Suicidal older adults who do access mental health services rarely receive recommended care, partly due to a paucity of provider knowledge regarding late-life suicide prevention. This poster will describe our CIHR-funded knowledge translation (KT) study, assessing knowledge transfer and attitudinal change of healthcare and social service providers attending late-life suicide prevention training workshops incorporating KT tools developed with the Canadian Coalition for Seniors' Mental Health. We will describe our iterative process of scale development and validation incorporating input from experts and focus group participants, online data collection, and psychometric evaluation of novel provider knowledge and attitudes scales, and will present findings from training workshops being delivered to providers across Canada. Preliminary findings from a half-day workshop at the 2011 Canadian Association for Suicide Prevention conference demonstrated a significant increase in participant knowledge of late-life suicide prevention, and pre-post-workshop change in perceived provider competency and comfort working with at-risk older adults. Findings will be discussed in the context of our KT research and public health imperatives for late-life suicide prevention.

#49
Clinical Psychology/
Psychologie clinique

SCREENING FOR SUICIDE IDEATION AMONG OLDER ADULTS: THE DEVELOPMENT AND INITIAL VALIDATION OF ABBREVIATED VERSIONS OF THE GERIATRIC SUICIDE IDEATION SCALE

Marnin J Heisel, The University of Western Ontario; Gordon L Flett, York University

Older adults have high suicide rates and yet their risk often goes undetected. We thus developed the Geriatric Suicide Ideation Scale (GSIS; Heisel & Flett, 2006), a 31-item multidimensional measure to assess late-life suicide ideation, and have demonstrated the measure's strong psychometric properties with diverse older adult samples. We now report on the initial validation of two abbreviated GSIS scales, designed to detect the presence, and assess the severity, of late-life suicide ideation in busy clinical practices and public health outreach. We selected items from the 31-item GSIS, using data collected in three of our studies of late-life suicide risk (total N=305): the GSIS scale development study (Heisel & Flett, 2006), a trial of Interpersonal Psychotherapy modified for suicidal older adults (Heisel et al., 2009), and a longitudinal study of risk and resiliency to late-life suicide ideation. Findings indicate internal consistency (Cronbach's alpha > .80) and test-retest reliability (intraclass correlation coefficients > .80), and construct, criterion, and 1-2 month and 6-12 month predictive validity for a 10-item Brief Geriatric Suicide Ideation Scale (BGSIS) and a 5-item GSIS screen. These findings will be discussed in the context of clinical and public health initiatives to identify and intervene with older adults at-risk for suicide.

#50
Clinical Psychology/
Psychologie clinique

SOCIODEMOGRAPHIC AND DIAGNOSTIC PREDICTORS OF TREATMENT CONTACT WITH A PSYCHOLOGIST

Kristen S Higgins, Acadia University; Lachlan A McWilliams, Acadia University

Previous studies have identified sociodemographic and diagnostic correlates of the use of mental health care services (Lefebvre et al., 1998). However, no research has investigated the correlates of treatment contact with psychologists. This study used data from the National Comorbidity Survey Replication (NCS-R) to: (a) determine the lifetime prevalence of treatment contact with a psychologist, and (b) identify sociodemographic and diagnostic correlates of such contact. Mental health treatment contact with a variety of professionals was assessed with a series of self-report questions in the NCS-R interview. Axis I psychiatric disorders were assessed with the Composite International Diagnostic Interview. Psychologists were the fourth most commonly consulted professional for mental health concerns with a 12.8% lifetime prevalence of treatment contact.

Logistic regression analyses indicated that the presence of each disorder was positively associated with treatment contact with a psychologist, although only a minority of individuals with a lifetime history of each disorder reported such contact. A final analysis indicated that gender, race, age, and education level were significant predictors of treatment contact with a psychologist, and that the odds of treatment contact with a psychologist increased as number of forms of psychiatric disorders increased.

#51
Clinical Psychology/
Psychologie clinique

ANXIETY SENSITIVITY AND THE EMOTIONAL PROCESSING OF FEAR: DOES EXPECTEDNESS MATTER?

Catherine A Hilchey, University of New Brunswick; David A Clark, University of New Brunswick

Individuals with high anxiety sensitivity (AS) levels tend to misinterpret arousal-related physical sensations as a sign of serious illness. However, it is unknown if this depends on the expectedness of the physical sensations. The present study examined whether individuals with high AS levels misinterpret physical sensations and rate them as distressing only when they are unexpected. Participants were introductory psychology students who completed a modified computerized version of the Body Sensations Interpretation Questionnaire (BSIQ). For the present study, the Panic-Relevant and Non-Panic scenarios from the BSIQ were rewritten so they represented an expected and unexpected version. Participants also completed a battery of self-report questionnaires, including the Anxiety Sensitivity Index-3, to assess AS levels. Although data collection is in progress (N = 42), preliminary analyses support the predictions. Zero-order correlations revealed that AS is positively correlated with negative interpretations and distress ratings of bodily sensations, and these correlations were higher for panic than non-panic scenarios. Furthermore, AS was more strongly correlated with negative interpretations and distress ratings for unexpected than expected panic-scenarios. Results suggest individuals with high AS are more likely to have biased interpretations of threat in unexpected contexts.

#52
Clinical Psychology/
Psychologie clinique

HEIGHTENED EATING DISORDER PSYCHOPATHOLOGY AND NEGATIVE AFFECTIVITY IN WOMEN WITH ALCOHOL DEPENDENCE

Sarah Hines, Canadian Mental Health Association; Kristin von Ranson, University of Calgary; Philip Masson, University of Calgary

Alcohol dependence (AD) and eating disorders (EDs) commonly co-occur and are linked to increased risk of health consequences. This study investigated (1) eating disorder psychopathology (EP) in women with AD and (2) to what extent the personality trait of negative affectivity (NA) was associated with the co-occurrence of EP and AD. Participants were community women with AD without EDs (n = 47) and women with neither AD nor EDs (controls, [n = 53]), aged 19 to 71 years (M = 40.2). We assessed NA and EP via self-reports (Minnesota Eating Behavior Survey, Eating Disorder Examination Questionnaire 4, Multidimensional Personality Questionnaire) and assessed AD and EDs with the Structured Clinical Interview for DSM-IV Disorders. Compared to controls, women with AD had significantly more EP. Mann-Whitney U tests indicated that women with AD reported significantly higher scores on shape concerns, weight preoccupation, body dissatisfaction, binge eating, and compensatory behaviors than controls (all p's < .01). When NA was controlled in an ANCOVA, the differences on all initially-significant measures of EP became non-significant (p > .05). These results suggest that EP is common among women with AD, that NA may help explain the co-occurrence of EP and AD, and are consistent with theory suggesting that both problems arise from maladaptive coping with excess negative emotions.

#53
Clinical Psychology/
Psychologie clinique

BEHAVIOURAL TREATMENT FOR CHRONIC INSOMNIA VIA TELEHEALTH OR INTERNET: PRELIMINARY FINDINGS

Maxine Holmqvist, Department of Clinical Health Psychology, University of Manitoba; Norah Vincent, Department of Clinical Health Psychology, University of Manitoba; Kaitlyn Walsh, Clinical Health Psychology, University of Manitoba

Chronic insomnia affects approximately 9% of the Canadian population and is associated with significant costs for individuals and society at large. Cognitive-behavioural therapy (CBT) for insomnia is effective and has been shown to produce benefits equivalent or superior to medication. The Insomnia Treatment Program offered at the Behavioural Sleep Medicine Clinic at the Health Sciences Centre in Winnipeg is a 6-week group CBT program. Demand for this service is high; however, 40% of the referrals come from individuals living outside of Winnipeg for whom travel to the weekly sessions is impossible or impractical. The purpose of this pilot study was to evaluate the effectiveness of two brief (6 week) psychological interventions for insomnia delivered using telehealth or an interactive internet-based platform, and to compare these to outcomes for in-person group participants. To date, 75 participants have been enrolled in this study; 44 have completed the measures at all three time points. Participants in the online, telehealth and in-person groups all rated the quality of service received as excellent and 93% reported they would recommend this program to a friend. 79.1% indicated that most or almost all of their needs had been met and 77% reported improvement in their symptoms. Challenges, implications and future directions will be discussed.

#54
Clinical Psychology/
Psychologie clinique

A BRIEF NEW SCALE TO ASSESS IRRITABILITY IN MEN AND WOMEN

Susan Holtzman, University of British Columbia - Okanagan; Brian O'Connor, University of British Columbia - Okanagan; Paula Barata, University of Guelph; Donna E Stewart, University Health Network; Karly Drabot, University of British Columbia - Okanagan

Elevated levels of irritability are reported across a variety of medical and psychiatric conditions, and can have a significant impact on an individual's social relationships and overall quality of life. Despite widespread calls for research into the causes, consequences and treatment of irritability, progress has been hindered by limitations in existing measures of irritability. The primary goal of this study was to develop a brief,

psychometrically sound measure of irritability that is suitable for use in both men and women and that displays minimal overlap with related constructs, such as anger, depression, and neuroticism. A total of 887 undergraduate participants and 100 chronic pain patients completed a battery of questionnaires, including 60 candidate items for the new irritability scale and well-established measures of related constructs. Item response theory (IRT) methods were used to identify items for inclusion, assess possible gender bias, and to ensure that our measure displayed minimal overlap with related constructs. IRT and conceptual analyses of the full item pool resulted in a 10-item measure of irritability that was internally consistent and provided high levels of differentiation between respondents across a wide span of the latent trait continuum. This brief, easy-to-administer scale may help advance research on irritability.

#55
Clinical Psychology/
Psychologie clinique

THE ORDER OF ITEMS IN SELF-REPORT ANXIETY QUESTIONNAIRES DOES NOT PRACTICALLY INFLUENCE RESPONSES

Michel Thibodeau, University of Regina; Samantha C Horswill, University of Regina; R. N. Carleton, University of Regina; Jason W. Osborne, North Carolina State University; Gordon G. J. Asmundson, University of Regina

How items in self-report questionnaires are presented (e.g., the number of options on a Likert scale, the anchors) can significantly influence response patterns; however, no study has tested for potential item order effects in anxiety-related questionnaires. The current study examined such effects by measuring four distinct and key constructs in anxiety-related literature (i.e., anxiety sensitivity, fear of negative evaluation, illness/injury sensitivity, and intolerance of uncertainty). Participants (n = 999; 71% women) were randomly assigned to complete measures of each construct such that approximately half of participants completed the items (a) presented cohesively as measures or (b) randomly interspersed. Pair-wise comparisons, reliability statistics, multi-group confirmatory factor analyses, differential item functioning, and plotting using item response theory were used to test the effects of item order. Results suggested that the order of items had a relatively small impact on item endorsement, response patterns, and reliabilities. Consequently, the order of items is not likely to influence clinical decisions related to these measures. These findings have implications for these and other anxiety-related measures, and continue to explore a long-standing debate within the measurement community about whether item grouping matters.

#56
Clinical Psychology/
Psychologie clinique

PERSONALITY AND SOCIAL ANXIETY DISORDER: A COMPARISON OF THE HEXACO AND BIG 5 MODELS.

Samantha Horswill, University of Regina; Mathew G Fetzner, University of Regina; R. Nicholas Carleton, University of Regina

Big 5 personality constructs neuroticism and extraversion have shown consistent associations with social anxiety disorder (SAD); however, current literature suggests neuroticism may be an outdated construct and the HEXACO model (i.e., humility, emotionality, extraversion, agreeableness, conscientiousness, openness) may be a more robust descriptor of personality. Associations between HEXACO traits and SAD symptoms remain untested. The present study compared variance accounted for by HEXACO and Big 5 in SAD symptoms with a community sample (n=181; 79% women). Regression analyses indicated a significant proportion of variance in SAD scores was accounted for by Big 5 subscales ($R^2 = 0.49$, $p < .01$) including positive associations with neuroticism ($p < .01$, part r = .31) and negative associations with extraversion ($p < .01$, part r = -.54). In contrast, the HEXACO subscales accounted for a smaller proportion of variance ($R^2 = .18$, $p < .001$), including positive associations with emotionality ($p < .01$, part r = .21) and negative associations with extraversion ($p < 0.01$, part r = -.31). Although Big 5 subscales accounted for a larger amount of variance, the HEXACO subscales offer more specific and useful insight regarding the relationship between personality traits and SAD symptoms. Comprehensive results, implications, and directions for future research will be discussed.

#57
Clinical Psychology/
Psychologie clinique

THE ROLE OF PERCEIVED EMOTION REGULATION IN THE RELATIONSHIPS OF PERCEIVED EMOTIONAL SUPPORT AND PERCEIVED RESPONSES TO CAPITALIZATION WITH SUBJECTIVE WELL-BEING AND DEPRESSION SYMPTOMS

M. Sol Ibarra-Rovillard, The University of Western Ontario; Nicholas A Kuiper, The University of Western Ontario

Past research has shown that perceived support from close others in difficult times is beneficial to well-being; although the mechanisms of this effect are not well understood. Also, very little is known about the effects of perceived support from close others in good times. This study assessed the relationships of perceived emotional support and perceived responses to capitalization (perceived responses from others about one's good fortune) with subjective well-being and depression symptoms. This study also explored the role of various perceived emotion regulation abilities (i.e., emotional clarity, acceptance of emotional responses, access to emotion regulation strategies, suppression of emotional responses, and savouring) as mediators of these relationships. Participants were 138 undergraduate students. Results showed that both perceived emotional support and perceived responses to capitalization were significantly related to subjective well-being and depression symptoms. Moreover, multiple mediation analyses showed that perceived emotion regulation abilities fully mediated these relationships. These results suggest that perceiving higher levels of support from a close other in both good and bad times may lead to higher levels of perceived emotion regulation abilities; which in turn, may lead to higher levels of subjective well-being and lower levels of depression symptoms.

#58
Clinical Psychology/
Psychologie clinique

SEARCHING FOR SELF-INJURY: THE NATURE OF ONLINE SEARCHES FOR SELF-INJURY WEBSITES

Erin Johnson, University of Guelph; Stephen P. Lewis, University of Guelph

Recently, significant attention has been paid to the nature of non-suicidal self-injury (NSSI) content on the Internet with particular focus on the risks that some content may have, including: NSSI reinforcement, urges being triggered, and method-sharing. Notwithstanding these risks, the Internet represents a powerful medium to reach those who self-injure as they may prefer receiving NSSI resources online. Providing NSSI resources in Internet users' search results may be an important step in this regard. One way to address the need for this is to: a) determine what search terms people use when conducting online NSSI searchers and b) what websites they receive in their search results. Knowing what information is being accessed may guide initiatives that provide recovery-based resources in users' search results. Using Google AdWords Keywords, the actual terms used when searching NSSI information on Google were identified. The corresponding search results were then coded using a content analysis to determine the nature of resultant website content. Results indicated that NSSI related search terms are sought out close to 10 million times annually. Results further indicate that most websites (corresponding to the terms identified) provide general information and not necessarily recovery-based information. Implications for research, clinical practice, and policy are discussed.

#59
Clinical Psychology/
Psychologie clinique

OUTCOME EVALUATION: GARNERING SYSTEM SUPPORT FOR MEASURING THE EFFECTIVENESS OF TREATMENT

Debbie Johnson Emberly, IWK Health Centre; Ruth Carter, IWK Health Centre

Within the IWK Mental Health and Addictions (MHA) Program there is no agreed upon tool or process for systematic outcome evaluation. The lack of a shared outcome measurement tool has contributed to a system in which assessment and treatment are often uncoordinated and treatment effectiveness is not comprehensively measured. This poster will present data from a staff survey of 107 mental health clinicians at the IWK Health Center regarding the development of an outcome evaluation process. The results from the survey indicate that clinicians hold positive views regarding the use of outcome measures. Client self report and reports from others were preferred methods of obtaining data. However, 68% of clinicians reported utilizing their own intuitions and feelings to measure treatment effectiveness. Appropriate institutional resource support was identified as a key facilitator to the successful implementation of an outcome evaluation tool. Key characteristics of an outcome evaluation tool included ability to track progress over time, ease of learning to use, usefulness of the tool in clinical practice, 10-15 minute administration time, and computer based administration. The top outcome domains for measurement were improved functioning, symptom/problem reduction and improved quality of life.

#60
Clinical Psychology/
Psychologie clinique

UNTANGLING THE PEER RELATIONSHIPS OF CHILDREN ENGAGING IN NON-SUICIDAL SELF-INJURY

Mélanie Joly, McGill University; Maryam M.G. Gholamrezaei, McGill University; Rick R.N.N Noble, McGill University; Marianne M.C Christie, McGill University; Nancy N.L.H Heath, McGill University

Research has shown that negative peer relationships are associated with risk-taking behaviours (RT), such as substance abuse and risky sexual activity in adolescents, and has been found to be a strong predictor for RT in both males and females. However, the relationship between peer connections and a specific risky behaviour, non-suicidal self-injury (NSSI), has not been as extensively researched. This study sought to evaluate differences in peer relations between adolescents who report engaging in NSSI (n = 55; M age = 12.29, SD = .49), other RT (n = 59; M age = 12.31, SD = .46), and no risk-taking behaviour (n = 77; M age = 12.36, SD = .48). Results obtained from the RSCA questionnaire indicate that friendship quality was significantly lower for participants who engage in NSSI and RT than for participants in the control group. However, on peer conflict, the RT group did not differ from the control group, yet the NSSI group reported significantly more peer conflict than the control group. This study demonstrates that although adolescents who engage in RT and NSSI both are prone to negative peer relationships, the pattern of the difficulties vary. Implications for future research and clinical work are explored.

#61
Clinical Psychology/
Psychologie clinique

PERFECTIONISTIC SELF-PRESENTATION, SOCIALLY PRESCRIBED PERFECTIONISM, AND SUICIDE IN YOUTH: A TEST OF THE PERFECTIONISM SOCIAL DISCONNECTION MODEL

Janet Kaldas, The University of British Columbia; Heather M Roxborough, The University of British Columbia; Paul L Hewitt, The University of British Columbia; Gordon L Flett, York University; Carmen M Caelian, The University of British Columbia; Simon B Sherry, Dalhousie University; Dayna L Sherry, Queen Elizabeth II Health Sciences Centre

This study assessed the role of interpersonal components of perfectionism in suicide outcomes among youth and tested the Perfectionism Social Disconnection Model by determining whether the links between socially prescribed perfectionism and perfectionistic self-presentation and suicide outcomes are mediated by experiences of social disconnection, as indicated by social hopelessness and being bullied. Perfectionistic self-presentation, trait perfectionism, suicide outcomes, and experiences of being bullied and social hopelessness were measured in 152 psychiatric outpatient children and adolescents. Correlational tests confirmed that perfectionistic self-presentation and socially prescribed perfectionism were associated with suicide outcomes and these interpersonal perfectionism components were associated significantly with bullying and social hopelessness. Support was also obtained for the Perfectionism Social Disconnection Model. The relationship between the perfectionistic self-presentation facets, particularly nondisplay of imperfections, and suicide outcomes were mediated by being bullied. Additionally, the relationship between all interpersonal components of perfectionism and suicide risk was mediated by social hopelessness. Theoretical and clinical implications of interpersonal components of perfectionism and social disconnection in suicide outcomes for youth are discussed

#62
Clinical Psychology/
Psychologie clinique

MOM, MY STOMACH HURTS: HOW YOUTHS WITH AND WITHOUT AUTISM SPECTRUM DISORDERS COMMUNICATE ABOUT ILLNESS

Kate Kalousek, Dalhousie University; Chantal Gautreau, Dalhousie University; Nicole Adams, Dalhousie University; Shannon Johnson, Dalhousie University

There have been no previous investigations of how people with Autism Spectrum Disorders (ASD) communicate about symptoms of physical illness. Illness communication has important implications for an individual's overall health, as well as the quality of care they receive. The present study investigated parent- and self-perceptions of illness communication in high-functioning youths with and without ASD. Participants were 24 youths with ASD and 24 age-, sex- and IQ-matched controls, aged 10 to 17 years, and a parent. Illness communication was assessed using vignettes. Based on parent-reports, typically developing youths communicate about illness using direct means, such as verbal reports and showing. In contrast, youths with ASD were reported to use direct means less frequently than controls, and to use less direct means (e.g., frustration) more often. As such, parents of those with ASD more frequently rely on observations of their child's sick behaviour to determine when s/he is ill. When compared with self-reports, parents in the ASD group reported significantly more atypicalities in illness communication than youths attributed to themselves, whereas reports between raters in the control group did not differ. Results provide important information for parents/practitioners that may be used to help those with ASD develop strategies for communicating about illness effectively.

#63
Clinical Psychology/
Psychologie clinique

MINDFULNESS-BASED COGNITIVE THERAPY (MCBT) REDUCES DEPRESSIVE AND ANXIETY SYMPTOMS INDUCED BY A LIFE STRESSOR (I.E., ACADEMIC EXAM) IN A NONCLINICAL SAMPLE

Hossein Kaviani, University of Bedfordshire; Forouzan Miss Javaheri, Psychologist; Neda Hatam Mrs Hatami, Psychologist

Two randomized, controlled studies were conducted in a non-clinical sample to investigate the impact of mindfulness-based cognitive therapy (MBCT) on depression, anxiety, automatic thoughts, dysfunctional attitudes, and quality of life, normally induced by exam as a real stressful setting. 40 female undergraduate students, (age 19-27) were randomly assigned either to receive 8 weekly 2.5- hr MBCT or remain in a waiting list group. 17 in MBCT group and 15 in control group completed therapy course. Two-way ANOVAS with repeated measures were performed to detect if the application of MBCT would result in a systematic reduction in the dependent variables over five assessment points, namely, pre-test, session 4, session 8, first follow-up (1 month) and second follow-up (6 months). MBCT was effective to help participants deal with their anxiety and depressive feelings, and that participants experienced improved quality of life before, during and after stressful circumstances ($p<.01$). The reductions in negative automatic thoughts and dysfunctional attitudes in MBCT group were significant ($p<.01$). The findings provide the first evidence that MBCT might be a useful intervention for enhancing well-being and quality of life in non-clinical populations.

#64
Clinical Psychology/
Psychologie clinique

THE RELATIONSHIP BETWEEN EMOTION REGULATION, DISORDERED EATING AND ALCOHOL USE IN MEN

Stacey J Kosmerly, Laurentian University; Sarah Mansfield-Green, Laurentian University; Sarah Child, Laurentian University; Adele C Robinson, Laurentian University

There exists a strong research base that demonstrates significant rates of alcohol use in undergraduate males (Ham, Zamboanga, Bacon, & Garcia, 2009). Recent literature also shows a shift in attention towards disordered eating patterns in males (Lavender & Anderson, 2009). Both alcohol abuse and disordered eating are thought to be related to deficits in the regulation of emotions (Aldao, Nolen-Hoeksema & Scheizer, 2010); however, little is known about the ways they are related. The present study investigates the relationships among bulimia/food preoccupation, alcohol use and emotion regulation in sample of undergraduate men (n = 128). As part of a larger study, participants completed the Eating Attitudes Test, the Khavari Alcohol Test, and the Difficulties with Emotion Regulation Scale. Correlational and regression analyses show differential relationships between emotional regulation skills and alcohol consumption and emotional regulation skills and bulimic tendencies. Implications and future directions are discussed.

#65
Clinical Psychology/
Psychologie clinique

MENTAL HEALTH AMONG NEW CANADIAN IMMIGRANTS: EXAMINING THE EFFECTS OF FAMILY STRUCTURE AND ETHNICITY USING A NATIONAL LONGITUDINAL DATABASE

Aarti Kumar, University of Toronto (OISE); Dillon Browne, University of Toronto (OISE); Olesya Falenchuk, University of Toronto (OISE)

Immigration into Canada is time of tremendous opportunity, characterized by the possibility of new social and economic beginnings for immigrants and in many cases, their families. Simultaneously, it can be a time of tremendous challenge. New immigrants are required to negotiate a variety of transitions, adjusting to the cultural, social, political and economic contexts in their new home country. This challenge may be even greater when immigrants are required to support dependent family members such as children. Moreover, this burden of care is likely the highest when immigrant households are single-parent families. Immigration stress and difficulty adjusting during the period following immigration has been linked with elevated mental health problems as reported by recent immigrants. The purpose of the present study examined the rates of mental health problems among parents (single, two parent) versus non-parents using all 3 waves of data from the nationally representative Longitudinal Survey of Immigrants in Canada (N =7716). After controlling for a variety of socio-demographic covariates, results from multilevel logistic regression models indicated that initial mental health status and rate of change was predicted by parenthood. These findings illustrate the importance of providing services for family-class immigrants, especially when they have dependent children.

#66
Clinical Psychology/ Psychologie clinique

IS SOCIAL PHOBIA CHARACTERIZED BY A DISTINCT INTERPERSONAL PATTERN? A DISCRIMINANT FUNCTIONAL ANALYSIS (DFA)

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Conceptualized interpersonally, social phobia is a unique overall pattern of specific self-protective sub-patterns (Stravynski, 2007). In a previous study, submissiveness and powerlessness were found to characterize social phobic individuals (SP) to a larger extent than either single sexually dysfunctional (SSD) or normal (N) individuals (Kyparissis, et al., 2011). The present study sought to examine whether different combinations of self-protective behaviours sharpen the ability to distinguish social phobia from other disorders. A French-language self-report measure of interpersonal behaviours was administered to 132 SP, 85 SSD, and 105 N. Derived DFA functions characterized mainly by submissiveness and powerlessness significantly discriminated the SP from the SSD and N. These results are consistent with previous research. However, specific interpersonal behaviours largely overlapped between the groups. While SP were also more accurately identified than participants from the other groups, an average of 25% were incorrectly reclassified as SSD or N. A great variability and individual differences in the patterns of self-protection displayed by SP (Alden & Taylor, 2004) may account for these results, which highlight the complexity of social phobia and suggest that it is likely developmentally molded through different life circumstances, trajectories, and experiences.

#67
Clinical Psychology/ Psychologie clinique

THE POSITIVE ILLUSORY BIAS: PARENTING REPORTS IN MOTHERS WITH ADHD SYMPTOMS

Joyce Lui, University of British Columbia; Sharon Lee-Flynn, University of British Columbia; Charlotte Johnston, University of British Columbia

The positive illusory bias (PIB), defined as self-reported competence that is higher than actual competence (Hoza, et al., 2002), has been examined extensively in children, particularly those with ADHD. Less research focuses on the PIB in adults, particularly adults with ADHD symptoms. With recent evidence that ADHD symptoms often persist into adulthood, this bias may also persist in adults with ADHD symptoms. Some researchers suggest that the PIB is prominent in the child's most severely impaired domain. Extending that to adults with ADHD symptoms, one such domain may be parenting, as these adults are often parenting difficult children who also have ADHD. However, there is limited research on parenting in adults with ADHD symptoms. This study examines the relationship between the PIB and ADHD symptoms in mothers, in relation to their parenting behavior. We recruited 107 mothers and their sons between ages of 7-12 (half of the boys had ADHD). We assessed mothers' reports of their positive parenting/involvement, mothers' reports of their ADHD symptoms, and we coded mothers' responsiveness towards their child in observed interactions. Using standardized discrepancy scores, mothers' hyperactive/impulsive symptoms contributed to their over-reporting of positive parenting/involvement compared to observed levels of responsive parenting ($p=.028$), suggesting a positive illusory bias.

#68
Clinical Psychology/ Psychologie clinique

AN INVESTIGATION OF MINDFULNESS, ANXIETY SENSITIVITY AND ATTACHMENT IN A NONCLINICAL SAMPLE

Christianne B Macaulay, St. Francis Xavier University; Margo C Watt, St. Francis Xavier University; Kim MacLean, St. Francis Xavier University; Angela Weaver, St. Francis Xavier University

Shaver et al. (2007) found that, among experienced meditators, attachment anxiety and avoidance negatively predicted mindfulness (MF). Walsh et al. (2009) found that trait and attachment anxiety (but not avoidance) negatively predicted MF. They concluded that anxiety militates against the expression of MF. Anxiety sensitivity (AS), the fear of arousal-related physical sensations (Reiss, 1991), is a risk factor for various types of psychopathology (Watt & Stewart, 2008). Research shows that AS is inversely related to MF (McKee et al., 2007), and is predicted by attachment anxiety, although relations between AS and attachment avoidance are less clear (Viana & Rabian, 2008; Watt et al., 2005). The present study sought to further investigate relations among these variables. Participants included 488 (75% women) undergraduates who completed measures of MF, AS, and attachment. Preliminary findings confirm associations between attachment anxiety and AS ($r=.37$, $p<.001$) and attachment avoidance and AS ($r=.11$, $p<.013$). Unexpected findings include a positive association between MF and attachment avoidance ($r=.11$, $p<.015$), and inconsistent directions of associations between different AS and MF subfactors. Further analyses will clarify the associations between MF and AS subfactors, and determine whether attachment or AS best predicts MF.

#69
Clinical Psychology/ Psychologie clinique

CHANGES IN PSYCHOLOGICAL FUNCTIONING ASSOCIATED WITH DAY HOSPITAL TREATMENT FOR EATING DISORDERS: SUPPORT FOR THE TRANSDIAGNOSTIC MODEL

Danielle E MacDonald, Ryerson University; Traci L McFarlane, Toronto General Hospital; Marion P Olmsted, Toronto General Hospital

The transdiagnostic model of eating disorders (ED) posits that all ED share the same core psychopathology and maintaining mechanisms (Fairburn et al., 2003). Stemming from this, Fairburn (2008) proposed a unified Cognitive Behavioural Treatment for ED, regardless of diagnosis. This study tests the validity of the transdiagnostic model by examining whether patients with anorexia (AN), bulimia (BN) and eating disorder not otherwise specified (EDNOS) have similar psychological responses to treatment. Participants were 316 patients with AN (n=107), BN (n=142)

or EDNOS (n=67), who completed at least 4 weeks of treatment. The mean length of treatment was 8 weeks (range 4-21 weeks). Data were analyzed using a series of 3x2 (diagnosis x time) ANOVAs. All groups improved significantly and similarly on: weight-based self-evaluation; body avoidance; food restraint; weight concerns; depression; self-esteem; perfectionism; and social anxiety. Significant interactions were found on: body checking; eating concerns; and shape concerns. On these, the BN and EDNOS groups improved more than AN, although the former groups scored more pathologically at pre-treatment and all groups improved to similar post-treatment levels. These findings support the transdiagnostic model, suggesting that use of a single specialized treatment for AN, BN and EDNOS is warranted.

#70
Clinical Psychology/
Psychologie clinique

SOCIODEMOGRAPHIC PROFILE OF SOCIAL PHOBIA IN THE CANADIAN POPULATION

Meagan B MacKenzie, Memorial University of Newfoundland; Ken Fowler, Memorial University of Newfoundland

The present study examined the prevalence of social phobia and associated characteristics in a large cross-sectional Canadian survey. Data from the Canadian Community Health Survey (CCHS 1.2: Statistics Canada, 2002) were used to examine these variables. Interview questions for mental disorders (including social phobia and major depression) were based on the World Mental Health – Composite International Diagnostic Interview Instrument (WMH-CIDI), which identifies mental disorders based on the DSM-IV (American Psychiatric Association, 2000). Data were obtained from a total of 36,894 individuals, with 3061 participants identified as meeting criteria for lifetime social phobia. The prevalence of lifetime social phobia was estimated at 8.2%. Social phobia was associated with female gender (60.4%), low educational attainment (24.7% did not finish high school), and a low likelihood of being married (34.7%). In comparison to the total sample, social phobics exhibited lower levels of self-rated mental health ($t = 34.16$, $p < .000$), lower levels of community engagement ($t = 14.97$, $p < .000$), and lower reported social support (ts range from 14.69 to 18.49, all ps < .000), including number of close friends and relatives ($t = 14.51$, $p < .000$). Taken together, these findings indicate that social phobia is associated with significant impairment in some sociodemographic domains.

#71
Clinical Psychology/
Psychologie clinique

HOW (UN)STABLE ARE INTRAPERSONAL DISCREPANCIES? EVIDENCE FROM A 3-WAVE LONGITUDINAL STUDY.

Matthew Macneil, Dalhousie University; Sean P Mackinnon, Dalhousie University; Skye Fitzpatrick, Ryerson University; Jamie Fulmore, Dalhousie University; Simon B Sherry, Dalhousie University

Intrapersonal discrepancies (i.e., a subjective sense of falling short of one's own standards) are typically conceptualized as a stable, unchanging, and trait-like aspect of the perfectionism construct (Slaney et al., 2001). However, little research has rigorously tested the stability of intrapersonal discrepancies. In this research, we tested the absolute stability (i.e., mean-level consistency) and the relative stability of intrapersonal discrepancies (i.e. inter-individual stability). We also used generalizability theory analysis to test if there were meaningful between-persons differences across the three waves of the present study (Cranford et al., 2006). Measures of neuroticism (i.e., a stable trait representing the tendency to experience negative affect) and depressive symptoms were included for comparative purposes. We collected self-report measures of intrapersonal discrepancies, neuroticism, and depressive symptoms from 127 undergraduate students using a 3-wave, 130 day longitudinal design. Results suggest intrapersonal discrepancies vary meaningfully over time, are less stable than neuroticism, and are more stable than depressive symptoms. Results suggest intrapersonal discrepancies are better seen as a dynamic, malleable characteristic adaptation rather than a static, unchanging trait.

#72
Clinical Psychology/
Psychologie clinique

TRAIT AFFECT AND EMOTION WORD PRODUCTION: THE EMOTION WORD FLUENCY TEST

Lorna Majed, University of Windsor; Erica S. Chu, University of Windsor; Christopher Abeare, University of Windsor

Positive affect (PA) refers to the extent that an individual experiences positive affective states, whereas negative affect (NA) is a general dimension of subjective distress (Watson, Clark, & Tellegen, 1988). Although higher levels of PA is associated with increased verbal fluency compared to NA (Carvalho & Ready, 2010), little research has examined the role of affective disposition on emotion word fluency. Participants included 121 undergraduates (96 female, mean age = 21.42, SD = 4.127) from the University of Windsor. All participants completed the Positive and Negative Affect Schedule (PANAS-X) and Emotion Word Fluency Test (EWFT). A significant interaction between PA and NA was found for positive emotion words, $F(1, 120) = 6.196$, $p = .014$, such that individuals who are high on both PA and NA produce the most positive emotion words. No significant results were found for the number of negative emotion words or total number of emotion words produced. As such, it appears that individuals, who experience more intense affective states, produce more positive emotion words than individuals who experience less intense affective states, regardless of the polarity of experienced affect. Further research is required to fully interpret the relationship between affect and emotion word production.

#73
Clinical Psychology/
Psychologie clinique

THE RELATIONSHIP BETWEEN EMOTION REGULATION AND DIETING VERSUS BULIMIA: A COMPARISON OF MALE AND FEMALE UNDERGRADUATE STUDENTS. MANSFIELD-GREEN, S., KOSMERLY, S., CHILD, S., ROBINSON, A. (2011)

Sarah Mansfield-Green, Laurentian University; Stacey J Kosmerly, Laurentian University; Sarah Child, Laurentian University; Adele C Robinson, Laurentian University

The literature shows a strong pattern of association between disordered eating and deficits in emotion regulation abilities (Harrison, Tchanturia, & Treasure, 2010). However, there is a dearth of research comparing the specific emotional regulation skills associated with dieting behaviours and symptoms of bulimia in men and women. The present study aims to explore the relationships between specific components of emotion regulation (i.e. awareness, acceptance and understanding of emotion, ability to refrain from impulsive behaviours, the use of effective and appropriate emotion regulation strategies and engagement in goal-directed behaviour) in relation to eating patterns in men and women. As part of a larger study, a sample of undergraduate students (men =130, women = 234) completed the Eating Attitudes Test and the Difficulties with Emotion Regulation Scale. Correlation and regression analyses were performed. Results indicate differential relationships between emotional regulation skills and dieting and bulimia symptoms within and between gender groups, suggesting different underlying mechanisms according to eating pathology and gender. For example, non-acceptance of emotional responses is the strongest predictor of dieting and bulimic behaviours in men, while a lack of emotional awareness is the strongest predictor in women. Implications and future directions are discussed.

#74
Clinical Psychology/
Psychologie clinique

EARLY TRAUMATIC LIFE EVENTS AND RISK OF PSYCHOSIS

Dustin Marcinkevics, Alberta Hospital Edmonton & BSRU - University of Alberta; Angela Beierbach Beierbach, Alberta Hospital Edmonton & BSRU - University of Alberta; Ian Colman, Medicine and Epidemiology at University of Ottawa; Dan Lafreniere, Alberta Hospital Edmonton & BSRU - University of Alberta; Cam Wild, School of Public Health, University of Alberta; Jody Wolfe, School of Public Health, University of Alberta; Scot E Purdon, Alberta Hospital Edmonton & BSRU - University of Alberta

Early traumatic life events taking place in childhood or adolescents may increase the risk of suffering a psychotic episode. A sample of 222 students from local high schools completed a four-item child & adolescent traumatic life events questionnaire asking then to indicate if they have ever experienced particular distressing events. In addition, the students completed the Chapman Social Anhedonia and Magical Ideation Scales (SAS, MIS). Previous investigations have related the SAS and MIS to schizotypal and schizoid personality disorders, and the SAS but not the MIS to increased risk of a psychotic episode. In the present sample, the total number of experienced negative life events was directly related to scores on the MIS, $r = 0.31$, $p < .001$, but not to the SAS, $p= 0.667$. It would appear that early traumatic events may be related to an increased risk of Axis II schizotypal symptoms but not Axis I schizophrenia spectrum symptoms. There was no indication here that early traumatic events related to a proxy measure for risk of psychosis. Additional investigation will be required to further assess the relative predictive power of the SAS and MIS to Axis I and Axis II disorders, and to assess the reliability of the observed association between MIS and early traumatic life events.

#75
Clinical Psychology/
Psychologie clinique

WHAT'S SO DISGUSTING ABOUT DISGUST: THE ROLE OF SELECTIVE MEMORY IN DISGUST EMOTION

Liza Mastikhina, University of New Brunswick; David A. Clark, University of New Brunswick

The present study investigated whether it is possible that suppression of thoughts of disgust actually leads to greater feelings of disgust due to enhanced memory. Introductory Psychology students were randomly assigned to view 75 neutral or disgusting pictures (of injuries, body products, hygiene, food, or animals) and then either suppressed thoughts of the pictures or cognitively reappraised them for 5 minutes. The control group was not given any specific instructions regarding how to think of the pictures. Afterward, participants were given a recognition memory test in which they were presented with a list of 75 old and 75 new pictures and asked to identify previously viewed stimuli. Mood ratings (e.g., sadness, fear, disgust) were administered at multiple intervals throughout the study. Based on a preliminary analysis of 40 participants (one third of the goal sample size), disgusting pictures were valid at inducing the expected mood state: participants in the disgust condition were significantly more disgusted and sad than those in the neutral condition; $t(38)=7.213$, $p<.01$, and $t(38)=3.250$, $p<.01$ respectively. No differences were found between groups in terms of recognition memory for pictorial stimuli. Finally, analysis of a very small sub-sample indicate that suppression may not be as bad, and cognitive reappraisal may not be as good, when regulating feelings of disgust.

#76
Clinical Psychology/
Psychologie clinique

IMPACT OF MULTI-DIMENSIONAL PARENTING IN AUTISTIC CHILDREN: AN INDIAN PERSPECTIVE

Kamayani V Mathur, Gujarat University; P Sharma, Gujarat University

It is estimated that there are more than 2 million autistic persons in India (Action for Autism India, 2007.Autism is four times more prevalent in boys than girls.The present study aims to find out the effects of parenting styles in fostering autistic children who are deficient in social interactions and communications.The sample in the current study included parents of autistic children (n=30) and normal children (n=30) aged 25 to 55 years from urban Ahmedabad city population. Participants were administered the Multi-Dimensional Parenting Scale (Chauhan & Khokhar,1985)with seven positive and seven negative dimensions.A two-way ANOVA was applied for data analysis. The results indicated that in parents of autistic children,two positive dimensions were found to be significant (Love, $F=4.54$, df:1,116 at $p \leq 0.05$; Acceptance, $F=10.21$, at $p \leq 0.01$) suggesting that the parents tended to be more emotionally attached, sympathetic, supportive and accepting in their day to day activities. Four negative dimensions were highly significant at $p \leq 0.001$ (Discouragement, $F=71.96$, df:1,116; Rejection,$F=17.49$; Conservatism,$F=115.35$; Submissiveness, $F=29.85$).The interactions of parents and type of children were also found to be highly significant on all the four negative dimensions for autistic children.The results and implications will be discussed in detail during presentation.

#77
Clinical Psychology/
Psychologie clinique

SEXIST DISCRIMINATION RESPONSE INVENTORY: WOMEN'S RESPONSES TO PERCEIVED SEXIST DISCRIMINATION AND IMPLICATIONS FOR PERSONAL WELL-BEING

Kathleen McKay, Correctional Service of Canada; Ann Beaton, Université de Moncton

Building on the work of Beaton and McKay (2007), two studies were conducted to validate the Sexist Discrimination Response Inventory (SDRI). Women completed a bilingual online survey on life experiences, self-perceptions, and mental health. In the first study (N = 282), a confirmatory factor analysis of women's responses to the SDRI supported a three-factor solution. The SDRI taps into self-protection, self-control and confrontational strategies. In study 2 (N = 242), structural equation modeling was used to evaluate a model of the relationship between women's responses to the Schedule of Sexist Events (Klonoff & Landrine, 1995), SDRI and measures of mental health. As predicted, experiences of sexist discrimination were positively associated with all three SDRI categories of responses. In turn, each SDRI category was linked to mental health outcomes. Self-protective responses were positively related to depression and anxiety and negatively related to positive well-being. Both self-control and confrontational responses were negatively related to depression. Confrontational responses were also positively related to positive well-being. The results demonstrate that women are not passive recipients of sexist discrimination but rather use a variety of strategies when faced with sexism and that these strategies can be differentially related to mental health outcomes.

#78
Clinical Psychology/
Psychologie clinique

EVALUATION OF THE SECURE BASE SCRIPT AS AN ATTACHMENT-RELATED COGNITIVE SCHEMA

Heather McLean, University of Guelph; Heidi Bailey, University of Guelph; Margaret Lumley, University of Guelph

The Secure Base Script has been described as a type of cognitive schema regarding a core attachment-related process; however, little is known about its association with established cognitive schemas. In the current study, students at the University of Guelph (n = 146) provided narrative descriptions of their current relationships. The extent to which participants described the process of approaching others for comfort when distressed, and receiving that comfort, was inversely associated with self-reported avoidant attachment style. It also was associated differentially with cognitive schemas involving relational content, from the Young Schema Questionnaire. These included emotional deprivation, $r(144) = -.294$, $p < .001$, social isolation/alienation, $r(144) = -.231$, $p < .01$, defectiveness/shame, $r(144) = -.256$, $p < .01$, and emotional inhibition $r(144) = -.321$, $p < .001$. Furthermore, associations between Secure Base Script content and relational cognitive schemas remained significant when controlling for attachment style. Results support the premise that the secure base script functions like a schema. In addition, reference to this script within important current relationships may serve as a more externally valid or pragmatic measure, in its assessment of whether participants disclose such procedural content when reflecting on their own current relational experiences.

#79
Clinical Psychology/
Psychologie clinique

DELINEATING EMOTIONAL RESPONSES FROM PHYSICAL AND MORAL DISGUST ELICITORS

Katrina Messina, Concordia University; Corinna M Elliott, Concordia University; Kevin C Barber, Concordia University; Adam S Radomsky, Concordia University

It remains unclear if physical (e.g., rotting food) and moral (e.g., an act of betrayal) disgust elicitors induce comparable disgust responses. The purposes of this study were to assess whether physical and moral elicitors would evoke disgust, anxiety, anger, guilt and shame to the same degree, and to examine the individual factors leading to disgust responses. Undergraduate participants (N = 106) were randomly assigned to one of three recall conditions (i.e., physical, moral or control). First, they were asked to complete the Disgust Emotion Scale (Olatunji et al., 2007), Anxiety Sensitivity Index (Reiss et al., 1986) and the Contamination Sensitivity Subscale (Rachman, 2006). Next, they recalled a memory in which they were the actor in a physically disgusting, morally disgusting or neutral memory. Results indicated disgust, anxiety and anger were evoked to a similar degree in the physical and moral conditions (p's >.05); whereas, guilt and shame were significantly higher in the moral disgust condition (all p's <.01) than the physical and control conditions. In addition, anxiety sensitivity significantly predicted increased disgust scores in both of these conditions ($ß = 0.42$, $p = .03$). Results are discussed in terms of the clinical implications of disgust to anxiety and related disorders.

#80
Clinical Psychology/
Psychologie clinique

AUTISTIC TRAITS HAMPER CASUAL ROMANTIC EXPERIENCES BUT DO NOT PRECLUDE LONG-TERM ROMANTIC RELATIONSHIPS

Kojo Mintah, Carleton University; Shelley E Parlow, Carleton University

Widespread beliefs hold that autism is associated with singlehood. Surprisingly, Jobe and White (2007) reported that despite fewer friendships, university students with sub-clinical autistic traits were as likely as their non-autistic peers to be in long-term romantic relationships. We attempted to replicate and extend their findings to include results from measures of short-term romantic relationship functioning. We hypothesized that students with sub-clinical autistic traits would experience similar duration relationships as their non-autistic peers. However, students with autistic traits should experience difficulties with the social demands inherent in short-term dating. University students (n=232) completed the Autism Quotient (AQ) online as well as respective measures of perceived ability/experience with friendships, long-term relationships and dating. AQ score was negatively correlated with social and dating behaviours, but not length of long-term relationships. Multiple regressions revealed that romantic difficulties were associated with autistic traits yet mediated by dating anxiety, reduced social abilities/interests, and reduced sexual knowledge. This supports previous findings that autistic traits hamper friendships and short-term dating, while not impeding long-term relationships. The quality of these relationships was not assessed and should be in future studies.

#81
Clinical Psychology/
Psychologie clinique

THE ROLE OF SLEEP QUALITY AND QUANTITY IN MODERATING THE EFFECTIVENESS OF MEDICATION IN THE TREATMENT OF CHILDREN WITH ADHD

Jessica Morash, Mount Saint Vincent University; Melissa Gendron, Dalhousie University; Jessica Waldon, Dalhousie University; Penny Corkum, Dalhousie University

There is strong empirical evidence that stimulant medications, such as methylphenidate hydrochloride (MPH), are effective in reducing ADHD symptoms (Ritchers et al., 1995); however, these medications can also cause sleep problems (Corkum et al., 2008). Furthermore, poor sleep has been documented to result in performance deficits in memory, attention and academic performance (Owens, 2005). This study examined: 1) whether MPH is effective in improving performance on measures of attention, memory and academic productivity, and 2) if sleep moderates the relationship between medication and performance. Participants were 30 children (aged 6-12) with ADHD, who participated in a 4 week randomized control trial of MPH (2 weeks of medication and 2 weeks of placebo). Participants underwent assessments of sleep (polysomnography and actigraphy) and of cognitive performance. We predicted that sleep quality and quantity would moderate the relationship between MPH effectiveness and cognitive performance. Results will be discussed in terms of implications for the role of sleep in the treatment of ADHD.

#82
Clinical Psychology/
Psychologie clinique

THE RELATIONSHIP BETWEEN HEART RATE VARIABILITY (HRV), SELF-ESTEEM AND PERSONALITY TRAITS

Jenny Morgan, Lakehead University; Oscar Roldan, Lakehead University; Ron Davis, Lakehead University

Heart rate variability (HRV) yields information about the heart`s ability to adapt to changing environmental demands. As such, studies have looked to HRV to understand how individuals respond to stressors in their environment. Psychological constructs such as self-esteem and personality traits have also been examined in order to predict stress responses. Recently a relationship between HRV and self-esteem has been proposed (Martens, Greenberg & Allen, 2008). According to this theory both self-esteem and high HRV serve to protect individuals from threat responses. Despite some preliminary results supporting the link between HRV and self-esteem, little research exists examining how it relates to other psychological constructs. In the present study we attempted to investigate the association between baseline HRV levels and global self-esteem and personality traits. One hundred female participants completed online Rosenberg Self-Esteem Scale and NEO-Five Factor Inventory measures and had HRV measured using electrocardiography (ECG). The relationship between HRV levels and personality and global self-esteem was examined. Results from this study are discussed in terms of their relevance to the emerging field linking HRV to emotion regulation.

#83
Clinical Psychology/
Psychologie clinique

DEPRESSIVE SYMPTOMS AND HEAVY EPISODIC DRINKING IN UNIVERSITY WOMEN: A FOUR-WAVE LONGITUDINAL STUDY

Aislin R Mushquash, Dalhousie University; Sherry H Stewart, Dalhousie University; Simon B Sherry, Dalhousie University; Dayna L Sherry, Queen Elizabeth II Health Sciences Centre; Anna L MacKinnon, Dalhousie University; Sean Alexander, Dalhousie University; Christopher J Mushquash, Lakehead University

Studies show a high comorbidity between depression and alcohol use disorders, particularly in women. Self-medication and/or alcohol-induced depression are possible mechanisms. Longitudinal studies can help tease apart directionality and causality. We examined relations between heavy episodic drinking (HED) and depressive symptoms (DS) in 200 undergraduate women using a four-wave, four-week longitudinal design. At each wave, DS were measured with short forms of the Profile of Mood States – Depression subscale, the Depressive Adjective Checklist – Form G, and the Center for Epidemiological Studies Depression Scale. At each wave, HED was assessed as: frequency of four or more alcoholic drinks in a 2-hour period; greatest number of drinks in a 2-hour period; and a scale assessing subjective HED. Over 95% of participants completed all waves. Structural equation modeling was used to conduct cross-lagged analyses examining relations between HED and DS over time. Results indicated both DS and HED were relatively stable over four weeks. In addition, prior DS significantly predicted future HED, but prior HED did not significantly predict future DS. Thus, our results were consistent with a self-medication model rather than a alcohol-induced depression model. Implications for preventing and treating comorbid depression and alcohol use disorders in women will be discussed.

#84
Clinical Psychology/
Psychologie clinique

IMPACT OF GROUP-BASED COGNITIVE-BEHAVIOURAL TREATMENT ON CHILDREN'S PERCEPTIONS OF PEER AND MATERNAL ACCEPTANCE

Jennifer Jiwon Na, University of Toronto; Gillian Chow, University of Toronto; Alex Naber, Centre for Addiction and Mental Health; Brendan Andrade, Centre for Addiction and Mental Health

Studies have shown that group-based cognitive behavioral treatment (CBT) programs have a positive impact on children's disruptive behaviours; however, less is known about the impact of these programs on other aspects of social functioning. This study tested the impact of a structured group-based CBT on children's perception of peer acceptance (PA) and maternal acceptance (MA). Sixty-eight children (Female n=19; Male n=49), between the ages of 6-9 years (M age=7.2), completed the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children (Harter & Pike, 1983) pre- and post-participation in the Dinosaur Social Skills program over 15 weeks (Webster-Stratton & Reid, 2003). Children were classified as high or low on both peer acceptance and maternal acceptance at pre-treatment. Findings showed that children low in peer acceptance or maternal acceptance had greater gains in that respective domain (PA: $F(1,66) = 17.14$, $p < .01$; MA: $F(1,66) = 7.29$, $p < .01$), compared to children classified as high peer acceptance or maternal acceptance. Results indicate that group-based CBT can have positive impacts on aspects of social functioning, especially for children low in peer and maternal acceptance.

#85
Clinical Psychology/
Psychologie clinique

PARENTING SKILLS AND PARENTAL ATTRIBUTIONS: PREDICTORS OF DISRUPTIVE BEHAVIOURS IN CHILDREN WITH BEHAVIOURAL DIFFICULTIES

Alex R Naber, Centre for Addiction and Mental Health; Jennifer Jiwon Na, University of Toronto; Brendan Andrade, Centre for Addiction and Mental Health

The impact of parenting practices and attributions on child behaviour is well established (Johnston et al., 2009; Lansford et al., 2009). However, it is less clear how these aspects of parental functioning overlap and whether parental attributions explain additional variance in child disruptive behaviour. This study investigated the association between domains of parenting (i.e., positive parenting, inconsistent discipline, and poor supervision) and parental attributions (child responsible and parental causal attributions) and whether these aspects of parenting predicted child behavioural difficulties. Participants were 81 parents (n = 76 mothers; n = 5 fathers) whose children were referred to an urban children's mental health clinic for disruptive behaviours. Parents completed the following measures: Alabama Parenting Questionnaire-Short Form; Parent Cognition Scale; and Strengths and Difficulties Questionnaire. Results showed that together, the 3 parenting domains predicted child behaviour difficulties ($p = .02$, $R2 = .122$), and that including parental attributions improved the variance explained ($p < .001$, $R2 = .343$). These results indicate that understanding parenting practices and attributions are useful for understanding disruptive behaviours in children. These findings suggest that targeting parenting skills and attributions may be valuable components of treatments.

#86
Clinical Psychology/
Psychologie clinique

REACTIONS TO TEASING IN SOCIAL ANXIETY

Matilda Nowakowski, Ryerson University; Tara Sehovic, Ryerson University; Amada Perri, Ryerson University; Martin M. Antony, Ryerson University

Research has shown that individuals with anxiety disorders retrospectively report higher levels of childhood teasing compared to community controls (McCabe et al., 2003; McCabe et al., 2009). However, no research has investigated whether individuals high on anxiety differ from individuals low on anxiety in affective and behavioural responses to teasing. In the present study, individuals high (HSA; n = 31, M age = 19.84 years) and low (LSA; n = 19, M age = 19 years) on social anxiety read six vignettes depicting various teasing scenarios. For each vignette, participants rated how they would feel and behave in the situation. Participants also completed the Teasing Questionnaire – Revised (Storch et al., 2004) to assess for childhood teasing. The HSA group reported higher levels of childhood teasing compared to the LSA group. With regards to the teasing scenarios, group differences for affective and behavioural measures were found. Participants in the HSA group reported feeling more hurt, angry, and insulted in response to the teasing scenarios compared to participants in the LSA group. Behaviourally, participants in the HSA group reported being more likely to ignore the teasing comment, walk away, and change their behaviour in response to the teasing comment compared to individuals in the LSA group. Theoretical and clinical implications will be discussed.

#87
Clinical Psychology/
Psychologie clinique

SOCIAL PHOBIA AND PUBLIC SPEAKING; THE EFFECT OF GROUP SIZE ON PHYSIOLOGICAL AROUSAL.

Sarah R Oates, Memorial University; Kerri M Bojman, Memorial University; Jeanna Hall, Memorial University; Valerie A Noel, Memorial University; Peter G Mezo, Memorial University

Social anxiety is a persistent fear of social situations in which the individual is exposed to unfamiliar people, or possible scrutiny by others (American Psychiatric Association, 2000). Some individuals with social anxiety are thought to have social phobia, or the distinct fear of being observed by others during routine behaviours such as eating or talking (Mattick & Clarke, 1998). Limited research has analyzed whether individuals high in social phobia experience different degrees of anxiety, depending on group size, during public speaking. The present study addressed this question using a virtual reality (VR) paradigm, whereby participants presented a speech to small and large groups. Participants completed the SPIN inventory (SPIN; Connor et. al, 2000) in order to compile a social phobic sample. Throughout the course of the VR session, physiological measurements (blood volume pulse and skin conductance) were taken. Preliminary results suggest that individuals high in social phobia exhibit greater physiological arousal when speaking in front of a larger group ($t(9) = 2.29$, $p = .048$). Data collection is ongoing. This study may provide further insight into the relationship between social phobia and group size, as well as increase our understanding of VR exposure interventions for specific anxieties during clinical practice.

#88
Clinical Psychology/
Psychologie clinique

VALIDATING THE THERAPIST RATING SCALE AND ITS FACTOR STRUCTURE

Marie-Anne Oligny, Concordia University; Tara Gralnick, Concordia University; Eleanor Donegan, Concordia University; Michel J. Dugas, Concordia University

Clients of therapists who exhibit certain characteristics (e.g., warmth, explicitness) show greater improvement during cognitive behavioural-treatment (CBT). Furthermore, client ratings of therapist characteristics are better predictors of treatment outcome than those of independent assessors. To our knowledge, the Therapist Rating Scale (TRS; Williams & Chambless, 1990) is the only client-rated measure of therapist characteristics, assessing six characteristics (caring and involved, unconditionally accepting, self-confident, explicit, challenging, willing to be known). To date, the TRS has been examined in the context of CBT for panic disorder and agoraphobia. To extend this research, we examined the measure's psychometric properties in 85 individuals receiving CBT for generalized anxiety disorder (GAD). None of the six subscales were predictive of symptom change, suggesting poor criterion validity. Cluster analyses revealed three rather than six distinct clusters: (1) self-assured and articulate, (2) challenging and motivating, and (3) non-judgmental and willing to be known. Clients who rated their therapist as more challenging and motivating showed greater decreases in GAD symptoms. These findings point to the importance of specific therapist characteristics as predictors of treatment outcome, and the need for a reliable client-rated measure of therapist characteristics.

#89
Clinical Psychology/ Psychologie clinique

A COMPREHENSIVE PROCESS EVALUATION OF THE WAIT-LIST CLINIC PILOT PROJECT AT THE CANADIAN MENTAL HEALTH ASSOCIATION - LONDON MIDDLESEX

Kyleigh Schraeder, University of Western Ontario; Felicia Otchet, University of Western Ontario

Only one-third of adults currently in need of mental health services in Canada receive help (Canadian Psychiatric Association, 2006). Wait-lists are an inevitable consequence of the high demand for specialized mental health services in Canada. Given that timely access to mental health services is critical to successful treatment, there is a pressing need for initiatives that improve the quality of care of clients facing long wait times. A newly formed Wait-List Clinic (WLC) at the Canadian Mental Health Association – London Middlesex (CMHA-LM) aims to increase access to services by providing time-limited, client-centered counselling to adults with severe mental illness wait-listed for services at CMHA-LM. A comprehensive process evaluation will examine the short-term outcomes and implementation of the WLC program. A quasi-experimental pretest-posttest repeated measures design is proposed with sample recruitment involving all 60 clients currently on the wait-list. Qualitative and quantitative data will be collected from clients, student trainees, and supervising psychologists at various times during the 9 month pilot trial. This will provide preliminary data on how WLC services impact client symptoms and functioning. The results of this research will determine to what extent this wait-list strategy is aiding efforts to deliver more timely care.

#90
Clinical Psychology/ Psychologie clinique

EXAMINING IMPULSIVITY IN WORRY AND GENERALIZED ANXIETY DISORDER

Elizabeth J Pawluk, Ryerson University; Naomi Koerner, Ryerson University

Worry, a core feature of generalized anxiety disorder (GAD), is defined as a repetitive thought process that reflects problem solving or preparation for the worst (Borkovec et al., 1983). As such, it is paradoxical that impulsivity would be observed in people with GAD. However, recent findings suggest that worry is indeed associated with impulsivity (Gay et al., 2010). The goals of this study (N = 188) were (1) to examine the association of different facets of impulsivity to GAD symptoms and (2) to determine the extent to which impulsivity predicts GAD status when other known predictors, such as intolerance of uncertainty (IU) and the tendency to impose negative interpretations on ambiguous situations, are taken into account. The results indicate that urgency, a tendency to act hastily when experiencing distress, was positively associated with symptoms of GAD and worry. In contrast, a tendency to be cautious when making decisions was also positively associated with GAD and worry. A logistic regression examining these dimensions of impulsivity, IU, and interpretation bias as predictors of GAD status revealed that high IU ($b = 0.03$, Wald $x2(1) = 9.73$, $p < .01$) was the strongest predictor of the presence of GAD, followed by high urgency ($b = 0.06$, Wald $x2(1) = 4.01$, $p < .05$). The findings highlight a need to consider impulsivity in current conceptualizations of worry and GAD.

#91
Clinical Psychology/ Psychologie clinique

EFFECTIVENESS OF CBT FOR ANXIETY GROUP FOR OCD IN YOUTH

Alissa Pencer, IWK Health Centre/Dalhousie University; Alexa Bagnell, IWK Health Centre/Dalhousie University; Daniel Chorney, IWK Health Centre; Cheryl Gilbert MacLeod, The Family Psychology Place; Marie Poisson, IWK Health Centre

1 in 50 people, across the lifespan, will develop Obsessive Compulsive Disorder (OCD), and this illness can have significant comorbidity and impairment. Research supports the efficacy of cognitive behaviour therapy (CBT) and pharmacotherapy for OCD (Watson & Rees, 2008). There is some research on the effectiveness of generic anxiety CBT group treatment (Cool Kids©; Rapee et al., 2006) for OCD in youth (Lyneham et al, 2010), but results are limited. The current study examines the effectiveness of the same group CBT protocol for youth with OCD in an outpatient setting. Participants were 7-18 years-old (N=17) with OCD. They attended the group (with one parent), and completed pre- and post-outcome measures including the OCD Impact Scale (Piacentini, 2003), Multidimensional Anxiety Scale for Children (March, 1998), Screen for Anxiety Related Emotional Disorders (Birmaher, 1997), Children's Depression Inventory (Kovacs, 1981), and Brief Child and Family Phone Interview (Cunningham &Boyle, 2008). The youth showed significant improvements ($p < .05$) on several outcome measures post treatment. Minimal improvement was demonstrated on an OCD measure. The results of the current study demonstrate that generic anxiety CBT group treatment may help with comorbid difficulties, however they may not target OCD specific symptoms when treated in an outpatient setting along with other comorbidities.

#92
Clinical Psychology/ Psychologie clinique

TIME MANAGEMENT AND TIME PURPOSE IN GENERALIZED ANXIETY DISORDER

Alexander M. Penney, Lakehead University; Karen Rowa, Anxiety Treatment & Research Centre, St. Joseph's Healthcare Hamilton; Susan Chudzik, Anxiety Treatment & Research Centre, St. Joseph's Healthcare Hamilton; Randi McCabe, Anxiety Treatment & Research Centre, St. Joseph's Healthcare Hamilton

Little is known about the time management skills (e.g., goal setting and planning), and perceptions of time structure and purpose (i.e. believing that one has meaning in, and control over, one's time) in individuals with generalized anxiety disorder (GAD). The current study examined the relationships between worry severity, time management skills, and time structure and purpose in clients with GAD (N = 66). Participants completed the Penn State Worry Questionnaire, the Time Structure Questionnaire, and the Time Management Behaviour scale. Worry severity negatively correlated with overall sense of structure in one's time, $r = -.28$, $p < .05$, purpose in one's time, $r = -.26$, $p = .06$, organization in one's time, $r = -.31$, $p < .05$, and perceived control over time, $r = -.27$, $p < .05$. However, worry severity positively correlated with the mechanics of time management, $r = .26$, $p < .06$. It appears that symptom severity in GAD clients is related to perceptions of being unable to use time wisely, despite perceptions that they have the tools to manage their time. Further, mean scores on time management skills were similar to a student

sample, suggesting that time management skills are not deficient in GAD. Teaching clients with GAD time management strategies may not be a useful therapeutic strategy. Instead, clients with GAD may need help developing a sense of control over their time.

#93
Clinical Psychology/
Psychologie clinique

SEASONALITY, STRESS AND THE ROLE OF EMOTIONAL EATING

Staci M Person, Lakehead University; Josephine Tan, Lakehead University

Seasonal Affective Disorder is characterized by atypical vegetative somatic symptoms of depression, e.g., carbohydrate craving, hyperphagia and weight gain. Higher levels of stress have been found in the winter months. Stress is linked to disordered eating and increased carbohydrate consumption, particularly among individuals who report emotional eating. This study examines whether the vegetative symptoms that are often associated with seasonal mood difficulties reflect a maladaptive coping style in which one responds to stress by overeating. A total of 255 participants filled out self-report measures that assessed seasonality, depression symptoms, adaptive and maladaptive coping, general distress, emotional eating, and overeating. Multiple regression analyses indicated that high seasonality, high depression levels, and high emotional eating were independently associated with greater general distress, poorer perceived ability to cope, less adaptive coping, and more maladaptive coping. Higher levels of depression symptoms were also linked to greater dysfunctional eating patterns. Emotional eating predicted overeating only in the presence of high seasonality. The results suggest not all highly seasonal individuals will over-eat. Rather it is the emotional eaters among them who will engage in hyperphagia.

#94
Clinical Psychology/
Psychologie clinique

THE IMPACT OF SLEEP RESTRICTION ON DAYTIME MOVEMENT IN TYPICALLY DEVELOPING CHILDREN

Abbey E Poirier, Dalhousie University; Melissa Gendron, Dalhousie University; Penny Corkum, Dalhousie University

Research has shown that reduced sleep duration is related to a range of negative outcomes for children, including poorer learning, mental and physical health. There is also a common belief that reduced sleep leads to an increase in daytime hyperactivity and overall movement (Fallone et al., 2002). Subjective measures of hyperactivity (i.e., parent questionnaires) suggest that children show hyperactive behaviours typical of those seen in children with ADHD, following sleep restriction (Melendres et al., 2004). However, these findings have yet to be supported by objective measures. The current study examines the impact of sleep restriction on daytime movement in typically developing children. Using a within-subjects design, sleep duration was measured during baseline (BL) condition, and then sleep was extended and restricted by 1 hour, for 4 nights in each condition. Actigraphy, a wrist watch-like acceleration sensor, was used as the objective measure of movement. Participants wore the actigraph 24 hours each day for all conditions. It is hypothesized that there will be an increase in movement during the sleep restriction condition compared to BL, and no change in the extended condition. Results supporting our hypothesis could help explain the link between poor sleep and ADHD symptomatology.

#95
Clinical Psychology/
Psychologie clinique

IMPACT OF PARENT ANXIETY ON CHILDREN'S ANXIETY TREATMENT OUTCOME

Marie E. Poisson, IWK Health Centre; Janine V. Olthuis, Dalhousie University; Jennifer Mullane, IWK Health Centre; Alexa L Bagnell, IWK Health Centre; Alissa Pencer, IWK Health Centre; Cheryl Gilbert MacLeod, The Family Psychology Place

Anxiety disorders are the most common psychological problem found in children and teens. Research shows that CBT is the treatment of choice for childhood anxiety and suggests that parental involvement in treatment improves child outcomes. However, little attention has been paid to whether parental anxiety influences treatment effectiveness. This is important given that anxious children are much more likely to have an anxious parent. Etiological models of anxiety stress the importance of parental reaction and modeling in the development and maintenance of anxiety symptoms. This study investigated the role of parent anxiety in child treatment outcome. Participants were 72 parent-child dyads in CBT groups for children with anxiety disorders (Cool Kids©; Chilled©) at outpatient mental health clinics. At pre- and post-treatment, parents completed the BAI, BDI, BCFPI-Parent and SCARED-Parent; children completed the SCARED-Child, MASC and CDI. Results showed that children's anxiety improved from pre- to post-treatment. Multiple regression revealed that parent anxiety at pre-treatment predicted change in child anxiety from pre- to post-treatment (on parent- but not child-report measures), such that higher levels of parent anxiety at pre-treatment predicated greater improvement in child anxiety. Possible explanations for this finding and directions for future research will be discussed.

#96
Clinical Psychology/
Psychologie clinique

SEASONALITY AND DISORDERED EATING BELIEFS AS PREDICTORS OF AFFECT AND DISORDERED EATING BEHAVIOURS

Alana MJ Rawana, Lakehead University; Josephine Tan, Lakehead University

Previous research links seasonal mood changes to atypical depressive vegetative symptoms (e.g., carbohydrate craving, increased food intake) as well as to disordered eating attitudes. The present study investigates whether seasonal changes in functioning (seasonality) and disordered eating attitudes would jointly predict mood and eating behaviours. A sample of 255 non-clinical individuals filled out prospective measures of seasonality, typical and atypical depressive symptoms, disordered eating behaviours, and positive and negative affect. They also filled out a prospective food diary. Multiple regression analyses showed that seasonality and disordered eating attitudes both independently predicted high negative affect, low positive affect, and high typical and atypical depressive symptoms. Only disordered eating attitudes predicted disordered eating behaviours, and only seasonality was linked to increased sweets (not starch) consumption. The findings and their implications are discussed with limitations of the study in mind.

#97
Clinical Psychology/ Psychologie clinique

HEALTH ANXIETY IN CHILDREN WITH A MEDICAL CONDITION

Sarah J Reiser, University of Regina; Kristi D Wright, University of Regina

Childhood health anxiety is a relatively new area of study. Limited research exists examining health anxiety in children, particularly in specific populations (e.g., medical populations). The purposes of the present investigation were twofold: (1) examine the relationships between childhood health anxiety and associated constructs (i.e., anxiety sensitivity and depression), and (2) examine health anxiety in children with and without a medical condition. We hypothesized that the children with a medical condition would experience relatively higher levels of health anxiety in contrast to those without. Participants were 78 children (mean age = 10.68; SD = 2.17; range = 7-15 years), 15 with a diagnosed medical condition and 63 without. Participants completed measures of health anxiety and associated constructs. The results revealed support for between group differences in overall levels of health anxiety and in specific aspects of health anxiety (i.e., treatment experiences and fears). Support for significant relationships between health anxiety and associated constructs were also demonstrated. This investigation contributes to a better understanding of childhood health anxiety in general and, more specifically, in children who have a medical condition. These findings may have implications for identifying groups of children who may be at risk for developing health anxiety.

#98
Clinical Psychology/ Psychologie clinique

THE EFFECT OF MORALLY THREATENING INFORMATION ON MEMORY FOR PREVIOUSLY NEUTRAL STIMULI

Jeff Renaud, Concordia University; Jessica M. Senn, Concordia University; Adam S Radomsky, Concordia University

The study of anxiety disorders with delayed onset thus far has focused on post-traumatic stress disorder (PTSD). However, both anecdotal evidence and theory suggests that delayed onset can also occur in other anxiety disorders. Theory posits that delayed onset may occur due to the reappraisal of a specific event, likely via the acquisition of new information. A recent study tested this theory by providing physically disgusting threat information about one of two sets of objects which had been encoded neutrally. Results showed greater memory for objects that became associated with threat. The current study sought to extend these findings by providing information about a morally disgusting threat. Specifically, memory for two sets of objects was assessed prior to and following the introduction of threatening information about one of the two object sets. Preliminary results (n=20; goal n = 130) were consistent with those found in the previous study in that objects that became associated with threat through the provision of new information were remembered to a significantly greater extent, $t(9) = 3.28$, $p < .01$, than those that remained neutral. Implications will be discussed in terms of underlying cognitive mechanisms and treatments for anxiety disorders with delayed onset.

#99
Clinical Psychology/ Psychologie clinique

THE IMPACT OF HEART RATE VARIABILITY BIOFEEDBACK ON THE PSYCHOLOGICAL AND PHYSIOLOGICAL RESPONSES TO A SOCIAL COMPARISON CHALLENGE

Oscar E Roldan, Lakehead University; Jenny Morgan, Lakehead University; Ron Davis, Lakehead University

Exposing females to media images that depict thin-ideal models results in detrimental effects on appearance satisfaction. It has been postulated that individuals' response to stressors, such as media images, can be mitigated by increasing vagal tone via heart rate variability biofeedback training (HRV-BFB). In the present study we attempted to investigate the acute effects of a portable HRV-BFB device on the negative consequences of a social comparison challenge. One hundred and twenty females were randomly assigned to one of three groups, two of which targeted the participants' HRV and one control condition. The two HRV groups differed in that participants were trained to either maximize or minimize their HRV levels. We examined how resultant HRV levels impacted appearance satisfaction and affect following exposure to advertisements depicting thin models. We also examined how group assignment impacted physiological recovery (e.g., HR, respiration rate) following the social comparison task. Results from this study are discussed in terms of how social comparison and emotion regulation impact the development of body dissatisfaction and eating pathology. The clinical application of HRV-BFB will also be discussed.

#100
Clinical Psychology/ Psychologie clinique

DEFICITS IN EMOTIONAL PROCESSING AND SYMPTOM SEVERITY IN ANOREXIA NERVOSA: THE ROLE OF EMOTIONAL SUPPRESSION

Karolina A Rozworska, University of British Columbia, Counselling Psychology Program; Marilyn Fitzpatrick, McGill University; Howard Steiger, Douglas Mental Health University Institute, Eating Disorders Program

Difficulties in the processing of emotions, understood as emotional awareness, expression, and regulation, have been listed as an important aspect of anorexia nervosa (AN) (e.g. Geller, Cockell, Hewitt, Goldner, & Flett, 2000). Existing studies showed that women with AN report more deficits in emotional processing than the general population (e.g. Gilboa-Schechtman, Avnon, Zubery, & Jeczmien, 2006). Women with AN may attempt to regulate negative emotion by displacing it onto their bodies (Kearney-Cooke & Striegel-Moore, 1997). If so, the severity of deficits in emotional regulation, awareness, and expression should predict the severity of AN symptoms. This hypothesis was tested in this study with 48 women in treatment for an AN-spectrum disorder (AN or eating disorder not otherwise specified – anorexia spectrum). The women were recruited from two specialized eating disorders programs in Quebec and completed measures of AN symptomatology and emotional processing. Results partially confirmed the hypothesis; specifically, using suppression as a strategy of emotional regulation predicted more severe symptoms of AN $\beta = .54$, $t(48) = 4.31$, $p < .001$. Deficits in emotional awareness and expression were not significant predictors. These results and their implications for treatment will be discussed in the light of existing literature.

#101
Clinical Psychology/ Psychologie clinique

FORGET WORRYING AND REMEMBER TO SMILE: THE LINK BETWEEN ANXIETY, DEPRESSION, AND PROSPECTIVE MEMORY

Sarah E Schell, Concordia University; Chelsea da Estrela, Concordia University; Valérie Sirois-Delisle, Concordia University; Gillian M Alcolado, Concordia University; Adam S Radomsky, Concordia University; Carrie Cuttler, Concordia University

Previous research examining the links between anxiety, depression, and prospective memory have produced mixed results. Some studies have shown negative relationships, some have shown no relationships, and a surprising few have even shown positive relationships. The majority of studies have failed to address the large amount of overlap between anxiety and depression and the necessity of separating the effects of each from one another. Moreover, most have focused exclusively on objective measures of prospective memory. The aim of the current study was to further examine the relationships between anxiety, depression, and prospective memory, using both objective and self-report measures. Undergraduate students were asked to complete the Depression Anxiety Stress Scale and the Prospective Memory Questionnaire, which measures the frequency of prospective memory failures in everyday life. Participants also completed three objective prospective memory tests. Preliminary results show significant correlations with self-report, but not objective measures of prospective memory. In addition, hierarchical regression analyses show that depression uniquely predicts self-reported problems with episodic prospective memory while anxiety uniquely predicts self-reported problems with habitual and internally cued prospective memory.

#102
Clinical Psychology/ Psychologie clinique

THE ROLE OF POSITIVE AND NEGATIVE AFFECT IN PREDICTING COPING STYLES IN ANXIETY

Jessica Senn, Concordia University; Jeff Renaud, Concordia University; Kevin C Barber, Concordia University; Hannah C Levy, Concordia University; Adam S Radomsky, Concordia University

When faced with anxiety-provoking situations individuals use different coping strategies, including monitoring and/or blunting. A "monitoring" coping style involves an active search for information about a threat, and has been shown to relate to positive affect and positive treatment outcomes. Conversely, a "blunting" coping style involves active avoidance of threat, and has been shown to relate to negative affect and less favourable treatment outcomes. However, there is a paucity of research investigating whether affect predicts coping style preferences. The current study investigated whether positive and negative affect could predict preference of coping strategies for realistic anxiety-provoking situations via the Monitoring and Blunting Questionnaire (MBQ). It was hypothesized that higher positive affect would predict increased choice of monitoring while higher negative affect would predict increased choice of blunting. Undergraduate students (n = 105) completed the Positive and Negative Affect Scale and the MBQ. Results showed that positive affect predicted monitoring and negative affect negatively predicted monitoring (p's <.05). Neither positive nor negative affect predicted blunting. Results will be discussed in terms of theoretical and clinical implications of the role of affect and coping styles in anxiety.

#103
Clinical Psychology/ Psychologie clinique

THE RELATIONSHIP BETWEEN EMOTION REGULATION AND INTERPERSONAL FACTORS IN NON-SUICIDAL SELF-INJURY ENGAGEMENT AMONG UNIVERSITY STUDENTS

Maegan Sharp, University of Saskatchewan; Lisa Kalynchuk, University of Saskatchewan

The development and maintenance of non-suicidal self-injury (NSSI) involves a complex interplay of intrapersonal and interpersonal factors. Among the intrapersonal models, the Experiential Avoidance Model (EAM; Chapman, Gratz & Brown, 2006) states that NSSI serves an emotion regulation function for the individual, as it decreases the experience of intolerable affective states and, as such, is maintained through negative reinforcement. Recent research has also begun to explore interpersonal factors involved in NSSI, such as the quality of parental relationships and the affective quality of the family environment (e.g., Bureau, et al., 2010). Further, peer relationships are hypothesized to play a role in NSSI, through negative peer experiences or through involvement in peer groups where NSSI is normalized among members. The present study was conducted to provide a test of the role of emotional regulation/reactivity, parental and peer attachment, and subculture identification in NSSI, among a sample of university students. The results will be discussed in terms of the unique contributions of the factors assessed in the prediction of NSSI. Results on mediational effects among intrapersonal and interpersonal factors will also be presented. Limitations of the study and future directions for research are explored.

#104
Clinical Psychology/ Psychologie clinique

MAINTENANCE OF TREATMENT GAINS OR INDICATOR OF POTENTIAL RELAPSE: THE URICA MAINTENANCE SUBSCALE OVER THE COURSE OF ONE-YEAR FOLLOW UP POST TREATMENT FOR OBSESSIVE-COMPULSIVE DISORDER

Peter Sheffield, Anxiety Treatment and Research Centre, St. Joseph's Healthcare Hamilton; Randi E. McCabe, Anxiety Treatment and Research Centre, St. Joseph's Healthcare Hamilton; Department of Psychiatry an; Karen Rowa, Anxiety Treatment and Research Centre, St. Joseph's Healthcare Hamilton; Department of Psychiatry an; Martin M. Antony, Anxiety Treatment and Research Centre, St. Joseph's Healthcare Hamilton; Department of Psychiatry an; Lisa Young, Anxiety Treatment and Research Centre, St. Joseph's Healthcare Hamilton; Richard P. Swinson, Anxiety Treatment and Research Centre, St. Joseph's Healthcare Hamilton; Department of Psychiatry

A stage model of behavior change proposed by Prochaska and DiClemente (1985) describes the maintenance phase following active change efforts as one characterized by commitment to sustaining change and preventing relapse. The University of Rhode Island Change Assessment (URICA) scale (McConnaughy, Prochaska, & Velicer, 1983) quantifies this model. This study examined stage of change in relation to treatment outcome in a randomized controlled trial for obsessive-compulsive disorder (OCD). Participants were randomized to 3 sessions of motivational enhancement (ME; n=15) or 3 sessions of relaxation training (control; n=13) prior to 15 sessions of exposure and response prevention therapy (ERP). OCD severity was assessed via the Yale-Brown Obsessive Compulsive Scale (YBOCS); stage of change was assessed via the URICA. As predicted, a significant ($p<0.05$) interaction was observed for YBOCS score reduction in the ME condition following ERP. A significant ($p<0.05$) inverse correlation between YBOCS and action score was also observed post-ME, yet in all conditions the URICA maintenance score positively and significantly correlated with YBOCS score at follow-up (3, 6, 12mo.). These findings suggest that URICA-assessed maintenance may be more reflective of relapse risk versus treatment gain consolidation.

#105
Clinical Psychology/ Psychologie clinique

ASSOCIATIONS BETWEEN TYPES OF LOTTERY PLAY, MENTAL HEALTH ISSUES, AND SUBSTANCE ABUSE

Megan M Short, Lakehead University; Alexander M Penney, Lakehead University; Dwight Mazmanian, Lakehead University; John Jamieson, Lakehead Univeristy

Lotteries appear worldwide in many forms, and are a very popular pastime in North America. This form of gambling is commonly seen as socially acceptable and innocuous; however, several studies have demonstrated that lottery play is associated with poor mental health and substance use disorders (Frost et al., 2001; Hendriks et al., 1997). While the literature does not usually differentiate between types of lottery games, this study examined subgroups of lottery players. Analyses of Ontario data extracted from the Canadian Problem Gambling Index consolidated dataset were conducted on 8,235 participants aged 18 years and older. Three non-exclusive subgroups were examined: lottery ticket players (n = 3613), instant win game players (n = 1033), and fundraiser ticket players (n = 2035). All three subgroups reported high rates of depression, ranging from 15.2% to 22.3%. More than one-fifth reported using alcohol or drugs while gambling, and approximately 1 in 10 believed they had a drug or alcohol problem. Differences were also found among the subgroups, with the instant win gamblers having significantly higher rates of depression and family histories of alcohol or drug problems (p's < .001). This study provides support for the association between lottery play and mental health problems, and identifies a stronger association for those individuals who play instant win games.

#106
Clinical Psychology/ Psychologie clinique

CHILDREN'S NEGATIVE ATTRIBUTIONS AS A MEDIATOR BETWEEN MATERNAL INCONSISTENT DISCIPLINE AND CHILD AGGRESSION

Ari Shortt, University of British Columbia; Natalie Miller, University of British Columbia; Charlotte Johnston, University of British Columbia

Previous research indicates that the relationship between a child's family experiences and his/her behaviour toward peers is not direct, but mediated by the child's social cognitions about peers. The possibility that the child's attributions regarding the mother may mediate the relationship between child aggression and maternal discipline has not been studied and was the focus of this study. Our sample included 67 mother-child dyads, of which 43 children (14 with ADHD) were boys and 24 (5 with ADHD) were girls. Children's ages ranged from 9.0 to 12.8 years (mean=10.7). Mothers completed the Alabama Parenting Questionnaire Inconsistent Parenting subscale and the Matson Evaluation of Social Skills for Youngsters child Inappropriate Assertiveness subscale. Children's hostile and nonhostile interpretations of the intention of child-directed maternal behaviours were coded from responses to hypothetical mother-child interaction scenarios. Although maternal inconsistent discipline significantly predicted child aggression ($r=.268$; $p<.05$), child attributions for the mother were not linked to either of these two measures in this mixed-gender, mixed-ADHD/non-ADHD sample. Thus, children's hostile attributions about the mother did not mediate the relationship between maternal inconsistent discipline and child aggression. We will further explore moderating effects of child gender and ADHD.

#107
Clinical Psychology/ Psychologie clinique

RELATIONSHIP BETWEEN BARRIERS TO PARTICIPATION AND TREATMENT PROCESS VARIABLES WHEN DELIVERING A TRIPLE P PARENTING GROUP INTERVENTION

Sarah Sinclair, Lakehead University; Nick Harris, Lakehead University; Sheila Green, Lakehead University; Suzanne Chomycz, Lakehead University; Fred Schmidt, Lakehead University

Treatment drop-out and barriers to treatment participation are common clinical issues within evidence-based parenting interventions. The current study describes the relationship between a number of important treatment process outcome variables (i.e., client and therapist ratings of therapeutic alliance, treatment improvement, percent of group sessions attended, and homework completion) and barriers to treatment as assessed by the Barriers to Treatment Participation Scale (Kazdin, Holland, Crowley & Breton, 1997) for both mothers (N = 109) and fathers (N = 43). Parents who experienced more barriers to participating in treatment and perceived the intervention to be less relevant, obtained lower scores on therapeutic alliance (self-report and therapist report), attended fewer treatment sessions, were less likely to complete homework, and made fewer improvements in treatment. The current results highlight the importance of addressing treatment barriers as a means of facilitating more effective community-based parenting programs. The implications of these findings are also addressed.

#108
Clinical Psychology/ Psychologie clinique

DOES DIMINISHED CONFIDENCE IN PROSPECTIVE MEMORY CAUSE URGES TO CHECK?

Valérie Sirois-Delisle, Concordia University; Chelsea da Estrela, Concordia University; Sarah E Schell, Concordia University; Gillian M Alcolado, Concordia University, Department of Psychology; Adam S Radomsky, Concordia University, Department of Psychology; Carrie Cuttler, Concordia University, Department of Psychology

Checking compulsions are the most common symptom of Obsessive-Compulsive Disorder. Individuals with these compulsions have intrusive doubts that they failed to perform a task and subsequently feel compelled to check the task. Recent correlational evidence has demonstrated a link between checking compulsions and problems with prospective memory. These findings have been used to suggest that diminished confidence in prospective memory may cause compulsions to check. The present study is the first to experimentally examine whether diminished confidence in prospective memory causes urges to check. Undergraduate student participants were first given a series of prospective memory tests, and were then given either false positive or false negative feedback about their performance in order to manipulate confidence in prospective memory. Participants were then given additional prospective memory tasks. Subsequently, their urges to check the completion of these tasks were assessed. Preliminary results show that participants in the low prospective memory confidence condition report greater urges to check the tasks compared to those in the high prospective memory confidence condition. These findings indicate that diminished confidence in prospective memory is a contributing cause of checking compulsions.

#109
Clinical Psychology/ Psychologie clinique

FALSE MEMORY FOR NEGATIVE INFORMATION IN DYSPHORIA: INCREASED ACCESSIBILITY OF NEGATIVE INFORMATION OR RESPONSE BIAS?

Jonathan N Stea, University of Calgary; Sharon Lee, University of Calgary; Christopher R Sears, University of Calgary

Although there is an extensive literature on the effects of depression and dysphoria on memory accuracy, few studies have examined the effects of depression or dysphoria on false memory. This study used the Deese-Roediger-McDermott laboratory paradigm (DRM; Roediger & McDermott, 1995) to examine the impact of dysphoria on erroneous recognition of negative words (false memories). Participants studied lists of negative words and lists of neutral words for a recognition memory test. The words in each list were associatively related to a non-presented critical lure (e.g., for the negative word list hurt, pain, discomfort, misery, ache, concern, etc., the critical lure was distress). Previous research has shown that participants often remember having studied the critical lure (a false memory). Our memory test included critical lures to assess false memory and non-presented control words to assess response bias (i.e., a tendency to "remember" any negative word). The dependent variables were the percentage of false recognitions for critical lures and for control words. Although dysphoric participants (N = 22) falsely remembered more critical lures from the negative word lists than non-dysphoric participants (N = 69), our analysis showed this difference was due to a response bias. The implications for research on true and false memory in depression and dysphoria are discussed.

#110
Clinical Psychology/ Psychologie clinique

CLINICAL SYMPTOMS, COPING STYLE, AND INFORMATION NEEDS AND PREFERENCES AMONG POSTSECONDARY STUDENTS SEEKING HELP FOR PROBLEMS WITH STRESS, ANXIETY, OR DEPRESSION

Donald Stewart, University of Manitoba; Ken Hahlweg, University of Manitoba; John Walker, University of Manitoba; Kristin Reynolds, University of Manitoba; Alexandria Yaeger, University of Manitoba; Mark Leonhart, University of Manitoba; Mobilizing Minds Research Group Knowledge Translation Team Grant, York University

Our research group has conducted qualitative and quantitative studies to understand the needs and preferences of young adults seeking information about help for stress, anxiety, or depression. Using a sample of 145 university students recruited through campus health and counselling offices, we found that postsecondary students have clear preferences regarding sources of information (partner, friends, counsellor, physician), what information is helpful (treatment effectiveness, timelines, advantages), how to receive treatment information (health care provider, recommended website), and types of treatment offered (counselling, self-help resources). However, despite overall clear preferences, it is possible that respondents' information and help-seeking preferences may vary with their level and pattern of symptoms and coping style. Such information may be helpful in targeting information for different consumer groups. Using the DASS-21 as an index of depression, anxiety, and stress, and the Ways of Coping Checklist as a measure of preferred coping styles, we explored differences in information and help-seeking preferences based on clinical symptoms and coping abilities. We also discuss the implications of these results for knowledge translation approaches among various target groups of young adults.

#111
Clinical Psychology/ Psychologie clinique

YOU MUST BE PRETTY GREAT IF YOU CAN TELL HOW BAD I AM: SELF VERIFICATION PROCESSES PLAY A ROLE IN SOCIALLY ANXIOUS INDIVIDUALS' RESPONSES TO INTERPERSONAL FEEDBACK

Marlena Szpunar, Simon Fraser University; Arlene Young, Simon Fraser University

Social anxiety (SA) is characterized by insecurities about the self and fear of disapproval from others. Inevitably SA individuals receive feedback from different people that reinforces or disconfirms their fears about their social skills. How they make sense of these experiences may shed light on the interpersonal processes that maintain or challenge their fears. One factor that influences the impact of social feedback is how individuals perceive the person who is giving the feedback. Self verification theory (Swann, 2005) predicts that individuals respond more positively

to those who see them similarly to the way they see themselves, even if this is negative. The present study assessed whether self verification processes play a role in SA by looking at how high and low SA individuals perceived others who provided positive or negative feedback about their social skills. As predicted, high SA individuals rated individuals who gave them negative feedback more positively. For instance, they believed that the person who was more negative about their social skills was significantly more intelligent, honest, and perceptive than the person who described them positively. Furthermore, compared to Low SA participants, High SA individuals rated the person who provided negative feedback significantly higher on dependability and attractiveness.

#112
Clinical Psychology/
Psychologie clinique

BIDIMENSIONALITY OF IMPLICIT SELF-ESTEEM:A REPLICATION AND EXTENSION

France Talbot, Université de Moncton; Mélanie Babineau, Workers' Rehabilitation Centre

No significant correlations between implicit self-esteem measures have been reported (Bosson, Swann, & Pennebaker, 2000). To account for these findings, it was suggested that implicit self-esteem, which had been construed and measured as a unidimensional construct, may in fact be multidimensional. This hypothesis was tested in two laboratory studies of non-clinical samples by Sakellaropoulo and Baldwin (2007) who identified two dimensions (self-attractiveness and self-liking) and found these dimensions to be differentially associated with narcissism and aggression. The current study represents a replication and extension of this work. The bidimensionality of implicit self-esteem was not supported in relation with narcissism and aggression in a clinical sample presenting with domestic violence problems. Vulnerable narcissism and the instability of self-esteem appear to be more promising predictors of domestic violence.

#113
Clinical Psychology/
Psychologie clinique

"IT JUST DIDN'T FIT": WHAT PROGRAM ELEMENTS DO SERVICE PROVIDERS SKIP?

Whitney D Taylor, University of Ottawa; Veronica Asgary-Eden, Family First Family Health Team; Catherine M Lee, University of Ottawa; Kathryn Laroche, University of Ottawa

Adapting evidence-based programs to the needs of specific populations is a delicate exercise. "Program drift" threatens effectiveness (Elliott & Mihalic, 2004); however, a program that seems too rigid may be abandoned. Evidence-based practice is facilitated when these concerns are balanced so that the program is flexibly delivered while retaining core elements (Chorpita & Daleiden, 2009). Asgary-Eden and Lee (2011) reported on an online survey of 150 service providers who had delivered level 4 or 5 of the Triple P-Positive Parenting Program, a multilevel intervention that provides tools for parents to increase their skills and confidence (Sanders, 1999). Service providers were asked to indicate on the session checklist if they covered each activity in their most recent session and to provide the reason for omissions. Adherence rates ranged from 33% to 100% and averaged 85.9%. Over half of the explanations for omitting activities concerned relevance to parents in the group; over one-third concerned time constraints. We will present fine-grained analyses on the 93 service providers who omitted session activities. To determine which types of activities service providers omitted, we will examine adherence for both process and content items, such as Triple P therapeutic interventions, homework tasks, and exercises. Implications for training and supervision will be discussed.

#114
Clinical Psychology/
Psychologie clinique

THERAPEUTICALLY INDUCING THE INTERNALIZED PARTNER SCCT TECHNIQUE: EFFECTS ON INTERPERSONAL PROCESSING, RELATIONSHIP SATISFACTION, DEPRESSION AND DEFENSE STYLE

Tamara Thalmann, York University

Systemic-Constructivist Couple Therapy (SCCT), developed from longitudinal in depth studies of marital relationships has received replicated empirical support including identifying the core mechanism of change as increased Interpersonal Processing (Reid et al, 2006; 2008). The purpose of this study was to conduct a randomized control study of the efficacy of the Internalized Partner Technique used in SCCT, on increasing Interpersonal Processing. The technique elicits from within a respondent his/her implicit knowing of his/her partner's ways of emotionally and cognitively processing. The 75 respondents were in a committed relationship for more than 6 months (M = 2.9 years) and were assigned to three groups: the Internalized Partner condition, the relationship awareness comparison condition, and the no treatment condition. Respondents completed pre-post one week measures of Interpersonal Processing, Relationship Awareness, Depression, Defense Style and Relationship Satisfaction. The main findings were that only the Internalized Partner group increased their Interpersonal Processing and that their depression scores decreased significantly. The implication of these and other results for advancing our understanding of how marital relationships can be enhanced is discussed.

#115
Clinical Psychology/
Psychologie clinique

PARENTAL PERCEPTIONS OF FAMILY ADJUSTMENT IN CHILDHOOD DISABILITY: THE ROLE OF PARENTING STRESS, SELF-ESTEEM, AND POSITIVE APPRAISAL

Sandra Thompson, University of Manitoba; Diane Hiebert-Murphy, University of Manitoba; Barry Trute, University of Manitoba and Unversity of Calgary

Based on the Double ABC-X model of family stress (McCubbin & Patterson, 1983), this study examined the impact of parenting stress, positive appraisal of the impact of child disability on the family, and parental self-esteem on mothers' and fathers' perceptions of family adjustment in families with children with disabilities. For fathers, self-esteem and positive appraisal were not significant in directly predicting perceived family adjustment, although self-esteem moderated the relationship between parenting stress and family adjustment. For mothers, parental education, single parent status, and the child's disability type were all related to perceived family outcome. Both self-esteem and positive appraisal predicted perceived family adjustment and mediated the relationship between parenting stress and family adjustment. For mothers, consistent with family stress theory, this study provides support for the role of self-esteem and positive appraisal as mediators in the relationship between parenting

stress and family adjustment. For fathers, the results suggest that self-esteem may be an especially important variable in understanding the relationship between parenting stress and family adjustment.

#116
Clinical Psychology/ Psychologie clinique

IMMEDIATE OUTCOMES FOR MENTAL HEALTH CLIENTS TREATED IN AN INTERPROFESSIONAL CARE MODEL

Gregory K Tippin, Lakehead University; K. Amanda Maranzan, Lakehead University; Mary Ann Mountain, St. Joseph's Care Group

While the literature on interprofessional care (IPC) touts the benefits of this model of collaboration in health service delivery, the emphasis has been based largely on conceptual benefits as well as outcome evidence from models featuring less collaboration than that conceptualized by IPC. As such, empirical support for the IPC model in the delivery of mental health services is lacking despite the promotion and implementation of the model in practice. Empirical support for the ability of the IPC model to result in positive client outcomes is essential to evidence based practice. This research examined the use of the IPC model in a community mental health outpatient program, where IPC teams worked with clients presenting with severe/chronic mental illness. Treatment was oriented toward client recovery in mental illness, with collaboration between the IPC team and the client throughout treatment in striving to attain client identified treatment goals over a 6-month period. Clients' progress and outcomes were systematically measured over the course of treatment through assessment of behaviours, symptoms, and goal attainment. Findings provide preliminary understanding of the potential of the IPC model in mental health service delivery and the effectiveness of this model in achieving positive client outcomes.

#117
Clinical Psychology/ Psychologie clinique

COGNITIVE SCHEMAS, DEPRESSION, AND RESILIENCE IN YOUTH: A FOCUS ON THE POSITIVE

Rachel M Tomlinson, University of Guelph; Margaret N Lumley, University of Guelph

Many young people experience mood difficulties, while others are resilient and are able to maintain positive functioning in the face of adverse life experiences. Most cognitive vulnerability research to date has focused almost exclusively on negative versus positive schemas in models of risk. This study examines the relative contributions of positive and negative cognitive schemas to the prediction of depressive symptoms and parent-rated emotional resilience in 52 elementary school children ages 9 to 13. The predictive contribution of positive beyond that of negative cognitive schemas is of particular interest because positive and negative schemas may not exist on a continuum but on separate dimensions. Results indicate that cognitive schema variables related to depressive symptoms in children include high levels of negative schema content, low levels of positive schema content, and loosely organized positive schema structure, while emotional resilience is related to high levels of positive schema content. Multiple regression analyses suggest that positive cognitive schemas are valuable predictors of both depressive symptoms and emotional resilience beyond the prediction of negative cognitive schemas. These results highlight the potential importance of attending to the role of positive schemas when considering models of risk for depression and emotional resilience in youth.

#118
Clinical Psychology/ Psychologie clinique

A PROSPECTIVE STUDY OF PSYCHACHE AND ITS RELATIONSHIP TO SUICIDALITY IN AT-RISK STUDENTS: ONE YEAR FOLLOW-UP

Talia Troister, Queen's University; Ronald R Holden, Queen's University

Suicide takes the lives of over 3,700 Canadians each year, making suicide prevention an important endeavour. Identifying psychological variables that can predict risk is important as these factors are amenable to change. A construct termed psychache (Shneidman, 1993) has been shown to be a more important predictor of suicidality than is either depression or hopelessness (Troister & Holden, 2010). However, longitudinal research examining psychache is lacking. The current study uses data from 113 at-risk students, who were current suicide ideators or previous suicide attempters, enrolled in a first-year psychology course at Queen's University. Participants completed questionnaires measuring depression, hopelessness, psychache and suicide ideation at baseline and, again, one year later. A regression analysis was run in order to predict suicide ideation at follow-up. Results showed that after controlling for baseline measures of suicide ideation, depression, hopelessness, and psychache, hopelessness and psychache at follow-up contributed unique variance to the prediction of suicide ideation at follow-up. Suicide ideation at baseline remained a significant predictor. Results of the current study support Shneidman's assertion that psychache is an important predictor of, and a causal factor for, suicidality, and have important implications for prevention, assessment and intervention.

#119
Clinical Psychology/ Psychologie clinique

IMPLEMENTATION AND CONTROLLED EVALUATION OF A PAIN EDUCATION PROGRAM FOR LONG-TERM CARE STAFF: FOCUS GROUP RESULTS

Ashley L. Viklund, University of Regina; Omeed O. Ghandehari, University of Regina; Thomas Hadjistavropoulos, University of Regina; Jaime Williams, University of Regina; Lilian Thorpe, University of Saskatchewan; Dennis P. Alfano, University of Regina; Vanina Dal Bello-Haas, McMaster University; David C. Malloy, University of Regina; Ronald R. Martin, University of Regina; R. Nicholas Carleton, University of Regina; Sandra M.G. Zwakhalen, Maastricht University; Omar Rahaman, Meadowlark Health Centre; Paulette V. Hunter, St. Thomas Moore; Lisa M. Lix, University of Saskatchewan

The literature suggests that undertreatment of pain is frequent in long-term care (LTC) partly as a result of inaccurate beliefs and inadequate pain education. We implemented and evaluated an interactive pain education program in LTC. This presentation focuses on qualitative analyses of focus group data as quantitative results are reported elsewhere (Ghandehari et al., 2012). Participants were assigned to the pain education

(PE) program or a control condition involving general dementia education. A subset of 57 participants participated in focus groups aimed to gauge feedback about the sessions and information on barriers to pain management. Narrative data were examined using thematic analysis. PE participants were more satisfied and made more positive remarks than control participants about their sessions. Participants supported interactive instruction and expert presentations. In contrast to previous research on PE, we were able to overcome practical barriers and maximized involvement and attendance. PE participants reported utilizing pain-management strategies four times more frequently than controls. They also reported greater shifts in pain beliefs as compared to control participants. This type of staff training provides a model for effective LTC continuing education.

#120
Clinical Psychology/
Psychologie clinique

CONCORDANCE OF ACTIGRAPHY AND POLYSOMNOGRAPHY IN SCHOOL-AGED CHILDREN WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER AND THEIR TYPICALLY DEVELOPING PEERS

Jessica Waldon, Department of Psychology, Dalhousie University, BA; Melissa Gendron, Department of Psychology, Dalhousie University, M.Sc.; Penny Corkum, Department of Psychology, Dalhousie University, PhD; Benjamin Rusak, Dalhousie University; Pantelis Andreou, University of Dalhousie; Malgorzata Radja, Dalhousie university

Actigraphy has become an increasingly popular method of sleep measurement over the past 20 years. In adult populations, actigraphy has been shown to be a reliable measure of sleep when using polysomnography (PSG) as the gold standard. However, there is very little reliability research in typically developing (TD) child populations, and no research with children who have ADHD. The objectives of the current study were as follows: 1) to compare PSG-derived total sleep duration, sleep latency, and sleep efficiency to the same variables derived from actigraphy; 2) to examine whether there are differences in the reliability of actigraphy in children with ADHD compared to their TD peers; and 3) to determine whether these concordance rates differ when the children with ADHD receive Methylphenidate, a common stimulant medication used to treat ADHD. The sample consisted of 40 (20 ADHD, 20 TD) 6-12 year old children. Preliminary results indicate that in TD children, actigraphy is a reliable estimate compared to PSG for some sleep parameters (e.g., sleep duration) but not others (sleep efficiency). Actigraphy was a less reliable measure in the ADHD sample than the TD sample for some sleep variables (e.g., sleep latency). These results indicate that actigraphy and PSG-based measures of sleep may not be similarly correlated in all populations.

#121
Clinical Psychology/
Psychologie clinique

DID I ONLY IMAGINE CHECKING? ABSORPTION MAY BE ASSOCIATED WITH REDUCED REALITY MONITORING CONFIDENCE

Samantha Wilson, Concordia University; Gillian M Alcolado, Concordia University; Adam S Radomsky, Concordia University

Checking is one of the most common symptoms of obsessive-compulsive disorder (OCD). Research studying checking has found that this compulsion may be perpetuated in part by low confidence in one's ability to distinguish between completed and imagined actions. This cognitive ability is known as reality monitoring, a construct linked not only to checking, but sometimes to dissociation as well. Recently, it has been suggested that checking is also associated with absorption, a related construct. We hypothesized that checking would be more strongly related to absorption than to dissociation, and that the relationship between absorption and checking would be mediated by reality monitoring confidence. An undergraduate sample completed questionnaires assessing absorption and dissociation (Attentional Resource Allocation Scale), reality monitoring confidence (Meta-Cognitions Questionnaire subscale) and checking behaviour (Vancouver Obsessional Compulsive Inventory subscale). Pilot data (n = 72 tested to date) revealed significant correlations between reality monitoring confidence and absorption ($r = .31$, $p < .01$) and between reality monitoring confidence and checking ($r = .41$, $p < .001$). Mediational analyses will be conducted on the full sample (n = 200), which will be tested before the conference. Implications for the cognitive-behavioural theory and treatment of OCD will be discussed.

#122
Clinical Psychology/
Psychologie clinique

PREDICTING PARTICIPANT RETENTION IN AN ONLINE SELF-HELP PROGRAM FOR UNIVERSITY STUDENTS

Magdalena A. Wojtowicz, Dalhousie University; Victor Day, Dalhousie University; Melissa Kervin, Dalhousie University; Patrick J. McGrath, Dalhousie University

Online self-help programs aimed to assist individuals with mental health concerns have been demonstrated to be effective at improving mental health outcomes. However, a persistent issue with these programs is participant drop-out, with attrition rates reaching 50%. Few studies have examined reasons for participant drop-out, yet identifying factors that improve participant retention is crucial for the successful evaluation and modification of online treatment programs. The purpose of this study is to identify potential predictors for participant retention in an online cognitive behavioural therapy self-directed program. Method: Participants completed a theory of planned behaviour questionnaire prior to commencing the program. The questionnaire measured the individual's beliefs, attitudes and sense of control surrounding online self-help programs, as well as their intention to complete this program. Multiple regression analyses were used to identify predictors of intention and completion of the program. Preliminary Results: Data analysis is ongoing, however preliminary results (N=36) suggest that perceived behavioural control significantly predicts participants' intention to complete the program ($p<.001$). Relations between program completion, demographic variables and level of initial distress will also be examined.

#123
Clinical Psychology/
Psychologie clinique

35% CARBON DIOXIDE REACTIVITY IN A BULIMIA NERVOSA SAMPLE

Andrea Woznica, Ryerson University; Kristin Vickers, Ryerson University; Naomi Koerner, Ryerson University

Studies have shown that the inhalation of 35% carbon dioxide (CO2) induces panic attacks in people with panic disorder and other disorders within the panic-phobic spectrum. The effect of CO2 in people with eating disorders (EDs) has received sparse attention despite the fact that panic-spectrum disorders and EDs have some common psychological and neurobiological features. This ongoing study examines panic reactivity in participants with bulimia nervosa (BN; n = 15) compared to those without BN (n = 31). All participants complete self-report measures assessing state and trait anxiety, depression, anxiety sensitivity, distress tolerance, discomfort intolerance and ED features. They subsequently breathe two vital capacity inhalations, room air and 35% CO2-enriched air, and reactions to each inhalation are measured using ratings of subjective anxiety and panic symptoms. Results to date indicate that participants with BN display significantly greater reactivity to CO2 compared to participants without BN in terms of subjective anxiety and panic symptoms ($r = .47$ and $r = .51$; both $p < .01$). These results are consistent with the a priori hypothesis that diagnostic status predicts CO2 reactivity. However, contrary to our predictions, none of the other psychological constructs was associated with CO2 reactivity. Detailed implications and suggestions for further research are discussed.

#124
Clinical Psychology/ Psychologie clinique

FACILITATION OR DISENGAGEMENT? THE INFLUENCE OF SOCIAL FEARS ON ATTENTIONAL BIASES IN SOCIAL ANXIETY

Caitlin Wright, University of Calgary; Andrea L Nelson, University of Waterloo; Stephanie Waechter, University of Waterloo; Ashley Hyatt, University of Waterloo; Jonathan Oakman, University of Waterloo

Past research indicates that those who experience social anxiety are more likely to attend to social threat cues (e.g., angry faces) than to neutral cues (e.g., calm faces). However, results have been mixed in terms of whether these biases in attention occur in the form of facilitation towards threat, or a difficulty disengaging from threat. Furthermore, social anxiety is associated with a range of social concerns that may be predictive of attentional biases to related social threat cues. The current study examined the influence of specific social concerns on attention to images of emotional faces. Factor analysis was used to develop and validate four related, but distinct, social anxiety concerns: fear of confrontation, fear of offending, fear of embarrassment, and fear of teasing. These concerns were hypothesized to influence biases in attention to angry, disgust, and happy faces, respectively. Ninety undergraduate students participated in a dot probe task in which they were asked to identify a probe following emotional-neutral face pairs. Results indicated that a fear of offending was associated with a facilitated bias towards disgust faces. None of the other social concerns were associated with attentional biases to emotional faces. The results and the implications for future research on attention in social anxiety are discussed.

#125
Clinical Psychology/ Psychologie clinique

EFFECT OF COVERT SAFETY BEHAVIOUR ON SUBJECTIVE FEAR AND BEHAVIOURAL AVOIDANCE DURING EXPOSURE THERAPY FOR CONTAMINATION FEAR

Lara Yapar, Concordia University; Hannah C Levy, Concordia University; Adam S Radomsky, Concordia University

Contamination fear is one of the most common symptoms of obsessive-compulsive disorder (OCD). While exposure and response prevention (ERP) is effective for OCD, the treatment is difficult, resulting in high dropout and refusal rates. A solution may be the judicious use of safety behaviour (SB) in exposure therapy to increase its acceptability. SB can be overt (e.g., washing) or covert (e.g., reassuring self) strategies used in fearful situations to cope with anxiety. It is proposed that SB interferes with exposure therapy by preventing the client from disconfirming unfounded beliefs. However, recent studies have found that SB is not necessarily counter-therapeutic. A gap in the literature exists with regard to covert SB (CSB) and its place in exposure therapy. This study investigates CSB use during exposure therapy for contamination fear with (ESB) and without (ERP) overt SB (i.e., latex-free gloves). It is hypothesized that use of CSB will decrease fear and avoidance during exposure sessions. Additionally, it is hypothesized that participants in the ERP condition will use more CSB than those in the ESB condition. Preliminary data ($N = 14$ collected to date) indicates that the mean numbers of CSB used are in the expected direction (ERP: $M = 23.71$, $SD = 16.06$; ESB: $M = 20.36$, $SD = 14.78$). Results will be discussed in terms of cognitive-behavioural treatment for anxiety disorders.

#126
Clinical Psychology/ Psychologie clinique

EVALUATION OF THE INFORMATIONAL COMPONENT OF A WEB-BASED DECISION AID FOR DEPRESSION

Bradley D Zacharias, University of Manitoba; John R Walker, University of Manitoba; The Mobilizing Minds Research Group, Mobilizing Minds

Decision aids are tools intended to inform and empower health care consumers in their treatment decision making. There are few decision aids that address depression and most of these focus on pharmacological treatments. Empirically-based depression treatments now include pharmacological and psychosocial approaches or a combination of the two; hence, high quality decision aids are needed to help consumers effectively choose among numerous treatment options. There are no decision aids focused on the information needs and preferences of young people (18-25 years of age). This presentation describes a qualitative evaluation study of a new depression decision aid by a sample of 15 young adults with a history of seeking treatment for depression. Participants were asked about key aspects of their past treatment decision making. They then reviewed the decision aid which provides information about psychosocial and pharmacological treatment of major depression. Topics include: description of depression, risk factors, and characteristics of each treatment (e.g., effectiveness, side effects). Respondents answered questions about the amount of information as well as its acceptability, clarity, trustworthiness, and completeness. They also made suggestions for improvement. A framework approach is used to analyze the data.

2012-06-16 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – ROOM 200C-1 - LEVEL 2 - WTCC

CPA Gold Medal Award/ Prix de la médaille d'or

WHY INTERVENTIONS IN DYSFUNCTIONAL COMMUNITIES FAIL: THE NEED FOR A TRULY COLLECTIVE APPROACH

Donald M Taylor, McGill University

Communities can become dysfunctional. Many Aboriginal and Inner-city communities are not only defined by mainstream authorities, but equally by themselves, as struggling with a persistent range of social problems. Intervention strategies have been applied for years involving vast human and financial resources; all to no avail. The problem is not a "cultural mismatch," but rather the misapplication of an individualistic solution to a collective problem. I will describe a collective strategy that is designed to effectively change community norms, and one that goes beyond the usual definitions of "community based" research.

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – SUITE 201 - LEVEL 2 - WTCC

Workshop/Atelier
Environmental Psychology/ Psychologie de l'environnement

INTENTIONAL RECONNECTION, EMOTIONAL INTELLIGENCE, AND GREAT TURNING TOWARDS JUSTICE AND SUSTAINABILITY: WORK THAT RECONNECTS WORKSHOP AND DISCUSSION

Laurie Hollis-Walker, York University

Recognizing a shift in consciousness underway now, citizens under the burden of overwhelming specters of economic, ecological, and social decline are waking up to the power of interconnectedness, turning together in search of sustainable and just solutions. This workshop will explicate three dimensions of this 'Great Turning,' including holding actions, structural analysis, and shift in consciousness. In long-term social movements, preventative to burnout, activists are supported with resources for family, material, and emotional needs. For emotional needs, Work That Reconnects (WTR) facilitated group processes address despair and apathy that can arise from the inevitability that most activism will, in the traditional sense fail. WTR workshops create a context where emerging emotions such as foreboding, disappointment, confusion, grief, rage, and despair can be acknowledged, honored, and plumbed, often with surprising results — as these emotions are transformed into emotional intelligence and empowerment for positive change. Upon completion of this workshop, participants will be able to recognize the role of emotional intelligence in terms of citizen participation in positive change for justice and sustainability and to summarize basic WTR theory and facilitation techniques. There will be experiential workshop components and time for participant interaction and discussion.

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – SUITE 202 - LEVEL 2 - WTCC

Workshop/Atelier
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

TRAINING PRACTICAL SKILLS IN I/O PSYCHOLOGY: NEW DIRECTIONS

Peter Hausdorf, University Of Guelph

Industrial/Organizational (I/O) Psychology is based on the scientist-practitioner model. As a result, graduate training focuses on developing knowledge and skills in both research and practice. Historically, Canadian graduate programs have placed a greater emphasis on research skills over practical skills. This symposium will assess current approaches to practical skill development (i.e. internships, university-based consulting organizations and/or project work with individual faculty members). Although these experiences provide graduate students with a solid foundation for building their practical skills, there are opportunities for improvement. Drawing on the primary skills for practice, a model is proposed that that reduces these skills to the most basic components and then stratifies them along a dimension ranging from "less to more difficult" to implement effectively. These skills can then be integrated into consulting projects with components that reflect graduate student experience and expertise. Workshop participants will have the opportunity to contribute to the development of exercises to support practical skills training within this framework. Implications for the future training of practical skills in I/O Psychology graduate programs will be discussed.

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – SUITE 203 - LEVEL 2 - WTCC

Workshop/Atelier
Psychoanalytic and Psychodynamic Psychology/ Psychologie psychoanalytique et psychodynamique

BEYOND NEEDLES AND PILLS: GROUP PSYCHOTHERAPY FOR INDIVIDUALS WITH COMPLEX HEALTH PROBLEMS

Dawn Phillips, Royal University Hospital; Sarah K Hillis, Saskatoon Health Region

Chronic Diseases such as Heart Disease and Diabetes are frequently associated with mental health problems. Increasingly, research is demonstrating a clear link between adversity and trauma early in life and the later development of chronic diseases. Psychoeducational programs, based on managing the physiological aspects of disease, do not address the underlying trauma and consequent interpersonal and psychological problems. This presentation will provide the theoretical and research background, group process and outcome measures for a 12-week psychodynamic group psychotherapy program for complex patients experiencing significant health and mental health problems. Practical strategies for providing psychodynamic treatment within this setting will be provided.

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – SUITE 204 - LEVEL 2 - WTCC

Workshop/Atelier
Health Psychology/
Psychologie de la santé

PSYCHOLOGY IN MEDICINE: PRACTICAL AND INNOVATIVE IDEAS FOR TEACHING MEDICAL STUDENTS AND RESIDENTS

Douglas G. Cave, University of British Columbia/Providence Health Care; Hilary M. Pearson, University of British Columbia/Providence Health Care; Paul R. Whitehead, University of British Columbia/Providence Health Care; David R. Kuhl, University of British Columbia/Providence Health Care

Health care is about curing and healing, art and science, mind and heart, skills and knowledge, technology and compassion. The rigours of medical school and residency programs frequently engender competitiveness and perfectionism among students and residents alike. Medical training and practice requires a consistently high attention to detail, long work days, creates the fear of making a mistake, and reluctance to disclose distress or vulnerability that can all lead to self denial and, at worst, self harm. While many younger physicians in training are hoping to lead more balanced lives than previous cohorts envisaged, little training in self awareness and scant time for self reflection is available. Over the last 10 years, we have developed a curriculum to teach medical students and residents to harmonize their well-honed task skills with internal and interpersonal process-oriented skills. Activities are designed with the intent of enhancing resilience, self-knowledge, the value of help seeking, and increasing safety, inclusion and trust to manage competitiveness. Some skills include providing basic individual and group counselling skills to enhance their effectiveness in leading family and team meetings. At this workshop, participants will have the opportunity to practice some of the innovative techniques developed for self-reflection and communication.

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – SUITE 205 - LEVEL 2 - WTCC

Workshop/Atelier
Students in Psychology/
Étudiants en psychologie

GRADUATE STUDIES IN CLINICAL PSYCHOLOGY: EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS

Michelle Gagnon, University of Regina; Missy L. Teatero, Lakehead University; Rana Pishva, Queen's University

Graduate school in clinical psychology is competitive and demanding, and maneuvring through the application processes (for future students) and programs (for current students) can be confusing. In association with the Clinical Psychology section, CPA's Section for Students will present a workshop reviewing the primary expectations, responsibilities, and milestones of students in a typical clinical psychology program. Topics covered will include, but are not limited to: general expectations and guidelines, prioritizing the various roles of a graduate student, as well as tips and advice for not just completing the program, but graduating successfully. This portion of the presentation will be a collaboration of three graduate students from the Student Executive Committee, currently enrolled in different clinical programs and at various stages of their training. A guest speaker will be invited to provide a clinical professor's perspective on the topic. Lastly, a substantial discussion (i.e., question-and-answer) period will be included as this has shown to be important to students at previous workshops. This workshop will be applicable to both prospective and current graduate students. If you are thinking of applying to, or simply would like a survival guide for, graduate studies in clinical psychology then this workshop is recommended to you by the Section for Students.

2012-06-16 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – SUITE 301 - LEVEL 3 - WTCC

Conversation Session
Séance de conversation

WHAT CANADIANS HAD TO SAY ABOUT THE PRACTICE OF PSYCHOLOGY: NATIONAL SURVEY RESULTS

Andrea Piotrowski, Faculty of Medicine, University of Manitoba; John Service Service, Director of Practice Directorate

CPA's Practice Directorate undertook the first ever survey of Canadian's knowledge of and attitudes towards the practice of psychology in this country. The results demonstrate an overall positive attitude towards psychology and the services provided, a desire to reduce barriers to access to services and some areas of a significant lack of understanding. The purpose and results of the poll by EKOS will be reviewed with ample time for discussion.

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – SUITE 302 - LEVEL 3 - WTCC

Workshop/Atelier
Psychologists in Education/
Psychologues en éducation

USING A COGNITIVE BEHAVIOURAL THERAPY PROGRAM FOR TREATING ANXIETY IN CHILDREN WITH AUTISM IN A GROUP SETTING: A FOCUS ON TREATMENT INTEGRITY

Georgina Robinson, Provincial Outreach Program for Autism; Leslie MacKay, Provincial Outreach Program for Autism

Anxiety disorders are among the most common childhood conditions (Dadds & Barrett, 2001) and children with Autism are at increased risk for developing anxiety symptoms (Ghaziuddin, 2002). Anxiety can cause significant impairment impacting school, family, and social

functioning(Bellini, 2004). Cognitive behaviour therapy (CBT) is an established and empirically supported treatment for managing anxiety in children from the general population (Kendall, 1994). CBT programs designed for typical children require special adaptations to accommodate the skill deficits of children with Autism. Fighting Worry and Facing Fears (Reaven, et. al., 2009) is a recently developed evidence-based group program for children with Autism. The Workshop will review important factors in the treatment of anxiety in children with Autism including specialized strategies, clinician skills, and participant considerations. Demonstration and video clips from a recent pilot of Fighting Worry and Facing Fears will be featured. Variables that enhance and create a balance between integrity and contextual fit will be presented. When treatment integrity is achieved, improved outcomes of the intervention are more likely (Noell, et. al., 2002). This workshop will teach psychologists practical skills in treating anxiety in children with Autism, and provide tips to maintain treatment integrity.

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – SUITE 303 - LEVEL 3 - WTCC

Workshop/Atelier
Clinical Neuropsychology/ Neuropsychologie clinique

MAKING INTERDISCIPLINARY BEHAVIOURAL APPROACHES WORK IN DEMENTIA-CARE SETTINGS… TOOLS, TECHNIQUES AND TEAMWORK
Lindy A Kilik, Geriatric Psychiatry, Providence Care-MHS & Queens University

Behavioural changes associated with progressive dementias are commonplace. Where these changes make it impossible for an individual to safely remain in the community, admission to an inpatient program or Long Term Care setting is required. However, owing to issues related to changing legislation, varying levels of clinical expertise and staff turnover, effectively addressing behavioural issues can be daunting. This workshop identifies key behavioural challenges that face staff working with individuals who have moderate-to-severe dementia; showcases practical and easy-to-use tools to help interdisciplinary teams clearly identify target behaviours, plan and monitor interventions, as well as promote consistency in care approaches; and demonstrates methods for structuring and employing Behavioural Rounds as a vehicle for interdisciplinary communication and strategic problem-solving. Participants will receive tools and frameworks that they can readily employ in their own settings.

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – SUITE 304 - LEVEL 3 - WTCC

Section Annual Meeting/ Réunion d'affaires
History and Philosophy of Psychology/Histoire et philosophie de la psychologie
SECTION PROGRAM/ PROGRAMME DE LA SECTION

HISTORY AND PHILOSOPHY OF PSYCHOLOGY/HISTOIRE ET PHILOSOPHIE DE LA PSYCHOLOGIE
Jason R Goertzen, University of Alberta, Augustana Campus

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – SUITE 305 - LEVEL 3 - WTCC

Workshop/Atelier
Counselling Psychology/ Psychologie du counseling

COMPASSION-FOCUSED THERAPY AS AN APPROACH FOR WORKING WITH TRAUMA
K Jessica Van Vliet, University of Alberta; Lara E. Cross, University of Alberta

In working with trauma, psychologists are challenged to help clients overcome the shame, self-criticism, and avoidance that often follow in the wake of traumatic life events (Lee, Scragg, & Turner, 2001). There has been increasing evidence to suggest that self-compassion, along with psychotherapeutic approaches that promote a more compassionate relationship with the self, may help buffer and alleviate these adverse effects (Gilbert & Procter, 2006; Lee, 2009; Thomson & Waltz, 2008). One such approach is compassion-focused therapy (Gilbert, 2009), a multimodal psychotherapy that targets shame and self-criticism though helping clients adopt a kinder and more accepting way of relating to themselves. Through compassion-focused therapy, clients develop their self-soothing capacities, which help to de-activate heightened states of threat that are generated through internal and external cues (Gilbert & Irons, 2005; Gilbert & Procter, 2006; Lee, 2009). In this workshop, we provide an overview of some of the main principles of compassion-focused therapy, discuss how this approach can be used in working with trauma, and provide participants with the opportunity to learn compassion-based skills and techniques.

2012-06-16 – 10:00 AM to 2:55 PM – 10 h 00 à 14 h 55 – SUITE 306 - LEVEL 3 - WTCC

Workshop/Atelier

ACCREDITATION SITE VISITOR WORKSHOP
Patrick Baillie, Alberta Health Services/Calgary Police Service

This workshop is intended for CPA members who are interested in serving as a site visitor for the Accreditation Panel. Site visits are an essential and integral part of the accreditation and re-accreditation process and, to this end, the CPA is dependent upon the volunteerism of professionals and academics to serve as site visitors. The workshop will briefly overview the 2012 Accreditation Standards and Procedures, followed by instruction on how to prepare for and conduct a site visit for the Panel.

2012-06-16 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Section Annual Meeting/ Réunion d'affaires
Sport and Exercise Psychology/Psychologie du sport et de l'exercice
SECTION PROGRAM/ PROGRAMME DE LA SECTION

SPORT AND EXERCISE PSYCHOLOGY/PSYCHOLOGIE DU SPORT ET DE L'EXERCICE
Stéphane Perreault, Université du Québec à Trois-Rivières

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – MEETING ROOM 2 - LEVEL 8 - WTCC

Workshop/Atelier
Clinical Psychology/ Psychologie clinique

COGNITIVE THERAPY FOR REPUGNANT OBSESSIONS: SESSION ONE TO SESSIONS DONE
Adam S Radomsky, Concordia University

Repugnant obsessions in obsessive-compulsive disorder (OCD) were traditionally thought to be difficult to treat. This has changed dramatically with the introduction of new theoretical and empirical advances in our understanding of obsessions (Rachman, 1997, 1998), which have led to an effective treatment (Whittal et al., 2010). This workshop will review the cognitive model of obsessions, and will then guide attendees through the treatment of an individual struggling with post-partum aggressive obsessions. The workshop will highlight both initial and subsequent elements of treatment with an emphasis on cognitive case conceptualization. The utility of ongoing data collection during treatment will be highlighted, and the workshop will stress the benefits of measuring treatment targets, ideally in a session-by-session manner. Techniques to be demonstrated in the workshop include cognitive case conceptualization, psychoeducation and the normalization of obsessional content, the use of behavioural experiments in the treatment of OCD, as well as less traditional cognitively-based treatment components. A number of video recordings will be shown during the workshop to illustrate the practical application of theory-driven, evidence based techniques. Implications for using these strategies for other forms of OCD, and in the treatment of other anxiety disorders will be discussed.

2012-06-16 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – MEETING ROOM 4 - LEVEL 8 - WTCC

Workshop/Atelier
Clinical Psychology/ Psychologie clinique

COGNITIVE AND BEHAVIOURAL STRATEGIES FOR TREATING PERINATAL ANXIETY
Sheryl Green, St. Joseph's Healthcare; Randi McCabe, St. Joseph's Healthcare

A tremendous amount of upheaval and adjustment can accompany the pregnancy and postpartum periods of a woman's life and often results in what is commonly known as postpartum depression. However, anxiety disorders have been found to be more frequent than depression during pregnancy and at least as common, if not more so, during the postpartum period (e.g., Brockington, Macdonald, & Wainscott, 2006; Wenzel et al., 2005). These disorders can be either an exacerbation of a current anxiety disorder (including GAD, OCD, PDA, PTSD), a recurrence of a previously remitted disorder, or de novo. Cognitive behavioural therapy (CBT) is a well-established psychological treatment of choice for anxiety disorders and research has shown that CBT can effectively reduce anxiety and distress during the perinatal period (Austin et al., 2008). In this workshop, we will present information and research on this relatively understudied population. Specific cognitive and behavioural strategies will be reviewed and you will learn how to modify and apply these strategies to meet the unique needs of this population. Case-based material will be presented to highlight content areas as well as details of the perinatal CBT groups that have recently been implemented at the Women's Health Concern's Clinic within St. Joseph's Healthcare (including clinical insights and common challenges).

2012-06-16 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – ROOM 200C-1 - LEVEL 2 - WTCC

CPA Donald O. Hebb Award/ Prix Donald O. Hebb

THE SIX R'S OF REMEMBERING
Colin MacLeod, University Of Waterloo

Although complex and multi-faceted, memory can be distilled into a small set of very fundamental principles—the six R's of remembering. The first is recoding, whereby what is actually experienced is transformed on its way into memory with the goal of establishing associations that enrich memory. The second is rehearsal, whereby what has been experienced (and possibly recoded) is reviewed with the goal of strengthening memory. The third is relearning, whereby memory is enhanced by re-experiencing, without the necessity of awareness. The fourth is reminding, whereby the encoding of an event invokes the memory of a related previous event, which in turn benefits remembering. The fifth is retrieval, whereby what has already entered memory is recovered, typically with the goal of responding but also with significant implications for subsequent remembering. The sixth is reconstruction, whereby the components of episodes are assembled for the purpose of recollection and where the use of schemata and associations alters memory. Together, these six processes capture much of the richness and power of how we remember.

2012-06-16 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – ROOM 200C-2 - LEVEL 2 - WTCC

Conversation Session/ Séance de conversation

HIGHLIGHTS FROM THE HISTORY OF THE CPA
John Conway, CPA Archivist and Historian

In celebration of a book on the 74 year history of the CPA that will be launched at the convention, John Conway, the CPA's Archivist and Historian and book author, provides some highlights from "A Chronicle of the Activities of the CPA: 1938-2010." Lessons to be gleaned from the past are featured, including: how to increase our numbers and our clout, how not to get our act together, cul-de-sacs in our pursuit of public support and funding for research and practice, how and how not to advocate and what to advocate for. Telling anecdotes, unforgettable personalities, "behind the scene" intrigues, and photographs from the archives all help to enliven the history of psychology in Canada.

2012-06-16 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – SUITE 301 - LEVEL 3 - WTCC

Conversation Session/ Séance de conversation

WHAT DO NOVA SCOTIANS THINK ABOUT PSYCHOLOGY: NOVA SCOTIA RESULTS OF THE NATIONAL PSYCHOLOGY SURVEY

John Service, Director, CPA Practice Directorate; Lynne Robinson, APNS President; Lesley Hartman, APNS Advocacy Coordinator

The CPA Practice Directorate conducted a national survey of Canadians knowledge and understanding of psychological services in 2011. The poll was conducted by EKOS, a nationally respected social research company in Canada. CPA paid for the poll and each provincial association contributed to funds to increase the response rate in their jurisdiction. This session will look at the results for Nova Scotia and their implications for psychological services in the province.

2012-06-16 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – MEETING ROOM 1 - LEVEL 8 - WTCC

Reception/Réception

RECEPTION

Stéphane Perreault, Université du Québec à Trois-Rivières

Sport and Exercise Psychology/Psychologie du sport et de l'exercice
SECTION PROGRAM/ PROGRAMME DE LA SECTION

2012-06-16 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – MEETING ROOM 3 - LEVEL 8 - WTCC

Editorial Business Meeting/ Réunion d'affaires

CP EDITORIAL BUSINESS MEETING

Martin Drapeau, McGill University

2012-06-16 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – ROOM 200C-1 - LEVEL 2 - WTCC

Professional Award/ Prix professionnel

TECHNOLOGY IS ONLY ONE PIECE OF THE PUZZLE: ENHANCING THE PRESENCE AND MAXIMIZING THE BENEFITS OF PSYCHOLOGY IN UNDERSERVED COMMUNITIES

Karen G Dyck, University of Manitoba

Over the past 20 years Canada has been witness to a number of positive initiatives aimed at enhancing access to psychological services in rural, northern, and remote (r&n) communities. Although these initiatives have similar overall goals and the potential to bring about positive change, the approaches and focus vary considerably. In some cases these initiatives have focused on advocacy aimed at creating publically funded psychology positions based in r&n communities, developing appropriate training opportunities for this specialized area of practice, and/or developing strategies aimed at recruiting and retaining psychologists in r&n communities. Other initiatives have focused on developing technologically supported psychology services that are offered at a distance (e.g., self-directed therapy with the support of a distance therapist, internet based therapies, telehealth based consultations). Recognizing that no one initiative or approach has the ability to fully address the issue of access, the presenter will provide examples of positive initiatives, discuss the potential strengths and limitations of the different approaches, and offer suggestions for maximizing the potential benefits of these approaches. The presenter will conclude by offering recommendations for future directions.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – ROOM 200C-2 - LEVEL 2 - WTCC

Workshop/Atelier

WORKSHOP ON DEVELOPING AND SUSTAINING MULTICENTRE RESEARCH PROJECTS

Aimée Surprenant, Memorial University of Newfoundland; Ryan D'Arcy, Institute for Biodiagnostics NRC and Associate Professor, Psychology/Neuroscience, Dalhousie; Susan Farrell, Royal Ottawa Mental Health Centre; Ken Jenkins, Canadian Association of Research Ethics Boards and Research Ethics Office, Capital District Health; Julian Somers, Associate Professor in the Faculty of Health Sciences at Simon Fraser University

Although the advantages of a multicentre research project are clear (sharing knowledge and expertise, allowing for study recruitment at multiple sites, opportunity to become involved in major research without a disproportionate investment of time and resources, etc.), the logistics of developing and administering such an undertaking can be a daunting prospect. In addition, roadblocks such as ethics approvals and grant administration from multiple institutions, coordination and communication among sites, and other unforeseen issues and problems can make it difficult

to sustain a project once it is started. In this interactive workshop, four experts will discuss aspects of multicentre projects from the inception of the idea to the nitty gritty of gaining ethics approval and coordinating funding for multiple sites. Along the way they will give their insights into what works, what doesn't, and issues and problems that they did not anticipate. The issues raised will apply to any multi-site or multi-disciplinary research so this workshop will be of interest to researchers, practitioners, and students who are interested in conducting research across multiple institutions—no matter how small or how large.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 201 - LEVEL 2 - WTCC

Symposium/Symposium
Psychologists in Education/
Psychologues en éducation

ASSESSMENT AND DIAGNOSIS OF LEARNING DISABILITIES: CURRENT PRACTICE AND BEST PRACTICE

Melissa McGonnell, Mount Saint Vincent University

Assessment for learning disabilities forms much of the practice of psychologists, particularly those who work with children and adolescents. Decisions about approaches to assessment are complicated by confusion about the variety of terminology used and definitions of what constitutes a learning disability. As a result, psychologists often find it challenging to know what components of an assessment are necessary and/or useful with respect to determining the appropriateness of a diagnosis of a learning disability (LD) in children. The first two presentations in this symposium will provide information about current practice in Canada. These presentations will include the results of a recent study exploring current practice in assessment and diagnosis of LD in Nova Scotia as well as the outcome of efforts to develop a consensus about best practice in this area. The final two presentations will discuss the importance of considering the inclusion of the assessment of executive functioning and memory in batteries designed to assess and diagnose learning disabilities.

A
Psychologists in Education/
Psychologues en éducation

THE ASSESSMENT AND DIAGNOSIS OF LEARNING DISABILITIES: MOVING TOWARD A UNIFIED APPROACH IN NOVA SCOTIA

Penny Corkum, Dalhousie University; Dan Stephenson, Chignecto-Central Regional School Board; Crystal Lowe-Pearce, IWK Health Centre; Annie Baert, Nova Scotia Department of Education

This presentation will provide an overview of the current situation related to defining learning disabilities (LD). The various international diagnostic classification systems will be reviewed and inconsistencies across these classification systems will be highlighted. Next, the Canadian context will be considered, with information being provided about differences in LD diagnosis across the Canadian provinces. The potential unifying role of the definition put forth by the Learning Disabilities Association of Canada (LDAC) in 2002 will be explored. Each component of this definition will be operationalized from the perspective of conducting an assessment for LD. We will then examine the situation in Nova Scotia (NS) and review research and policy related to the diagnosis of LD in this province. The outcome of a provincial-wide meeting of school psychologists in Nova Scotia, aimed at reaching a consensus for the identification and diagnosis of LD, will be shared. The presentation will end with a case study that demonstrates the process of assessing and diagnosing LD that was put forth as a result of the provincial meeting.

B
Psychologists in Education/
Psychologues en éducation

THE ASSESSMENT AND DIAGNOSIS OF LEARNING DISABILITIES: CURRENT AND PREFERRED PRACTICES IN NOVA SCOTIA

Pamela Blotnicky, Dalhousie University; Fred French, Mount Saint Vincent University; Daniel Seguin, Mount Saint Vincent University; Elaine Ply, Dalhousie University

School psychologists in Nova Scotia were surveyed with respect to their current and preferred psycho-educational assessment practice as well as their attitudes toward evidence-based practices. Forty-seven practitioners completed an online questionnaire with items targeting current and preferred test and procedure use, attitudes toward empirically based practices, and satisfaction with assessment techniques. Results revealed that while the majority of practitioners have positive attitudes about evidence-based practice and prefer to use tests and procedures supported by a strong research base, many are not strictly utilizing these research-based methods in practice. Reasons for these findings are discussed, as are implications of this study in terms of affecting evidence-based changes in LD assessment at organizational and provincial levels.

C
Psychologists in Education/
Psychologues en éducation

THE ASSESSMENT AND DIAGNOSIS OF LEARNING DISABILITIES: PAYING ATTENTION TO EXECUTIVE FUNCTIONING

Fiona Davidson, Dalhousie University; Penny Corkum, Dalhousie University; Katie Cherry, Dalhousie University

Many children with learning difficulties/ADHD display impairments in executive functioning (EF). This presentation will begin with an overview of a commonly used questionnaire measuring EF, the Behavior Rating Inventory of Executive Functioning (BRIEF). The BRIEF has been widely used both clinically and in research for measuring EF in children, despite the fact that it has not been validated against objective neuropsychological measures of EF. Next, the results of a study exploring EF in learning, will be shared. The participants in this study were typically developing children and children with learning difficulties/ADHD, between the ages of 8 and 12 years. The four EF domains of interest were: working memory, planning/organization, inhibition, and set shifting. The link between EF and academic achievement in children will be discussed, and the relationship between individual domains of EF and academic difficulty will be examined for predictive utility. The results examining the concurrent validity of the BRIEF (both parent and teacher ratings) compared to performance-based neuropsychological measures of EF will also be shared.

D
Psychologists in Education/ Psychologues en éducation

ASSESSMENT AND DIAGNOSIS OF LEARNING DISABILITIES: REMEMBERING WORKING MEMORY
Melissa McGonnell, Mount Saint Vincent University; Penny Corkum, Dalhousie University; Shannon Johnson, Dalhousie University; Joan Backman, Dalhousie University; Fiona Davidson, Dalhousie University

The importance of memory in learning is often noted and yet working memory skills are not always assessed in the process of diagnosing a learning disability. Baddeley and Hitch's model of working memory and will be reviewed and information about how commonly used measures of working memory fit within this model will be provided. A more recently available measure, the Automated Working Memory Assessment (AWMA) will also be reviewed. Results of a study examining relationships between the various components of Baddeley and Hitch's working memory model and math and reading skills in both elementary school and university students will be discussed.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 202 - LEVEL 2 - WTCC

Symposium/Symposium
Counselling Psychology/ Psychologie du counseling

NEW KIDS ON THE BLOCK: EMERGING PROFESSIONAL IDENTITIES AND PERSPECTIVES IN COUNSELLING PSYCHOLOGY
Angela D. Bardick, University of Calgary

How well has counselling psychology adapted to a continuously changing world while staying true to its fundamental roots? Historically counselling psychology has distinguished itself from other disciplines by (a) committing to holistic and client-centered practices, (b) being sensitive to unique and diverse social, cultural and systemic factors affecting clients, and (c) valuing prevention. Faced with increasingly complex and multidimensional client concerns and practice requirements, however, we must be innovative in our theories, research and practices to meet these new demands. In continuing to find new ways of thinking about ourselves and our profession it is important to explore how we can expand our professional identities and incorporate new perspectives in order to best meet the needs of diverse clients and our own needs as professionals. This symposium will examine alternative and contemporary ways of understanding ourselves and the work we do as counselling psychologists. Presentations will focus on how interdisciplinary research, social constructionism, social justice, and spirituality can help us to effectively challenge traditional disciplinary frameworks and further integrate theory, research and practice. Join us in reflecting on where our professional journey might take us next in refining our place of specialty and respect within the discipline of psychology.

A
Counselling Psychology/ Psychologie du counseling

RECLAIMING THE PROFESSIONAL IDENTITY OF COUNSELLING PSYCHOLOGY TO INCLUDE SOCIAL JUSTICE
Barbara A. Kennedy, University of Calgary

Issues of social justice are integral to counselling psychology because of the reality that clients do not exist as individuals independent of society, culture, and context. The overall aim of a counselling psychology that incorporates social justice is to minimize conditions of oppression and injustice in favour of equality, accessibility and optimal developmental opportunities for all members of society. As such, counselling practice that includes advocacy, collaboration, empowerment and activism for social change is likely in the best interest of those we serve. In order for counselling psychologists to effectively infuse social justice into practice, however, counselling psychology must find ways to integrate social justice into its professional identity and professional roles. As we reflect on our past and future professional identities, let us also seek ways of rekindling our commitment to social justice. The purpose of this presentation will be to (a) overview of the multiple perspectives on social justice, (b) explore directions for effective counselling practice, and (c) highlight ways of infusing social justice into counselling's professional identity.

B
Counselling Psychology/ Psychologie du counseling

COUNSELLING PSYCHOLOGY FROM A SOCIAL CONSTRUCTIONIST PERSPECTIVE: MAKING USE OF A PARADIGM THAT VIEWS 'TRUTH', 'REALITY', AND 'KNOWLEDGE' AS SOCIALLY EMBEDDED AND CREATED THROUGH LANGUAGE
Jared French, University of Calgary

In Canada, counselling psychology (CP) became an established specialty in professional psychology in 1987. Its emergence in a Canadian context has been documented (Lalande, 2004; Young & Nicol, 2007) and recently, a definition of CP has been adopted by the board of directors of the Canadian Psychological Association that includes the following excerpt from CP's integrated set of core values: (b) the counselling psychology approach to assessment, diagnosis, and case conceptualization is holistic and client-centred; and it directs attention to social context and culture when considering internal factors, individual differences, and familial/systemic influences; and (c) the counselling process is pursued with sensitivity to diverse sociocultural factors unique to each individual (Bedi, et al., 2011, p. 130). The purpose of this presentation is to describe a perspective that takes up these core values; social constructionism (SC). SC has been described as "principally concerned with explicating the processes by which people come to describe, explain, or otherwise account for the world (including themselves) in which they live (Gergen, 1985, p. 266). Linking SC's use within CP, the following will be discussed: (a) basic tenets of SC, (b) SC's influence on several theoretical models of therapy, and (c) research methods used from an SC perspective.

C
Counselling Psychology/ Psychologie du counseling

ANSWERING TOUGH QUESTIONS: COUNSELLING PSYCHOLOGY AND INTERDISCIPLINARY RESEARCH
Carmen Thompson, University of Calgary

The questions that are being asked in the sciences and social sciences are increasingly complex and multidimensional. As such, they frequently require researchers to move beyond traditional disciplinary frameworks and engage in interdisciplinary approaches to generating knowledge. The integration of multiple perspectives in scientific inquiry is thought to stimulate methodological advances, promote innovation, and support the translation of research findings into practice. It is particularly relevant for health related disciplines where recognition of the interplay between biological, psychological and social determinants of health has resulted in more holistic understandings of both wellness and illness. In the Canadian context, the rise of interdisciplinary research is reflected in changes to the mandates of government-supported research funding institutions, as well as federal initiatives to enhance interdisciplinary collaboration in health care. This session offers a review of contemporary issues in interdisciplinary health research with particular emphasis on the implications for, and potential contributions of, counselling psychologists.

D
Counselling Psychology/
Psychologie du counseling

INTEGRATING SPIRITUALITY INTO COUNSELLING WOMEN
Sandra Dixon, University of Calgary

As therapists, self-reflection is an important part of the therapeutic process. In my journey as a counsellor, my engagement in self-reflections has challenged my own world views and ways of thinking. The integration of theory, research and practice is essential in the field of counselling because it allows for the generating of innovative ideas that will prove useful in dealing with diversity relations. It is important, as counsellors, to recognize the diverse needs of the clients we serve. Embracing this reality has helped me to engage in research that allows for the spiritual awareness of both clients and therapists in practice. The aim of this paper is to present a conceptualized framework of a study in its developmental stages that highlights the importance for both counsellors and clients to self-reflect on their personal spiritual journey. More specifically, this paper will explore how therapists who work with populations that are marginalized, particularly black women of Caribbean descent, integrate spirituality in their counselling practices. Phenomenology is the proposed qualitative methodology that will be used to explore this area of research; it will provide insight into the lived experiences of both therapists and clients. Allowing therapists and clients to have a spiritual voice in their own journey of healing is a celebration of their individuality.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 203 - LEVEL 2 - WTCC

Symposium/Symposium
Developmental Psychology/
Psychologie du développement

INTERPERSONAL RELATIONSHIPS AND EMOTION REGULATION AMONG ADOLESCENTS WITH INTERNALIZING ISSUES: FINDINGS FROM THE CURRENT LITERATURE AND IMPLICATIONS FOR CLINICAL PRACTICE
Yvonne Bohr, York University

Adolescence is a critical period for understanding the emergence of key aspects of development, namely interpersonal relationships and socio-emotional functioning. The purpose of this symposium is to share findings from two systematic reviews of the current research literature on the normative development of romantic relationships and emotion regulation strategies with a focus on adolescence and internalizing issues. Paper 1 provides a review of current research on the normative development of romantic relationships among adolescents, including a review of romantic relationship development among youth with internalizing issues. Paper 2 provides a review of the current literature on normative emotion regulation strategies used by children and youth, including adaptive and maladaptive strategies (e.g., rumination). Paper 3 describes findings from a series of studies that demonstrate the link between perfectionistic self-perservation and a key emotion regulation strategy used by adolescents, namely rumination. Across these three papers, the important roles of interpersonal relationships and emotion regulation strategies in internalizing issues among youth are highlighted. A discussion will follow that summarizes the applications of the study findings to clinical practice, specifically intervention initiatives targeting adolescents presenting with internalizing issues.

A
Developmental Psychology/
Psychologie du développement

ROMANTIC RELATIONSHIPS OF ADOLESCENTS WITH EMOTIONAL PROBLEMS: SYSTEMATIC REVIEW OF THE LITERATURE
Jennifer Connolly, York University; Caroline McIsaac, McMaster Children's Hospital

This presentation will provide a systematic review of current research on the development of adolescents' romantic relationships, with a particular lens on the relationships of youths who are experiencing maladjustment. Romantic relationships are a central feature of adolescent development and contribute to psychosocial maturity across many domains. While there are several extant reviews of romantic relationships in adolescents, few focus on the relationships of troubled adolescents. For these youth romantic relationships may contribute to poor outcomes or conversely, may promote good outcomes when the relationships are healthy. In this review we summarize extant research on normative adolescent development of romantic relationships, focusing on: initiation of dating, stages of romantic experience, quality of relationships, attitudes and norms, and contextual influences of family and peers. We then review research on the romantic experiences of youth with internalizing disorders, especially depressive symptoms. We conclude the review with a consideration of clinical implications of the findings and recommendations for clinical investigation of romantic relationships among referred youth.

B
Developmental Psychology/ Psychologie du développement

DEVELOPMENTAL TRENDS OF EMOTION REGULATION AMONG ADOLESCENTS: A SYSTEMATIC REVIEW OF THE CURRENT LITERATURE

Jennine S Rawana, York University; Gordon L Flett, York University; Hien Nguyen, York University; Sarah J Norwood, York University; Meghan McPhie, York University

Rationale: The ability to regulate how emotions are experienced and expressed within interpersonal relationships is central for psychological well-being across the lifespan. In turn, it would be useful to systematically identify the common and unique ER strategies used across adolescence. Objectives: To complete a systematic review of the research literature in order to (a) identify normative development of ER during childhood, adolescence, and emerging adulthood (EA), (b) describe the patterns and processes of specific ER strategies (e.g., rumination), and (c) identify and describe the influence of specific individual factors on ER. Method: A primary search was conducted using PsycINFO and MedLine. Results: Fifty-five studies examined ER during childhood, adolescence, and EA among samples of typically developing children and youth. The studies reviewed suggest that key ER strategies change across development, and the research focuses predominantly on maladaptive strategies. The research on emotion regulation strategies used by adolescents will be highlighted. Discussion: The findings contribute to a foundation of knowledge about regulating emotions in childhood, adolescence, and EA and have important implications for researchers and clinicians that focus on internalizing issues.

C
Developmental Psychology/ Psychologie du développement

PERFECT ON THE OUTSIDE, BROODING ON THE INSIDE: PERFECTIONISTIC SELF-PRESENTATION AND DEPRESSIVE RUMINATION IN ADOLESCENTS

Gordon L Flett, York University; Paul Hewitt, University of British Columbia; Elizabeth Saporta, York University; Lisa-Marie Coulter, York University; Kristine Laderoute, York University; Taryn Nepon, York University

Many perfectionistic children and youth present themselves as perfect while hiding behind a mask that conceals their distress. This mask of apparent perfection makes it difficult to detect deficits in coping and emotion self-regulation. The current work builds on past research by examining the self-presentational aspects of depressive rumination. We summarize a series of studies with children, early adolescents, and emerging adults showing consistent links between elevated levels of perfectionistic self-presentation and rumination. Our findings indicate that the need to avoid appearing imperfect is associated significantly with rumination and this association holds across different samples and different ways of assessing rumination. It is also shown that the association between perfectionistic self-presentation and rumination is typically more robust than the links between trait perfectionism and rumination. Additional analyses highlight the associations among perfectionistic self-presentation, rumination, and depression and suggest that rumination may mediate the association between perfectionistic self-presentation and depression. The implications of our findings are discussed in terms of the importance of preventive interventions aimed at young perfectionists who seem high in personal and interpersonal functioning but who are actually brooding and suffering in silence.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 204 - LEVEL 2 - WTCC

Symposium/Symposium
Psychology in the Military/ Psychologie du milieu militaire

DEPLOYMENT-RELATED CHALLENGES EXPERIENCED BY CANADIAN FORCES RESERVISTS

Donna Pickering, DRDC Toronto

This symposium features research conducted at Defence R & D Canada – Toronto on Canadian Forces (CF) Reservists' deployment related challenges. Defence R&D Canada – Toronto (DRDC Toronto) is Canada's centre of excellence for human effectiveness research in the defence and security environment. The first paper in this symposium, presented by Pickering, highlights the findings from a survey on the post-deployment reintegration and support experiences of CF Reservists who recently returned from a deployment to Afghanistan. The second paper, presented by Holton, focuses on the qualitative portion of the survey discussed previously, specifically focusing on factors related to post-deployment reintegration satisfaction. The third paper, presented by Fikretoglu describes the deployment and post-deployment mental health service use experiences of CF Reservists. The final paper, presented by Pickering & Holton explores an initiative developed to provide peer support (i.e., "informal buddy support") to deploying Reservists and their families. We will have a CF Reservist serving as a discussant for the symposium. This will enable their unique perspective to be reflected in the discussion of the research presented. In all cases, ways in which the recommendations arising from these studies can be used to enhance the experience of deploying CF Reservists is outlined.

A
Psychology in the Military/ Psychologie du milieu militaire

POST-DEPLOYMENT REINTEGRATION EXPERIENCES OF CANADIAN FORCES RESERVISTS

Donna Pickering, DRDC Toronto; Jennifer Peach, DRDC Toronto; Ann-Renee Blais, DRDC Toronto; Dorothy Wojtarowicz, DRDC Toronto; Wendy Sullivan-Kwantes, DRDC Toronto; Brenda Fraser, DRDC Toronto; Rachel Spiece, DRDC Toronto; Debra Kerrigan-Brown, DRDC Toronto

After returning from a deployment military members have to re-adjust to being back in Canada, life with their family and friends, being back at work and/or school, and return to "feeling like themselves" again. For many Reservists this time can be even more challenging as they may have to re-adjust to returning not only to their military Reserve unit but also to their civilian job and/or school. Their families, unlike their Regular Force counterparts, may not have the same familiarity with the military deployment system and the resources available to them. As well, some Reservists may not have much contact with other military members when they return home. Do these factors impact on the post-deployment

reintegration experience of CF Reservists? These were the types of questions we sought to answer. Reservists who had recently returned from a deployment were asked to participate in research about their post-deployment reintegration experiences. This involved completion of a survey assessing their positive and negative work, family, and personal post-deployment reintegration experiences. Interested individuals also participated in an in-depth interview focused on their post-deployment and support experiences. Preliminary findings suggest that work-related post-deployment reintegration experiences have an important role to play in Reservists' post-deployment adjustment.

B
Psychology in the Military/
Psychologie du milieu militaire

REINTEGRATION SATISFACTION AMONG CANADIAN FORCES RESERVISTS

Tara Holton, DRDC Toronto; Jennifer Peach, DRDC Toronto; Donna Pickering, DRDC Toronto; Dorothy Wojtarowicz, DRDC Toronto; Wendy Sullivan-Kwantes, DRDC Toronto; Debra Kerrigan-Brown, DRDC Toronto

The reintegration process following deployment is an opportunity for members to re-adjust to work and personal life, to attend to any medical or personal issues arising from their tour and to reflect upon their experience while deployed. While Reservists increasingly participate in deployments, unlike their Regular Force counterparts, they may lack unit level social support and may not receive a systematic follow-up since they return to units that have not deployed (Blais et al., 2009). The present study was developed to address a lack of research on the population of CF Reserve members by assessing their reintegration experiences approximately 6 to 8 months post-deployment through survey and interview methodology. The study focused on Reservists who deployed to Afghanistan as part of a recent Task Force. The present paper concentrates on the qualitative portion of the data addressing Reservist satisfaction with their reintegration experience. This presentation will explore participant reports of satisfaction with the reintegration process, concentrating on elements that lead to a negative or positive reintegration process, as well as participant experiences of having gone through a negative or a positive reintegration. The implications of lack of support during reintegration and an unclear reintegration process will be discussed.

C
Psychology in the Military/
Psychologie du milieu militaire

CANADIAN FORCES RESERVISTS' MENTAL HEALTH SERVICE USE EXPERIENCES DURING AND AFTER DEPLOYMENT: FINDINGS FROM A QUALITATIVE STUDY

Deniz Fikretoglu, DRDC Toronto; Donna Pickering, DRDC Toronto; Tara Holton, DRDC Toronto; Wendy Sullivan-Kwantes, DRDC Toronto; Brenda Fraser, DRDC Toronto; Rachel Spiece, DRDC Toronto; Debra Kerrigan-Brown, DRDC Toronto

Background: Since 2003, thousands of Canadian Forces (CF) personnel deployed to Afghanistan. Around the same time, military members from allied countries (e.g., the U.S. and the U.K.) deployed to Iraq and Afghanistan. This led to a plethora of research on the mental health of returning members. Some studies from the U.K. and the U.S. found that reservists may be at greater risk for mental health problems and that their service use and needs may differ from that of regular forces. Objective: The goal of this study was to assess the mental health service use experiences of CF reservists using qualitative research methods. Methods: As part of a larger, mixed methods study on postdeployment experiences, indepth interviews were conducted with 31 reservists returning from a recent deployment, assessing mental health service use during/after deployment, the perceived availability, accessibility, and acceptability of services, and barriers to services. Results and Conclusions: While data are still being analyzed, preliminary findings suggest that there may indeed be unique challenges in ensuring access to mental health services among reservists. Military organizations need to pay particular attention to and address these unique challenges.

D
Psychology in the Military/
Psychologie du milieu militaire

EVALUATION OF AN INFORMAL BUDDY SUPPORT SYSTEM FOR CANADIAN FORCES RESERVISTS

Donna Pickering, DRDC Toronto; Tara Holton, DRDC Toronto

During a deployment, CF members have various support requirements that need to be met in order to ensure that they remain connected with home and family. The role of providing these supports is fulfilled for Regular Force members by their unit's rear-party, which is located at their home base in Canada. Reservists, however, typically do not receive this type of formal unit support when they deploy. The main objective of this research was to obtain a better understanding of an informal "buddy support system" that was developed to provide peer support to deployed Reservists and their families. In this system, a Reservist about to deploy is matched with a non-deployed member. This research involved a mixed methodology (interviews, focus groups and surveys). Participants included system implementers, deploying Reservists, and buddies. Overall, participants indicated that an informal buddy support system would be of benefit to all Reservists deploying. The benefits of this system are also discussed in the terms of the broader Reserve-related issues highlighted in the symposium. This initiative is important in that it can lessen the deployment-related stress experienced by deploying Reservists and their families by bolstering the support available to them.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 205 - LEVEL 2 - WTCC

Symposium/Symposium
Criminal Justice Psychology/
Psychologie et justice pénale

MAKING 'WHAT WORKS' WORK: ISSUES IN IMPLEMENTATION OF RNR ASSESSMENT IN YOUTH

Michele Peterson-Badali, OISE, University of Toronto

If the goal of rehabilitation for justice-involved youth is to be achieved, an essential first step must be to determine youths' programming needs using a reliable and valid assessment of their risk to reoffend, criminogenic needs, and responsivity factors. The RNR framework in general, and the development of RNR-based assessment tools specifically, have made important contributions to the field, particularly with respect to

risk but issues related to the implementation of RNR assessments in practice have received relatively little empirical attention. This symposium addresses issues related to the use of RNR-based assessment tools and the YLS/CMI specifically. Papers 1 and 2 address issues related to translating RNR assessments into effective practice. Paper 3 then drills down to explore the assessment of one specific criminogenic need domain — antisocial attitudes— and the relationship between this need and recidivism. Paper 4 explores assessment and implementation issues related to incorporating strengths into the RNR framework. Together, these papers underscore the need to unpack and understand youths' criminogenic needs and strengths at the domain level in light of factors that have traditionally been viewed as non-criminogenic and to consider how the intersection of criminogenic and non-criminogenic factors may impact the development and implementation of programming.

A
Criminal Justice Psychology/ Psychologie et justice pénale

AN EXAMINATION OF THE IMPLEMENTATION OF RISK-NEEDS ASSESSMENT IN CASE MANAGEMENT FOR JUSTICE-INVOLVED YOUTH

Tracey Skilling, Centre for Addiction and Mental Health/University of Toronto; Michele Peterson-Badali, OISE, University of Toronto

Research on implementation of a case management plan informed by risk assessment is important in contributing to best practice but has been neglected in youth justice. There is a paucity of literature examining what comes after assessment –the case plan – despite the fact that case management is critical to the goals of rehabilitation and public safety. The goal of this study is to further examine the connection between risk assessment, treatment designation, and recidivism by focusing on the individual criminogenic domain level. The data from 291 (244 male and 47 female) youth who completed forensic assessments were used for the present analyses. Participants ranged in age from 12-19 at the time of assessment (M=15.8 years, SD=1.56 years) and were ethnically diverse. Results highlighted that although no one criminogenic need domain significantly predicted reoffense, meeting individual needs in treatment was associated with decreased offending. However, there is 'slippage' in the system that reduces practitioners' ability to effectively address needs. In addition, despite the fact that matching service to identified criminogenic need areas predicts reoffending, even in domains where effective interventions are available, many youth are not receiving services that are matched to their needs. Examining the reasons for, and addressing, these service gaps is essential.

B
Criminal Justice Psychology/ Psychologie et justice pénale

MAKING "WHAT WORKS" WORK: ISSUES RELEVANT TO MATCHING TREATMENT TO YOUTHS' NEEDS DURING PROBATION SERVICES

Zohrah Haqanee, OISE, University of Toronto; Tracey Skilling, Centre for Addiction and Mental Health/University of Toronto; Michele Peterson-Badali, OISE, University of Toronto

The Risk-Need-Responsivity (RNR) model is a validated system of service delivery for effective correctional practice. With the introduction of risk-needs assessment tools, assessment of the range of criminogenic needs has been possible. Unfortunately, in many jurisdictions, despite administering these assessments, caseworkers infrequently use this information to drive case management practices for youth. This study examined the implementation of the RNR framework by exploring the extent to which youth had their criminogenic needs successfully matched through services. Using case files from 291 youth we quantitatively examined the extent to which clients' criminogenic needs were matched to services. This study also qualitatively explored challenges that probation officers faced in meeting these needs. Results indicated that most criminogenic needs were significantly under-served (in particular antisocial attitudes and peers). Preliminary analysis of the interviews indicated that officers reported that they often have to prioritize non-criminogenic needs over the youths' identified criminogenic (e.g., financial troubles, housing). In addition, a number of responsivity factors were stated to also impact completion of recommended treatments. These findings have implications for how effectively service providers are able to use standardized risk/needs assessment tools in practice.

C
Criminal Justice Psychology/ Psychologie et justice pénale

MEASURING ANTISOCIAL VALUES AND ATTITUDES IN JUSTICE-INVOLVED YOUTH: AN EVALUATION OF THE USEFULNESS OF THE PRIDE IN DELINQUENCY AND CRIMINAL SENTIMENTS SCALE-MODIFIED

Geoff Sorge, York University; Tracey Skilling, Centre for Addiction and Mental Health/University of Toronto

The Risk-Needs-Responsivity (RNR) model for the assessment and treatment of offenders has been investigated and validated within the adult and youth offender populations. Multiple crimonogenic need domain have been identified; however a detailed examination of the importance of specific areas of criminogenic need has largely come from the adult offender population. For example, procriminal attitudes as an area of criminogenic needs has been shown to be a key predictor of recidivism within the adult population, but less is known about justice-involved youth. Thus, for the present study, the reliability, validity, and predictive ability of criminal attitudes measures were examined in an adolescent sample (N=291). Two criminal attitudes measures from the adult literature were included in the present study, the Pride in Delinquency Scale (PID; Simourd, 1997) and the Criminal Sentiments Scale-Modified (CSS-M; Shields & Simourd, 1991). Both measures were found to be reliable and there was evidence for their construct and convergent validity. Using recidivism data, the predictive validity of the PID and/or CSS-M were examined. Based on these analyses, the PID emerged as a significant predictor of re-offending behaviour. These findings further support the use of the RNR model with justice involved youth and the importance of antisocial attitudes as a criminogenic need domain.

D
Criminal Justice Psychology/ Psychologie et justice pénale

INTEGRATING A STRENGTHS-BASED APPROACH INTO THE ASSESSMENT OF RISK USING THE YOUTH LEVEL OF SERVICE/CASE MANAGEMENT INVENTORY

Karina Gagnier, York University; Tracey Skilling, Centre for Addiction and Mental Health/University of Toronto; Shelley Brown, Carleton University; Timothy Moore, Glendon College, York University

In a forensic context, identifying youth strengths is deemed important to optimize the responsivity principle of the Risk-Need-Responsivity model. Although items measuring strengths are increasingly being added to risk assessment tools, the way in which this information should be implemented in clinical practice is ill-defined. The objectives of this study were to: 1) measure the capacity of strengths, as measured by the Youth Level of Service/Case Management Inventory (YLS/CMI), to predict youth recidivism, and 2) assess the manner in which clinicians use information about client strengths in their practice. We reviewed the clinical files of 305 justice-involved youth who were seen for court-ordered assessments at a large Canadian mental health centre, between 2001 and 2008. Strengths, when entered along with risk scores, did not predict recidivism at 1-9 years follow-up. However, as single predictors, Total Strengths, Family and Peers strengths were predictive. Next, a review of clinical reports (n=40) revealed some overlap between strengths identified in reports and those identified on the YLS/CMI. However, a majority of strengths in reports fell beyond the scope of the measure. Findings suggest that the YLS/CMI may not be a comprehensive measure of strengths. Further, the implementation of information about strengths as a responsivity factor remains unclear.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 301 - LEVEL 3 - WTCC

Symposium/Symposium
Women and Psychology/
Femmes et psychologie

THE MANY MANIFESTATIONS OF VIOLENCE AGAINST WOMEN

Sobia F Ali-Faisal, University of Windsor

Violence against women manifests in a variety of ways for both women and girls. The current discussion will begin with a theoretical paper examining the social factors, namely patriarchy, within which this violence occurs, linking social, macro level factors to its occurrence and examining the relationship of these macro level factors to individual experiences of violence. The second paper will continue the discussion on violence against women by focusing on research examining the relationship between experiencing childhood sexual abuse and women's sexual well-being in adulthood. Finally, the discussion will turn to qualitative research which employed the participatory method of Photovoice, to examine and understand the lives of Bosnian women survivors of the violence of war fifteen years after the siege of Sarajevo.

A
Women and Psychology/
Femmes et psychologie

VIOLENCE AGAINST WOMEN: MACRO LEVEL FORCES ON MICRO LEVEL VIOLENCE

Sobia F Ali-Faisal, University of Windsor

Women are susceptible to experiencing violence at all stages of their lives and in all cultural situations. Due to the patriarchal structure of societies virtually no woman, or girl, is ever guaranteed freedom from violence. This theoretical paper discusses the pervasiveness of violence against women, its long term effects, survivors' resilience and the affects of violence on well-being. As an introduction to the discussion, the paper begins with a brief analysis on the role of patriarchy and the acceptance of violence against women under this structure. It then continues to cover the literature on the long-term effects of violence. Then the discussion continues as the paper covers the literature on how violence may affect women's long-term well being. Finally, the focus turns to women's strength and coping as the paper addresses women's resilience after experiencing violence. The paper concludes with a summarization of all points and their connections.

B
Women and Psychology/
Femmes et psychologie

CHILDHOOD SEXUAL ABUSE AND SEXUAL WELL-BEING: EXPERIENCES OF HETEROSEXUAL WOMEN IN ROMANTIC RELATIONSHIPS

Kerri L Gibson, University of New Brunswick; Sandra Byers, University of New Brunswick

Sexual well-being is integral to our mental health and well-being. Research has documented that women who have experienced childhood sexual abuse (CSA) often experience negative impacts on markers of sexuality. However, some researchers have noted that CSA does not uniformly negatively affect women's sexual well-being. Past research has overlooked the importance of studying women in relationships, and the exploration of how relationship satisfaction can be a protective factor. The current study includes 606 heterosexual women in romantic relationship of at least 3 months. Of these, 206 women reported one or more incidents of contact CSA. A MANOVA demonstrated that women with a history of CSA reported more negative cognitive/affective sexual appraisals (lower sexual satisfaction, a lower level of sexual rewards and higher level of sexual costs, and more negative thoughts during sexual activity). Subsequently, the mediational role of relationship satisfaction was tested, following Baron and Kenny's protocol. Relationship satisfaction fully mediated the impact of CSA on these aspects of sexual well-being. Relationship well-being served as a protective factor for the women who had experienced CSA in this sample. Clinical implications and limitations of this study will be discussed.

C
Women and Psychology/
Femmes et psychologie

WOMEN'S EXPERIENCES OF SARAJEVO: A PHOTOVOICE PROJECT

Mia Sisic, University of Windsor

After the Bosnian war in the 1990's, women who previously had arguably equal social and political power to males now have diminished social standing in society. This paper focuses on women's experiences in Sarajevo, the capital of Bosnia and Herzegovina and the city that was under siege for nearly the entire duration of the Bosnian war and that was the home to one of the two major rape camps of the war. Women war survivors are victims of not only war, but enhanced patriarchal structure during war (e.g., increased rape of women) and post-war. The current study examines the perceptions of five women who are residents of Sarajevo and survivors of war violence which has impacted them and their communities. The research employed a qualitative and participatory methodology, Photovoice. To encourage looking at their city in a different light, the women took photos of Sarajevo's strengths and concerns which resulted in 45 photos and a wide array of themes. Two relevant and

interconnected themes emerged: 1) authority control of women's lives; and 2) seeking a job or lack of jobs. The women explicitly recognize that active and paid participation of Sarajevo women is hindered by those in power who are predominantly men, thus supporting gendered distribution of power. The women reflect that these current issues were not problems pre-war during the Socialist Federal Republic of Yugoslavia.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 302 - LEVEL 3 - WTCC

Workshop/Atelier

DEVELOPING COGNITIVE SKILLS USING PEERSCHOLAR: A GYM FOR THE MINDS OF OUR STUDENTS

Steve Joordens, University of Toronto Scarborough; Dwayne Pare , University of Toronto Scarborough

As student to teacher ratios increase it seems progressively impossible to give our students the regular practice they need to enhance their abilities to think deeply and to express their thoughts effectively. peerScholar is an online tool developed for exactly this purpose; to provide the effective and regular practice needed to develop cognitive skills. It combines three proven educational processes - peer-assessment, self-assessment and formative assessment – within a program that handles all of the complex logistics, and it does so while requiring very few resources. In our presentation we describe the pedagogy underlying peerScholar, provide a brief demonstration of the system itself, and highlight the research we have performed to assess and document the educational impact of peerScholar-based assignments.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 303 - LEVEL 3 - WTCC

Symposium/Symposium
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

INTERNATIONAL/CROSS-CULTURAL STUDENT SYMPOSIUM PART 1

Maya A Yampolsky, Univérsité du Québec à Montréal

The research featured in this symposium highlights the role of interdependent and independent self-construal as well as social cognition in various social processes. In their study of same-race facial recognition, Ng and colleagues found that interdependent self-construal was positively related to recognition of novel, Euro-Canadian faces, but only for Euro-Canadians, while interdependence was negatively related to facial recognition for East Asian-Canadians. Zhou, Lacroix and Ryder's work on social anxiety demonstrated that intolerance of uncertainty was positively related to fear of offending others, but that this was moderated by independent self-construal for Euro-Canadians. In their investigation of acculturation and enculturation in Chinese-Canadians, Tieu and Connert's findings show that demographic and language factors positively predicted acculturation and enculturation for this population. The work of Prentice and Epp sought to broaden the conventional Western construction of depression in their qualitative inquiry comparing Euro- and Asian-Canadians' coping styles. These studies provide further insight into how self-construal and cultural constructs shape individuals' perceptions as well as emotional and acculturation experiences.

A
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

WILL YOU REMEMBER ME? HOW CULTURE MODERATES THE RELATIONSHIP BETWEEN INTERDEPENDENCE AND SAME-RACE FACE RECOGNITION

Andy H Ng, York University; Yumi Sakamoto, York University; Jennifer R. Steele, York University; Amanda Williams, York University

Previous research suggests that people are more motivated to process and thus better recognize ingroup faces, compared with outgroup faces (Hugenberg et al., 2010). Adopting this social motivational approach to ingroup face recognition bias, in the present study we examined individual differences in, and cultural effects on, face recognition across racial categories with 67 European Canadian (EC) students and 60 East Asian Canadian (EAC) students. We expected that highly interdependent people (Markus & Kitayama, 1991), due to their higher sociality toward ingroup members, should devote more cognitive resources to process information related to their ingroups, compared with low interdependent counterparts. However, the conception of ingroup differs between cultures (Brewer & Yuki, 2007); European North Americans tend to define their ingroups according to social categories and group memberships, known as group collectivism, whereas East Asians tend to define their ingroups according to complex networks of interpersonal relationships, known as relational collectivism. Thus, we hypothesized and found that culture moderated the relationship between interdependence and face recognition accuracy for novel targets of the same race, such that this relationship was significantly positive for ECs, but significantly negative for EACs. Implications are discussed.

B
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

REVISITING THE OFFENSIVE SUBTYPE OF TAIJIN KYOFU SHO: THE INFLUENCES OF INTOLERANCE OF UNCERTAINTY AND SELF-CONCEPTS

Biru Zhou, Concordia University; Franca Lacroix, Concordia University; Chanel West, Concordia University; Andrew G. Ryder, Concordia University

This study examined the links between intolerance of uncertainty (IU) and self-concepts (independent vs. interdependent SC) on the offensive subtype of Tainjin Kyofu Sho (OTKS). OTKS is characterized by an extreme fear of offending others during social interactions, which is thought to be characteristics of social anxiety in East-Asian populations. Even though IU was often found to be related to general anxiety disorder, its relation to social anxiety in different cultural groups was unclear. 160 European-Canadian students and 56 Chinese international students/recent immigrants completed a battery of online questionnaires assessing IU, OTKS and SC. Results showed that IU was related to OTKS for Euro-Canadians ($r = .45$, $p = .00$) and for Chinese participants ($r = .30$, $p = .01$). Chinese participants scored higher on OTKS than Euro-Canadians,

t(214)=-3.48, p = .001. However, regression analyses revealed a significant interaction between IUS and independent SC for OTKS in Euro-Canadians (β = -.18, p =.004) even after controlling for social interaction anxiety. This was not the case for Chinese participants (β = -.04, n.s.). The positive relation between IU and OTKS is dependent on the level of independent SC only for European-Canadians. The results suggest that OTKS should be considered not only in a cultural context but also in light of cognitive influences.

C
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

ACCULTURATION AND ENCULTURATION AMONG OLDER CHINESE CANADIAN ADULTS
Yvonne Tieu, University of Calgary; Candace A. Konnert, University of Calgary

The primary goal of this study was to investigate the relationships between demographic factors, acculturation, and enculturation among older Chinese Canadian adults. A secondary goal was to examine the factor structure and psychometric properties of the Vancouver Index of Acculturation (VIA). Community-dwelling, self-identified Chinese participants, born outside of Canada, were recruited in Calgary, Alberta. Face-to-face interviews were conducted by bilingual researchers in either Cantonese or Mandarin and included: (1) a demographics questionnaire; (2) the VIA; and (3) the Belief in Chinese Values Questionnaire, a measure of enculturation. Data from 148 participants ranging in age from 55 to 96 (M = 73.80, SD = 9.92), living in Canada a mean of 21.96 years (SD = 11.56) was collected. Age, gender, marital status, citizenship status, proportion of life lived in Canada, education level, and language abilities were significantly related to scores on measures of enculturation and acculturation. Forthcoming results will report on the factor structure, psychometric properties, and demographic predictors of scores on the VIA. Findings suggest that demographic and language variables play a significant role in the acculturation and enculturation among older Chinese adults, and likely influence the ability of older adults to successfully integrate into mainstream Canadian communities.

D
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

THE ROLE OF CULTURE IN COGNITION: A CODING STUDY
Jennifer L Prentice, University of Calgary; Amanda Epp, University of Calgary

Our current understanding of depression is primarily based on research conducted with Western samples. Exclusive reliance on Western samples for the development of cognitive models of depression precludes the possibility of examining culture-specific cognitive processes that may exist in non-western cultures. Thirty Asian-Canadians and 30 Euro-Canadians were recruited to determine if diverse cognitive processes related to depression occur in each culture. Participants completed a mood scale, a demographic questionnaire, and participated in a Structured Clinical Interview to determine their eligibility to participate. Measures assessing self-construal and acculturation to Canadian society were completed. A negative mood induction was then performed; participants who successfully mood-induced participated in a talk aloud procedure. The talk aloud was coded to determine the frequency of common coping styles associated with depression (e.g., rumination, avoidance) and to examine the presence of other coping styles that may not fit within our current conceptualization of depression. The findings will be discussed in relation to cognitive models of depression. The results of this study will help to inform culture-sensitive models of depression, which will in turn contribute to the development of more culturally appropriate care for Canada's multicultural society.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 304 - LEVEL 3 - WTCC

Theory Review/ Examen théorique

THEORY REVIEW SESSION 'B'/SESSION EXAMEN THÉORIQUE
Charles P Chen, University of Toronto

#1
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

COMPREHEND THE CHANCE TENET IN CAREER PSYCHOLOGY
Charles P. Chen, University of Toronto

Despite the fact that environmental and extra-personal conditions and events can have a significant impact in one's life-career pathways and experiences, the role and influences of such chance factors in people's career wellbeing is substantially under-studied in vocational and career psychology. As a result, there is a dearth of understanding on the chance construct and its correlation with human experience of coping with vocational and career problems in life. Perhaps this can be an understandable phenomenon because neither scholars nor practitioners in psychology want to depict life career development as a predestination that is beyond human control. This presentation aims to offer a rationale for considering and integrating the chance construct in career psychology intervention. The notion of chance is conceptualized from both sociological perspectives on work, and concepts grounded in vocational and career psychology theories, contending that exercising human control in one's vocational life should take into serious consideration the chance factor that often emerges in life experiences. It discusses the chance phenomenon in worklife, elaborates considerations and ways of incorporating the chance construct in the career development process, and suggests the implications for self-helping and professional helping to promote vocational and career wellbeing.

#2
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

A CONCEPTUAL MODEL OF CIVILITY'S ROLE IN BURNOUT AND WORK ENGAGEMENT
Michael Leiter, Acadia University

The quality of coworker and supervisor relationships has had an important role in conceptual models of job burnout throughout the evolution of that research field. This perspective has been subsequently applied to the complementary consideration of work engagement. Developments on models of workplace incivility have a potential to enrich these ideas by providing a more fine grained perspective on working relationships both as resources and as demands. This presentation will explore the intersection of the core elements of burnout and work engagement (energy and involvement) with the quality of civility and incivility in working relationships. A contrast point is provided by previous research on abusive v supportive relationships. Abuse is clearly a demand which support is clearly a resource. Civility is less an explicit expression of support; instead, it confirms the nature of the relationship between the parties in the encounter. Similarly, incivility is less a demand than is abuse, especially when incivility occurs through the absence of an interaction. These concepts lead to a proposition that civility reflects and encourages employees' involvement/dedication in their work. A second proposition is that improvements in workplace civility will be followed by improvements in employees' work engagement.

#3
Social and Personality Psychology/Psychologie sociale et de la personnalité

PROCRASTINATION, THE TEMPORALLY-EXTENDED SELF, AND SELF-REGULATION FAILURE OVER TIME
Fuschia Sirois, Bishop's University; Timothy Pychyl, Carleton University

Procrastination is a common and pervasive problem associated with a range of negative outcomes across a variety of life domains. Although procrastination involves delaying acting on a previous intention, a temporal notion of self is rarely considered when conceptualizing this form of self-regulation failure. In this paper we argue that, as a temporally-extended activity, procrastination may be best understood as an instance of failure to regulate the self over time that has consequences for well-being and self-continuity. First, the definition of procrastination as a particular type of delay and the role of self are explored in the context of current theory and research on self-regulation. Next, we examine the notion of self-continuity and how procrastination may be best understood from a temporal perspective of the self. Based on this conceptual framework, we review research related to counterfactual thinking and self-generated stress that illustrates the central role of the self in the temporal processes that initiate and may even maintain procrastination. We conclude with a discussion of possible ways to address the temporal self-discontinuity that underlies procrastination.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SUITE 305 - LEVEL 3 - WTCC

Symposium/Symposium

ETHICS UPDATE 2012
Jean Pettifor, University of Calgary

The applications of the Code of Ethics are wide reaching, aspirational, and reflect the ethical issues of the day. The Canadian Code has stood the test of time. In this symposium questions are raised on whether the revision of the Canadian Code of Ethics for Psychologists should provide more guidance in addressing four different areas of practice. Should the CPA incorporate the concept of "persons and peoples" in Principle I - Respect for the Dignity of Persons (and Peoples), and Principle II – Competent Caring for the Well-being of (Persons and Peoples). The second paper questions whether the Code has kept up to date on current ethical and legal considerations for today's record keeping. Another question is raised on how to apply the ethical guidelines to communicate to clients that the psychologist must terminate services because of a catastrophic illness. In the last paper the recommendation is made that ethics and fair practice standards for assessments of students in schools should be in the same document, inasmuch as competency in using instruments and ethical principles regarding relationships, e.g. respect, caring, honest communication, are necessary if students are to benefit from the assessments. Ethical relationships are essential in all aspects of psychological practice.

A

COMMITTEE ON ETHICS UPDATE: THE CONCEPT OF "PEOPLES" – DOES IT HAVE A PLACE IN THE REVISED CANADIAN CODE OF ETHICS FOR PSYCHOLOGISTS?
Carole Sinclair, Private Practice

One major activity of the CPA Committee on Ethics over the past year has been a review of the Canadian Code of Ethics for Psychologists. An important question is whether CPA should incorporate the concept of "peoples" as reflected in the Universal Declaration of Ethical Principles for Psychologists, which was ratified by the Canadian Psychological Association in 2008. Developed by an international working group under the auspices of the International Union of Psychological Science and the International Association of Applied Psychology, the Universal Declaration has many similarities in structure, principles and values to the Canadian Code of Ethics for Psychologists. However, one significant difference is the Declaration's incorporation of the concept of "peoples" into two of its ethical principles (Respect of the Dignity of Persons and Peoples, and Competent Caring for the Well-Being of Persons and Peoples). This presentation will explore the concept of "peoples" in both the international and in the ethics literature. Participants will be invited to provide their opinions about whether it is possible to integrate the concept of "peoples" into the next revision of the Code, an ethics document that was developed in the context of a primarily Western worldview. Other major activities of the Committee on Ethics will be summarized.

B

AN UPDATED ACCOUNT OF THE ETHICAL AND LEGAL CONSIDERATIONS OF RECORD KEEPING
Taryn Bemister, University of Calgary

The Canadian literature is void of contemporary guidelines for clinical record keeping for psychologists, as the most recent article was published more than two decades ago (Eberlein, 1990). However, the techniques used in record keeping have greatly advanced, specifically with regard to the role of computers and the use of electronic documents. Furthermore, new legislation and guidelines have been developed in response to these technological advancements. The purpose of this presentation is to provide concise and up-to-date guidelines on record keeping in psychology. The professional and legal requirements of psychologists are discussed with regard to the use, content, access, ownership, and retention of records with special consideration given to electronic documents. Recommendations are made for Canadian psychologists that are consistent with the current legal and professional standards of the field.

C **ETHICAL IMPLICATIONS OF TERMINATING PSYCHOLOGY SERVICE WHEN FACED WITH A CATASTROPHIC ILLNESS.**

Robin McGee, Annapolis Valley Regional School Board; Barbara Richardson, Private Practice

Over 40% of the population - psychologists included - will develop a catastrophic illness sometime during their working careers. Existing CPA and APA ethical guidelines give little direction to the ill psychologist on how to manage the dilemmas that arise when psychology services must cease abruptly. This paper describes how two psychologists each approached the cessation of their private and public practices due to a diagnosis of cancer. Several of the ethical dilemmas that understandably arise at such a time are highlighted: judicious termination, monitoring impairment, professional boundaries, clear communication, and planful transfer of responsibilities are examples. As CPA considers the evolution of their ethical guidelines, several recommendations are made to improve the ethical and practical guidance available to psychologists undergoing such personal hardship.

D **COMBINING ETHICS WITH FAIR STUDENT ASSESSMENT GUIDELINES**

Jean Pettifor, University of Calgary; Donald Saklofske, University of Calgary

The merging of ethical language and concepts with fair practice standards is a means of increasing the learning process for students. Standards for fair assessments focus on the characteristics of the assessor, such as, the knowledge and skills required in selecting, administering and interpreting test results. What is missing is the focus on the student and the ethical principles that address the relationships between the "assessor" and the others who are essential for the student to benefit from the assessment. School psychologists in Canada adhere to the Canadian Code of Ethics for School Psychologists that is identical to the Canadian Code of Ethics for Psychologists. Vignettes demonstrate how lack of attention to the ethical standards in these codes, such as informed consent, confidentiality, professional boundaries and open communications- may interfere with student benefit.. Both technical competency and ethics sensitivity must go hand in hand to maximize student benefit.

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – MEETING ROOM 2 - LEVEL 8 - WTCC

Symposium/Symposium
Clinical Psychology/ Psychologie clinique

PERFECTIONISTS DON'T PLAY NICELY WITH OTHERS: UNDERSTANDING, ASSESSING, AND TREATING PERFECTIONISTS AND THEIR INTERPERSONAL PROBLEMS

Simon B. Sherry, Dalhousie University

Humans are social animals. We spend most of our time around others. For better or worse, relationships with others greatly impact us. In fact, positive relationships are vital to our overall well-being. Some people—such as perfectionists—have traits that impede their ability to participate in positive relationships. Without such relationships, perfectionists are vulnerable to psychopathology, including anxiety, eating disorders, and depression. The present symposium involves a panel of researchers who studied key aspects of the perfectionism-interpersonal problems link. The first researcher studied narcissism and perfectionism and provided novel evidence suggesting narcissism and perfectionism combine to form narcissistic perfectionism, an interpersonally aversive constellation of traits. The second researcher studied the autobiographical narratives of extreme perfectionists and found interpersonal problems are a central theme in their life stories. The third researcher studied the role of perfectionism in daily social functioning and showed perfectionists often engage in painful, self-defeating behaviors (e.g., conflict) they would much rather avoid. Finally, an expert in perfectionism will provide an integrative discussion of these new results with emphasis on their relevance to understanding, assessing, and treating perfectionism in clinical practice.

A *Clinical Psychology/ Psychologie clinique*

REVITALIZING THE NARCISSISTIC PERFECTIONISM CONSTRUCT

Logan J Nealis, Dalhousie University; Matthew A Macneil, Dalhousie University; Martin Smith, Dalhousie University; Stephane MacLean, Dalhousie University; Cynthia Ramasubbu, Dalhousie University; Dayna L. Sherry, Capital District Health Authority - QEII Health Sciences Centre; Sherry H. Stewart, Dalhousie University; Simon B. Sherry, Dalhousie University

Some dimensions of perfectionism (e.g., self-critical perfectionism) are well-defined by theory and well-supported by evidence (Dunkley, Zuroff, & Blankstein, 2003), while others are poorly understood. Though the link between narcissism and perfectionism is occasionally discussed in passing (Sorotzkin, 1985), sustained theoretical commentary or empirical research on this topic is scarce. The present study tested the factorial validity of the narcissistic perfectionism construct, a constellation of traits involving a grandiose sense of entitlement, brash self-promotion of oneself as perfect, unrealistic expectations for others, and intense criticism of others. Participants (N = 300) completed questionnaires measuring narcissistic entitlement, perfectionistic self-promotion, other-oriented perfectionism, and criticism of others (Hewitt et al., 2003; Raskin & Terry, 1998). Confirmatory factor analysis indicated the hypothesized measurement model for narcissistic perfectionism fit the data adequately, thereby supporting the factorial validity of the narcissistic perfectionism construct. The present study advances understanding of the narcissistic style of

perfectionism by articulating and by quantifying the underlying structure of narcissistic perfectionism, including what factors contribute to this constellation of traits and the relative importance of each trait.

B
Clinical Psychology/
Psychologie clinique

LIFE NARRATIVES OF PERFECTIONISTIC EMERGING ADULTS TRANSITIONING TO UNIVERSITY

Sean P. Mackinnon, Dalhousie University; Skye Fitzpatrick, Ryerson University; Jamie Fulmore, Dalhousie University; Matthew Macneil, Dalhousie University; Simon B. Sherry, Dalhousie University

Perfectionistic concerns (i.e., harsh self-scrutiny, concern over mistakes and others' evaluations, and excessive reactions to perceived failures) are tied to adjustment problems and to relationship difficulties (Mackinnon et al., 2011). However, researchers rarely examine how perfectionistic concerns manifest in a person's life story. This research asks: How do perfectionistic emerging adults narrate their transition to university? Participants (N = 10) were selected from a larger sample of emerging adults transitioning to university if they scored in the top 10% on a measure of perfectionistic concerns. Participants completed a semi-structured life story interview. Data were analyzed using thematic analysis, a qualitative method which provides a rich description of interview data (see Braun & Clarke, 2006). Four themes were identified: (a) Relational self-contamination; (b) relational-self improvement; (c) coming of age; and (d) role discrepancies. The most frequently observed theme was relational self-contamination (30% of life stories), where an interpersonal interaction negatively affected the participant's life. These themes were also compared to autobiographical narratives told by other students transitioning to university. Findings suggest people high in perfectionistic concerns are prone to relationship difficulties.

C
Clinical Psychology/
Psychologie clinique

UNDERSTANDING THE PERFECTIONISTS' CYCLE OF SELF-DEFEAT: AN EXPERIENCE SAMPLING STUDY TESTING THE INTEGRATED MODEL OF PERFECTIONISM

Aislin R. Mushquash, Dalhousie University; Joyce W.-Y. Yu, University of Windsor; Jillian T. Tonet, Dalhousie University; Megan Macdonald, Dalhousie University; Minzhou Sun, Dalhousie University; Simon B. Sherry, Dalhousie University

The integrated model of perfectionism helps explain why persons high in socially prescribed perfectionism get stuck in self-defeating cycles. Socially prescribed perfectionism is conceptualized as a destructive aspect of perfectionism contributing to a vicious cycle of perfectionistic discrepancies, perfectionistic self-presentation, depressive affect, and self-defeating behaviors (i.e., binge eating, procrastination, and interpersonal conflict). In testing the integrated model of perfectionism, daily diaries were completed by 317 undergraduate students twice a day for 7 consecutive days. Using multilevel structural equation modeling, results largely supported the self-defeating cycle hypothesized in the Integrated Model of Perfectionism. Results suggest socially prescribed perfectionism is tied to a cycle of painful self-defeat: Through maladaptive patterns of self-evaluation, self-presentation, and affect, people high in socially prescribed perfectionism engage in self-defeating behaviors they would greatly prefer to avoid. These negative behaviors generate a strong sense of failure and deficiency among people high in socially prescribed perfectionism—a sense of failure and deficiency that sets the stage for yet another go around in the perfectionists cycle of self-defeat.

2012-06-16 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – MEETING ROOM 3 - LEVEL 8 - WTCC

Committee Business Meeting/Réunion d'affaires

INTERNATIONAL RELATIONS COMMITTEE BUSINESS MEETING

Janel Gauthier, Université Laval

2012-06-16 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – MEETING ROOM 4 - LEVEL 8 - WTCC

Symposium/Symposium
Counselling Psychology/
Psychologie du counseling

QUALITATIVE RESEARCH AND SELF-DETERMINATION THEORY: EXPANDING THE FRAMEWORK

Emily A Kerner, McGill University

Self-Determination Theory (SDT; Ryan & Deci, 2000) is a widely researched perspective on human motivation. Its principles have been substantiated across the fields of education (Vansteenkiste, et al., 2005), environment and sustainability (Osbaldiston & Sheldon, 2003), occupation and work (Gagne, Chemolli, Forest, & Koestner, 2008), sports (Amorose & Anderson-Butcher, 2007), and health care (Williams, Niemiec, Patrick, Ryan, & Deci, 2009). This symposium explores the use of SDT as a theoretical framework for conducting qualitative research. The authors of the three papers present a series of qualitative studies that explore the development of motivational phenomena through the lens of SDT. The first paper will discuss a grounded theory study designed to identify the process through which eating disorder clients develop autonomous motivation for treatment. The second paper will present a grounded theory model that explains amotivated adolescents' process of developing self-determination for career exploration. The final paper will discuss the use of interviews, and a phenomenological analysis, to identify connections between SDT constructs and life values. Together, these papers will highlight the possibilities for expanding SDT using qualitative methods, and discuss the strengths and limitations of using an a priori theory to conduct qualitative research on motivation.

A
Counselling Psychology/
Psychologie du counseling

CLIENT MOTIVATION IN THE TREATMENT OF EATING DISORDERS: SELF-DETERMINATION THEORY IN ACTION

Susan Gamberg, McGill University; Marilyn R Fitzpatrick, McGill University; Rob Whitley, Institut Douglas/McGill University

Eating disorders (EDs) are notoriously difficult to treat, with almost two-thirds of clients prematurely terminating therapy or having unsuccessful treatment outcomes (Stein et al., 2001). Among those who complete treatment, there are high rates of relapse, placing considerable strain on the healthcare system (Garvin & Streigel-Moore, 2001). One of the most frequently cited reasons for dropout, failure to comply, and other negative treatment outcome in therapy is lack of client motivation. Research demonstrates that autonomously motivated clients engage in therapy more carefully and effectively, and may persevere in treatment even when it becomes difficult or discouraging (Pelletier, Tuson, & Haddad, 1997). Autonomous motivation, a Self-Determination Theory (SDT) construct, has been repeatedly linked with better outcomes in the fields of education and physical health (e.g. Williams et al., 2006). Yet, surprisingly little empirical research has been directed toward applying SDT in the realm of psychotherapy. This paper will discuss how SDT can be useful in the conceptualization of client motivation and engagement in the treatment of EDs. Preliminary results from a grounded theory exploration of autonomous motivation in ED therapy will be presented. Implications for advancing theory, research, and practice will be discussed.

B
Counselling Psychology/
Psychologie du counseling

DEVELOPING A WORK IDENTITY: A SELF-DETERMINATION THEORY PERSPECTIVE ON ADOLESCENT CAREER EXPLORATION

Emily A Kerner, McGill University; Marilyn R Fitzpatrick, McGill University

Self-determination theory (SDT) is an approach to understanding human development relative to people's growth tendencies and innate psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2000). It can be a useful framework for exploring how to engage at-risk youth in their own career development (Flum & Blustein, 2000). The present study explored the trajectory through which academically disengaged adolescents develop self-determination for career exploration. Fourteen boys, aged 15-17 years, participated in a group intervention designed to increase their motivation to explore. They were interviewed about their experiences in the group, and the interviews were analyzed using a grounded theory approach. The analysis yielded a model of developing a work identity, characterized by the youth gaining a greater understanding of both self and work across the course of the intervention. Relative to SDT, results particularly highlighted the important contributions of relatedness and autonomy-support in facilitating motivation to explore. This paper will describe the model derived from participants' interview data, framing it within the SDT perspective. Implications for the use of qualitative methods to expand theory and research will be discussed. The utility of an SDT framework for designing career interventions for amotivated youth will also be addressed.

C
Counselling Psychology/
Psychologie du counseling

A PHENOMENOLOGICAL PERSPECTIVE OF A SELF-DETERMINATION THEORY OF VALUES

Clare L Foa, McGill University; Marilyn R Fitzpatrick, McGill University

This research explores the nature of human striving and the expression of core values. In line with the humanistic tradition of psychotherapy, Self-determination Theory (SDT; Deci & Ryan, 2000) is founded upon theoretical suppositions of human integrative tendencies: provided the requisite nutriments (autonomy, competence, and relatedness), humans are naturally inclined toward growth and integration of experience. One's motivation to this end differs according to the degree of autonomy experienced. Research has shown that participants with greater autonomous regulation express more prosocial values, as compared to extrinsically regulated participants who hold greater self-enhancement values (Kasser, 2002). In an effort to understand more about what motivates people to hold values that serve the good of humanity above the benefits to the self, a phenomenological study was conducted with a community sample of 20 male and 20 female participants (ages 18 - 51). Semi-structured values-clarification interviews were coded for content describing the motivational regulation of core values, attainment of psychological nutriments, and the expression of integrative tendencies. Participants' reports articulate the phenomenological meaning of a life well-lived and highlight the important constructs of inspiration and generativity. These findings will be discussed within an SDT framework.

2012-06-16 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – MEETING ROOM 1 - LEVEL 8 - WTCC

Section Annual Meeting/
Réunion d'affaires
Social and Personality Psychology/Psychologie sociale et de la personnalité
SECTION PROGRAM/
PROGRAMME DE LA SECTION

SOCIAL AND PERSONALITY PSYCHOLOGY/PSYCHOLOGIE SOCIALE ET DE LA PERSONNALITÉ

Geoff MacDonald, University of Toronto

2012-06-16 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – ROOM 200C-1 - LEVEL 2 - WTCC

CPA Education and Training Award/
Prix de l'éducation et de la formation

TRAINING AND SUPERVISION IN CLINICAL PSYCHOLOGY – CHALLENGES AND STRATEGIES

Martin M Antony, Ryerson University

This presentation will discuss issues, challenges, strategies, and proposed solutions in the area of clinical psychology training. Topics to be explored include strategies for enhancing the effectiveness of supervision, balancing the demands of clinical training and research training, implications of the new CPA accreditation standards for training programs, practicum placements, and internships; proposed solutions to the shortage

of accredited internship spots in Canada; and future directions for clinical psychology training in Canada. The presentation will be of interest to both psychologists who provide training in clinical psychology, as well as graduate students currently enrolled in clinical training programs.

2012-06-16 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – MEETING ROOM 3 - LEVEL 8 - WTCC

Editorial Business Meeting/ Réunion d'affaires

CJBS EDITORIAL BUSINESS MEETING
Todd Morrison, University of Saskatchewan

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – ROOM 200C-2 - LEVEL 2 - WTCC

Symposium/Symposium
Psychology in the Military/ Psychologie du milieu militaire

EXPLORING MULTIPLE FACETS OF RESILIENCE ACROSS THE MILITARY LIFE CYCLE
Jennifer EC Lee, Department of National Defense ; Kerry A Sudom, Department of National Defense

Stressful experiences can have negative impacts on mental health and well-being. However, not all individuals experience negative mental health consequences as a result of stressors and, of those who do, symptoms do not necessarily develop to the same degree. Most past research has focused on the role that vulnerability factors play in exacerbating the relationship between stressors and well-being. For those working in military occupations, this has meant focusing on the risk factors for negative stress outcomes, such as posttraumatic stress disorder (PTSD). Yet, there has been increased interest in the concept of resilience by military psychologists in recent years to help identify the factors that allow some individuals to adapt to adversity. Prefaced by a review and discussion of current theories of resilience (Sudom), this symposium will present ongoing work by researchers at Director General Military Personnel Research and Analysis, Department of National Defence on the topic of resilience. Watkins will present the results of her validation of a model of psychological resilience in a sample of military recruits, while Hachey will investigate the role of mastery in the transition from military to civilian life. Finally, Dursun will explore the concept of community resilience through her investigation of community-level correlates of well-being in military personnel.

A
Psychology in the Military/ Psychologie du milieu militaire

CROSS-SECTIONAL VALIDATION OF A HIGHER-ORDER MODEL OF RESILIENCE IN CANADIAN FORCES RECRUITS
Kim Watkins, Department of National Defence; Jennifer EC Lee, Department of National Defence; Kerry A Sudom, Department of National Defence

The adverse effects of stressful life events on health have been well-documented (e.g., Cohen & Williamson, 1991). A recent study (Lee et al., 2011), however, proposed a model of resilience (i.e., individual traits and social support) that may alleviate declines in well-being among individuals facing stressful experiences. The present study aimed to cross-sectionally validate this model in a sample (n = 18431) of Canadian Forces (CF) recruits. In a hierarchical linear regression, self-rated overall health was regressed on the number of stressful life events experienced in the past year, with the resilience variables as potential moderators. Life events were associated with poorer self-rated health, while conscientiousness, extraversion, emotional stability, hardiness, mastery, and positive affect were significantly related to better health. Also, significant interaction effects were found for conscientiousness and positive affect, with individuals who were higher on conscientiousness experiencing a greater decline in self-rated health in relation to their life events. However, participants who scored high on positive affect exhibited a smaller decline in health as a function of their life events, suggesting that this trait buffered against the negative effects of recent life events. The implications of this resilience model for the well-being of CF members will be discussed.

B
Psychology in the Military/ Psychologie du milieu militaire

TRANSITION FROM MILITARY TO CIVILIAN LIFE: THE ROLE OF MASTERY
Krystal K Hachey, Department of National Defence

The Canadian Forces (CF) makes up a significant portion of Canadian society and is important to the national, international and economic front (Park, 2008). The CF supports international peacekeeping, humanitarian aid, and security (Park, 2008; Veterans Affairs Canada [VAC], 2004). A CF member may have several unique experiences over the course of their service; yet, the transition to civilian life can be very difficult for some CF personnel and has the potential to affect their mental health and well being (Thompson et al., 2011). Mastery is an important personality characteristic in transition, as it has been shown to help ease adjustment in several different areas (Donaldson et al., 2010; Surtees et al., 2010; Taylor et al., 1984); however, at this time, limited research has been conducted to examine the role that mastery plays in the adjustment to civilian life for CF personnel. The current study is part of a larger study that examined transition to civilian life among former CF personnel. The goal of the current study is to examine the role that mastery plays in that transition. The presentation will focus on the secondary data analysis of mastery and adjustment to civilian life as measured by the survey of transition from military to civilian life.

C
Psychology in the Military/ Psychologie du milieu militaire

FOSTERING RESILIENCE IN MILITARY COMMUNITIES
Sanela Dursun, Department of National Defence; Stefan Wolejszo, Department of National Defence

Canadian Forces (CF) members face unique challenges due to the demands of the military lifestyle. Military work involves a different degree of stress and risk than most forms of civilian employment, with implications for the members' own health and well-being, as well as that of their families. It has been suggested that when considering interventions to ease military service related stress, it is critical to take into account not

only the individual as a "client" but also how military families are embedded in larger communities, and how interventions can build on existing informal and social networks and other community assets (Bowen et al., 2000). Previous research has been primarily concerned with individual resilience, and much less attention has been given to understanding resilience at the group or community level. The current study explores the important components of community resilience. Exploratory analysis was conducted on data collected from 935 CF members from three military bases (Petawawa, Halifax and Cold Lake), examining the relationships among the community resilience components such as neighbourhood safety, social support, community belonging, standard of living and medical services, and individual resilience variables.

2012-06-16 – 1:30 PM to 3:25 PM – 13 h 30 à 15 h 25 – SUITE 201 - LEVEL 2 - WTCC

Workshop/Atelier
Students in Psychology/
Étudiants en psychologie

WHERE ARE THE PSYCHOLOGY JOBS? LOOK TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY AND CONSUMER BEHAVIOR

Justin Feeney, University of Western Ontario

The majority of psychology students limit themselves to the traditional areas and applications of psychology. These students typically pursue an academic job in subfields such as social, cognitive, or neuropsychology, or applied jobs in mental health. However, many traditional areas of psychology are facing limited growth prospects and top psychology students are finding that there are limited job opportunities for their degrees, sparking articles in the American Psychological Association's gradPSYCH Magazine (Novotney, 2011) and conference symposiums at both the APA and APS. In this workshop, we discuss how considering graduate training in business psychology fields such as consumer behavior and industrial/organizational psychology can open up a wide array of jobs and salary levels not typically available to those in traditional areas. For example, did you know that the average marketing PhD receives 2.21 job offers with a mean starting salary of $135,000 fresh out of graduate school (DocSIG, 2010) for doing remarkably similar work to professors in psychology departments? The session will include a presentation on the job prospects of business psychology degrees and a review of the type of research/work they conduct, panel discussion, and question and answer session with individuals currently applying psychology in business settings.

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 202 - LEVEL 2 - WTCC

Symposium/Symposium
Criminal Justice Psychology/
Psychologie et justice pénale

MENTAL HEALTH ASSESSMENT IN CORRECTIONAL SETTINGS

Michael S Martin, SAMI CIHR Fellow, Centre for Addiction and Mental Health and Correctional Service of Canada

High rates of mental health needs within correctional settings have been consistently documented in recent decades. However, mental health screening systems and tools are relatively new and developing. This symposium will review challenges of identifying mental health needs within correctional settings in terms of balancing high levels of reported mental health needs with finite resources. Best practices in research and clinical application of tools and screening models will be highlighted in order to stimulate discussion among attendees around next steps in the area. Particular emphasis will be placed on how screening systems can be applied to better prioritize cases based on level of need to facilitate timely treatment in correctional settings.

A
Criminal Justice Psychology/
Psychologie et justice pénale

VALIDATION OF THE HAYES ABILITY SCREENING INDEX (HASI) FOR INTELLECTUAL DISABILITIES AMONG FEDERAL INMATES IN QUEBEC

Dasa Farthing, Canadian Mental Health Association; Anne Crocker, McGill University; Gilles Côté, Institut Philippe Pinel de Montréal; Michael S Martin, SAMI CIHR Fellow, Centre for Addiction and Mental Health and Correctional Service of Canada

Researchers and clinicians have stressed the importance of identifying individuals with an intellectual disability (ID) in the criminal justice system, yet there is a lack of suitable instruments available for early screening of ID by non-professionals. The current study assessed the predictive validity of a screening measure for ID, the Hayes Ability Screening Index (HASI) in a correctional setting. Results suggested that HASI was more effective at screening out offenders not requiring follow-up than at identifying potential cases requiring further assessment. Attempts to improve the accuracy of the tool and next steps will be discussed during this presentation.

B
Criminal Justice Psychology/
Psychologie et justice pénale

COMPUTERIZED MENTAL HEALTH ASSESSMENT: BALANCING NEEDS AND RESOURCES

Shannon L O'Connor, University of Ottawa; Michael Martin, SAMI CIHR Fellow, Centre for Addiction and Mental Health and Correctional Service of Canada; Ashley D Wamboldt, Correctional Service of Canada; Julie Fortier, Correctional Service of Canada

Given high rates of mental disorder in correctional settings, effective screening of mental health needs is essential to properly allocating resources to meet the needs of offenders. While previous research suggested that the Correctional Service of Canada's computerized mental health screen led to better identification of offenders with potential mental health needs than chance alone, the current study sought to determine if the efficiency of this process could be enhanced. In light of high rates of false positives (i.e. over-screening), the study applied an iterative classification tree approach to compare models which looked at symptom profiles combining the results of various tests as opposed to models looking at each scale independently. Receiver Operator Characteristic (ROC) curves were also used to evaluate the appropriateness of the cut-off scores suggested by the screening test developers. Results suggest that computerized mental health screening can be highly effective, particularly when combinations of scale scores are considered.

C
Criminal Justice Psychology/ Psychologie et justice pénale

MENTAL HEALTH SCREENING IN CORRECTIONS - FUTURE DIRECTIONS
Michael Martin, SAMI CIHR Fellow, Centre for Addiction and Mental Health and Correctional Service of Canada; Kwame McKenzie, Centre for Addiction and Mental Health; Alexander I. Simpson, Centre for Addiction and Mental Health

This presentation will explore promising avenues for future research to continue refining mental health screening in correctional settings. Best practices identified from a systematic review of the literature will be discussed, with a particular emphasis on the implementation of tools and screening systems. Additionally, this session will consider other potential predictors of mental health need that could improve screening decisions, with a particular focus on social determinants of mental health that may be common among offender populations.

2012-06-16 – 1:30 PM to 3:25 PM – 13 h 30 à 15 h 25 – SUITE 203 - LEVEL 2 - WTCC

Workshop/Atelier
Counselling Psychology/ Psychologie du counseling

PROFESSIONAL DEVELOPMENT LIFE REVIEW IN HEALTH CARE: AN INNOVATIVE APPROACH TO ENHANCING RESILIENCE AND COLLEGIALITY
Hilary M. Pearson, University of British Columbia/Providence Health Care; Douglas Cave, University of British Columbia/Providence Health Care; Paul R. Whitehead, University of British Columbia/Providence Health Care; David R. Kuhl, University of British Columbia/Providence Health Care; Linda MacNutt, Providence Health Care

Life Review, also known as Guided Autobiography (Birren and Deutchman, 1991), is an adult education model that has been shown to have naturally therapeutic benefits among a variety of populations. It uses a small group format and a structured process of reflective writing on pre-selected themes followed by sharing parts of these personal reflections in the confidentiality of the group. Birren and Deutchman summarized a range of benefits from 22 life review studies including: increased self-esteem and understanding; resolution of regrets; recognition of adaptive strategies relevant to current needs; experiencing support from group members; greater sense of meaning and purpose in life. Pearson (2005) researched a Professional Development Life Review Program with family physicians as a possible way to promote well-being and sustainability. Feedback from the physician participants was overwhelmingly positive and the Centre for Practitioner Renewal at Providence Health Care (PHC), has piloted several Professional Development Life Review programs with PHC employees and physicians. This workshop will: review the findings from Pearson's research; describe the reported benefits and challenges encountered in incorporating life review programs into health care; outline future research plans; and provide workshop participants with an opportunity to experience the life review process.

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 204 - LEVEL 2 - WTCC

Symposium/Symposium
Social and Personality Psychology/Psychologie sociale et de la personnalité

ADVANCES IN MEASUREMENT AND CONCEPTUALIZATION IN THE STUDY OF FORGIVENESS AND UNFORGIVENESS
Kathryn Belicki, Brock University

This symposium brings together individuals from three different research groups to discuss their latest findings, conceptual models, and theory regarding forgiveness, unforgiveness, and self-forgiveness.

A
Social and Personality Psychology/Psychologie sociale et de la personnalité

TRANSGRESSION SEVERITY MODERATES THE POSITIVE RELATIONSHIP BETWEEN RELATIONAL BOREDOM AND SELF-FORGIVENESS
Nathalie Gillen, Carleton University; Michael J Wohl, Carleton University; Cheryl Harasymchuk, Carleton University

The goal of this study was to examine the relation between relational boredom and self-forgiveness for transgressions in close relationships. It was hypothesized that people who report higher levels of relational boredom would be more willing to forgive the self for an imagined transgression. We further hypothesized that when transgressions are perceived as more severe, the positive relation between relational boredom and self-forgiveness would be diminished as more severe transgressions may seem inexcusable. Participants (N = 207; 158 female, 49 male) described a transgression they imagined committing in their current close relationship, and rated the perceived transgression severity, their self-forgiveness for the imagined transgression and relational boredom. As predicted, at high levels of transgression severity, there was no relationship between relational boredom and self-forgiveness, whereas at lower levels of transgression severity, relational boredom was positively associated with self-forgiveness. These findings suggest that for less severe transgressions, individuals may use relational boredom to justify the transgression, thus allowing themselves to forgive the self. Implications will be discussed. A follow-up study will manipulate both relational boredom and transgression severity in a hypothetical relationship and results will be discussed.

B
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE DEVELOPMENT AND VALIDATION OF AN OFFENCE SPECIFIC UNFORGIVENESS SCALE
Rachel W Ross, University of Calgary; Madelynn R Matthews, University of Calgary; Susan D Boon, University of Calgary

Forgiveness and unforgiveness are not simply opposite ends of the same continuum. However, they are often measured using the same scales (e.g., Transgression Related Inventory of Motivations (TRIM)). To redress this gap in the literature, this paper reports on the initial development, validity, and reliability of an instrument designed specifically to measure unforgiveness. In phase 1, an initial pool of sixty items was created to reflect the feelings and cognitions that might be experienced when an individual does not forgive based on the coding of interview transcripts (Ross & Boon, unpublished) and current forgiveness scales. In phase 2, 109 participants described unforgiven events, then completed the preliminary 26-item scale, as well as some additional measures to assess convergent and divergent validity of the scale, including the TRIM, and a mood scale. Maximum likelihood factor analysis was conducted on the 26 items resulting in four constructs: emotions, unforgiving cognitions, inability to move on, and rumination. The scale demonstrates excellent reliability ($\alpha = .91$) as well as initial convergent and divergent validity with the TRIM ($r = -.43$, $p < .001$), negative affect ($r = .68$, $p < .001$), and positive affect ($r = -.41$, $p < .001$). Implications and directions for further testing will be discussed.

C
Social and Personality Psychology/Psychologie sociale et de la personnalité

FINDING POWER IN MEANING: HOW MEANING-MAKING PROMOTES FORGIVENESS FOLLOWING INFIDELITY

Erinn C Squires, Carleton University; Michael J Wohl, Carleton University; Chris G Davis, Carleton University

Following loss, many people will search for some meaning in their experience. Finding meaning often leads to a sense of personal growth. Akin to loss, the discovery of infidelity within a romantic relationship may also instigate a search for meaning, and finding meaning in such an experience may promote relationship growth and forgiveness. At the same time, learning that one's partner has been unfaithful may also shift the power dynamics within the relationship. Increased power—one's perceived ability to control outcomes and resources in the relationship—has previously been shown to promote forgiveness (Karremans & Smith, 2010). In the current investigation, we assess the links between meaning, power, and forgiveness in a sample of 67 victims of infidelity (77.6% female). We hypothesized and found that among those who stayed in the relationship, finding meaning in the transgression would promote forgiveness, and that this relation would be mediated by increases in power within the relationship. Finding meaning was associated with a heightened sense of power, in turn leading to the desire to forgive. Implications for romantic relationships following infidelity will be discussed.

D
Social and Personality Psychology/Psychologie sociale et de la personnalité

FORGIVENESS IN TWO MINDS: USING DUAL-PROCESS THEORY TO UNDERSTAND FORGIVENESS

Alicia Rubel, Brock University; Kathryn Belicki, Brock University; Tyler Burleigh, University of Guelph

As debates concerning the definition and experiential qualities of "true" forgiveness continue, it appears that the term "forgiveness" has been used to describe multiple, qualitatively different, processes. Further, some of these processes appear to take place automatically, unconsciously, and in parallel. The current presentation will explore how researchers, theorists, and clinicians may benefit from understanding forgiveness, as well as unforgiveness, from the standpoint of dual-process theory. Dual-process theory posits that individuals possess two different systems of reasoning: one which facilitates implicit responses operating outside of awareness, and a second that allows for conscious, analytical, and hypothetical reasoning. Implications for research and clinical practice will be discussed.

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 205 - LEVEL 2 - WTCC

Symposium/Symposium
Developmental Psychology/ Psychologie du développement

SINGING ACROSS THE LIFESPAN: ACTIVE AND PASSIVE BEHAVIORS

Jennifer Sullivan, St. Francis Xavier University; Annabel Cohen, University of Prince Edward Island

Singing is a natural form of vocal communication. It emerges at the same time as speech, but unlike speech, singing seems less essential in daily activities across the lifespan. The following collection of papers considers active versus passive engagement in singing. By active engagement we refer to such behaviours as focusing on the facial features of a singer in infancy. Hauf, Brosha, and Sullivan examine differences in infants' looking behaviour when seeing someone sing or speak novel or familiar words. Active engagement is also involved in creative improvisation of songs. Sullivan and Coombes longitudinally examined 3- to 5-year-old children comparing their abilities to remember a song versus to generate a new song. Ross, LeBlanc and Cohen report on the differences across the lifespan of participants on a passive memory task as compared to singing improvisation. Finally, Beaton, Henderson, OBrien & Cohen report on the differences in enjoyment and well-being arising when seniors are invited to participate in singing as compared to being uninvited as audience members attending a musical theatre performance. The symposium serves to highlight the many kinds of singing abilities as well as the fact that such behaviors encompass several important divisions of psychology: Developmental, Brain, Behavior & Cognitive Science, and Aging. This research is supported by AIRS SSHRC MCRI.

A
Developmental Psychology/ Psychologie du développement

SIX-MONTH-OLD INFANTS ACTIVELY SHIFT THEIR ATTENTION WHILE WATCHING AND LISTENING TO INFANT-DIRECTED SINGING AND SPEAKING OF FAMILIAR AND NOVEL LYRICS

Petra Hauf, St. Francis Xavier University; Patricia Brosha, St. Francis Xavier Univeristy; Jennifer Sullivan, St. Francis Xavier University

Research on vocal interaction with infants has identified infant-directed (ID) registers for speech and singing. Recent research on infant-mother dyads suggests that ID-singing may promote engagement and attention, while ID-speaking may facilitate heightened arousal and infant learning. The present study investigated 6-month-old infants' responses to ID-singing and speaking from a standardized, non-maternal source. Using an eye-tracker infants' looking behaviour was captured as they watched audiovisual displays presenting an adult engaging in ID-singing and speaking of both familiar and novel lyrics. In general, infants looked longer at ID-singing than at ID-speaking for familiar and novel lyrics. Infants displayed a preference for the mouth region over the eye region for singing and speaking when watching the performance of a familiar song. Infants also looked longer at the mouth region compared to the eye regions while watching the speaking of the novel lyric. In contrast, infants looked equally long at the mouth and the eye region while watching the singing of the novel lyric. This shift of attention may signal infants increased interest in additional emotional information when confronted with a novel song and suggests that infants are actively engaged in ID-singing and speaking as indicated by their attention shift while watching and listening to familiar and novel lyrics.

B
Developmental Psychology/ Psychologie du développement

A LONGITUDINAL INVESTIGATION OF YOUNG CHILDREN'S SINGING: SINGING A FAMILIAR SONG VERSUS CREATIVE SONG PRODUCTION

Jennifer Sullivan, St. Francis Xavier University; Lindsay Coombes, St. Francis Xavier University

The purpose of the present study was to investigate the development of singing ability in young children, specifically contrasting active song creation versus more passive reproduction. Six children were tested twice at age 3, once at age 4, and once at age 5 years. The AIRS test battery (Cohen, Armstrong, Lannan, & Coady, 2009), a singing measure consisting of 11 components, was administered to each individual child at all 4 times. All testing was audio and videotaped. The test battery includes measures of pitch matching ability, reproduction of a familiar and unfamiliar song, creative production of a novel song and improvising an ending of a song. In this paper results of the creative production of a song are contrasted with ability to reproduce a familiar song after hearing the song. Results indicated that there is wide variability in singing ability already evident at the age of 3 years. On average, there appear to be improvements in singing ability found over time. As the children grew older, they were more likely to produce their own novel songs. Familiarity with the test battery in the subsequent testing sessions could be a possible explanation. However, results are also consistent with developmental changes in creativity, attention, and memory.

C
Developmental Psychology/ Psychologie du développement

AN AGE-CROSS-SECTIONAL STUDY OF SINGING SKILLS: PRELIMINARY RESULTS

Erica Ross, University of Prince Edward Island; Michael Leblanc, University of Prince Edward Island; Bing-Yi Pan, University of Prince Edward Island; Annabel Cohen, University of Prince Edward Island

The AIRS Test Battery of Singing Skills was developed for administration across a wide range of age and mental status [Cohen, A. J., Armstrong, V.L., Lannan, M. S., & Coady, J. D. "A protocol for cross-cultural research on acquisition of singing." Neurosciences and Music III-Disorders and Plasticity: Annals of the New York Academy of Science, 1169, 112-115 (2009)] The present study is the first to consider the entire age spectrum with 11 groups spanning the ages of 5 to 80 years. Moreover, it is the first to use the new computer-automated version of the test. The study provides for the possibility of establishing the developmental trajectory of various aspects of singing such as singing back short tone sequences, singing a familiar melody, singing a favourite song, improvising the end to an unfamiliar song, composing a song, repeating an unknown song, and singing the familiar song again after a delay. Several language tasks are also included. A specific focus of the present study is on the differences in choice of favourite song and in creative ability in making up a melody. The results may shed light on the applicability of the notion of critical period for music and language development. Information on the ease of use of the automated test with different age groups will also be provided.

D
Developmental Psychology/ Psychologie du développement

THE EFFECTS OF ACTIVE SINGING VERSUS PASSIVE LISTENING ON PSYCHOLOGICAL HEALTH OF SENIOR CITIZENS PRESENTED WITH A LIVE MUSICAL THEATRE PERFORMANCE

Denise Beaton, University of Prince Edward Island; Rhaeling Henderson, University of Prince Edward Island; Catherine O'Brien, Young At Heart Musical Theatre For Seniors Inc.; Annabel Cohen, University of Prince Edward Island

As part of the AIRS (Advancing Interdisciplinary Research in Singing) project that focuses on the role of singing on wellbeing, and in partnership with the Young at Heart Musical Theatre for Seniors performance group, this study explores the benefits of active singing vs. passive listening on measures of psychological health in senior citizens presented with musical theatre. A musical theatre performance entitled "Canada in Love" has been designed to interest seniors. It is being presented professionally to seniors in two conditions differing only in whether the audience is encouraged to sing along. The performances are being presented in 8 different residences or meeting places for seniors in a between-groups design (4 locations with active singing, and 4 with passive listening). Following the presentation, audience members are being asked to complete questionnaires regarding their enjoyment of the performance and their sense of well-being. Measures of degree of engagement are also being made from audiovisual recordings of the audience behaviour. Additionally, activity directors are also being interviewed. Differences in measures as a function of the independent variable (i.e., encouragement of active engagement) may have implications for residential care facilities regarding opportunities for musical engagement and should also be relevant to theories of aging.

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 301 - LEVEL 3 - WTCC

Symposium/Symposium
Women and Psychology/
Femmes et psychologie

THE PSYCHO-SOCIAL ETHNOGRAPHY OF THE COMMONPLACE (P-SEC): A SEMI-STRUCTURED QUALITATIVE APPROACH TO FEMINIST RESEARCH

Carmen Poulin, University of New Brunswick; Lynne Gouliquer, St. Thomas University/ University of New Brunswick

In a 2004 SWAP-sponsored CPA symposium, we introduced the P-SEC approach to doing feminist research. P-SEC is grounded in the writings on Standpoint Epistemology of Harding (1987, 2004), institutional ethnography of Smith (1987, 2005), and cognitive psychology's concept of schema (e.g., Bem, 1983). In 2004, P-SEC was in its infancy. Since then, we demonstrated its usefulness in probing a particular category of research questions. The generic formulation for these research questions is, ¨How does marginalised group 'X' (e.g., women in non-traditional occupations) negotiate daily complications arising as a result of practices, laws, or policies developed to benefit a particular social institution (e.g., the military, patriarchy, or health care system). This symposium presents an array of successful studies that have employed the P-SEC methodology. In the first presentation, P-SEC will be described with a focus on learning how to use it from a student's perspective. This first presentation, therefore, will provide the methodological context (e.g., methodological assumptions, data gathering, and analytical approaches) for the remainder of the symposium's presentations. The remaining presentations will demonstrate its application.

A
Women and Psychology/
Femmes et psychologie

A NOVEL APPROACH TO FEMINIST RESEARCH: A STUDENTS' PERSPECTIVE ON THE PSYCHO-SOCIAL ETHNOGRAPHY OF THE COMMONPLACE

Kendra McLaughlin, University of New Brunswick; Alyssa Mabey, University of New Brunswick; Heather MacArthur, University of New Brunswick

Learning P-SEC has enabled us to engage in a research approach which has not commonly been emphasized at the undergraduate level in psychology. Given its qualitative, multidisciplinary, and feminist nature, P-SEC presents a unique perspective that challenges the dominant research traditions of psychology. As undergraduate students, learning P-SEC has involved advancing through various stages of edification and understanding. In this presentation, we begin with reading the methodological literature, then observing its use in practice, and finally engaging in the P-SEC methodology including the application of its analytical process. This paper outlines our experiences and the process of learning P-SEC analysis from our undergraduate perspective, the lessons we have drawn from our involvement in it, and its potential applications in our future research pursuits.

B
Women and Psychology/
Femmes et psychologie

MINDING SPACES, MONITORING PLACES: AN EXAMINATION OF PATRIARCHAL INFLUENCES ON WOMEN'S EXPERIENCES IN PUBLIC DOMAINS

Debbi Chomiak, University of New Brunswick; Carmen Poulin, University of New Brunswick

Several paradoxes exist in the scholarship of women's fear of crime. While men are more likely to be victims of violent crimes, women are more likely to fear victimisation (Harris & Miller, 2000). Women are most fearful of being victimised in public by a stranger although they are more likely to be victimised in private by someone they know (Scott, 2003). Women are more likely than men to make adaptations to their lifestyle and behaviour in response to crime-related fear (Coble, Selin, & Erickson, 2003). Pain (1991) has argued that the spatiality of women's fear exists within a patriarchal framework that subordinates women through various mechanisms (e.g., threat of male violence). The present study offers a view of the psychological, emotional, and behavioural realities of women as they negotiate space and place. Data were analysed using the Psycho-Social Ethnography of the Commonplace methodology to uncover instances where patriarchal influences complicated the lives of women and, in turn, operated to sustain and perpetuate patriarchal ideologies. Results indicate that street harassment is one such mechanism that negatively shapes women's experiences of public space. The study's findings explicate how women make meaning of, and cope with, harassment experiences which serve to perpetuate a social structure that restricts and subordinates women's use of public space.

C
Women and Psychology/
Femmes et psychologie

THE EXPERIENCE OF WOMEN LIVING IN UNIVERSITY RESIDENCE: ROOMMATE ASSIGNMENTS AND THE SHARING OF LIMITED SPACE

Sarah MacAulay, University of New Brunswick; Carmen Poulin, University of New Brunswick

Nearly 35% of Canadian female undergraduate students report significantly elevated psychological distress (Adlaf, Demers, & Gliksman, 2005). Using the Psycho-Social Ethnography of the Commonplace methodology (Gouliquer & Poulin, 2005), this presentation explores the following question: How do university residences, as institutions with rules and social practices, influence the psychological state of female students? Although research exists on students living in residences, few provide answers to this question, especially in the Canadian context. In the present study, 34 women living in university residences were interviewed. These interviews allowed for the identification of various practices and rules (Organisational Moments) that benefit the management of a university residence, while complicating the lives of female students. The Organisational Moment—Roommate assignment and sharing personal space—will be examined to demonstrate the application of the P-SEC methodology. Residents used three schemata to make sense of the complications that resulted from the university's practice of assigning a roommate to share a room in residence. We labelled these schemata i) Good Roommate, 2) Roommate Mismatch, and 3) Residence Life as a Business. The presentation will focus on a description of these schemata and of the coping strategies (e.g., disengagement, time-sharing, and switching roommates) evoked by female residents. Future directions for research regarding the effect of policies on women living in residence also will be discussed.

D
Women and Psychology/ Femmes et psychologie

AFTER ALMOST 30 YEARS: WHAT WOMEN CORRECTIONAL OFFICERS HAVE TO SAY ABOUT THEIR EXPERIENCE OF WORKING IN INSTITUTIONS FOR MALE OFFENDERS

Freda Burdett, University of New Brunswick; Carmen Poulin, University of New Brunswick

Since 1975, the Ontario Correctional system has increased the number of female Correctional Officers working in male-dominated institutions (McMahon, 1999). Therefore, women have continued to enter positions formerly occupied by men, where they have been met with a great deal of resistance by their predominately male co-workers and supervisors (Crouch, 1985). During the 1990's, harassment and discrimination against women from various institutions (McMahon) caused the Ontario Correctional Services to introduce employment equity, as well as harassment and discrimination prevention programs. This research seeks to answer how the implementation of these new policies has changed female correctional officers' realities? The Psycho-Social Ethnography of the Commonplace methodology (Gouliquer & Poulin, 2005) was utilised to explore Ontario's female correctional officers' experiences. Abridged life-story interviews were conducted with 36 female correctional officers presently working in Ontario provincial correctional institutions that incarcerate male offenders. Findings reveal that institutional policies and practices (e.g., sick time as well as harassment policies and hiring practices) continue to negatively impact women's lives. Policy recommendations will be discussed.

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 302 - LEVEL 3 - WTCC

Symposium/Symposium
Extremism and Terrorism/ Extrémisme et terrorisme

A GLOBAL PERSPECTIVE ON EXTREMISM: THEORY AND APPLICATIONS

Lianne McLellan, Defence Research and Development Canada - Toronto

To understand, identify, and manage extremist threats is a multi-faceted challenge. To address such a complex problem, we must draw on multiple methods that span from micro-level processes of information processing to macro-level processes of networks. This symposium brings to light novel methods for understanding and identifying threats of radicalization and extremism. The first talk outlines a cross-cultural validation of an assessment tool for radicalization, the second identifies neurobiological and psychological mechanisms of extremist thinking, and the third introduces a mathematical framework to identify networks that are harmful to society.

A
Extremism and Terrorism/ Extrémisme et terrorisme

ASSESSMENT AND TREATMENT SCALE FOR RADICALIZATION(ATSR)-INDIAN ADAPTATION

Adarsh Kohli, Institute of Medical Education and Research

Abstract: Extremist ideologies are believed to be the root cause of all forms of terrorism. It is argued that shared ideological commitment and group solidarity are determinants of terrorist behavior than individual characteristics. The current study is an extension to assess the prevalence of extremism amongst the people of two major religious communities in the Indian settings for the further validation of the Assessment and Treatment Scale for Radicalization(ATSR) -Indian Adaptation . It is an 80 item, 6 sub scale instrument designed to quantitatively measure the religious attitudes , beliefs and ideologies of different religious communities on risk areas that are reported in the literature. The six subscales as measured by ATSR are attitude towards women, attitude towards western culture, religiosity and fighting and political views. A total of 34 subjects have been recruited drawn from two major religious communities in India namely : Hindus and Muslims . The Hindus subgroup consists of a sample of 20 individuals (11 males and 9 females) and the Muslims subgroup consists of 14 individuals (7 subjects each of both the genders) within the age range of 20-60 years. Comparisons were made among these two religious communities and the results are being discussed.

B
Extremism and Terrorism/ Extrémisme et terrorisme

COMBATING INTELLECTUAL AND EMOTIONAL INFORMATION PROCESSING IN EXTREMISM

David Nussbaum, University of Toronto Scarborough

Extremism has been defined as "any political theory favoring immoderate uncompromising policies" (Princeton's WordNet; downloaded from Google, 11/12/2011.) If extremism can be effectively combated, it is necessary to understand the information processing (IP) biases intrinsic to extremist thinking. Rather than focus on a particular extremist ideology, this talk takes the universal perspective and describes an IP characteristic common to all extremist thinking: the filtering out of all potentially contrary or disconfirming information. This characteristic occurs both "intrapersonally" as an IP style and strategically by extremist and terrorist organizations to optimize the effectiveness of their supportive propaganda. After elucidating neurobiological and psychological IP mechanisms, the talk will proceed to describe recent empirical evidence demonstrating how Western media have been co-opted to promote extremist ideologies supportive of terrorist activities and neutralize efforts to reject extremism. Suggestions to effectively respond are provided.

C
Extremism and Terrorism/ Extrémisme et terrorisme

NETWORKS AND PEOPLE OF INTEREST

Maria-Helena Canizares-Garcia, CLSC Maniwaki; Alejandro Garcia, Office of the Superintendent of Financial Institutions

Arquilla and Ronfeldt (2000) suggest that the conflict between distinct members of society are increasingly waged by networks more than hierarchies, and that whoever masters the network approach stands to gain an advantage. A challenge for authorities trying to deter harmful networks in society is the identification of key individuals and groups (subnetworks) within networks. In this paper we explore whether personality traits

and the conditions that lead to trust among individuals can be captured on large scale through the use of graph theory, a mathematical representation of network analysis. We propose a framework to potentially identify, among a large population of individuals, likely networks and people of interest. The framework integrates concepts of clinical and social psychology with network analysis, with the objective of efficiently searching for key individuals and groups in a large population. We also evaluate the merits and drawbacks of the proposed approach.

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 303 - LEVEL 3 - WTCC

Symposium/Symposium
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

INTERNATIONAL/CROSS-CULTURAL STUDENT SYMPOSIUM PART 2

Maya A Yampolsky, Univérsité du Québec à Montréal

This symposium presents current research addressing identification processes, intergroup attitudes, and discrimination experiences. In their qualitative study on second-generation Black Canadians, Litchmore and Safdar explore how African- and Carribean-Canadian youth negotiate their cultural identities. Zafar and Hynie's investigation of religious and national identity found that perceived discrimination lead to national disidentification in Canadian Muslims and Jews, but only for those with low religious identification. Sioufi, Bourhis and Carignan present findings on the impact of diversity training on Québécois' attitudes towards immigrants, where those receiving intercultural sensitivity training were less likely to perceive minority outgroups as threatening, and more likely to see them as victims of discrimination. In their examination of Asian children's attitudes towards racial outgroups, Williams, Steele and Tay found that these children displayed bias in favour of the high-status White racial outgroup, but also less bias for the lower-status Black outgroup. Together, these works demonstrate the complex process of identification in our Canadian majority, and the multidimensional nature of intergroup attitudes and discrimination.

A
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

ETHNIC AND RACIAL SELF-DEFINITIONS OF SECOND-GENERATION BLACK CANADIANS: AN ANALYSIS OF DISCOURSE

Rashelle V.H. Litchmore, University of Guelph; Saba Safdar, University of Guelph

The nature of ethnic and racial identities of Black Canadians has received little attention in psychological research. Studies conducted among Black Canadians have used African American identity as the reference point without explicit consideration for Canadian historical, social and political context (e.g., Lalonde, Jones & Stoink, 2008; Smith & Lalonde, 2003). The present study examined the discourse of second-generation Black Canadian youth of African and Caribbean heritage to uncover how these youth negotiated and gave meaning to their identities within the Canadian context. Eighteen youth aged 15 – 18 years were recruited from communities in the General Toronto Area to participate in three focus groups. Results are discussed with reference to the youth's discourse on racial and ethnic identities, and wider community and societal constructions of these identities. The implications of immediate social context were also made explicit to illustrate the dynamic nature of social identity from a qualitative perspective.

B
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

NATIONAL DISIDENTIFICATION, PERCEIVED RELIGIOUS DISCRIMINATION, AND RELIGIOUS IDENTITY: A STUDY AMONG CANADIAN MUSLIMS AND JEWS

Sadia Zafar, York University; Michaela Hynie, York University

Research suggests that religious discrimination may adversely affect national identity for minority groups, as perceived discrimination is associated with distancing from national groups (Verkuyten & Yildiz, 2007). We examined the relationship between Canadian national disidentification (Verkuyten & Yildiz, 2007), perceived religious discrimination (modified from Phinney et al.,1980) and religious identity (Cameron, 2004) for Jews (n = 76) and Muslims (n = 111) in Canada. Regressions showed that perceived religious discrimination positively predicted national disidentification for both groups. There was a significant interaction between perceived religious discrimination and religious identity, where national disidentification increased with perceived discrimination, but only for participants who were low in religious identity. National disidentification was not affected by perceived discrimination for participants with strong religious identity. Our findings reveal a positive relationship between perceived religious discrimination and national disidentification. In addition, religious identity was found to significantly moderate the impact of perceived religious discrimination on national disidentification. Protective effects of minority group identity are discussed.

C
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

CAN DIVERSITY TRAINING IMPROVE QUÉBÉCOIS FRANCOPHONE ATTITUDES TOWARDS IMMIGRANTS?

Rana Sioufi, Université du Québec à Montréal; Richard Y. Bourhis, Université du Québec à Montréal; Nicole Carignan, Univérsité du Québec à Montréal

This evaluation study assessed the impact of a diversity course in fostering more positive attitudes towards immigrants in Quebec. The 2X2 experimental design consisted of the control/intercultural course conditions and the Time 1/Time 2 repeated measure conditions. Two groups of Québécois Francophone education undergraduates took part in the study: those in the control condition taking a compulsory pedagogical course (N=92) and those taking a compulsory intercultural course (IC; N=160). In both conditions, the same questionnaire measuring acculturation orientations and ethnic attitudes was distributed at the beginning (T1) and end of the three-month courses (T2). ANOVA results showed that the IC did have a positive effect on intergroup attitudes relative to the control condition. While the IC increased feelings of linguistic and cultural security, it had no impact on strong identification as Québécois and Sovereignist. For those who took the IC, there was a significant decrease in

their feeling of threat from the presence of Arab Muslims, Quebec Anglophones and immigrants in general. The IC enhanced the perception that Quebec Anglophones, Haitians and Québécois Francophones were victims of discrimination. As predicted, the IC did not affect the more stable acculturation orientations towards immigrants. Results are analysed relative to other types of diversity programs.

D
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

A CROSS-CULTURAL INVESTIGATION OF MINORITY CHILDREN'S ATTITUDES TOWARDS RACIAL OUTGROUPS: EXAMINING THE IMPACT OF GROUP STATUS AND PROXIMITY

Amanda Williams, York University; Jennifer R. Steele, York University; Elaine Tay, University of Western Australia

Although a great deal of research has examined explicit racial prejudice among White children, far less research has examined the emergence and universality of implicit racial biases, particularly among minority children. Research conducted to date, which has focused almost exclusively on children's relative attitudes towards racial outgroups compared with ingroups, supports the intriguing possibility that, at least from middle childhood, children's implicit racial attitudes reflect knowledge of differences in group status. In two studies, we examined the emergence of implicit biases towards the racial outgroups of "White" and "Black" among minority children. Participants included East, Southeast, and South Asian children living in a racially diverse area in Canada (Study 1) and Malay and Chinese children living in an urban center in Brunei (Study 2). These participants differed in their direct exposure to the targeted groups. Results indicate that minority children in both settings displayed a relative pro-White bias, however in line with social-cognitive-developmental model of prejudice and contact theory, bias was decreased for older children who had increased exposure to Blacks (Canadian setting). These results support the possibility that implicit preferences for higher status groups emerge early in life, and suggest greater malleability than previously thought.

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 304 - LEVEL 3 - WTCC

Symposium/Symposium
Clinical Psychology/ Psychologie clinique

COMMUNITY-BASED EARLY INTENSIVE BEHAVIOURAL INTERVENTION FOR CHILDREN WITH AUTISM: RECENT RESEARCH IN TWO PROVINCES

Helen E Flanagan, IWK Health Centre

Early Intensive Behavioural Intervention (EIBI) is the treatment of choice for young children with autistic spectrum disorders. Efficacy studies have demonstrated that EIBI has a significant impact on children's cognitive, language, and everyday skills. However, outcomes for individual children are quite variable. There is an increasing focus on exploring the impact of EIBI in community settings. Many provinces have launched large-scale publicly funded EIBI programs. In this symposium, presenters will discuss recent research from the Ontario and Nova Scotia EIBI programs. Both provinces provide individualized intervention based on behavioural principles, but the programs differ in terms of intensity, duration, age and skill level of children, and the range of intervention techniques employed. Two presentations will focus on variables that predict greater success in EIBI. A third presentation will describe outcomes in the Nova Scotia EIBI program and a fourth presentation will discuss the degree to which children maintain gains after the Ontario EIBI program ends.

A
Clinical Psychology/ Psychologie clinique

PREDICTING BETTER OUTCOMES IN COMMUNITY-BASED EARLY INTENSIVE BEHAVIOURAL INTERVENTION

Helen E Flanagan, IWK Health Centre; Adrienne Perry, York University

Few studies have examined predictors of outcome in community-based Early Intensive Behavioural Intervention (EIBI) using comparison groups. This study included 79 children who received EIBI from the Toronto Partnership for Autism Services and 63 children who were on a treatment waitlist and received community services. All data were originally collected for clinical purposes and were obtained through file review with ethical approval. Hierarchical linear regression was used to explore the role of a number of potential predictors of better cognitive outcomes. Higher initial adaptive skill level was an important predictor in both groups (R squared change across groups= 0.26, $p < .001$). Younger initial age was a significant predictor for the EIBI group only (R squared change = 0.13, $p = .001$), suggesting that earlier age at treatment onset may increase the likelihood of better outcomes in EIBI relative to comparison conditions. Results from an earlier study exploring predictors in a large intervention sample will also be described.

B
Clinical Psychology/ Psychologie clinique

EXAMINING FACTORS RELATED TO RESPONSE TO TREATMENT IN AUTISM SPECTRUM DISORDERS

Kristin Fossum, Dalhousie University/IWK Health Centre; Isabel M Smith, Dalhousie University/IWK Health Centre; Susan E Bryson, Dalhousie University/IWK Health Centre

Research is needed to understand why, consistently, up to 50% of children with autism spectrum disorders (ASD) enrolled in early intensive behavioural intervention (EIBI) demonstrate significant improvements while the remainder respond less optimally. Using group data, the present study examined whether previously established treatment response predictors (e.g., toy contact, approach, avoidance) and a novel theoretically-based variable (affect) predicted communication gains over 12 months of treatment in the Nova Scotia EIBI program (Bryson et al., 2007). Baseline, 6- and 12-month data were available for 39 children (M age = 49.95 mos, SD = 8.10; M cog AE = 24.89, SD = 10.19). Multi-level modeling was used to examine whether established treatment response predictors and affect predicted change in communication age equivalents across the 3 time-points. Surprisingly, none of the previously established treatment response predictors was associated with changes in either receptive or expressive communication scores. However, children's more positive affect, $F(2, 30.65) = 4.99$, $p = .01$, was associated with changes

in expressive communication. Discussion will focus on the links between affect and communication changes taking into consideration the specific intervention strategies used in the NS EIBI.

C
Clinical Psychology/
Psychologie clinique

FOLLOW-UP OF CHILDREN WITH AUTISM WHO RECEIVED COMMUNITY-BASED EARLY INTENSIVE BEHAVIOURAL INTERVENTION

E Alice Prichard, Alberta Children's Hospital; Adrienne Perry, York University

Despite the demonstrable success of EIBI, very few studies have evaluated children years after termination of treatment. The purpose of this study was to follow up children who had previously received EIBI from community agencies throughout Ontario. Data on 36 children between the ages of 5 and 12 (M = 9 years) who had been discharged from EIBI for 1 to 6 years were examined. Developmental and diagnostic variables (e.g., IQ, adaptive functioning, autism severity) were examined at exit from IBI and at the follow-up assessment. Children's scores were examined at subgroup and individual levels across time points to explore how they changed from post treatment to follow-up. A wide range of outcomes were found. In particular, children who did well in EIBI maintained these gains after discharge. Those who did poorly also remained stable with lower scores across measures at discharge. A middle group who had medium outcomes post-treatment had more variable outcomes with some children improving at follow-up and others worsening. However, examination of the results at an individual level showed that very few children experienced a clinically significant loss of skills. This study provides the field of EIBI with some important information about what happens to children with autism spectrum disorders after they end intensive programming.

D
Clinical Psychology/
Psychologie clinique

EFFECTIVENESS OF NOVA SCOTIA'S EARLY INTERVENTION PROGRAM FOR PRESCHOOLERS WITH ASD

Isabel M Smith, Dalhousie University/IWK Health Centre; Susan E Bryson, Dalhousie University/IWK Health Centre; Helen Flanagan, IWK Health Centre; Kristin Fossum, Dalhousie University/IWK Health Centre; Tracy Vaillancourt, University of Ottawa

Translation of efficacious early intervention methods for ASD into community practice is a challenge. Nova Scotia implemented a novel model of intervention (Bryson et al., 2007) using Pivotal Response Treatment (PRT) as the primary method. Parent training complements a shorter period (1 year) of less intensive 1:1 intervention by therapists (maximum 15 hours/week). Participants were children under 6 yrs with a diagnosis of ASD; data were available for N = 72 from independent assessments at baseline, and after 6 and 12 months. Key outcomes included language (PLS IV), IQ (Merrill-Palmer-Revised Scales), adaptive behaviour (VABS II), behaviour problems (CBCL 1½ -5) and autism symptoms (SRS). Children gained in expressive and receptive language age equivalent scores: respectively, $F(2, 68) = 93.38$, $p < .001$, partial eta sqd = .73; $F(2, 68) = 59.08$, $p < .001$, partial eta sqd = .64. Children also showed large increases in cognitive ability ($F(2, 68) = 24.85$, $p < .001$, partial eta sqd = .42) and adaptive functioning ($F(1, 62) = 45.40$, $p < .001$, partial eta sqd = .42). Child behaviour problems were reduced [$F(2, 49) = 4.14$, $p = .022$, partial eta sqd = .14]. However, autism symptoms improved only for a higher-functioning subgroup, $F(2, 49) = 4.14$, $p = .022$, partial eta sqd = .14. One-year outcomes appear similar to published results for more intensive "traditional" models of EIBI.

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SUITE 305 - LEVEL 3 - WTCC

Symposium/Symposium
Criminal Justice Psychology/
Psychologie et justice pénale

RISK, NEEDS, RESPONSIVITY: IMPLICATIONS AND FUTURE DIRECTIONS FOR ASSESSING RISK IN SPECIAL OFFENDER POPULATIONS

Lina Guzzo, Ministry of Community Safety & Correctional Services

Increases in the offender population over the last 30 years highlight the importance of criminal risk assessment: balancing the need for public safety against the cost of treating and supervising the offender population (Vose, Cullen, & Smith, 2008). Although there is no "one-size-fits-all" approach to correctional treatment, it is important to identify the risk and needs of every individual offender in an attempt to best address their treatment needs and develop a case management plan. This symposium examines the Level of Service Inventory's ability to assess the risk and needs of general offenders and more specifically for special offender groups. The Level of Service family of instruments will first be examined broadly, sharing the findings from a new comprehensive meta-analysis of both adult and youth variants. Discussion will then focus on the reliability and validity of the LSI in assessing special offender populations, including domestic violence and driving while intoxicated. Next, the presentation will shift to an examination of the mediator/moderator role that mental health plays between risk/need and recidivism. Finally, authors will examine the use of the override feature of the LSI and sex offenders. Findings from these studies are discussed in terms of the effective risk/needs assessment, case management, and policy.

A
Criminal Justice Psychology/
Psychologie et justice pénale

A COMPREHENSIVE META-ANALYSIS OF THE LEVEL OF SERVICE INVENTORY: IMPLICATIONS FOR RISK, NEED, AND RESPONSIVITY

Mark E Olver, University of Saskatchewan; Keira C Stockdale, Saskatoon Health Region and University of Saskatchewan; J. Stephen Wormith, University of Saskatchewan

The Level of Service Inventory (LSI) is a risk-needs assessment tool designed to appraise risk, identify criminogenic needs, and inform risk management strategies in offenders. A substantial body of research supports the psychometric properties of the LSI and its youth and adult variants, including its predictive accuracy for various forms of recidivism among diverse demographic and cultural groups (Campbell, French, & Gendreau, 2009; Gendreau, Goggin & Smith; Olver, Stockdale, & Wormith, 2009). The present investigation is an updated meta-analysis of

youth and adult variants of the LSI. Aggregate data are presented concerning the predictive accuracy of the LSI family for various recidivism outcomes, including as a function of specific moderators of gender, ethnicity, and country of origin. Implications for risk, need, and responsivity are discussed.

B
Criminal Justice Psychology/ Psychologie et justice pénale

APPLYING THE LEVEL OF SERVICE INVENTORY (LSI) TO SPECIFIC SUBGROUPS OF THE OFFENDER POPULATION; MENTALLY DISORDERED OFFENDERS, DOMESTIC VIOLENCE OFFENDERS AND DRIVING WHILE IMPAIRED (DWI) OFFENDERS

J. Stephen Wormith, University of Saskatchewan; Sarah M Hogg, Ministry of Community Safety and Correctional Services; Lina Guzzo, Ministry of Community Safety & Correctional Services

The Level of Service Inventory (LSI) has demonstrated its predictive validity on numerous samples and cohorts of offenders. Typically, these studies have been based on general offender populations and occasionally they have examined validity among legal and demographically defined subsets of the general offender population, such as sentence type, gender, and ethnicity. However, questions remain about its applicability to specific subsets that are often perceived as unique groups within the offender population. This study identified three groups of particular interest and examined the predictive validity of the LSI over a minimum period of four years. Correlations remained relatively strong for mentally disordered offenders (r = .44) and domestic violence offenders (r = .45), but less so for driving while impaired offenders (DWI; r = .16). The results are discussed in terms of limited variability among the DWI population and outcome criterion.

C
Criminal Justice Psychology/ Psychologie et justice pénale

MENTAL HEALTH, CRIMINOGENIC NEEDS, AND RECIDIVISM: AN IN DEPTH LOOK INTO THE RELATIONSHIP BETWEEN MENTAL HEALTH AND RECIDIVISM

Lina Guzzo, Ministry of Community Safety & Correctional Services; Nathan D.J. Cadeau, Ministry of Community Safety and Correctional Services; Sarah M Hogg, Ministry of Community Safety and Correctional Services; Greg Brown, Nipissing University

The current state of knowledge regarding recidivism and the criminogenic risk/needs of mentally ill offenders remains inconclusive, although a mediator/moderator model has been suggested. Two samples have been examined according to this model: a complete one year cohort of offenders with LSI-OR assessments (N=26,450), and sample with three different mental health (MH) measures (N=522; LSI-OR MH indicator, RAI-MH symptom severity and DSM diagnoses). Using the N=522 sample, correlations between the LSI-OR, DSM diagnoses and RAI-MH symptoms were examined to identify whether there is evidence to support the LSI-OR as a measure of mental health. The N=26,450 sample was then used to examine the LSI-OR indicator and mental health alerts in detail, allowing for greater confidence in prevalence rates of MH in the provincial offender population. Analyses were conducted for both studies and compared regarding the unique risk and needs for the MH and non-MH samples. Classic Baron and Kenny analyses were conducted to address the mediator/moderator relationships that MH plays between risk levels and recidivism. Regressions and Pearson's correlations were analyzed to examine the relationship between the LSI-OR and recidivism, as a function of MH status. Policy implications and future directions are discussed.

D
Criminal Justice Psychology/ Psychologie et justice pénale

THE APPLICABILITY OF A GENERAL RISK/NEED ASSESSMENT TOOL TO SEXUAL OFFENDERS AND THE IMPLICATIONS OF ALLOWING STRUCTURED CLINICAL JUDGMENT TO OVERRIDE THE ASSESSMENT

J. Stephen Wormith, University of Saskatchewan; Sarah M Hogg, Ministry of Community Safety and Correctional Services; Lina Guzzo, Ministry of Community Safety & Correctional Services

The purpose of this presentation is to examine the applicability of a general risk/need assessment tool (LSI) to a special offender group, namely sexual offenders, and the use of structured clinical judgment (SCJ) to supplement the LSI in risk assessments of sexual offenders. A large cohort of provincial offenders (prisoners and community-based offenders) was used to identify a sample of 1905 sexual offenders on whom the LSI had been administered. Analyses indicated that predictive ROCs were comparable to those found for nonsexual offenders for general recidivism (.77 and .76), violent recidivism (.74 and .73), and sexual recidivism (.74 and .77). However, when assessors exercised the override provision on sexual offenders, predictive validity deteriorated on all three outcome measures (.64, 65, and .66). Moreover, staff was more than twice as likely to utilize the override provisions for sex offenders than nonsex offenders (35% vs. 15%). After controlling for total risk, domains that were related to the override, including: personal problems; social, health, and mental health problems; and specific responsivity. Implications for policy and SCJ are discussed.

2012-06-16 – 1:30 PM to 3:25 PM – 13 h 30 à 15 h 25 – MEETING ROOM 1 - LEVEL 8 - WTCC

Committee Business Meeting/ Réunion d'affaires

ETHICS COMMITTEE BUSINESS MEETING

Carole Sinclair,

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – MEETING ROOM 2 - LEVEL 8 - WTCC

Workshop/Atelier

NUTS AND BOLTS OF SUBMITTING A PROPOSAL – PREPARING A COMMON CV AND THE RESEARCHNET PROCESS

Lisa Votta-Bleeker, Canadian Psychological Association

Canada's three national granting councils [Natural Sciences and Engineering Research Council (NSERC), Social Science and Humanities Research Council (SSHRC) and the Canadian Institutes of Health Research (CIHR)] represent some of the main funding sources for Canadian students and researchers, particularly those in psychology. There are numerous competitions to which students and researchers can apply with various deadlines and requirements. Increasingly, a commonality in funding applications is the necessity for a CommonCV or the submission of one's proposal through ResearchNet. The CommonCV system has been created so that students and researchers can create a common curriculum vitae (CV) that can be used in dealings with member organizations such as the national funding agencies. ResearchNet currently provides a secure web portal to facilitate the electronic submission of grant proposals, award applications, and peer reviews. This session is meant for students and researchers who are not familiar with either the CommonCV or ResearchNet. Presenters will walk you through the nuts and bolts of setting up a CommonCV and completing all the necessary components required for ResearchNet.

2012-06-16 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – MEETING ROOM 4 - LEVEL 8 - WTCC

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

NEW MILLENNIUM MEDIA AND NON-SUICIDAL SELF-INJURY: IMPLICATIONS FOR MENTAL HEALTH PROFESSIONALS

Amber Emery, McGill University

New millennium media, including print media, online news media, and an array of information-sharing online activities (e.g., websites, video-sharing, twitter) are important considerations for mental health professionals working with individuals who engage in non-suicidal self injury (NSSI). This symposium comprises four studies examining how media interacts with NSSI with a focus on implications for mental health professionals. The first paper describes how the representation of NSSI in print media has evolved over the past twenty years, indicating a trend towards the normalization of the behaviour. The second study, examines challenges in online news media reports of NSSI research and public reaction to such material. The third study investigates how those who self-injure interact with YouTube videos through an analysis of online comments, including implications for practice. The final presentation reviews the nature of possible client online NSSI activities, and offers an empirically-informed protocol for assessment and intervention concerning these activities. The symposium will provide mental health professionals with: (1) an enhanced understanding of the potential influence of media on those who self-injure, researchers, and clinicians in the field, (2) information on assessment and intervention with clients who self-injure and who engage in online NSSI activity.

A
Clinical Psychology/
Psychologie clinique

THE CHANGING PICTURE OF NON-SUICIDAL SELF-INJURY IN PRINT-BASED MEDIA: A TWENTY YEAR ANALYSIS

Erin Beettam, McGill University; Liane Pereira, McGill University; Jamie M Duggan, McGill University

There has been much speculation related to the media portrayal of non-suicidal self-injury (NSSI) and the individuals who engage in this behaviour. Clinicians and researchers report that perceptions of NSSI have changed over time. However, no study to date has directly examined the representations of this behaviour in print media over time. Thus the objective of the current study was to investigate the depiction of NSSI within print-based media over a 20-year period (1988 to 2007). Specifically, discourse analyses focused on 29 feature articles on the topic of NSSI that were published in English-speaking popular magazines during this time frame. Dichotomous themes were analysed, examining three distinct tensions that became evident in the analysis of how NSSI was presented to a magazine readership. Themes were found to change over time towards a reduced emphasis on NSSI as part of a mental disorder, and increased emphasis on NSSI caused by social factors. NSSI descriptions changed from unusual and severe to common and moderate methods. In conclusion, the current study suggests social views of NSSI have become more normative over time, with a readership which has a basic awareness of NSSI behaviours and are reading to find information and resources. Implications for this move towards NSSI normalization will be discussed.

B
Clinical Psychology/
Psychologie clinique

WHAT HATH RESEARCH WROUGHT: EVALUATING KNOWLEDGE TRANSFER OF NSSI VIA ONLINE NEWS MEDIA

Michael Sornberger, McGill University; Melanie Joly, McGill University; Nancy L Heath, McGill University; Stephen P Lewis, University of Guelph

A common method of knowledge transfer is news media; this is the primary way that the public receives health and science information (Wade & Schramm, 1969). Specifically, online news media have been established as salient sources for consuming news (Mitchelstein & Boczkowski, 2010). This can have unique implications for research on sensitive topics; for example, research on non-suicidal self-injury (NSSI) shows that spreading information and misinformation about the topic can sometimes lead to harm in the form of NSSI reinforcement or triggering NSSI (e.g., Lewis, St. Denis, Heath, & Noble, 2011). The current study aimed to evaluate the effectiveness of online news media knowledge transfer concerning a study of NSSI YouTube videos. Data were collected at three time points (date of publication of study, 10-day follow-up, and one-year follow-up) from 355 online articles, all covering the same research publication. Analyses focus on three areas: article content, user reactions, and supplementary media (pictures and videos). Results indicate many inaccurate and/or incomplete articles, hostility from users toward those who self-injure, and potentially triggering content in supplementary media. Discussion centers on researchers' responsibilities in the knowledge transfer process, and the benefits of ongoing evaluation of how research is represented in news media.

C
Clinical Psychology/
Psychologie clinique

THE EMERGENCE OF NON-SUICIDAL SELF-INJURY ON THE INTERNET: A GUIDE FOR MENTAL HEALTH PROFESSIONALS

Natalie J Michal, University of Guelph; Stephen P Lewis, University of Guelph; Nancy L Heath, McGill University; Jamie M Duggan, McGill University

In recent years, non-suicidal self-injury (NSSI) content and related e-communication have proliferated on the Internet. Finding from a growing body of research indicate that many individuals who self-injure connect with others who self-injure virtually and view others' NSSI experiences and share their own through text and videos platforms. Notwithstanding the benefit of peer support this may provide, these activities may contain material that triggers NSSI urges and which may reinforce NSSI via the shared experiences and strategies. Given these risks, mental health professionals need to know how to assess and monitor the nature of benefits and risks associated with online NSSI activity. This presentation offers research informed clinical guidelines for the assessment, intervention, and monitoring of online NSSI activities. To bridge the gap between youth and mental health culture, this entails descriptions of Community, Social Networking, and Video/Photo Sharing websites. A Functional Assessment approach that is guided by a series of recommended questions tailored to assess the nature of online NSSI activities (e.g., frequency, duration, time of day) may be particularly useful. Intervention in this area may need to determine readiness for change and adopt motivational interviewing to foster engagement in healthier online activities.

D
Clinical Psychology/
Psychologie clinique

TALKING BACK: AN ANALYSIS OF YOUTUBE VIEWER FEEDBACK
Rick N Noble, McGill University; Michael Sornberger, McGill University; Alexis E Arbuthnott, University of Guelph; Stephen P Lewis, University of Guelph; Nancy L Heath, McGill University

Visual depictions of non-suicidal self-injury (NSSI), including e-videos, are prominent on the Internet. Combined, the 100 most popular NSSI videos on YouTube have been viewed over two million times. Research has shown that some of these videos contain content that may reinforce or trigger NSSI behaviour. However, viewer responses to these videos have not previously been studied. The current study analyzed the comments (n = 869) posted to the most popular YouTube videos featuring NSSI as an index of viewer response. Results indicated that the most frequent comments involved the commenter sharing his/her own NSSI experiences; this was followed by those expressing admiration or validation for the quality, message, and/or creator of the video. Neither hostile comments nor comments sharing NSSI methods and strategies were common. As most comments involved NSSI disclosures from others, recovery-based themes were explored within these posts. Comments that mentioned the user had recovered from NSSI or had a desire for recovery were infrequent. Taken together with previous research on NSSI online, this study suggests that YouTube can provide an accessible and supportive community for people engaging in NSSI, but some content in this community may reinforce the behaviour. Implications for social policy are discussed.

2012-06-16 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – ROOM 200C-1 - LEVEL 2 - WTCC

Symposium/Symposium
Developmental Psychology/
Psychologie du développement

PREDICTORS OF RESILIENCE IN DIVERSE CAREGIVING CONTEXTS
Natasha Whitfield, York University

The social ecologies of families in diverse caregiving contexts can affect the quality of parenting and pose risks to the parent-child relationship (Bronfenbrenner, 1979). This symposium will share preliminary results of a community-based research project that explores predictors of resilience among different caregiving contexts where risks are salient and where resiliency factors may not yet have been adequately identified: 1) a sample of teen mothers, 2) a sample of mothers experiencing symptoms of depression, and 3) a sample of first-generation immigrant caregivers. Paper One examines the effects of key adolescent developmental processes on teen mothers' parenting capacity, the parent-child relationship, and infant development. Paper Two explores how risk and protective factors mediate the relationship between maternal depression and child behaviour problems, using a dynamic systems methodology. Paper Three examines cross-cultural differences in caregiver and child variables, in Chinese-Canadian immigrant and European-Canadian families. Each of these studies employs a mixed-methods design consisting of interviews, questionnaires, observation and standardized coding of dyadic interaction. Together these studies offer new insight into how ecological factors can impact the parent-child relationship in diverse caregiving contexts. Clinical implications will be discussed.

A
Developmental Psychology/
Psychologie du développement

THE IMPACT OF DEVELOPMENT ON TEEN PARENTING: RISK AND RESILIENCE
Bramilee Dhayanandhan, York University; Yvonne Bohr, York University

Teen parents represent a unique developmental cluster that must balance the task of adjusting to the adolescent developmental stage while simultaneously learning to be a parent. An implication of teen parenting is that the adolescent has a lower likelihood of mastering adolescent stage-salient tasks (e.g. the development of an autonomous sense of self). While previous research examining the relationship between teen childbearing and parent/child outcomes has identified numerous distal and proximal factors that affect development, the literature has largely ignored the role of teen mother's developmental task attainment in predicting healthy outcomes for mother and offspring. This study seeks to explore the effects of key adolescent developmental processes (e.g. separation-individuation) on the teen parent-child relationship, and infant development. Three comparative samples were recruited: 1) Current teen parents; 2) Young adults who became parents during teen years; and 3) Young adult parents. Developmental differences are explored across the three samples as they relate to parenting variables (parenting style, stress, competence, sensitivity) and child outcomes (socioemotional and cognitive functioning). Adolescent developmental task attainment (identity formation, individuation) is explored as a potential mediating variable. Results and implications are discussed.

B
Developmental Psychology/
Psychologie du développement

RISK AND PROTECTIVE FACTORS THAT MEDIATE THE RELATIONSHIP BETWEEN MATERNAL DEPRESSION AND CHILD BEHAVIOUR PROBLEMS
Deborah Kanter, York University; Yvonne Bohr, York University

It has been well-established that maternal depression is linked to socio-emotional challenges in children. Children of depressed mothers are more likely to develop behaviour problems than children of non-depressed mothers. This study explores the relationship between maternal depression and child socio-emotional outcomes in the context of dynamic systems theory. Modeled on dynamic system principles from physics and mathematics, dynamic systems theory posits that the human individual, pair, or group is an example of a dynamic open system that can account for human behavioural patterns. State space grids are a novel dynamic systems method that can be used to quantify observational data and to assess flexibility/rigidity in mother-child interactions. Although past research has used state space grids to assess flexibility/rigidity in mother-child interactions, and the relationship between flexibility/rigidity and child socio-emotional outcomes, state space grids have not previously been used in the context of other parenting variables. This study examines risk and protective factors (e.g. perceived stress, parenting style, parenting competence, and parental attributions of child behaviours) that may mediate the relationship between maternal depression and child socio-emotional functioning and how they relate to flexibility/rigidity in mother-child interactions.

C
Developmental Psychology/ Psychologie du développement

PREDICTORS OF RISK & RESILIENCE IN A MULTICULTURAL SAMPLE: AN EXPLORATION OF CROSS-CULTURAL AND INTERGENERATIONAL INFLUENCES
Jessica Chan, York University; Cynthia Sing-Yu Shih, York University; Yvonne Bohr, York University

Despite the documented cultural variability in child-rearing practices, much of the literature on caregiver-infant interaction is biased by a focus on western culture. The proposed study is a broad-based comparison of caregiver and child variables and predictors of risk and resilience among a multicultural group from China and a multicultural group from Canada. A sample of first generation Chinese-Canadian immigrant caregivers is compared with a sample of Canadian-born mothers of European descent with respect to caregiver stress, sensitivity, attributions, acculturation, parenting style, child cognitive functioning, and child behaviour problems. In addition to exploring cross-cultural differences, intergenerational differences between Chinese-Canadian mothers and grandmothers are assessed. The study identifies which caregiver variables are most predictive of children's healthy socio-emotional development as defined by fewer perceived and objectively rated behaviour problems, and higher cognitive functioning, and whether these predictors vary among Chinese-Canadian and European-Canadian caregivers. The relationship between maternal perceptions and observational ratings of child behaviour problems is also explored and compared across groups.

2012-06-16 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – MEETING ROOM 3 - LEVEL 8 - WTCC

Section Annual Meeting/ Réunion d'affaires
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques
SECTION PROGRAM/ PROGRAMME DE LA SECTION

RURAL AND NORTHERN PSYCHOLOGY/PSYCHOLOGIE DES COMMUNAUTÉS RURALES ET NORDIQUES
Karen Dyck, University of Manitoba

2012-06-16 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – ROOM 200C-2 - LEVEL 2 - WTCC

Symposium/Symposium
Psychology in the Military/ Psychologie du milieu militaire

NEW DIRECTIONS IN DEFENCE AND SECURITY RESEARCH
Danielle Charbonneau, Royal Military College of Canada

This symposium represents a collaborative project of two sections – Extremism & Terrorism, and Psychology in the Military. The papers in this panel provide a sample of studies by researchers in the fields of defence and security. The first paper deals with the ethical risks associated with military operations. The second paper presents the concept of partner as a new role/identity for armed non-state actors. Last, the discipline of red teaming is examined with a focus on the analytical approaches and methods used for threat evaluation and adversary representation.

A
Psychology in the Military/ Psychologie du milieu militaire

CONCEPTUALIZING AND OPERATIONALIZING ETHICAL RISK IN THE MILITARY
Peter Bradley, Royal Military College of Canada

In recent years the Western World has witnessed a number of examples of military personnel committing unethical, unprofessional or illegal acts. The photographs depicting the abuse of Iraqi detainees by U.S. Army soldiers at Abu Ghraib were seen around the world, and Canadians are well aware of the case of the captain who shot a wounded Taliban on a battlefield in Afghanistan. The U.K. has recently gone through a major inquiry into the actions of soldiers responsible for the death of an Iraqi man they had detained in Basra. When soldiers, sailors and air personnel violate the laws of war and professional codes of conduct, the reputation of their unit, their service and their nation suffer. But is there more to military ethical failure than the risk of public embarrassment? This paper will examine both the conceptual and practical aspects of ethical risk in the military and present a framework for assessing this risk. The aim of the paper is to provide a better understanding of the ethical risks of military operations and identify solutions for reducing the harm from individual and organizational misconduct.

B
Psychology in the Military/ Psychologie du milieu militaire

THE STRATEGIC ROLE IDENTITIES OF ARMED NON-STATE ACTORS (ANSAS): FROM SPOILERS TO PARTNERS
James W Moore, Defence Research Development Canada - Toronto

The approach taken in this paper builds upon the intimate link between role and identity long recognized in the human sciences. The social nature of the individual consists of a collection of self-definitions that the individual applies to him or herself as a consequence of the many roles (and counter-roles) he/she performs. We examine the strategic roles that ANSAs play in relation to conflict resolution processes. This paper expands upon Stedman's spoiler typology. Although a definite advance in our understanding of the strategic roles ANSAs play, the major problem with Stedman's scheme is its one-sidedness. It focuses only on those strategic roles that stand in some degree of opposition to a peace process. What is needed is an expanded classification scheme, a general dichotomous typology that explicitly includes the binary opposite to 'spoiler'. We present such an expanded typology here, introducing the type concept of partner, that is, a party that pursues limited political ambitions and is willing to share political power with other actors, and who, unlike the spoiler, has made a strategic commitment to a peaceful resolution of the conflict.

C
Psychology in the Military/ Psychologie du milieu militaire

THE GLAUCUS FACTOR: RED TEAMING IN THE CANADIAN FORCES
Matthew A Lauder, Defence Research Development Canada - Toronto

Red teaming, although receiving much attention in the defence and security community over the past decade, is not a new or recent innovation. In fact, the history of red teaming, when considered broadly as a challenge function or activity meant to 'teach' and 'mentor,' is well documented, with the first recorded example dating back to at least 2200 BC. However, what qualifies as new is the critical thought that has gone into, and now underpins, the discipline of red teaming. In essence, the discipline of red teaming, from adversarial representation through validating the various methods and techniques used to challenge blue and team selection, and force generation and employment is all new – or, at the very least, our understanding and application of the facets of red teaming has significantly matured over the last decade. The goal of this presentation is to outline and discuss the analytical approaches and methods used to better appreciate the threat and more accurately represent the adversary. This presentation will draw upon a number of red teaming activities conducted in DND/CF, in particular in support of Vancouver Winter Olympics and to defeat the Chemical-Biological-Radiological-Nuclear explosive (CBRNe) terrorist threat.

2012-06-16 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – SUITE 204 - LEVEL 2 - WTCC

Symposium/Symposium
Social and Personality Psychology/Psychologie sociale et de la personnalité

ADULT ATTACHMENT STYLES AS PREDICTORS OF DYADIC COPING PROCESSES
Diane Holmberg, Department of Psychology, Acadia University

Adult attachment styles are known to predict how individuals cope with their own life stressors. Anxiously attached individuals (fearful of rejection by romantic partners) tend to exaggerate the severity of stressors, while avoidantly attached individuals (uncomfortable with closeness) tend to ignore or downplay stressors. The purpose of this symposium, however, is to focus on attachment styles as predictors of dyadic coping processes, in which members of romantic couples support and encourage each other in coping with stress. In the first paper, a daily diary study investigates how attachment styles predict one partner's preferred ways of coping with stress, which in turn predict the other partner's well-being. The second paper explores whether attachment styles predict how individuals encourage their partners to cope with stress, and how such encouragement in turn predicts the stressed partner's well-being. The third paper focuses on coping with a specific stressor, i.e., pain. It investigates how one partner's attachment styles predict the types of pain support elicited from the other partner. Finally, the fourth paper uses an experimental approach to investigate whether focused attention can help insecurely attached individuals to process emotionally supportive messages from their partner more constructively. Implications for couple therapy are discussed throughout.

A
Social and Personality Psychology/Psychologie sociale et de la personnalité

A DIARY STUDY OF DYADIC COPING IN ROMANTIC RELATIONSHIPS
Kristina Hobson, WorkSafe New Brunswick and SJ Psychology Centre; Diane Holmberg, Acadia University

Research has investigated how adult attachment styles predict one's own coping and well-being; however, little is known about how these styles of coping with stress might predict one's partner's well-being. The first aim of this study was to add to the literature examining associations between support-seeker attachment dimensions and coping strategies. Secondly, the study sought to explore the relationship between support-seekers' coping strategies and support-givers' well-being, as moderated by support-givers' attachment styles. Fifty-four couples completed a series of background measures and a five day diary study examining attachment in romantic relationships and coping with daily stressors. Findings suggest that seeking more support from one's partner as a strategy for coping with stress is positively associated with attachment anxiety, and negatively associated with attachment avoidance. Support-seekers' use of emotion-focused coping (e.g., venting), was associated with increased psychological and relational well-being for securely and fearfully attached support-givers, but decreased well-being for dismissing and preoccupied support-givers. These findings have broad clinical implications for couple's therapy, and perhaps also for client-therapist relationships.

B
Social and Personality Psychology/Psychologie sociale et de la personnalité

DYADIC COPING, ATTACHMENT STYLES, AND WELL-BEING: THE IMPLICATIONS OF THE TYPE OF COPING ENCOURAGED BY ONE'S PARTNER

Andrea Finkelstein, Department of Psychology, Acadia University; Diane Holmberg, Acadia University; Kristina Hobson, WorkSafe New Brunswick and SJ Psychology Centre

Although the relationships between attachment styles, coping, and well-being are understood at the individual level, the associations between these constructs are less understood at the dyadic level. The current study examined the association between one's attachment style and the way in which one encourages one's partner to cope with stress. Associations between the coping strategy one partner encourages the other to use when stressed, and the stressed partner's psychological and relational well-being, were also examined. Couples (N = 196) completed an online survey, assessing which coping strategies one partner encourages the other to use, as well as measures of attachment, and relational and psychological well-being. Results show that the type of coping encouraged is associated with the support giver's attachment style. For example, support giver's attachment avoidance is positively associated with the encouragement of distancing coping (i.e., ignoring the stressor). Additionally, the type of coping encouraged by the support giver was found to be associated with the support seeker's psychological and relational well-being. Specifically, the encouragement of distancing coping was negatively associated with the support seeker's psychological well-being, while the encouragement of social-support coping was positively associated with the support seeker's relational well-being.

C
Social and Personality Psychology/Psychologie sociale et de la personnalité

ATTACHMENT INTERDEPENDENTLY PREDICTS PARTNERS' PAIN-RELATED SUPPORT-GIVING BEHAVIOURS

Kristen M. Bailey, Department of Psychology, Dalhousie University; Lachlan A. McWilliams, Department of Psychology, Acadia University; Kristina Hobson, WorkSafe New Brunswick and SJ Psychology Centre

Attachment theory has been used to explain both care seeking and care giving behaviour among individuals, but very few studies have examined the interdependent relationships between attachment characteristics, care seeking and care giving among romantic partners. The present study examined the mutual relationships between partners' attachment characteristics, pain-related support preferences, and pain-related support provision among romantic couples. A university and community sample (N = 129 couples) completed measures of adult attachment dimensions and measures of pain support preferences and provision of pain support. Regression analyses based on the actor-partner interdependence model revealed interdependence between partners' attachment characteristics, such that one partners' attachment characteristics were related to the others' provision of support, and the others' estimation of their partners' support preferences. Specifically, it was found that more anxiously attached individuals were likely to elicit suppressive support from their partners (e.g., Tell me not to talk about my pain). The findings highlight the importance of understanding how social support dynamics relate to individuals' experience of pain. The implications of these findings for treating pain and understanding how individuals may transition from acute to chronic pain will be discussed.

D
Social and Personality Psychology/Psychologie sociale et de la personnalité

ATTACHMENT AND THE PROCESSING OF EMOTIONAL SUPPORT IN ROMANTIC RELATIONSHIPS: IMPLICATIONS FOR WELL-BEING

Samantha Fizell, Department of Psychology, University of New Brunswick; Lisa Price, Department of Psychology, Acadia University

The manner in which information is perceived and processed varies with attachment style. If insecurely attached individuals are unable to accurately process what their partners are saying to them, they may not respond appropriately. The present study examined adult attachment styles and the impact that focused attention has on the processing of emotional support in romantic relationships. Eighty-six female participants were guided through an imagined stressful scenario. Half (randomly assigned) listened to an audio-recorded message of support, pretending it was from their intimate partner; the other half listened to the same message, but were encouraged to focus specifically on signs of unconditional support. The women completed measures assessing their mood, relationship satisfaction, and perceptions of the support received. Analyses suggest that attachment style and the way women perceive and process support relates to how they respond to stressful situations. For example, when actively processing emotional support, women higher in attachment avoidance reported lower negative affect and lower anxiety than women processing the support naturally. Implications for understanding the communication and well-being of insecure individuals, as well as for therapies fostering secure intimate connections in couples, will be discussed.

2012-06-16 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – SUITE 205 - LEVEL 2 - WTCC

Symposium/Symposium
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

RETHINKING HISTORY: AN EXAMINATION OF THE BEGINNINGS OF INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY AND THE JOURNAL OF APPLIED PSYCHOLOGY

Meghan Donohoe, Saint Mary's University; Kate Calnan, Saint Mary's University

The purpose of this symposium is to examine the history of Industrial/Organizational Psychology as it is reflected in the first 30 years of publications from the Journal of Applied Psychology (JAP). The first presentation will review the methodology of our study and the development of our comprehensive coding scheme. Within the 1,666 articles published from 1917 to 1947 in JAP, 495 articles were classified as I/O-relevant and coded. The second presentation will discuss our measurement and design findings. The most common study designs were judgment studies and ability tests, while the most common measurement used was self-report. The third presentation will discuss top contributing authors and topic prevalence in JAP. Both authorship and topic trends were charted over time, and interesting patterns emerged relating topics to historical

world events. Finally, the fourth presentation examines a discrepancy identified between this study's findings and the well-published history of I/O Psychology. Specifically, the authors who are considered to be founders of I/O Psychology did not publish in JAP, whereas authors that contributed widely to I/O research in JAP are not credited in the historical literature. Using our findings and the support of additional historical literature, we will present and discuss four core arguments for why this may be the case.

A
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

A REVIEW OF THE HISTORY OF I/O PSYCHOLOGY AND THE DEVELOPMENT OF A CODING SCHEME
Stephanie Gilbert, Saint Mary's University

This presentation will discuss the methodology of our historical analysis of 1,666 articles published in the Journal of Applied Psychology (JAP) from 1917 to 1947. The goal of our study was to compare our current understanding of the history of I/O Psychology with the actual literature that was published in the JAP, a premier journal in the field of I/O Psychology. To accomplish this task we developed a comprehensive coding scheme, taking into account the history of I/O psychology and the changes in both definitions and governing bodies throughout the growth of the field. The final coding scheme included aspects related to citation (i.e. title, year, volume, issue, pages), author demographics (i.e. gender, academic affiliation, and location), topics, sample (i.e. industry, number of studies, sample size), method (i.e. measurement, design), analysis, and results (i.e. significance, effect size, implications, future research). Articles were first coded for their relevance to the field of I/O Psychology. If an article did not concern the workplace it was coded as "Non-I/O". A total of 1,171 articles were classified as non-I/O, while 495 articles were classified as I/O-relevant. Only I/O articles were fully coded according to our coding scheme. The specific measures taken to ensure inter-rater reliability within the coding process will also be discussed.

B
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

MEASUREMENT AND DESIGN PRACTICES IN THE FIRST 30 YEARS OF THE JOURNAL OF APPLIED PSYCHOLOGY
Lauren Florko, Saint Mary's University

This presentation will discuss the measurement, design, and analyses findings from the coding of 495 I/O articles published in JAP from 1917 to 1947. In total, 413 articles collected data for their studies. The average sample size for these studies was 354, mostly using participants from the private sector or university students. The design of the studies varied, with most using judgment studies or ability tests (57%), followed by surveys and questionnaires (28%), and laboratory experiments (6%). The most common measurement used was self-report (such as taking an ability test), followed by other-reports (judgments and ratings), behavioural measures, and physiological measures. Where applicable, few studies engaged in research practices such as control groups (9%), random selection (4%), random assignment (3%), and longitudinal research (13%). The most common form of analysis was correlations (44%), followed by only reporting descriptive statistics (38%), and regression (6%). Articles were also coded for reporting significance, effect sizes, and inferential statistics. Analysis patterns were mapped across time. Furthermore, all measurement and design findings were also analyzed across decades, and comparisons were made between academics and non-academics to unravel any patterns. Intriguing patterns and overall conclusions drawn from these findings will also be discussed.

C
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

PUBLISHING AUTHORS AND TOPIC PREVALENCE IN THE FIRST 30 YEARS OF THE JOURNAL OF APPLIED PSYCHOLOGY
Laure Pitfield, Saint Mary's University; Patrick Horsman, Saint Mary's University

This presentation will discuss the top contributing authors as well as the most commonly published topics in JAP between 1917 and 1947. The top five contributing authors in JAP include Miles Tinker, Donald Paterson, Henry Link, Sidney Pressey, and Charles Lawshe. Amongst these five authors, Link and Lawshe were the only two who published on topics related to I/O Psychology. Author gender, topic prevalence, and patterns across the three decades were analyzed. Men were more likely to have first-authorship over women and were also more likely to work with other men. The most common non-I/O topics published in the first 30 years of JAP included educational psychology, psychometrics and statistics, and cognitive psychology. 495 I/O articles were coded for the top three most representative topics from a list of 16 broad topic areas and 81 specific subtopics. Common I/O topics included performance and selection, workplace psychometrics, and discussions related to current practices, professional issues, and practitioner guides. The frequency of topic trends was charted over time and interesting patterns emerged relative to specific world events. The prevalence of topic publication was also compared across academic and non-academic authors, as well as author gender. Implications and overall conclusions drawn from these findings will also be discussed.

D
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

RETHINKING HISTORY: COMPARING THE FOUNDERS OF I/O PSYCHOLOGY TO THE CORE CONTRIBUTORS OF I/O RESEARCH IN JAP
Kate Calnan, Saint Mary's University; Meghan Donohoe, Saint Mary's University

Following the coding and analysis of the first 30 years of JAP, a discrepancy was observed between our findings and the well-published history of I/O Psychology. In particular, the authors that were amongst the core contributors of I/O research in JAP during the first three decades do not represent the authors that are considered pivotal in the history of I/O Psychology. Furthermore, individuals considered to be the founders of I/O psychology did not publish within JAP despite their retroactive status as the creators and leaders within the field. Using our findings and the

support of additional historical literature, we will present and discuss four core arguments for why this may be the case. These arguments focus on: how the original mandate of JAP affected I/O publications; if the named founding I/O Psychology authors published in other mediums; who are the authors that were publishing I/O articles in JAP but are not frequently named as founders in the I/O sphere; and the role that the editors of JAP may have played in I/O publications. Through these arguments we aim to establish, from a historical perspective, that it is not the journal that makes the author, but rather, the quality of their contribution to science in general. We will conclude by highlighting several important lessons to be learned from the historical relationship between JAP and I/O.

2012-06-16 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – SUITE 301 - LEVEL 3 - WTCC

Symposium/Symposium
Health Psychology/
Psychologie de la santé

TAKING CARE OF CHILDREN AND ADOLESCENTS WITH HEADACHES

Anna Huguet, IWK Health Centre

Primary headache disorders are a major public concern, especially among young people. The role of psychosocial factors in the etiology and course of these problems is progressively more evident. Primary headache disorders are often underdiagnosed and undertreated despite often being disabling in many areas of sufferer's life. The use of a biopsychosocial multi-disciplinary approach, including psychological treatment, is recommended for effective management. This symposium will focus on updating research on headaches from a psychological point of view 1) Ms. Tougas will speak about the most evidence-based psychosocial prognostic factors of headaches and disability due to headache in children and adolescents. 2) Dr. Sieberg will focus on the impact that headaches may have on sufferer's lives. She will present a case study of a young female with a longstanding history of migraines, headaches, and severe anxiety and depression. 3) Dr. Larsson will conduct an evidence-based synthesis of psychological interventions for headaches in children and adolescents, and contrast this with the pharmacological interventions. 4) Dr. Chorney will use research findings to discuss the application of group CBT program in the context of a multidisciplinary treatment approach.

A
Health Psychology/
Psychologie de la santé

PSYCHOLOGICAL PROGNOSTIC FACTORS OF HEADACHE AND DISABILITY IN CHILDREN AND ADOLESCENTS: FINDINGS FROM A SYSTEMATIC REVIEW

Michelle Tougas, IWK Health Centre

Headache disorders are among the most disabling conditions, often beginning in childhood and adolescence. Headaches can significantly interfere with all areas of sufferers' life. The goal of this presentation is to discuss key prognostic factors that have received support from accumulating literature on onset and course of headaches in children and adolescents. These findings are based on a recent systematic review. To conduct this review the following databases were searched: PubMed, EMBASE, PsycInfo, CINAHL, and Web of Science. Articles accepted for inclusion were extracted and assessed for quality by two reviewers. Approximately 35 papers have been included in the review. Psychological factors including pain behaviors, family environment, friends, withdrawal, and aggressive behaviors are associated with the prediction of onset and persistence of headache. Identified disability due to headache include outcomes such as depression, anxiety, school attrition, and stress are predicted by headache history and frequent headaches in childhood. The knowledge from this review will help primary care providers identify those children and adolescents at greater risk for onset and persistence of chronic headache. The results of the review will also be useful to plan strategies to prevent headaches before they start, or avoid headaches reoccurring or getting worse.

B
Health Psychology/
Psychologie de la santé

PSYCHOLOGICAL INTERVENTIONS FOR PEDIATRIC HEADACHE: A COMPLEX CASE EXAMPLE

Christine Sieberg, Mayo Family Pediatric Pain Rehabilitation Center at Children's Hospital Boston/Harvard Medical Scho

Primary recurrent and chronic (daily) headaches, particularly migraine, tension-type (TTH), and mixed migraine-TTH, are common pain syndromes in young people. A biopsychosocial multi-disciplinary approach, including psychological treatment, is considered essential for effective management. A case of a now 18 year-old female with a longstanding history of migraines, tension headaches, and severe anxiety and depression will be presented. Dr. Sieberg, the psychologist who worked with this patient for two years, will discuss the patient's progress from someone who had a profound level of functional disability with psychological factors that maintained and exacerbated her pain and disability to someone who is currently a successful college student. Dr. Sieberg will discuss the importance of tailoring interventions to meet the needs of this adolescent, which included cognitive-behavioral therapy, acceptance and commitment therapy, and multidisciplinary collaboration with neurology, psychiatry, and school.

C
Health Psychology/
Psychologie de la santé

THE EFFICACY OF THE PSYCHOLOGICAL AND PHARMACOLOGICAL TREATMENTS FOR CHILDREN AND ADOLESCENTS WITH HEADACHES

Bo Larsson, Regional Centre for Child and Adolescent Mental Health

Recurrent headaches among children and adolescents are one of the most somatic complaints. The prevalence rates of frequent headaches (once a week or more) often vary from 10 to 30%. The most common type is tension-type headache with a prevalence of 10-25%, while average estimate of migraine in school-aged children is about 7-8%. About 1-2% of children and adolescents suffer from chronic migraine or tension-type headaches or combined types. Mild impairment due to recurrent headaches is common in these age groups, while only a minor group of children are severely impaired. Short-term prognosis for those with tension-type headaches is more favorable than for those with migraine. For those with frequent headaches or having migraine, long-term prognosis is more unclear. In more than 20 controlled studies, cognitive-behavioral

treatments have shown to effectively reduce headaches complaints in school-aged children. The short-term and long-term positive effects are also well maintained. In contrast to these findings, the evidence on the efficacy of palliative and prophylactic drug treatment of recurrent headaches in children/adolescents is limited. Because the high prevalence of "silent" headache sufferers in school age, more cost-effective interventions based on self-help approaches and group treatment have been found to produce positive outcomes.

D
Health Psychology/
Psychologie de la santé

OFFERING PSYCHOLOGICAL GROUP TREATMENT TO CHILDREN SUFFERING HEADACHES
Jill Chorney, IWK Health Centre

Introduction: Cognitive behavioral therapy (CBT) has been identified as an empirically supported treatment for headaches in children and adolescents. Group-based CBT for chronic pain has received little attention. Group-based interventions may be more cost efficient means of offering CBT and may have the added benefit of peer modeling of adaptive coping. Pain 101 is a ten session (1.5 hours per session) CBT intervention for adolescents offered as part of a multidisciplinary treatment service at three tertiary health centres across Canada. Pain 101 includes psychoeducation on pain and pain mechanisms, skill building, skill generalization and setback planning. Study Method: As part of a program evaluation, patients participating in Pain 101 and their parents completed standardized outcome measures. Data reported here is from patients who consented to have their data used for research purposes at the IWK Health Centre. Results and Conclusions: Preliminary analyses indicate improvements in quality of life, sleep, anxiety and depressive symptoms from pre to post treatment. Although limited follow-up data are available, gains appear to be maintained over time. Group-based CBT for chronic pain (including headaches) shows promise as an intervention within a multidisciplinary treatment approach.

2012-06-16 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – SUITE 302 - LEVEL 3 - WTCC

Symposium/Symposium
Family Psychology/
Psychologie de la famille

WOMEN IN MARGINALIZED FAMILY SITUATIONS: EMERGING RESEARCH QUESTIONS/LES FEMMES VIVANT DANS DES CONTEXTES FAMILIAUX MARGINALISÉS: QUESTIONS DE RECHERCHE ÉMEGENTES
Julie Gosselin, University of Ottawa

This bilingual (French/English) presentation features emerging research questions in the area of marginalized family situations facing women today. Over the past 50 years, the composition of North American families has undergone significant transformations. Although it remains an important social institution, the traditional nuclear family has given way to new family forms. As a result, women have been faced with a growing diversity of roles to play in the family, as well as increasingly complex challenges. Through the presentation of 3 research projects, the way we conceptualize the role and position of women in families will be explored. The moderator will begin by introducing key concepts related to the study of women in marginalized family situations. The first presentation will focus on a systematic review of the research literature that focused on the maternal experience of mothers outside the dominant discourse (e.g. single, lesbian, adoptive and step-mothers). Second, findings regarding gender identification processes in the construction of the stepmother role and its impact on couple's dyadic adjustment in stepfamilies will be discussed. Finally, findings from a project that focused on the risk and resilience factors linked with the adjustment and academic success of visible minority single mothers attending university will be presented.

A
Family Psychology/
Psychologie de la famille

THE EXPERIENCE OF MATERNAL ATTACHMENT IN NON-TRADITIONAL FAMILY STRUCTURES: A SYSTEMIC REVIEW
Natasha Gosselin, University of Ottawa

The first presentation in the symposium will discuss findings from a systematic review of the literature from 2000-2011 on the maternal experience of attachment for mothers in non-traditional family structures (i.e. single, step, adoptive, and lesbian mothers). This topic has received very little attention from researchers, and a thorough and systematic review of the literature using five databases (psycinfo, psycarticles, women's studies international, family studies abstracts, and GLBT) turned up a final total of only 22 articles. The final set of studies use qualitative, quantitative or mixed methods to examine the maternal experience of attachment. The maternal attachment is the major focus in just over half of the articles. The six main themes arising in these articles include: 1)mothers' perception of the relationship/attachment/bond, 2)effects of mothers' attachment style/security/representation, 3)mothering/parenting, 4)becoming a mother/family, 5)mother-child emotional involvement/relationship/interactions, and 6) conflicts and challenges. Further findings will be presented and directions for future research will be discussed.

B
Family Psychology/
Psychologie de la famille

L'IMPACT DE L'IDENTIFICATION DE L'IDENTITÉ SEXUELLE SUR LA CONSTRUCTION DU RÔLE DE BELLE-MÈRE ET SUR L'AJUSTEMENT DYADIQUE DANS UN CONTEXTE DE RECOMPOSITION FAMILIALE
Annie Gagné, University of Ottawa

Cette présentation débutera par un bref résumé des recherches pertinentes en lien avec le rôle de belle-mère, ainsi que sur l'ajustement dyadique du couple en recomposition familiale. De plus, la théorie des rôles sexuels de Bem sera présentée afin de mettre en lumière que le fait de s'identifier à un rôle sexuel particulier représente un filtre à travers duquel un individu perçoit son milieu social. Le tout se poursuivra par la présentation des études préliminaires qui ont permis de mettre en relief le fait que le rôle sexuel endossé (féminin, masculin, androgyne ou indifférencié) par les belles-mères peut avoir un impact important sur la façon dont elles se construisent leur rôle beau-parental et, par conséquent, sur leur adaptation et leur satisfaction par rapport à leur situation familiale. Afin d'appuyer nos hypothèses, nous présenteront des résultats préliminaires d'une re-

cherche qui est présentement en cours auprès d'un organisme communautaire dont la mission est de répondre aux besoins des familles vivant dans un contexte de recomposition familiale. Finalement, nous terminerons la présentation par une réflexion quant aux outils pouvant être créés afin de permettre aux femmes de mieux s'adapter à leur situation de recomposition familiale, tant dans leur rôle de belle-mère que dans leur rôle de conjointe.

C
Family Psychology/
Psychologie de la famille

CONCILIATION ÉTUDES-FAMILLE : LES ENJEUX ACADÉMIQUES ET PSYCHOSOCIAUX RENCONTRÉS PAR LES MÈRES-ÉTUDIANTES MONOPARENTALES DE MINORITÉS VISIBLES

Sophie-Claire Valiquette-Tessier, University of Ottawa

Cette étude examine les facteurs de risque et de résilience associés à l'adaptation et au succès académique des mères monoparentales de minorités visibles réalisant des études universitaires, à l'aide d'une recherche participative. Ce projet identifie les facteurs contribuant et contraignant l'intégration, la réussite et l'épanouissement de cette population. De plus, il établit certains des mécanismes de résilience auxquels ces mères-étudiantes recourent pour persévérer dans leur parcours universitaire. Enfin, il élabore des pistes de solutions afin de promouvoir l'atteinte des objectifs professionnels et personnels de ces dernières. Un échantillon de huit mères monoparentales de minorités visibles a été recruté pour participer à un premier focus group. Lors de cette séance, en plus de prendre part à une entrevue semi-structurée, les répondantes ont complété un questionnaire sociodémographique dressant un portrait de leurs caractéristiques. Celles-ci ont également complété la Mesure de stress psychologique (Lemyre et Tessier, 1988) spécifiquement conçue pour mesurer les niveaux de stress d'une population non clinique. Finalement, elles ont répondu à l'Échelle de satisfaction de vie (Blais et al., 1989). L'interprétation des données, effectuée à l'aide de QDA Miner, a été validée par la présentation et la discussion des résultats avec les participantes lors d'un 2e focus group.

2012-06-16 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – SUITE 303 - LEVEL 3 - WTCC

Symposium/Symposium
Counselling Psychology/
Psychologie du counseling

CLINICAL TRAINING IN COUNSELLING PSYCHOLOGY: SUPERVISEE PROCESSES AND OUTCOMES

Stacy Bradley, McGill University

As training in psychology moves towards a focus on competency-based curricula, issues of training and supervision will be central to that conversation. In a series of related papers, this symposium will examine several challenges and tasks that trainees will face as they move towards professional competence. The first paper is a qualitative examination of the retrospective experiences of power and power imbalances that occurred in supervisory relationships when participants were trainees. The second paper is an empirical study of trainee strategy usage when faced with making diagnostic decisions. The final paper will present a qualitative analysis of trainees' uses of reflexivity to consolidate their clinical learning. Collectively, these papers address and discuss issues that fall within the purview of clinical training and therefore should be of interest to students as well as educators. The resulting discussion will elaborate on convergence and divergence among the papers and comment on implications for practice and training.

A
Counselling Psychology/
Psychologie du counseling

A QUALITATIVE UNDERSTANDING OF SUPERVISEES' EXPERIENCES OF POWER IN THE SUPERVISORY RELATIONSHIP

Heidi Hutman, University of Albany, SUNY; Isabelle Assouline, Université d'Ottawa; Jack De Stefano, McGill University; Nick Gazzola, University of Ottawa

Clinical supervision is inherently a power disproportionate relationship as the supervisor is responsible for evaluating whether supervisees' clinical competencies have been met (Nelson et al., 2008). When supervisors are sensitive to their positions of power, supervisee development is fostered. Alternatively, when supervisors are unaware of how their positions inform clinical supervision and how their memberships within dominant groups confer additional power, supervisees may feel silenced and withdraw as a result (Constantine & Sue, 2007). The latter consequences are of concern given the liability that supervisors have for client treatment (Bernard & Goodyear, 2009). In spite of its implications for training and practice, few studies have investigated how supervisees experience power in their supervisory relationships. In an effort to bridge this gap, this goal of this study was to qualitatively understand how power dynamics are manifested within supervisory relationships. Participants agreed to take part in a 60 minute interview to discuss the phenomenon under study. Using Consensual Qualitative Research (CQR) methodology, transcribed interview data were coded and analyzed to develop categories capturing supervisee experiences. This talk will present initial findings of this study and address implications for supervisors as well as trainees.

B
Counselling Psychology/
Psychologie du counseling

HOW DOES DIAGNOSTIC CONTEXT MODERATE THE USE OF HYPOTHESIS TESTING STRATEGIES?

Nadia D'Iuso, McGill University; Heidi Hutman, University of Albany, SUNY

This study sought to replicate and extend the work done by Ellis et al. (1998) and Speranza (2001) by examining how therapist trainees differentially use three hypothesis testing strategies (i.e., confirmatory, disconfirmatory, and unbiased) to test and develop their diagnoses within three different diagnostic contexts. Similar to past studies, the relationship between the diagnostic context and the hypothesis testing strategy was examined as trainees were asked to assess a fictitious client with varying clinical data (e.g., the DSM-IV criteria for two related diagnoses). Therapist trainees (N= 99) were randomly assigned to one of the three diagnostic contexts (i.e., the explicit, the semi-explicit, and the partially-explicit diagnostic context). Results partly support Speranza (2001) as participants preferred a disconfirmatory hypothesis testing strategy when compared

to the unbiased hypothesis testing strategy when testing a diagnosis in the explicit diagnostic context. Further, a confirmatory hypothesis testing strategy was used with greater frequency than the disconfirmatory hypothesis testing strategy when therapist trainees developed their own diagnoses in the partially-explicit diagnostic context. These findings have implications for the current theorizing regarding the relation between the diagnostic context and type of hypothesis questions developed by trainees.

C
Counselling Psychology/
Psychologie du counseling

REFLEXIVITY: HOW DO TRAINEE THERAPISTS MAKE SENSE OF THEIR OWN CLINICAL LEARNING?
Louise Overington, McGill University; Stacy Bradley, McGill University; Jack De Stefano, McGill University

The practice of reflexivity in trainee therapists has been shown to be an important tool in practitioner development (Orchowski, Evangelista, & Probst, 2010). The self-reflective trainee is able to assimilate experiences of clinical practice to create a more cohesive and mature "practitioner-erself" (Skovholt & Ronnestad, 1992). The goal of the current study was to understand how trainees reflect upon and make sense of clinical experiences, to gain insight into the struggles trainees face, and the resources they draw on during challenge. Eleven journals written by trainees on a weekly basis were analyzed using Consensual Qualitative Research (CQR) methodology to determine what themes constituted the trainees' experiences. Several themes were identified. Overall, findings suggest that supervisees' emotional experiences and perceived sense of competence vis-à-vis their clinical practice are central to trainees' self-reflective activity. This presentation will present the themes that emerged from the analysis and will discuss the implications of this study's findings for training and practice. In particular, the ways in which supervisors can foster supervisees' reflexive development will be emphasized.

2012-06-16 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – SUITE 304 - LEVEL 3 - WTCC

Theory Review/
Examen théorique

THEORY REVIEW SESSION 'C'/SESSION EXAMEN THÉORIQUE

#1
Health Psychology/
Psychologie de la santé

MUSIC FOR PAIN RELIEF, HEALTH AND WELLBEING: THEORY, EVIDENCE AND POTENTIAL MECHANISMS
Laura A Mitchell, Bishop's University

Understanding the complexities of pain perception and management is widely regarded as a significant challenge, as the developing role of Psychology in pain research and treatment increases our awareness of the impairments in quality of life, occupational and social functioning associated with long-term pain. The emergence of this biopsychosocial approach investigating the interacting sensory, cognitive and emotional components of pain has concurrently aided development of strategies to improve psychological wellbeing as well as physical functioning. One potential strategy proposed to encourage self-regulation has been music listening, as a growing body of evidence has suggested that when utilized in a knowledgeable way, music can have significant positive effects upon health and wellbeing. In this presentation I will give an overview of the evidence to date from studies investigating the effects of music listening on perception and experience of pain, discussing theoretical issues, methodologies and our developing understanding of the mechanisms underpinning the effects. Musical preference, attention, arousal and emotion will be key themes, and I will further highlight how these findings form part of a wider burgeoning area of psychology of music research that aims to provide robust evidence of music interventions for health able to be easily integrated into everyday life.

#2
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

MENTAL HEALTH IN BANGLADESH
JoAnn E. Leavey, University of British Columbia

This presentation will describe the observations of the presenter while teaching mental health in the Bachelor of Science Nursing program at the International University of Business and Agricultural Technology (IUBAT), Bangladesh (BD). Given that mental health as a concept is in its infancy in BD's developing health care system, participants will gain an understanding of the cultural and diversity complexities, and how the socioeconomic/political contexts may impact how mental health is understood. There are many hurdles in this South Asian country regarding solving its psychosocial and societal pressures due to poverty, deforestation, water and food safety issues, cultural and religious issues. BD is trying to improve the country's level on the Human Development Index (HDI) (BD, 146th out of 187 countries, United Nations Development Programme (UNDP) 2011 report). Discussion will include strategies considering dealing with stopping illegal health care clinics, raising professional standards and considering mental health as a critical social determinant for the BD's HDI.

#3
Psychology in the Military/
Psychologie du milieu militaire

FROM THE INSIDE OUT: THE RISE OF ORGANISATIONAL CONSULTING SERVICES WITHIN THE CANADIAN FORCES
Inez M Dekker, DND

For over a decade, the Unit Morale Profile (UMP) and Human Dimensions of Operations (HDO) surveys have been the principle scientific instruments through which Canadian Forces (CF) commanders assess important aspects of operational readiness and effectiveness. By measuring the collective attitudes, observations, and intentions of their personnel in-garrison and on operations abroad, UMP and HDO surveys influence commanders' decisions on the ground and at the strategic level. To ensure the most reliable and relevant results possible, these instruments have

been subjected to numerous reviews, psychometric assessments, and alterations. The acceptance, and increased use, of the UMP and HDO surveys parallels a growing awareness on the part of NATO militaries that the emotional and attitudinal characteristics so vital to an effective military force can be reliably assessed, and many issues subsequently addressed through leadership and organisational intervention. This paper traces the evolution that has taken place to fill the increased demand for organisational consulting services in the CF. Current efforts to enhance the relevancy, efficiency, and impact of the UMP and HDO surveys are also discussed.

#4
Traumatic Stress/
Stress traumatique

THE VARIETIES OF POSTTRAUMATIC EXPERIENCE: NEUROPHENOMENOLOGY, DISSOCIATION, AND PSYCHOLOGICAL TRAUMA

Paul Frewen, University of Western Ontario; Ruth A Lanius, University of Western Ontario

Symptoms of PTSD fail to distinguish psychopathological responses to severe, chronic posttraumatic stress from reactions to less extreme circumstances. We differentiate here between trauma-related symptoms indicative of high distress but 'normal' consciousness, and dissociative symptoms as altered states of consciousness that may be more specific to outcomes of chronic traumatization. We describe a framework for classifying trauma-related psychiatric symptoms as deviant forms of consciousness, based primarily on the discipline of neurophenomenology. In support of our framework, we describe clinical and functional neuroimaging research suggesting four correlated dimensions of conscious subjectivity can be distinguished in terms of clinical severity and level of dissociation in survivors of psychological trauma: temporality, narrative, somatic-embodiment, and affect. We apply our framework toward understanding complex versus non-complex presentations of PTSD, traumatic dissociation, and the classification of trauma-related psychiatric disorders. Future research directions are also discussed.

2012-06-16 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – SUITE 305 - LEVEL 3 - WTCC

Workshop/Atelier
Counselling Psychology/
Psychologie du counseling

WHY NOT WEIGHT? PSYCHOLOGISTS' ROLES IN ADDRESSING CLIENT'S WEIGHT-RELATED ISSUES

Angela D Bardick, University of Calgary; Shelly Russell-Mayhew, University of Calgary

Current efforts to help clients with weight-related issues focus on nutrition and physical activity with the measure of success being decreased weight/BMI. However, we assert that our role as psychologists is unique: if someone attends counselling for weight-related issues, our role is not to change their weight. Rather, our role is to help them develop a healthier relationship with their body (Piran, 2002). This interactive workshop will focus on best practices in addressing (a) weight bias, (b) healthy body image, and (c) Health at Every Size (Robison, 2005). It is important to identify weight biased attitudes and consider how a counsellor's own body image impacts how they work with clients who struggle with weight-related issues. A Health at Every Size Approach reduces focus on weight as a measure of health. This workshop will engage participants in self-reflection and practical activities to improve counsellor and client health and well-being, without a focus on weight. Piran, N. (2002). Embodiment: A mosaic of inquiries in the area of body weight and shape preoccupation. In S. Abbey (Ed.), Ways of knowing in and through the body: diverse perspectives on embodiment (pp. 211-214). Welland, ON: Soleil Publishing. Robison, J. (2005). Health at Every Size: Toward a new paradigm of weight and health. Medscape General Medicine, 7(3), 13. Retrieved from www.medscape.com

2012-06-16 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – SUITE 306 - LEVEL 3 - WTCC

Workshop/Atelier
Psychology and Religion/
Psychologie et religion

DEVELOPING PLURALIST THERAPY

Joanne Ginter, Sundancer Psychological Services

Psychologists have been invited to become pluralists reflecting the growing cultural diversity in our society. Although the need for multicultural awareness has been acknowledged, degree programs and professional continuing education have provided little practical training to support this goal.To be a pluralist encourages the psychologist to acknowledge and include all sources of meaning making in the therapeutic process. This workshop addresses these issues through the lens of a small city in south eastern Ontario. In a city of nearly 200,000, a recent publication has identified at least 20 different traditional and minority religious practices. This poses the question: "How might a psychologist in this setting become more inclusive of cultural and religious traditions other than those in the dominant culture and develop pluralist therapy?"After reviewing the research and relevant models to support pluralist practice, workshop activities will include 1) identifying the ways that therapists are already becoming more inclusive through language and interventions that integrate aspects of pluralism, e.g. "Goddess'' and "mindfulness"; 2) developing language that promotes cross cultural meaning making; and 3) learning ways to use brief and narrative therapy interventions to develop a diversified pluralist approach.

2012-06-16 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – MEETING ROOM 2 - LEVEL 8 - WTCC

Workshop/Atelier
Counselling Psychology/
Psychologie du counseling

DEVELOPING SELF-ASSESSMENT IN CLINICAL SUPERVISION TRAINEES

Helen F. Massfeller, University of Calgary; Sharon E. Robertson, University of Calgary

Clinical supervision of psychologists is increasingly becoming a specified area of professional competence (Bernard & Goodyear, 2009). One of the primary goals at the outset of training in clinical supervision is to sensitize supervisors-in-training (SITS) to what constitutes competent supervision. Another is to help SITS develop knowledge, skills and attitudes to use with clinical supervisees as well as to help them learn processes for exploring and analysing their interactions with their supervisees. In this session, we will present an approach we use with SITS at

the outset of their supervision training. We will actively engage participants in activities, based on a supervision cycle by Hawkins and Shohot (2000), promoting self-reflection on personal experiences of supervision and role play to foster development of a conceptualization of what is involved in good supervision. We will also introduce participants to a supervisory technique we have used successfully with our SITS called Interpersonal Process Recall (IPR) (Kagan, 1984). IPR is a qualitative interview approach that has been used to access psychologist and client experiences by reviewing videotaped sessions and reflecting on the moment-to-moment interactions. A video demonstration of how IPR may be adapted for use in clinical supervision training to promote reflexivity and self-assessment will be provided.

2012-06-16 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – ROOM 200C-1 - LEVEL 2 - WTCC

Symposium/Symposium
Criminal Justice Psychology/
Psychologie et justice pénale

SEX OFFENDERS: WHAT DO WE KNOW ABOUT TRENDS, CULTURAL AND GENDER DIFFERENCES, AND THE IMPACTS OF MENTAL HEALTH ISSUES?

Kelly Taylor, Correctional Service Canada

Most researchers agree that both the likelihood of initial sexual offending and repeat sexual offending is decreasing but why this is the case is still under debate. Understanding the characteristics of current sexual offenders and possible cultural and gender differences in sexual offending behaviour may assist in our understanding of recent trends in this regard. This symposium will discuss differences between sexual offenders and non-sexual offenders as well as differences between Aboriginal sexual offenders and non-Aboriginal sexual offenders. Furthermore, in an effort to contextualize the impact of mental health issue among sexual offenders this symposium will consider correctional outcomes (e.g., institutional adjustment, time in segregation, and recidivism) among those sexual offenders also suffering with mental illness. Finally, in hopes of better understanding the process of sexual offending behaviour among women, a descriptive model of female sexual offending will be discussed; thereby contributing to on-going theory development and implications for interventions with female sex offenders. Taken together, this symposium will offer participants an increased understanding of the heterogeneity of sexual offending behaviour and provide opportunity for discussion of the application of this information within both institutional and community correctional environments.

A
Criminal Justice Psychology/
Psychologie et justice pénale

SEX OFFENDER OVERVIEW 2010

Andrew J Harris, Correctional Services Canada

Sexual offences and sexual offenders often provoke widespread public concern and sometimes media attention making the appropriate management of these offenders a priority in all correctional jurisdictions. The scientific literature suggests that sexual offences are becoming rarer and that re-offence among sexual offenders released from prison is also becoming less likely. However, given recently proposed legislative changes to the Criminal Code of Canada it is likely that the Correctional Service of Canada (CSC), will experience an increase in the number of sexual offenders in the near future. This presentation will present a general overview of sexual offenders currently under the supervision of the CSC, whether incarcerated or on supervised release in the community (N = 3,519). Reported data will include basic demographic data, offence details (victim type), and risk/need characteristics for this population. Informative comparisons will be highlighted not only between sexual offenders and non-sexual offenders but also between sexual offenders that self-identify as having an Aboriginal cultural identity and those that have other cultural identities. Of particular interest is disagreement among risk scales across those sexual offenders with a determinate sentence, a Dangerous Offender designation, or a Long Term Sexual Offender designation.

B
Criminal Justice Psychology/
Psychologie et justice pénale

CORRECTIONAL OUTCOMES OF MENTALLY DISORDERED SEX OFFENDERS

Geoff Wilton, Correctional Services Canada; Lynn Stewart, Correctional Services Canada

Mental health problems have the potential to be debilitating, preventing meaningful and productive participation in social and occupational roles. Recent research has shown that offenders in Canada's federal correctional system report a greater cumulative severity of symptoms of mental disorders than the individuals in the general population. For offenders with a mental disorder the distress or impairment in daily functioning may interfere with completion of required correctional programs. Furthermore, mental disorder may be associated with key correctional outcomes such as institutional charges, admissions to segregation, and criminal recidivism after release. Sexual recidivism is an outcome of particular concern to society. The present research identified 248 sex offenders with Axis I diagnoses or impairment from personality disorder (excluding Antisocial), acquired brain injury, organic brain dysfunction, developmental disability or intellectual impairment. The rates of institutional charges, admissions to segregation, completion rates of correctional programs and criminal and sexual recidivism of this mentally disordered sex offender sample were compared to sex offenders without a disorder. Results will be discussed with regard to their implications for correctional programs and mental health services to mentally disordered sex offenders.

C
Criminal Justice Psychology/
Psychologie et justice pénale

PATHWAYS TO FEMALE-PERPETRATED SEXUAL OFFENDING

Kim Allenby, Correctional Services Canada; Dena Derkzen, Correctional Services Canada; Kelly Taylor, Correctional Service Canada

Recent research from the UK has focused on exploring pathways to offending and developing a descriptive model of the process of female-perpetrated sexual offending (e.g., Gannon & Cortoni, 2010). The Descriptive Model of Female Sexual Offending (DMFSO; Gannon, Rose, & Ward, 2008) postulates three patterns of female perpetrated sexual offending: 1) Directed-Avoidant, 2) Approach-Explicit and 3) Implicit-Disorganized. At any given time there are approximately 25 women under the supervision of CSC with a sexually related offence. CSC has undertaken a two part study in the area. The first, which was presented last year and will be briefly reviewed now, provides a descriptive profile of

women sexual offenders (WSO) in the Canadian correctional population. The second part of this study assessed the pathways that lead to female-perpetrated sexual offending in a sample of over 10 WSO. Interviews regarding cognitive, affective, behavioural, and contextual information relating to offenders' social background, and events in the days and months leading up to the sexual offence(s) were conducted. Thematic coding of the interviews was completed by two independent raters to assess the existence of common offence pathways evident in the sample. Results are discussed with regard to the ongoing development of theories concerning WSOs and implications for intervention.

2012-06-16 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – SUITE 201 - LEVEL 2 - WTCC

Symposium/Symposium
Criminal Justice Psychology/ Psychologie et justice pénale

THE INS AND OUTS OF THE YOUTH PSYCHOPATHIC TRAITS INVENTORY FOR ADOLESCENT AND ADULTS

Mary Ann Campbell, Centre for Criminal Justice Studies & University of New Brunswick-Saint John

This symposium will explore the validity of the 50-item Youth Psychopathic Trait Inventory (YPI; Andershed, Kerr, Stattin, & Levander, 2002) from various perspectives and populations. The YPI was developed in Sweden as a self-report measure of psychopathic traits in community adolescents. Its validity has been supported with American (e.g., Skeem & Cauffman, 2003; Poythress, Dembo, Warehamn & Greenbaum, 2006), United Kingdom (Dolan & Rennie, 2007), and Dutch (Hilledge, Das, de Ruiter, 2009; Nijhof et al., 2011) samples of adolescents, but no such data is available for Canadian populations. Thus, the first two papers will address the validity of the YPI in adolescent and adult Canadian populations from both forensic and non-forensic settings, while the latter two papers will address specific concerns with the YPI in relation to its susceptibility to response distortion as a self-report instrument and in terms of revisions to one of its subscales that has not consistently performed well in other studies. Collectively, this symposium will support the validity of the YPI in Canada and adds to the growing literature on self-report psychopathy measures. It also highlights a measure that may be useful for assessing psychopathic traits longitudinally from adolescence into adulthood.

A
Criminal Justice Psychology/ Psychologie et justice pénale

PSYCHOPATHIC TRAITS AND THEIR RELATION TO ATTACHMENT DIMENSIONS IN ADOLESCENTS

Donaldo Canales, Centre for Criminal Justice Studies, University of New Brunswick; Derek Pasma, Carleton University; Mary Ann Campbell, Centre for Criminal Justice Studies, University of New Brunswick-Saint John

Attachment deficits are clinically described as a feature of psychopathy (Cleckley, 1974), but only a few studies have formally assessed this feature (e.g., Flight & Forth, 2007). The current study assessed this feature in male and female community (n = 111) and incarcerated adolescents (n = 71). Psychopathy was assessed by the Youth Psychopathic Traits Inventory (YPI; Andershed et al., 2002) and the Inventory of Parent and Peer Attachment (IPPA; Armsden & Greenberg, 1987) measured attachment. In community adolescents, higher psychopathic traits were associated with reduced trust and communication and greater alienation with both mothers and fathers. Only YPI affective and behavioural dimensions were correlated with IPPA peer attachment. For offenders, only the YPI behavioural dimension was correlated with mother attachment. Deficits in father-youth communication, and in peer-youth trust and communication, were tied to the YPI interpersonal dimension. Thus, psychopathic traits are associated with attachment deficits, but this relationship may vary depending on the dimension of psychopathy, sample, and attachment figure.

B
Criminal Justice Psychology/ Psychologie et justice pénale

CONCURRENT VALIDITY OF THE YOUTH PSYCHOPATHIC INVENTORY IN AN ADULT FORENSIC SAMPLE

Julie Wershler, Centre for Criminal Justice Studies, University of New Brunswick; Naomi Doucette, Centre for Criminal Justice Studies, University of New Brunswick; Mary Ann Campbell, Centre for Criminal Justice Studies & University of New Brunswick-Saint John; Jeff Earle, Correctional Service of Canada

The purpose of this study was to investigate the validity of the Youth Psychopathic Traits Inventory (YPI; Andershed et al., 2002) as a measure in an adult forensic sample. The YPI was originally designed for youths, but was recently found to correlate with two other commonly used self-report psychopathy scales in a nonforensic young adult sample (Campbell, Doucette, & French, 2009). It was hypothesized that similar results would be obtained in an adult forensic sample. A total of 114 male federal offenders (M age = 31) completed the YPI, Levenson Self-Report Psychopathy Scale (LSRP; Levenson, Kiehl, & Fitzpatrick, 1995), and Psychopathic Personality Inventory-Revised (PPI-R; Lilienfeld & Widows, 2005). Consistent with Campbell et al., total YPI was highly correlated with PPI-R total (r =.78) and LSRP Primary (r =.77) and Secondary (r = .56) subscales. YPI higher-order dimensions were correlated with PPI-R dimensions and LSRP subscales of similar content. This pattern of results was replicated at the subscale level. This study provides evidence for the concurrent validity of the YPI in adult male offenders and its potential use as a measure of such traits from adolescence into adulthood.

C
Criminal Justice Psychology/ Psychologie et justice pénale

SELF-REPORT PSYCHOPATHY AND SOCIALLY DESIRABLE RESPONDING IN FORENSIC AND NON-FORENSIC SAMPLES

Heather Dyck, Centre for Criminal Justice Studies, University of New Brunswick; Naomi Doucette, Centre for Criminal Justice Studies, University of New Brunswick; Mary Ann Campbell, Centre for Criminal Justice Studies & University of New Brunswick-Saint John

The current study examined the relationship between self-report psychopathy measures and socially desirable responding. Participants were 114 incarcerated male offenders and 137 undergraduate students (73% female). Three measures of psychopathic traits were used (YPI, PPI-R, LSRP). Reduced impression management (IM) tendencies, as measured by the Paulus Deception Scales (PDS), in offenders were associated with greater interpersonal and behavioural traits across most psychopathy measures. Non-offenders also displayed IM tendencies that were negatively associated with interpersonal and behavioural traits of psychopathy, as well as deficient affective traits across all measures. Although PDS-Self Deceptive Enhancement (SDE) was not significantly correlated with any of the total psychopathy scores, a few individual psychopathic traits showed differential patterns of association. These results suggest that response distortion associated with impression management is less typical of higher psychopathic trait individuals, while patterns associated with self-deception may be tied to the presence of specific psychopathic traits.

D
Criminal Justice Psychology/ Psychologie et justice pénale

A REVISED-CALLOUSNESS SUBSCALE OF THE YOUTH PSYCHOPATHIC TRAITS INVENTORY (YPI)

Ainslie McDougall, Centre for Criminal Justice Studies, University of New Brunswick; Mary Ann Campbell, Centre for Criminal Justice Studies & University of New Brunswick-Saint John; Naomi Doucette, Centre for Criminal Justice Studies, University of New Brunswick

The Youth Psychopathic Traits Inventory (YPI; Andershed et al., 2002) has shown promise as a self-report measure of psychopathic traits. However, its callousness subscale has not consistently performed well in terms of its internal reliability (Hillege et al., 2010). The current study examined the internal reliability and validity of a revised callousness subscale in a sample of incarcerated (n = 114) and community-based adults (n = 138). Factor analysis identified items loading on a single callousness dimension. Internal reliability analysis eliminated items based on inter-item and item-total correlations. Remaining items were qualitatively examined for content redundancy, which resulted in a final pool of 5 items. The revised subscale yielded acceptable internal reliability (α = .71), and was highly correlated with the Psychopathic Personality Inventory-Revised Coldheartedness scale (r = .60) and Levenson's Self-report Psychopathy Primary Dimension (r=.68). Test-retest reliability analysis of the revised subscale in the community sample indicated that it provided a fairly stable measure of callousness a two month period (ICC = .86). Results show that the revised subscale has stronger psychometric properties than the original YPI subscale in youth and adults. Its incorporation into the YPI may increase the validity and reliability of this measure.

2012-06-16 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – SUITE 202 - LEVEL 2 - WTCC

Symposium/Symposium
Criminal Justice Psychology/ Psychologie et justice pénale

PRE-TREATMENT CONSIDERATIONS WITH OFFENDERS: RESEARCH FROM AUSTRALIA

James R.P. Ogloff, Monash University and Forensicare; Amber Fougere, Monash University; Kate O'Brien, Monash University; Melissa Hughes, Monash University

Engaging in offence-specific treatment with offenders is often complicated by the fact that these individuals have multiple and complex needs in addition to their offending behaviours. Research from around the world has demonstrated that offenders disproportionately come from disadvantaged backgrounds, have higher rates of substance use, mental illness, cognitive functioning difficulties, and neurobiological impairments. These factors and more are likely to contribute to an individuals' treatment responsivity – that is, their ability and motivation to attend, comply with and gain benefit from treatment. Therefore, further assessment of the impact of these factors within the treatment process is required. This symposium will provide an overview of the Australian Correctional and Forensic Mental Health Systems. A series of empirical studies undertaken within this setting examining offender's mental health, cognitive functioning and treatment responsivity will be described. The implications of this research for treatment with offenders will be discussed. It is believed these studies will make an important contribution to the development of more targeted and effective treatments.

A
Criminal Justice Psychology/ Psychologie et justice pénale

PSYCHOPATHIC TRAITS AND DECISION MAKING IN INCARCERATED OFFENDERS: IMPLICATIONS FOR TREATMENT

Melissa Hughes, Monash University; Julie Stout, Monash University; Mairead Dolan, Monash University and Forensicare

Individuals with high levels of psychopathic traits are at a high risk of offending, recidivism, and poorer responsivity to traditional treatment (Ogloff, 2006). A neurocognitive theory has linked psychopathic traits with dysfunction in prefrontal circuits implicated in emotional decision making (Blair, 2005). We examined relationships between psychopathic traits on three cognitively based decision tasks in 63 male prisoners and 20 controls. Prisoners and controls made similar numbers of advantageous choices on the Iowa Gambling Task (46% versus 49%). Regression analysis indicated particular traits such as lack of empathy were related to these choices ($p<.01$). Impulsivity was negatively related to overall winnings on the Camille et al (2004) regret task ($p<.05$). High psychopathy ratings were associated with greater willingness to engage in more active forms of harm to other individuals in the Moral judgement task ($p<.05$). Our results suggest that by uncovering salient individual differences in decision making associated with psychopathic traits it may be possible to build a more complete neurocognitive model, required for targeted treatments, and likely to be more effective in reducing the psychopathic burden. Further results and implications for treatment will be discussed.

B
Criminal Justice Psychology/ Psychologie et justice pénale

RISK, NEEDS AND RESILIENCE IN YOUNG ADULT OFFENDERS: PRE-TREATMENT CONSIDERATIONS

Amber Fougere, Monash University; Michael Daffern, Monash University; Stuart Thomas, Monash University

A considerable amount of research has sought to examine the characteristics of young people who offend and to determine the factors that contribute to recidivism. More recently, research has begun to focus on those factors that contribute to desistance from offending. This has involved research into those individuals who cease offending after a period of criminal engagement, and research into protective factors, that is, a factor whose presence is associated with increased protection from a negative outcome (i.e., offending). One proposed protective factor, resilience, has often been poorly conceptualised and inconsistently measured in research, and has received little research attention in the criminal justice field. This paper will report on a multi-stage research project that aimed to do three things: to measure the prevalence of risk factors including problems in the areas of education, employment, family and peer relationships, mental health and intelligence; to better understand the correlates and constructs that make up resilience; and to determine how each of these factors relate to recidivism. Participants were youth and young adults aged 16 to 30 recruited from a support service for young people assessed as having a high level of needs and who were exiting adult prisons and/or youth justice centres. Implications of these results for treatment will be discussed.

C
Criminal Justice Psychology/
Psychologie et justice pénale

OFFENDER AND FORENSIC MENTAL HEALTH SERVICES IN AUSTRALIA: THE LAY OF THE LAND

James R.P. Ogloff, Monash University and Forensicare

Not unlike Canada, Australia faces many challenges in the delivery of psychological services to offenders and in forensic mental health services. Much of Australia's history overlaps with Canada and some of the challenges that exist today arise from our colonial legacy (e.g., the over-representation of Aboriginal people, the separation of powers, the blending of cultures). Similarly, the laws relating to forensic patients are similar, having been derived from English common law and statute. This presentation will provide an overview of the organisation, structure, and nature of offending and forensic mental health services in Australia. Information will be provided about the legal frameworks and service development systems that are in place around Australia. The information will be contrasted with the situation in Canada. The presentation will end by highlighting some of the advances that have been made in Australia that may have relevance for Canada.

D
Criminal Justice Psychology/
Psychologie et justice pénale

MURDER AND MADNESS: A REVIEW OF THE MENTAL HEALTH OF HOMICIDE OFFENDERS

James R. P. Ogloff, Monash University and Forensicare; Deb Bennet Monash University and Forensicare

The relationship between mental illness and violence is a vexed and controversial matter. It is now accepted that there is a small but significant increase in violent offences committed by people with schizophrenia as compared to the general population. Although there have been studies of mental illness and homicide offenders, the studies have typically used samples of convenience that may not be representative. This paper reports the results of a study of the entire population of male and homicide offenders in Victoria Australia over an 8 year period. By examining their police and health records, we have been able to identify the prevalence of mental illness, including schizophrenia, among homicide offenders. The rates of mental illness were also compared to a non-offending community control group. Results show that the prevalence rate of all serious mental illnesses was greater among homicide offenders than non-offenders in the community. In particular, almost 20% of female murderers and 10% of male murderers had a prior diagnosis of schizophrenia and the rates of other mental illnesses were greater. The study also controlled for substance abuse or dependence among the homicide offenders. Even when controlling for substance misuse, rates of mental illnesses remained significantly greater among homicide offenders. The implications of the research for justice and mental health services are discussed.

2012-06-16 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – SUITE 203 - LEVEL 2 - WTCC

Theory Review/
Examen théorique

THEORY REVIEW SESSION 'D'/SESSION EXAMEN THÉORIQUE

#1
Aboriginal Psychology/
Psychologie autochtone

EXPLORING INDIGENOUS MENTAL HEALTH AND HEALING CONCEPTS AND PRACTICES WITH WOMEN EXPERIENCING SEXUAL VULNERABILITIES

Allison Reeves, OISE/University of Toronto

Sexual vulnerabilities, including abuse, sexualized violence and negative sexual health outcomes, such as sexually transmitted infections, remain substantially higher among Indigenous women in Canada than among non-Indigenous women. These trends are rooted in a colonial history that includes systemic racism, a deprivation of lands and culture and other intergenerational traumas. Mental health sequelae following sexual vulnerabilities such as abuse and violence may include mood disorders, low self-worth, post traumatic stress and a range of issues related to anxiety—yet Western mental health services are typically under-used by Indigenous women managing these issues. Indigenous mental health and healing services are explored as a more culturally appropriate and successful alternative for Indigenous women experiencing sexual vulnerabilities.

#2
Aboriginal Psychology/
Psychologie autochtone

ABORIGINAL HOMELESSNESS AND MENTAL HEALTH

Suzanne L Stewart, OISE-University of Toronto; Teresa Beaulieu, OISE-University of Toronto; Jessica Syrette, OISE-University of Toronto

Homelessness and street-involvement is at a near crisis situation for Aboriginal people living in Canada. Though homelessness and mental health have been demonstrably linked, little psychological research has been done to understand the supports, challenges and barriers facing this population from the perspective of Aboriginal peoples themselves. Aboriginal viewpoints on homelessness can assist mental health professionals

to become more aware of the hidden assumptions and limitations of current ethnocentric models of psychodevelopment and to identify new approaches and appropriate interventions for dealing with Aboriginal persons' needs related to homelessness in a global context. In partnership with a Toronto based Aboriginal homeless shelter, Aboriginal homelessness was examined within the parameters of a harm reduction model. This approach seeks to reduce harms associated with substance use rather than focusing on prevention through prohibition measures. The proposed paper presentation will outline the findings of a qualitative study that explored the narratives of twenty Aboriginal people who have encountered homelessness or street-involvement as well as their experiences with harm reduction. The presentation will identify implications and obstacles to implementing harm reduction models as well as future directions for research.

#3
Clinical Neuropsychology/ Neuropsychologie clinique

SHOULD ADVANCES IN NEUROSCIENCE PRODUCE A PARADIGM SHIFT IN PSYCHOLOGY AND PSYCHOTHERAPY?
Surinder S Sodhi, Roth Associates; Pavna Sodhi, Private Practitioner/Independent Researcher

With the availability of functional brain imaging and other techniques, neuroscientists have brought out the human brain from the "Black Box". Neuroscientists such as Kandel (1991; 2005), Grazzaniga (1992), Ramachandran (1998, 2011) and many others are saying that "the mind is just the brain doing its job and the brain represents the biological substrata of the mind." Role of Mirror neurons, amygdala, left and right brain interaction in defence mechanism, synethesia, capgras syndrome, anosognosia (denial of disability), changing pathways of the brain, neurotransmitters, CBM, neocortex, hippocampus and free will point to the reality that psychologists and psychotherapists should stop building "Psychological Sand Castles" and use neuroscience as the basis of dialectical explanation to their clients. It is also suggested that besides having exposure to various schools of psychology, every therapist should have an understanding, deep knowledge, and appreciation of the emerging discoveries of neuroscience which have brought the brain as a "Black Box" out of the "Box". The emerging trends in neuropsycotherapy will also be discussed.

2012-06-16 – 3:30 PM to 4:25 PM – 15 h 30 à 16 h 25 – MEETING ROOM 1 - LEVEL 8 - WTCC

Committee Business Meeting/ Réunion d'affaires

PUBLICATIONS COMMITTEE BUSINESS MEETING
Jean-Paul Boudreau, Ryerson University

2012-06-16 – 3:30 PM to 4:25 PM – 15 h 30 à 16 h 25 – MEETING ROOM 3 - LEVEL 8 - WTCC

Reception/Réception
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques
SECTION PROGRAM/ PROGRAMME DE LA SECTION

RECEPTION
Karen Dyck, University of Manitoba

2012-06-16 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – MEETING ROOM 4 - LEVEL 8 - WTCC

Workshop/Atelier
Industrial and Organizational Psychology /Psychologie industrielle et organisationnelle

TEAM CHARTER: INOCULATING AGAINST LINGERING TEAM CONFLICT
Douglas Cave, University of British Columbia/Providence Health Care; Hilary M. Pearson, University of British Columbia/Providence Health Care; Paul R. Whitehead, University of British Columbia/Providence Health Care; David R. Kuhl, University of British Columbia/Providence Health Care; Linda MacNutt, Providence Health Care

When teams come together, they largely make their agreements of how to work together implicitly. Each team member bases their implicit decision on how to be together on their own personal history including previous teams and the family of origin. This implicit model runs the risk of causing team and relationship conflict. Taking the time to establish the working relationship predicts a successful team. The Centre for Practitioner Renewal at Providence Health Care is a unique clinic offering in-house doctoral-level psychological services to health care workers (HCWs). Through working with over 100 HCW teams, we developed a model to help explicitly charter the course of a team to help inoculate against lingering team conflict. The model is like a ingredients list whereby each team is given the same ingredients, but they pick and choose how much of each ingredient to include in their 'recipe' for their own team charter. This model differs from task-group models in that it uses a group process approach to focus on the relationship among members on each team. Through relationship-based discussions, the details of the final charter are identified, developed and tested based on real life experiences. In this workshop, participants will be presented with evaluation assessment of the model as it has been used in healthcare settings and have the opportunity to use the model in action.

2012-06-16 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – MEETING ROOM 1 - LEVEL 8 - WTCC

Committee Business Meeting/Réunion d'affaires

CONVENTION COMMITTEE BUSINESS MEETING
David Dozois, University of Western Ontario; Peter Graf, University of British Columbia

Index of Subjects / Index des sujets

A

AAC 132
Aboriginal 42, 43, 72, 199
Aboriginal Offenders 289
Aboriginal Peoples 40, 292
Aboriginal Psychology 123
Aboriginal Women 168
Aboriginal Youth 42
Abortion 172
Abortion Stigma 172
Absconding 167
Absenteeism 58
Academic 77
Academic Achievement 135, 146, 149, 153
Academic Disciplines 152
Academic Dishonesty 200
Academic Motivation 142
Academic Performance 143, 144
Acceptance 14, 16
Access 250
Access To Services 22
Accommodation 146
Accounts 23
Acculturation 63, 120, 121, 261, 262
Acculturation Orientations 274
Achievement 67, 147, 185
Achievement Motivation 145
Achievement Tests 41
Acquired Brain Injury 93
Action 207
Action Research 4, 9, 62
Activism 24
Acute Lymphoblastic Leukemia 91
Acute Nicotine 79
Adaptation à la recomposition familiale 285
Adaption en emploi 60
Adaptive Functioning 224
Addiction 9, 75
Addictions 82
ADHD 77, 80, 96, 114, 127, 142, 143, 144, 145, 146, 148, 149, 151, 169, 213, 218, 233, 237
Adherence to Medication 96
Adjustment 287
Adjustment to Arthritis 206
Adjustment to University 62
Adolescence 8, 45, 74, 75, 80, 82, 83, 139, 257
Adolescent 6, 29, 79, 97, 138, 290
Adolescent Development 25
Adolescent Girls 25
Adolescent Males 196
Adolescent Mothers 279
Adolescents 11, 80, 135, 136, 180, 196, 207, 218, 256, 266
Adolescents' 6
Adoption 7, 178
Adult Attachment 198
Adult Mental Health 239
Adulthood 7
Adults 112, 169, 180, 290, 291
Advertising 132
Advocacy 35, 112
Affect 85, 234, 240, 242
Affective Disorders 186
African/Caribbean Communities 19
Age-Related Hearing Loss 83
Ageing 91
Aggression 50, 57, 137, 192, 199, 221, 243
Aggression Types 116
Aging 76, 83, 84, 87, 225
Agreeableness 69
Aidants Naturels 12
Al-Qaeda 37
Alberta 35
Alberta Education System 35
Alberta's Education System 35
Alcohol 11, 42, 76, 80, 82
Alcohol Cue-Induced Craving 79
Alcohol Dependence 229
Alcohol Use 232, 234
Alcohol-Associated Risk Behaviours 139
Alexithymia 180
Alzheimer's 93
Alzheimer's Disease 92
Androcentric Ideology 103
Anger 72
Anger Rumination 194
Anorexia 227
Anorexia Nervosa 241
Anorexie 111
Anosagnosia 96
Anterior Cingulate Cortex 76
Anthropomorphism 85
Anticipated Guilt 100
Antisocial Associates 49
Antisocial Attitudes 49, 259
Antisocial Behaviours At Work 55
Antisocial Personality 189
Anxiety 29, 71, 84, 91, 97, 192, 230, 240, 242, 250
Anxiety and Depression 29
Anxiety Disorders 220, 236, 241
Anxiety Sensitivity 221, 225, 229, 233
Apes 199
Apology 188
Appearance Satisfaction 175
Appearance-Enhancement 218
Applying 39
Appraisals 205
Approach Training 118
Armed Non-State Actors 280
Art Making 26
Art Therapy 84, 179
Assertiveness 227
Assessment 15, 94, 105, 112, 113, 122, 203, 229, 254, 255
Assessment or Detection 228
Assumption Violations 163, 164
At-Risk Students 128, 136
Athletes 98, 99, 160
Attachment 7, 13, 18, 21, 69, 100, 114, 132, 140, 176, 194, 205, 206, 233, 236, 281, 282, 290
Attachment Security 202
Attachment Style 202
Attachment Styles 201
Attachment Theory 13
Attempted Suicide 6
Attention 37, 38, 52, 87, 88, 89, 99, 161, 270
Attention Deficit Hyperactive Disorder 214
Attention-Deficit/Hyperactivity Disorder 247
Attention/Memory/Emotions 171
Attentional Bias 248
Attentional Bias' 24
Attentional Biases 107, 201
Attentional Blink 89
Attitudes 176, 186, 187, 189, 203
Attitudes Toward Money 116
Attitudes Toward Seeking Mental Health Services 85
Attitudes Toward Women 3
Attitudes Towards Medication 96
Attraction 179
Attribution 181, 183
Attribution Theory 143
Attributional Retraining 152
Attributions 243
Atypical Depression Symptoms 224
Augmentative and Alternative Communication 132
Australia 292
Authorship 283
Autism 33, 34, 129, 130, 133, 139, 144, 151, 235, 236
Autism Spectrum 124
Autism Spectrum Disorder 129, 169
Autism Spectrum Disorder (ASD) 146
Autism Spectrum Disorders 148, 232
Autism Treatment 124
Autistic 27
Autistic Spectrum Disorders 224, 275, 276
Autoethnography 7
Autonomous Motivation 136, 265
Avoidance 215

B

Background Noise 143
Bakhtinian Social Theory 171
Bariatric Surgery 15, 223
Barriers 162
Barriers to Treatment 243
Behavior and Anxiety Problems 105
Behavioral Interventions 171
Behavioral Responses 86
Behaviour Genetics 180
Behavioural Outcomes 129
Behavioural Rounds 251
Behavioural Strategies 252
Beliefs About Memory 216
Best Practices 177
Bibliotherapy 216
Biculturalism 64
Bidimensionality 245
Big Three 188
Bilingualism 84, 122, 123, 146
Bimodal Distributions 155
Binge Drinking 81, 198
Biodiversity 52
Biofeedback 241
Bipolar Disorder 88, 200
Birth Weight 131
Body Dissatisfaction 198
Body Image 17, 24, 90, 131, 181, 191, 192, 197, 202
Borderline Personality Disorder 67, 221
Bosnian 120
BPSD 93, 251
Brain Injury 92
Breast Cancer 15, 23
Breast Cancer Survivors 19, 176
Breastfeeding 132
Buffering Effect 72
Bulimia Nervosa 247
Bully 144
Bullying 152, 154, 180, 190
Bullying Intervention 38
Burnout 56, 60, 170, 262
Business 203, 268

C

Callous-Unemotional Traits 214
Callousness 291
Cameras 99
Campus Coercion 158
Canada 199, 292
Canadian Military 23
Canadian Nurses 61
Cancer 17, 101, 105
Cancer Survivors 18
Cannabis 97
Capitalization 192
Carbon Dioxide 247
Cardiac Rehabilitation 226
Career 173
Career Development 10, 206
Career Development Theories 166
Career Psychology 262
Career Re-Training 166
Career Transitions 12
Caregiver Roles and Responsibilities 16
Caregiver Stress 93
Caregiving 84, 279
Caribbean Women 256
Catastrophizing 20
CBT 15, 109, 226, 252
CBT Group 239
CE 165, 165
Cervical Cancer Screening 205
Change 116, 117
Chapman Scales 235
Checking 216, 247
Checking Compulsions 244
Child 29, 30, 37, 38
Child Abuse 49
Child And Youth 111
Child Anxiety 29
Child Depression 29
Child Disruptive Behaviour 238
Child Externalizing Symptoms 279
Child Health 13
Child Maltreatment 224
Child Physical Abuse 215
Child Pornography 111
Child Sleep 20
Child Welfare 42
Childhood 257
Childhood Disability 245
Childhood Injury 16
Childhood Maltreatment 6, 101
Childhood Sexual Abuse 260
Childhood Sexual Trauma 67
Childhood Trauma 227
Children 37, 114, 129, 131, 132, 137, 142, 177, 222, 227, 240
Children & Adolescents 62
Children & Youth 112
Children and Adolescents 106, 239, 284, 285
Children and Youth 149
Children with Autism 250
Children's Books 26
China 120, 121
Chinese Adolescents 131
Chinese Canadians 64
Chinese Older Adults 85, 262
Christian 21
Christian Muslim 21
Chronic and Threatening Health Conditions 105
Chronic Illness 102, 207, 208, 214
Chronic Pain 18, 27, 78, 83, 105
Cis Partner 178
Citizen Engagement 39, 249
Citizen Well-Being 53
Civility 59
Civiltiy 262
Classroom Behavior 152
Classroom Intervention 144
Classroom Management Strategies 148
Classrooms 9
Clinical 75, 103
Clinical Diagnosis 286
Clinical Learning 287
Clinical Psychology 113, 157
Clinical Psychology Training 250
Clinical Research 217
Clinical Sample 245
Clinical Supervision 122, 286
Clinical/Health 120
Close Relationships 7
Coding Scheme Development 283
Cognition 40, 86, 88, 134, 147, 262
Cognitive 113, 183
Cognitive Ability 144
Cognitive Appraisal 66
Cognitive Assessment 150
Cognitive Behaviour Therapy 216, 232, 233, 250
Cognitive Behavioural Therapy 247
Cognitive Change Strategies 219
Cognitive Changes 94
Cognitive Context 93
Cognitive Control 122, 123
Cognitive Deficits 94
Cognitive Development 33
Cognitive Errors 9
Cognitive Flexibility 9
Cognitive Schema 236
Cognitive Schemas 246
Cognitive Skills 224, 261
Cognitive Strategies 252
Cognitive Style 153
Cognitive Therapy 219
Cognitive-Behavioral Therapy 285
Cohesion 41, 55
Collaboration 54, 57, 124
Collaborative 120
Collaborative Care 246
Collective Efficacy 152
College Students 147
Colour 40
Colour Vision 88
Combat Exposure 66
Commitment 187
Committed Relationships 245
Common Problems 162
Communication 131, 170, 175
Community 123, 124, 267
Community Justice Programs 166
Community Outcome 77
Community Programming 123
Community-Based Practices 157
Compassion-Focused Therapy 251
Competence 164, 165
Competencies 121, 122, 165
Competency 122
Complex PTSD 102
Concurrent Disorders 130
Concurrent Validity 76
Concussion 99
Confirmatory Factor Analysis 63, 98, 154, 163
Conflict 7, 20, 58

Conflict Management 58
Conflict Resolution 122, 123
Conjoint Analysis 223
Connectedness 110
Connectedness With Nature 110
Consciousness 270
Conservation 52
Construal Level Theory of Psychological Distance 198
Construct 57
Consulting 249, 287
Consumer 185
Contamination Fear 248
Contemporary Perspectives 255
Content Analysis 50
Context 158
Contingency 129
Contraints 19
Control 78
Controlled Crying Technique 133
Controlled Splitting 43
Convention on the rights of Persons with Disabilities 169
Conversational Space 2
Coping 14, 101, 181, 186, 194, 197, 207, 219, 222, 281, 282
Coping Styles 242
Coping Theory 206
Core Self-Evaluations 53
Corporal Punishment 215
Corporate Psychopaths 44
Corps 111
Correctional 45
Correctional Officers 60, 273
Corrections 46, 268, 269
Cortical Asymmetry 217
Cortisol 97, 134
Cortisol Awakening Response 17
Counseling 172, 173
Counseling/Psychotherapy 9, 10
Counselling 43, 103, 173, 207, 208
Counselling Immigrants 166
Counselling Needs 5
Counselling Psychology 157, 157, 255, 256
Counselling Relationships 207
Counsellor Education 2, 7
Counsellors 2
Counter-Terrorism 203
Couples 81
Couples Data Collection 179
Couples Recruitment Strategies 179
Couples Research 179
Courtship 179
Covert Safety Behaviour 248
CPA Practice Directorate 253
Creativity 64, 114, 271
Credentials Bank 162
Crime Culpability 51
Crime Perception 51
Criminal Attitudes 167
Criminal Behaviour 44
Criminal Justice 45
Criminal Recidivism 289
Criminal Risk 167
Criminal Risk Assessment 276, 277
Criminal Sentiments Scale 167
Criminal Thinking 166, 167
Criminalité 48
Criminogenic Needs 45
Critical Indigenous Psychology 42
Critical Psychology 171
Cross-Cultural 72, 133, 280
Cross-Cultural Comparisons 177
Cross-Cultural Differences 62, 64, 261
Cross-Culture 54
Cross-National Study 71
Cross-Validation 66
Crossover 20
Cue Reactivity 76
Cultural Comptence 43
Cultural Conflict 63, 198
Cultural Differences 62
Cultural Identification 274
Cultural Immersion 150
Cultural Mosaic 121
Cultural Transitioning 173
Culturally Sensitive 2
Culturally-Centered 40
Culture 159, 186, 262, 287
Culture Priming 63
Curriculum 73
Customer Incivility 53
Customer-Service 57
Cyber Bullying 143, 158
Cyber Intimate Partner Violence 189
Cyber Victimization 158
Cyber-Bullying 151
Cybervictimization 143
Cynicism 59
Cystic Fibrosis 14

D

Daily Estrogen Levels 174
Dance 137
Dark Triad 180, 187, 200, 201
Data Analysis 104
Data Screening 163
Dating Violence 202
Day Treatment Program 4
Daytime Movement 240
Deadly Sins 201
Dealing with Bulling 38
Death Understanding 8
Deception 187, 208, 209
Deception Detection 43, 49, 51
Decision Aids 248
Decision Making 49
Decision Making Model 116
Decision-Making 93, 115, 116, 136, 202, 291
Decisions 27
Decline In Cognitive Functioning 169
Defensive Self-Esteem 189
Déficits cognitifs 46
Delay Discounting 82
Délinquants adultes 46
Delinquency 47
Démence 94
Dementia 84, 91, 93, 251
Dénomonation 94
Dépendance 45
Depletion 193
Depression 5, 9, 11, 30, 63, 69, 70, 91, 97, 101, 106, 107, 129, 175, 185, 214, 215, 218, 226, 237, 242, 246, 248, 262
Depressive Adolescent 221
Depressive Symptoms 225
Descriptive Study 61
Desistance 50
Development 66, 101, 126, 127, 139, 164, 165, 271
Developmental 140
Developmental Disabilities 13, 133
Developmental Disorders 132
Developmental Psychopathology 33
Developmental Tasks 279
Developmental Trends 275
Diagnosis 254
Diagnostic 94, 150
Diagnostic Contexts 286
Diagnostic Criteria 102
Diagnostic Hypothesis Testing 286
Diary 14
Dietary Restriction 218
Directed Forgetting 76
Disabilities 146
Disability 186, 214
Discipline 243
Discourse 211
Discourse Analysis 3, 24, 25, 172
Discrepancies 234
Discrimination 23, 274
Disgust 235, 236
Disorder Eating 234
Disordered Eating 24, 131, 139, 198, 240
Disordered Gambling 81
Dispersion 98
Disruptive Behaviour In Children 237
Dissociation 182, 203, 288
Distance Psychological Treatment 105, 106
Distance Treatment 105
Distress Trajectory 65
Distributions 155
Diversity 121, 287
Diversity Training 274
Divorce 137
Down Syndrome 33
Dramatic Social Change 195
Dramatic Social Change Scale 195
Drinking 237
Driving Performance 27
Drogue 45
Drop-Out 219, 247
Drowning Prevention 19
Drug Abuse Prevention 83
Dual Roles 207

Dual-Process Theory 270
Dual-Task Interference 84, 86
Dynamic Systems 279
Dyslexie 150
Dyslexie de Surface 94
Dysphoria 244

E

Early Adolescence 130
Early Career Psychology 159
Early Childhood 150
Early Core-Beliefs 106
Early Intensive Behavioural Intervention 275, 276
Early Intervention 130
Eating Behaviors 222
Eating Behaviour 197
Eating Disorder Behaviours 67
Eating Disorders 6, 23, 229, 232, 233, 265, 288
Ecology 103
Economic Hardship 71, 72
Economic Recession 71
Education 124, 151, 164, 165, 170
Education and Training 115
Effect Size 155
Effect Sizes 155
Effective Treatment 224
Efficacy 98
EFT 227
Elaborative Discouse 132
Elderly People 94
Electrical Injury 92
Electroencephalography 76
Electronic Diary 105
Elite Female Dancers 12
Embodied Cognition 88
Embodiment 25, 202
Emerging Adulthood 133
Emerging Professional Identities 255
Emotion 40, 85, 89, 181, 184, 201, 234, 241
Emotion Coping Strategies 225
Emotion Dysregulation 67
Emotion exprimée 12
Emotion Regulation 62, 68, 100, 128, 133, 134, 194, 224, 232, 242, 256, 257
Emotion Socialization 29, 138
Emotional Abuse 172
Emotional Competency 74
Emotional Eating 240
Emotional Expression 43
Emotional Intelligence 43, 64, 74, 91, 135, 151, 153, 249
Emotional Labour 60
Emotional Neutralization 51
Emotional Processing 95, 132
Emotional Reactivity 138
Emotional Regulation 234, 257
Emotional Regulation Knowledge 64
Emotional State 217
Emotional Support 177, 230, 282
Emotionality 214
Emotions 54
Empathy 18, 93, 95, 104, 188
Employment 208, 268
Employment Interview 59
Employment Interviews 59
Empowerment 22
Encoding 85
Enculturation 262
Engagement 56, 60
English Language Learners 126
Enhanced Learning 125
Environment 73
Environmental Behaviour 110
Environmental Behaviours 111
Environmental Psychology 52
Environmental Sustainability 110
Envy 142, 195
Episodic Future Thought 90
Episodic Memory 85, 90
Epistemic Beliefs 145
Epistemology 211
Equity Sensitivity 61
Equivalence Testing 164
ERP 87
Escortes 24
Ethical Decision-Making 66
Ethical Dilemmas 263
Ethical Risks 280
Ethics 111, 217, 263
Ethnic Density 63
Ethnic Differences 223
Ethnic Identity 274
Étudiant 56
Evaluation 124
Évaluation 150
Évaluation Participative 156
Event Related Potentials 89
Event-Related Brain Potentials 95, 123
Evidence Based Practice 168
Evidence-Based 57
Evidence-Based Care 222
Evidence-Based Intervention 144, 145
Evidence-Based Practice 30, 245
Evidence-Based Treatment 164
Evolutionary 193
Executive Control 88
Executive Function 33, 92, 122, 123, 136, 146, 149
Executive Functioning 148, 169, 192, 216, 224, 254
Executive Functions 144
Exercise Behaviours 17
Existential Perspective 166
Existential Psychology 8
Expectations of Future Health 206
Experience Sampling 265
Experiential Avoidance Model 68
Expert Testimony 40
Exploratory Factor Analysis 163
Exposure Therapy 248
Exposure to Scientific Communication 82
External Funding 33
Externalizing Behaviour 149
Extreme Sports 99
Extremism 36, 159, 169, 273
Eyewitness 188
Eyewitness Identification 209
Eyewitness Memory 208
Eyewitness Testimony 44

F

Face Perception 201, 261
Face Recognition 76
Facebook 180, 181, 191, 195
Facebook Use 176
Facial Attractiveness 202
Facial Emotion Recognition 88
Factor Analysis 40, 48, 220, 264
Faculty Perceptions of Student Mental Illness 127
Faking 55, 188
False Allegations 46, 50
False Confession 209
False Confessions 47
False Memories 182
False Memory 244
Families 112
Family Adjustment 245
Family Allocentrism 65
Family Counselling 127
Family Influence 62
Family Therapy 2, 156, 227
Family-Centered Interventions 13
FASD 22
Federal Offenders 48
Female Body Dissatisfaction 3
Female Offenders 289
Female Parolees 4
Female Sexual Identities 174
Female Sexual Offenders 289
Female Undergraduates 24
Feminism 103, 272
Feminist 171
Feminist Identity 158
Feminist Research 272
Fetal Alcohol Spectrum Disorder 143
Fiction 211
Financial Threat 71
Fire Safety 13
First Nations 43, 123, 124
Fitness 27
Flanker Paradigm 34
Fluency 234
Follow-Up 77, 142
Food Craving 217
Forensic Mental Health 292
Forensic Mental Health Care 171
Forensic Patients 43
Forgiveness 180, 184, 194, 196, 198, 269, 270
Foucault 105
Founders of I/O Psychology 282, 283
Framing 110

Friendship 138, 149
Frontal Asymmetry 90
FTM 178
Functional Impairment 151
Functional Magnetic Resonance Imaging 82
Fundamentalism 21
Funding 66

G

Gait 84, 86
Gambling 81, 82
Gambling Disorders 215
Gambling Modes 79
Gambling Motives 78, 79
Gay 178
Gender 22, 26, 27, 45, 48, 58, 62, 118, 130, 181, 190, 191, 193
Gender and Culture 63
Gender Attitudes 12
Gender Differences 226
Gender Identity 177
Gender Role 26
Gender Role Attitudes 185
Gender Role Conflict 196
Gender-Role Socialization 19
Gender-Specific Personality 153
Generalized Anxiety Disorder 238, 239
Generational Differences 55
Generativity 84
Genocide 101
Genocide Survivors 101
Génogramme 177
Gesture 88
Global Perspectives 154
Global Security 210
Goal Framing 52
Goal Striving 185
Goal-Directed 207
Goal-Setting 100
Goals 3
Grade Orientation 148
Graduate Student Role 56
Graduate Students 154
Graduate Studies 39, 250
Grandmothers Campaign 182
Gratitude 54
Grief 11
Grounded Theory 265, 266
Group Faultline 58
Group Identity 203
Group Psychotherapy 293
Group-Based CBT 237
Guidelines 157
Guilt 188
Guilty Actions Test 96
Guilty Knowledge 51
Gynecological Cancer 3
Gynecological Surgery 14

H

Hand Shaping 88
Happiness 17, 183
Harassment 60
Harassment Policies 23, 273
Harm 190
Harm Reduction 83
Headache 105, 148, 284, 285
Health 208, 249
Health & Safety 119
Health and Illness 205
Health and Safety 57
Health Anxiety 15, 241
Health Behaviour 20
Health Care 207, 208
Health Centres 8
Health Literacy 140
Health Professionals 27
Health Promotion 20, 42, 65
Health Psychology 207
Health Research 207
Health Researchers 20
Health Risk Perception 20
Health Service Use 258
Health System Research 32, 33
Healthcare Teams 293
Healthcare Workers 6, 269
Healthy Workplace 293
Hearing Loss 187
Heart Failure 3
Heart Rate Variability 237, 241
Heavy Episodic Drinking 81
Help Seeking 135, 138
Help-Seeking 175
Helping 54
Helplessness 135
Hermeneutics 73, 74, 105
Heterogenous Sample 63
Heuristic Inquiry 8
HEXACO 230
Hierarchical Linear Modeling 104
High Functioning Autism Spectrum Disorders 149
High School Teachers 190
High Schools 144, 145
High Schools and University 190
History 205
History of Experimental Psychology 205
History of I/O Psychology 282, 283
History of Psychology 103
HIV-Stigma 19
HIV/AIDS 179
Home-Field Advantage 98
Homelessness 292
Homesickness 193
Homicide 43, 44
Homogeneity of Variances 164
Hope 2, 193
Hostile Attribution Bias 142
Hostility 44
Human Dimensions of Operations 65
Human Memory 86
Human Rights 168
Hunger 20
Hunting 53
Huntington's Disease 96
Hypomanic Personality 153

I

I/O Psychology 157
Iatrogenic Effects 189
Ideal Standards Model 69
Idealizations 180
Identification 208
Identity 124
Identity Integration 41
Identity Similarity 149
Identity Transformation 19
Ideology 159
Illness Behaviour 232
Imagery Perspective 185
Imagined Interaction 194
Imitation 129
Immigrant Students 173
Immigrants 172, 173
Immigration 64, 232
Impact 99
Implementation 258, 259
Implementation Science 153
Implementation Strategies 269
Implicit 100, 102
Implicit Affect 116
Implicit and Explicit Decision-Making 95
Implicit Learning 141
Implicit Memory 44
Implicit Self-Esteem 192, 245
Implicit Social Cognition 275
Impulsivity 44, 115, 239
Inadequate Sleep In Children 171
Incentives 51
Incivility 57
Inclusion 151
Indigenism 42
Indigenous 120, 121
Indigenous Healing 292
Indigenous Research 168
Indigenous Rights 168
Individual Differences 141, 209, 261
Inequity Aversion 142
Infant 270
Infant Health 131
Infant Siblings 129
Infant Vocal Emotional Communication 139
Infants 133
Inflammatory Bowel Disease 206
Information and Communication Technology 105
Information Leakage 96
Information Processing 273
Informed Consent 9
Inhibition 149
Inhibition Of Return 87, 89
Inhibitory Control 122

Injuries 132
Insomnia 229
Institutional Barriers 104
Instruction 145
Intellectual Disabilities 33
Intellectual Disability 268
Intelligence 134, 147
Intentional Forgetting 86, 90
Intentions 18
Interaction 199
Interactivity 128
Intercourse 21
Intercultural Attitudes 274
Intercultural Romantic Relationships 198
Interdisciplinary 239
Interdisciplinary Research 255
Interethnic Attitudes 274
Intergenerational 280
Intergroup Helping 182
Internalized Partner Technique 245
Internalizing Disorders 256
International Human Rights 169
International Parenting Study 215
International Students 62, 133, 173
Internationally Educated Professionals 125
Internet 36, 81, 111, 131, 221, 230, 278
Internet Addiction 80, 83
Internet-Based 152
Internet-Based Motivational Programs 24
Interns 77
Internship 75, 77
Internships 66
Interpersonal Behaviours 233
Interpersonal Conflict 58, 119
Interpersonal Injury 180, 269
Interpersonal Needs 181
Interpersonal Problems 264, 265
Interpersonal Relationships 68, 69
Interpersonal Theory 196
Interpersonal Transgression 269
Interpretation Bias 107
Interprofessional Care 246
Interprofessional Collaboration 8
Interrogation 208
Interrogative Compliance 48, 209
Interrogative Suggestibility 46, 47
Intervention 13, 15, 16, 126, 127
Interventions 169, 249
Interview Anxiety 55, 59
Interviewer Perceptions 55
Intimate Partner Violence 4, 22, 78, 168, 172, 185, 201
Intimate Relationship 25
Intimate Relationships 13
Intolerance of Uncertainty 106, 228, 261
Intrasexual competition 199
Intrinsic Need Satisfaction 126
Intrumental Violence 51
Intrusive Memories 219
Intrusive Thoughts 235
IQ 96
IQ Testing 211
Irritability 217, 229
Irritable Bowel Syndrome 17
Islam
Item Order 230
Item Response Theory 20
Item Response Theory (IRT) 189
Iterative Classification Trees 268
Itinérance 4, 48

J

Japanese Women 26
Jealousy 142
Job Analysis 56
Job Interview 55
Job Loss 2
Job Satisfaction 41, 60
Joint Reading 140
Journal of Applied Psychology 282, 283
Judgment and Decision Making 28
Judgments 27
Juror Decision Making 40
Jury 49
Justice 198
Justice organisationnelle 60
Justice-Involved Youth 258, 259
Juvenile Idiopathic Arthritis 106

K

Knowledge 95
Knowledge Transfer 54, 213, 278
Knowledge Translation 20, 157, 171, 228, 244
Kurtosis 155

L

Labelling 5
Language 92, 133
Language Impairment 130
Law Of Prior Entry 99
Lay Theory 28
Laypersons 170
Leadership 170
Learning 112, 127, 128, 152
Learning Disabilities 113
Learning Disability 112, 147, 254, 255
Learning Disorders 81
Learning Dissability 254
Learning Orientation 148
Learning Qualitative Approach 272
Learning Through Experience 287
Legal Rights 45
Lemur 86
Lesbian 178
Level of Service Inventory 276
Lexical Stress 90
Liberation Psychology 171
Licensure 157, 161
Lie Detection 49
Lie Scales 188
Lien maternel 80
Life Events 235
Life Narratives 265
Life Review 269
Life-Span 271
Lifelong 165
Lifespan 270
Liking 179
Liminal Spaces 121
Lineup 208
Lineup Bias 44
Linguistic Cues 50
List Method 76
Literacy 141, 141
Literacy Skills 126
Literature Review 217
Litigious Paranoia 43
Loneliness 137, 195
Long Term Care 84, 246
Long-Term Care 225
Longevity 201
Longitudinal 123, 130, 199, 215, 232, 237
Longitudinal Study 134
Longtitudinal 92
Loss And Grief 10
Lost 53
Lottery Play 243
Low Self-Esteem 24

M

Machiavellianism 58
Major Depressive Disorder 220
Male 9
Malingering 49, 51
Manitoba 115
Marginalization 272
Marginalized Family Settings 285
Marital Satisfaction 101, 194
Marketing 99
Marriage 64
Marrital Partner Preferences 65
Masseuses érotiques 24
Mastery 267
Mate Competition 28
Mate Strategies 28
Maternal Attachment 285
Maternal Depression 134, 279
Maternal Health 4
Maternal Involvement 13
Maternité 286
Mathematics 22, 145
Mating Strategies 199
Mazes 205
Meaning 73
Meaning-Making 270
Measurement 54, 214, 247, 269, 290
Measurement and Design 283
Measurement Development and Validation 60
Measurement Specificity 53
Media 21, 186, 189, 200, 278
Media Content Analysis 26
Média et Bande Dessinées 184
Media Images 175
Medical Adherence 83
Medical Education 250

Memory 83, 84, 87, 90, 132, 163, 183, 188, 270
Memory Bias 241
Men 9, 10
Menopause 15
Mental Disability Law 169
Mental Disorder 289
Mental Disorders 5
Mental Health 32, 33, 47, 111, 132, 153, 168, 170, 222, 224, 231, 232, 236, 243, 268, 276, 277, 289, 292
Mental Health Court 45
Mental Health Literacy 213
Mental Health Professionals 278
Mental Health Promotion 22
Mental Health Screening 268, 269
Mental Health Services 223
Mental Illness 44, 45, 47, 219
Mental Illness Label 47
Mental Models 52
Mental Time Travel 90
Mentors 145
Mere Exposure Effect 134
Message Boards 14
Meta-Analysis 51, 205, 217, 276
Meta-Theoretical 166
Metabolic Burden 97
Metacognition 145
Metastatic Breast Cancer 17
Methadone 79
Methodology 126, 272, 283
Methylphenidate 96
Metonymy 163
Mild Cognitive Impairment 92, 95
Mild Head Injury 91, 93, 95
Military 66, 267, 287
Military Personnel 42, 65
Military Psychology 211
Mimicry 137
Mindfulness 11, 14, 18, 160, 184, 227, 232, 233
Mindfulness Meditation 17
Mindfulness-Based Stress Reduction 214
Minor 9
Minorité visible 286
Minority Stress 177
Mixed Methods 44
Mixed-List Paradox 87
Mixed-Method 184
Mobility 161, 162
Mobility Intentions 57
Model 127
Modeling Techniques 163
Modelling 197
Models of Self 11
Modern Homonegativity 177
Money 183
Monoparentalité 286
Mood Disorders 128
Mood Repair 214
Moral 202
Moral Development 136, 152
Morale 287
Morality 136, 241
Mortality Salience 187
Mother Child Relations 137
Mother-Infant Dyads 2
Motherhood 285
Motivation 18, 36, 50, 52, 53, 57, 60, 98, 100, 160, 185, 265
Motivational Interviewing 242
Motivations 200
Motives 6
MPH 237
MSM 174
Multi-Dimensional 235
Multicultural 158
Multicultural Awareness 7
Multicultural Experience 64
Multicultural Identity 41
Multigroup Ethnic Identity Measure 63
Multilevel Influences 141
Multimedia 128
Multimodal Stimulation 139
Multiple Perpetrators 43
Multiple Sclerosis 91, 217
Multiple Social Identities 274
Music 89, 134, 194, 287
Music Listening 136
Music Psychology 73
Music Videos 3

N

Narcissism 183, 195, 264
Narrative 11, 73, 74
Narrative Ability 126
Narrative Inquiry 12
Narrative Means 206
National Psychology Survey 253
National Security 169
Natural Scenes 88
Nature 52, 52, 103, 110, 215
Nature Connection 53
Nature Relatconnection to Nature Edness 111
Negative Affect 79
Negative Relationship Behaviours 194
Negotiation Strategies 19
Network Theory 273
Networking 159
Neuropsychological Assessment 91
Neuropsychology 77, 94, 209
Neuropsychotherapy 293
Neuroticism 46, 199
New Immigrants 165
New Programs 115
Nicotine 80
Night Waking 133
Non-Daily Smokers 79
Non-Normal Data 163
Non-Suicidal Self-Injury 67, 68, 220, 230, 242, 278
Non-Traditional Families 285
Non-Urban 174
Nonsuicidal Self Injury 196
Nonverbal Behavior 62, 201
Nonverbal Communication 176
Nonviolence 39
Northern Ireland 36
Nova Scotia 253
NREPP Review 30, 31
NREPP SAMHSA 30
NREPP Submission 30
NREPP Web Site 30
NSSI 226, 231

O

Obésité infantile 13
Obesity 222, 223, 288
Object Memory 86
Obsessions 252
Obsessive Compulsive Disorder 216
Obsessive-Compulsive Disorder 242, 244, 247
Occupational Psychology 53
Occupational Stress 190
OCD 236, 239, 252
Offence Pathways 289
Offender Motivation 167
Offender Treatment 166
Offenders 50, 79, 277, 291
Offending 291
Older Adults 84, 228
Olympics 98
Online 165
Online News Media 278
Online Self-Help Intervention 247
Online Support 9
Online Treatment 229
Opiate Dependence 78
Opioid Substitution Therapy 48
Organizatinal Justice 55
Organizational Change 57
Organizational Commitment 60
Organizational Culture 54
Organizational Ethical-Climate 66
Organizational Health 60, 262
Organizational Networks 273
Organizations 61
Orthographic Knowledge 140, 141
Osama Bin Laden 37
Outcome Evaluation 231
Outreach 150
Oxytocin 69

P

Pain 14, 16, 125, 282, 287
Pain Catastrophizing 14
Pain Education 225, 246
Pain-Related Disability 284
Palliative Homecare 16
Panic Reactivity 247
Paradigm 255
Parent Mental Health 13
Parent Stress 133
Parent-Child Conversations 8
Parent-Child Dyad 240

Parent-Child Interaction 142
Parent-Child Relationship 279
Parent-Child Relationships 7
Parent-Mediated Intervention 130
Parental Athletic Involvement 136
Parental Attitudes 20
Parental Attributions 149, 238
Parental Brain Injury 8
Parental Management 6
Parental Overprotection 29
Parental Rearing Attitudes 12
Parental Role 25
Parental Stress 138
Parentalité 177
Parentification 29
Parenting 29, 114, 126, 135, 141, 214, 233, 235, 280
Parenting Group Intervention 221, 243
Parenting Groups 222
Parenting Skills 238
Parenting Stress 218, 245
Parenting Styles 134, 135
Parents 145
Parkinson's Disease 84
Partenariat public-communautaire 156
Partnerships 123
Patient Adherence 3
Patient Satisfaction 41
Patient Symptoms 217
Patriarchy 260
Peace 36
Peace Psychology 42
Peer and Maternal Acceptance 237
Peer Relations 25, 231
Peer Relationships 135, 225
Peer Support 48, 258
Peer Victimization 74
Peers 202
Peerscholar 261
Peoples 263
Perceived Discrimination 274
Perceived Partner Responsiveness Framework 69
Perceived Social Support 215
Perception 85
Perceptions 148, 189
Perceptions parentales 13
Perceptual Development 34
Perceptual Organization 34
Perfectionism 69, 70, 76, 93, 175, 192, 199, 215, 218, 220, 221, 231, 234, 256, 257, 264, 265
Perfectionistic Cognitions 185, 185
Perfectionistic Self-Presentation 200
Prerferences 223
Performance 67
Perimenopause 226
Perinatal Anxiety 252
Perpetrators 101
Person Perception 59, 181, 183
Personal Limits 25
Personal Music Players 9
Personal Space 272
Personality 42, 59, 60, 89, 138, 183, 184, 186, 188, 190, 195, 196, 201, 237
Personality Assessment Inventory 225
Personality Assessment Inventory (PAI) 189
Personality Characteristics 191
Personality Disorders 78
Personality Testing 55, 188
Personality Traits 230, 273
Personnalités et stéréotypes 184
Personnel Selection 211
Personnes âgées 94
Perspective-Taking 194
Petite enfance 156
Phelan-Mcdermid Syndrome 133
Phenomenological Analysis 172
Phénoménologie 111
Phenomenology 266
Phonemic Awareness 87
Photo Lineup 209
Photo-Methodology 4
Photograph 86
Physical 27
Physical Activity 18, 19, 25, 127
Physical Health 55
Physical Rehabilitation 225
Physical Violence 150
Physiological Arousal 91, 93, 95, 238
Physiological Measures 61
Picture Superiority Effect 86
Play 142
Pluralist 288
Poker 81
Police 47
Police Caution Comprehension 45
Police Officers 47
Policy 144
Politeness 175
Political Orientation 76
Polygraph 96
Pornography 17
Positive Behavior Support 153
Positive Deviance 11
Positive Emotions 201
Positive Illusory Bias 233
Positive Psychology 2, 17
Positive Relationship Behaviours 194
Post-Operative Pain 14
Post-Secondary 151
Post-Secondary Success 153
Postpartum 135
Postpartum Depression 12
Postsecondary Settings 127
Posttraumatic Growth 102
Posttraumatic Stress Disorder 67
Power 54, 270
Power Dynamics 286
Practice 249
Practice Directorate 250
Practice Effectiveness 168
Pre-Schoolers 137
Predictive Validity 40
Predictors of HIV Testing 174
Pregnancy 4, 179
Prejudice 92, 93, 177, 178, 183
Prenatal Stress 128
Preschool Children 12
Preschoolers 13
Presence 163
Presentation Medium 49
Prevalence 226
Preventation 207
Prevention 6, 52, 132, 153, 221
Preventive Health Behaviour 205
Primary Care 17
Print-Based Media 278
Private Practice 36
Pro -Eating Disorder Websites 221
Pro-Environmental Behaviour 53
Pro-Relational Behaviour 193
Proactive Coping 71
Probability 28
Problem Behaviors 21
Problem Gambling 9, 78, 79, 116
Procrastination 148, 184, 263
Production Effect 86
Profession 99
Professional Help-Seeking 203
Professional Identity 156, 255
Professional Immigrants 166
Professional Issues 103
Professional Psychology 156
Professional Development 158
Profile 25, 289
Prognostic Factors 284
Program 50
Program Adherence 245
Program Completion 166
Program Evaluation 4, 32, 42, 65, 124, 125, 126, 222
Program Outcomes 166
Progress Monitoring 168
Project 207
Promotive Factors 40
Prosective Memory 87
Prosocial Behavior 69
Prospective Memory 85, 242, 244
Prostitution 50
Protective 138
Protective Factors 151, 291
Protest 39
Provocation 192
Psychache 7, 223, 246
Psychanalyse 177
Psychodynamic 249
Psychodynamic Therapy 164
Psychoeducation 100
Psychological Distress 66, 200
Psychological Factors 217
Psychological Resources 71
Psychological Trauma 100
Psychological Treatment 284
Psychological Treatments 284

Psychological Well-Being 71, 75, 193
Psychological Wellbeing 165
Psychologist Perception 8
Psychologists' Association of Alberta (PAA) 35
Psychometric Evaluation 47
Psychometrics 78, 188, 196, 230, 238
Psychopathology 225, 228, 264
Psychopathy 46, 47, 49, 51, 95, 190, 209, 290, 291
Psychopharmacology 115, 157, 165
Psychophysiology 18, 219
Psychopathy 291
Psychosis 7, 128, 235
Psychosocial Crises 101
Psychosocial Development 175
Psychotherapy 6, 174
Psychotherapy Change Process 11
PsyD 115
Psychophysiology 97
PTSD 66, 102, 159, 219, 288
Public Service 57, 60
Public Space 272
Punishment 190

Q

Qualitative 20, 246
Qualitative Methodology 272
Qualitative Methods 14
Qualitative Research 68, 207, 260, 265
Qualitative Study 5
Quality of Life 102, 217, 232
Quality of Relationships 30

R

Racial Identity 274
Racial Microagressions 173
Racial Prejudice 275
Racial Stereotypes 51
Radicalization 36
Radicalization Assessment 273
Rapid Serial Visual Presentation 89
Rapport 153
Reactive Egoism 54
Readiness 65
Readiness to Change 80, 83
Reading 87, 90, 141
Reading Ability 140
Reading Disability 126
Reading Skill 141
Reappraisal 14
Reasoned Action 17
Reasons to Live 198
Reassurance Seeking 106, 107
Rebellious Behavior 6
Rebuild 165
Recent Immigrants 165
Recession 71
Recidivism 45, 47, 117, 167
Reciprocity 126
Recognition Memory 88, 235
Reconciliation 184
Record-Keeping 217
Recovery 61, 77
Recruitment 140
Red Teaming 280
Reentry 26
Reflective Functioning 2
Reflective Practice 288
Reflexivity 105, 214, 287
Refugee 5
Refugees 2, 120
Registration 161, 162
Registry 30
Regulation 266
Reintegration 257, 258
Rejection 200
Relatedness 266
Relational Aggression 23, 24, 175
Relational Boredom 269
Relationship Distress 227
Relationship Quality 191
Relationship Satisfaction 69, 192
Relationship Threat 69
Relationship Well-Being 260
Relationships 23, 27, 184, 199, 236
Relative Percentile Method 41
Relationship Quality 176
Religion 118, 288
Religion and Irreligion 3
Religion/Spirituality 21
Religiosity 21
Religious Faith 198
Religious Identity 274
Reparations 199
Repetitive Behaviours 148
Report Writing 203
Représentations du bien et du mal 184
Reproductive Justice 172
Requirements 161
Research 72, 154, 155, 172
Research Methodology 97
Research Methods 140, 204, 255
Réseau Social 82
Reservist 257
Reservists 257, 258
Residence Housing 272
Resilience 2, 22, 42, 65, 114, 129, 145, 149, 150, 201, 246, 250, 267, 269, 279
Resiliency 75, 144, 151
Response Bias 2144
Response Distortion 290
Response Time 89
Response to Discrimination 191
Responses to Capitalization 230
Responsivity 117
Restoration 110
Restrained Eating 197, 217
Résultats Correctionnels 46
Retesting Effects 41
Retirement Adjustment 76
Return to Work 58
Revenge 53
Rigidity 228
Risk 246
Risk and Resilience 279
Risk Assessment 40, 45, 116, 117
Risk Assessment and Management 116
Risk Factors 17, 81, 119, 131, 219, 291
Risk Taking Behaviours 231
Risk-Need-Responsivity 258
Risk-Taking 16, 99
Risky Behaviours 128
RNR 259
Rôle beau-parental 285
Roles 112
Rôles sexuels 285
Romance 236
Romantic Relationships 16, 24, 28, 187, 208, 256
Roommate Assignment 272
Rumination 67, 224
Rural 22
Rural & Northern 158, 207
Rural Youth 150
Rural/Northern 103, 120

S

Safe-Sex 17
Safety 119
Safety Risks 16
Same Sex Attraction 174
SAMHSA 30
Santé 13
Santé mentale 4
Santé physique 4
Santé psychologique 60
Sarcasm 176
Satisfaction 77, 258
Scaffolding 138
Scale 50
Scale Construction 220
Scale Development 53, 57, 190
Scale Validation 41
Schizophrenia 76, 77, 83, 95
Scholarships 33
School 15, 144
School Counselling 9
School Environment 146
School Performance 196
School Psychology 35, 112, 127
School Readiness 141
School Stress 138
School Success 92, 95
School Transition 138
School-Age Children 4
School-Based Services 127
Schools 111
Screening 93, 268
Scripts 28
Seasonal 224
Seasonal Workers 121
Seasonality 240
Second Generation South Asians 62
Second-Generation Black-Canadians 274
Secondary Traumatic Stress 101
Selection 41, 55

Self 73, 74, 100, 102, 118
Self Categorization 117
Self Concepts 261
Self Injurious Behavior 196
Self Mutilation 196
Self Verification 244
Self-Affirmation Theory 197
Self-Assessment 165
Self-Awareness 250
Self-Blame 78
Self-Care 170
Self-Compassion 11, 98, 192, 200, 251
Self-Construal 183, 261
Self-Continuity 263
Self-Control 184
Self-Determination 193, 265
Self-Determination Theory 111, 126
Self-Directed Treatment 103
Self-Efficacy 61
Self-Esteem 21, 100, 147, 181, 188, 197, 237
Self-Forgiveness 175, 269
Self-Harm 68, 100, 230
Self-Interest 54
Self-Objectification Theory 3
Self-Presentation 186
Self-Regulated Learning 145
Self-Regulation 193, 263
Self-Report 290
Self-Representation 191
Self-Stigma 118
Senior Citizens 271
Sense Making 102
Sense Of Community 84
Sensory Integration Dysfunction 140
Sensory Integration Therapy 140
Sentiment de fardeau 12
Serial Recall 87
Service Delivery 78
Severe/Chronic Mental Illness 246
Sex Differences 48
Sex Offender Risk 167
Sex Offender Treatment 167
Sex Offenders 277
Sexist Discrimination 191, 236
Sexual Arousal 97
Sexual Assault 25, 40, 46
Sexual Attitudes 64, 187
Sexual Attraction 178
Sexual Debut 202
Sexual Exploration 69
Sexual Functioning 225
Sexual Health 292
Sexual Knowledge 64
Sexual Minorities 177
Sexual Offender 116, 117
Sexual Offenders 289
Sexual Risk 21
Sexual Victimization 158
Sexual Well-Being 260
Sexuality 16, 62, 158
Shame 8, 70
Sharing 137
Short-Term Memory 91
Shyness 131
Siblings 10, 13, 138
Singing 89, 270, 271
Single Mothers 5
Singleness 25
Skills Modeling 56
Sleep 15, 17, 37, 38, 222, 237, 247
Sleep Restriction 240
Smoking 6
Smoking Cessation 80
Snowboarders 97
Snus 82
Soccer 98
Soci-Economic Conditions 36
Social Anxiety 202, 227, 228, 234, 238, 244, 248
Social Anxiety Disorder 230
Social Categories 118
Social Change 182
Social Cognition 76, 141, 183, 191, 261
Social Cognition, Cognition 181
Social Comparison 175, 241
Social Competence 137
Social Constructionism 2, 255
Social Contact 92
Social Disconnection Model 215
Social Distance 186
Social Feedback 244
Social Functioning 95
Social Identity 117, 118, 197
Social Identity Theory 118
Social Information Processing 24
Social Justice 154, 155, 255
Social Networks 191
Social Perception 191
Social Phobia 233, 234, 238
Social Problem 104
Social Problems 70
Social Psychology 195
Social Relationships 200
Social Signals 175
Social Skills 139
Social Stigma 179
Social Support 63, 77, 102, 114, 173, 192, 197, 282
Social Wealth 186
Socialization 26, 92
Socially Prescribed Perfectionism 200
Sociodemographics 228
Socioeconomic Disadvantage 141
Soldiers 65
Source Monitoring 87
South Asian 64, 65
Special Education 152
Special Needs 74
Special Offenders 276, 277
Specific Deficit 88
Specific Incidents 58
Speech Motor 86
Speed Accuracy Tradeoff 87
Spill-Over 98
Spirituality 215, 256
Sport 67, 98
Sport Performance 160
Sport Psychologist 99
Stability 234
Standard Deviations 155
Statement Analysis 46
Statistical Assumptions 163
Statistical Reporting Practices 154
Statistics 104, 155
Stereotype Threat 22
Stereotypes 188
Sterotypes 188
Stigma 7, 188, 200
Stigma Against Depression 194
Strategic Planning 32
Street Harassment 272
Strength-Based Treatment 80
Strengths 149, 259
Stress 5, 11, 20, 58, 69, 70, 85, 97, 146, 179, 186, 197, 218, 219, 220, 240
Stress Management 179
Stroke 94
Strongest Families 105
Stroop Effect 89
Structural Equation Modeling 215
Structured Clinical Judgement 277
Student 219
Student Athletes 136
Student Issues 158
Student Mental Illness 127
Student Perceptions 146
Student Perspective 144
Student Success 152
Students 33, 35, 39, 75, 146, 159, 162, 268
Students in Psychology 250
Sub-Clinical Psychopathy 116
Subjective Well-Being 136
Submissiveness 233
Substance Abuse 46, 80, 243
Substance Use 78, 79
Substance Use Disorders for Women 80
Successful Academic Outcome 113
Suggestibility 203
Suicidality 198
Suicide 189, 220, 221, 223, 231
Suicide Attempts 220
Suicide Bereavement 11
Suicide Ideation 7, 228, 246
Suicide Intervention 7
Suicide Prevention 228
Supervisee Perspectives 286
Supervision 19, 113, 121, 122, 154, 170, 288
Support 57
Support Initiative 258
Survey 231
Survey of Canadians 250
Sustainability 249
Swimming Lessons 19
Symptom Severity 241

Systematic Review 47
Systemic Review 285
Systemic-Constructivist Couple Therapy 245

T

Taijin Kyofu Sho 261
Teacher 6, 190
Teacher Knowledge and Attitudes 148
Teacher Self-Efficacy 143
Teachers 148
Teaching 73, 113, 125, 153, 154, 155
Team 98
Team Rewards 61
Teams 41, 55
Teamwork 54, 61
Teasing 238
Technical Properties 150
Technology 36, 69, 139, 197, 217
Teenagers 50
Telehealth 229
Temperament 132
Temporal Order Judgment 99
Terror Management 176
Terror Management Theory 8, 84, 187
Terrorism 36, 37, 169, 203, 210
Test Emotions 144
Test Preparation 147
Test-Taking Strategies 147
The Chance Factor 262
The Dark Triad 61
The Science of Bullying 38
Thematic Content Analysis 101, 159
Theoretical Discussion 260
Theoretical Issues 205
Theory of Mind 96, 135
Theory of Planned Behaviour 20, 247
Therapeutic Alliance 10, 221
Therapeutic Processes 214
Therapist Characteristics 238
Therapy 288
Thin-Ideal Media 181
Threat 16
Thriving 218
Time Management 239
Time Perception 86
Time Perspective 193
Timing 86
Tobacco 76, 82
Toddlers 142
Toxicomanie 80, 82
Traditional Healing 40
Trainee Development 286
Training 47, 77, 103, 113, 121, 122, 125, 150, 249, 286, 288
Trait Emotional Intelligence 134
Trait Emotional Self-Efficacy 180
Trait Self-Control 187, 193
Trajectories 81
Transdiagnostic 233
Transference 174
Transformational Leadership 119, 190
Transformations 156
Transgender 178
Transition 267
Transition to Parenthood 12
Transition to University 136
Transphobia 178
Trauma 2, 43, 100, 102, 159, 203, 249, 251, 288, 292
Traumatic Brain Injury 92, 95
Traumatic Stress 113
Treatment 45, 79, 239, 240, 291
Treatment Contact 228
Treatment Implications 68
Treatment Preferences 244
Treatment Programs 47
Treatment Readiness 117
Treatment Strategy 6
Treatment Use 220
Triadic Interaction 12
Triple P 221, 243
Trust 59, 69, 137
Turnover 55

U

Undergraduate Students 181
Undergraduates 220
Unforgiveness 269
Unhealthy Dietary Behaviours 16
Unity-Disunity Continuum 171
Unity-Disunity Debate 171
Universal Values 98
University Students 10, 11, 89, 100, 113, 236
URICA 242

V

Vaginal Dilators 3
Vaginal Health Promotion 3
Validity 174, 290
Values 103, 266
Variability 155
Variance 155
Verbal Cues 49
Verbal Learning 91
Veteran 267
Victim Blaming 185
Victime de crime 48
Victimization 143, 151, 158
Victims 44
Violence Against Women 24, 260
Violence of War 260
Violent Extremism 210
Virtual Reality 238
Visual Filtering 34
Visual Search 161
Visual Stimuli 182
Vocational Identity 165
Vocational Psychology 206
Vocational Wellbeing 165
Voice 55
Vulnerability to Depression 135

W

Wait-List Strategy 239
Waitlist Intervention 32, 33
War Violence 260
Wayfinding 53
Web-Based Attributional Retraining 100
Web-Based Intervention 144, 151
Web-Based Motivational Programs 147, 189
Weight Bias 6, 288
Weight Control Beliefs 216
Weight Loss 15
Weight Stigmatization 131
Well Being 26
Well-Being 36, 52, 176, 193, 215, 230, 257, 271, 281, 282
Wellbeing 170
Wellness 267
Wildcard 209
Women 23, 25, 26, 98, 229, 273
Women Offenders 46
Women Undergraduates 158
Women's Experiences 236
Women's Health 171
Women's Issues 285
Women's Migration 154
Women's Perspectives 260
Work 5, 58, 160
Work Climate 57
Work Dissatisfaction 55
Work Environment 41, 56
Work Stress 119
Work-Family Conflict 56
Work-Family Facilitation 56
Working Alliance 10, 112
Working Memory 89, 95, 255
Worklife 262
Workplace Aggression 58
Workplace Deviance 53
Workplace Injuries 119
Workplace Mental Health 100
Workplace Psychological Harassment 61
Workplace Stress 61
Worry 106, 239

Y

Young Adults 7, 11, 53, 244, 248
Young Women 10, 19, 23
Young Workers 119
Youth 43, 78, 117, 124, 129, 134, 213, 231
Youth Employment 119
Youth Forensics 48
Youth Offenders 45
Youth Psychopathic Traits Inventory 40
Youth Suicide Prevention 22
Youthful Offenders 47, 49

Index of Authors / Index des auteurs

A

Abbott, Kayleigh 179
Abeare, Christopher 234
Abrams, Murray 225
Adair, Wendi 58, 121
Adams, Lauran 3
Adams, Nicole 232
Adams, Susan 43
Adeboye, Temitayo 6
Adirim, Zachary 128
Adler, Reva 101
Agar, Ava 13, 43, 179
Aguilera, Carla 140
Aguillera, Carla 77, 142
Ahmed, Rana 63
Aimé, Annie 131
Aimola, Sabrina 140
Aitken, Nicole 110, 111
Akman, Donna 26
Al-Hamdani, Mohammed 31
Alajarma, Yousef 40
Alani, Taslim 168
Alcolado, Gillian 85, 216, 242, 244, 247
Alexander, Sean 237
Alfano, Dennis 43, 94, 225, 246
Ali, Alisha 26
Ali-Faisal, Sobia 260
Allan, Lauren 215
Allen, Natalie 61
Allen, Stephanie 52
Allenby, Kim 289
Altomare, Alyssa 144, 148, 149
Amadala, Lucy 5
Amiot, Catherine 41
Ammari, Narmeen 76
Andrade, Brendan 237, 238
Andreou, Pantelis 247
Andrews, Jac 143
Ansloos, Jeffrey 42, 168
Antony, Martin 81, 199, 238, 242, 266
Arbuthnott, Alexis 67
Arbuthnott, Katherine 52, 53
Arbuthnott, BAH, Alexis 221
Arcuri, Anna 179
Arfken, Michael 73, 171, 204
Arim, Rubab 208
Ariyo, Adijat 6
Armieri, Albert 84
Armstrong, Laura 22, 213
Armstrong, Raina 58
Armstrong, Warren 65
Arnold, Malcolm 3
Aronovitch, Blair 91
Arpin-Cribbie, Chantal 183, 201
Arsenault, Andrea 96
Arthur, Nancy 62
Arthurson-McColl, Zoe 53
Asgary-Eden, Veronica 245
Asmundson, Gordon 230
Assouline, Isabelle 286
Atkinson, Erin 143
Atkinson, Leslie 130, 134
Au-Yeung, Arthur 58
Aujla, Sandeep 56
Austen, Erin 132
Austin, Stéphanie 61
Ayotte, Branden 128
Azevedo, Roger 145

B

Babb, Kimberley 138
Babcock, Julia 178
Babineau, Mélanie 245
Babineau, Vanessa 34
Bacev-Giles, Chantal 180
Backman, Joan 255
Baert, Annie 254
Bagnell, Alexa 239, 240
Baiden, Philip 224
Bailey, Heidi 236
Bailey, Kristen 282
Baillie, Patrick 30, 251
Baird, Anne 182
Bajwa, Jasmine 64
Baker, Alysha 43
Baker, Julie 91
Balk, Daniel 216
Ball, Laura 104, 171, 211
Balsden, Kayla 63
Bance, Sheena 100, 158
Banman, Victoria 100
Barata, Paula 22, 217, 229
Barber, Kevin 236, 242
Bardick, Angela 6, 255, 288
Barefoot, Clair 83
Barendregt, Lindsay 152
Barling, Julian 54, 170
Barnes, Carolyn 217
Barnes, Marissa 104
Barney, Krista 21
Barrett, Sean 76, 79, 80, 81, 82
Barrett, Yvonne 217
Barrette, Jacques 60
Bartz, Jennifer 69
Barva, Charlene 35, 112
Batho, Lauren 143
Baughman, Holly 180, 187
Baxter, Alyssa 226
Bayly, Melanie 179
Beall, Lauren 9
Beaton, Ann 191, 236
Beaton, Ann M. 63
Beaton, Denise 271
Beauchemin, Antoine 170
Beaudette, Janelle 44
Beaulieu, Teresa 292
Beausoleil, Natalie 219
Bédard, France 97
Bedi, Akanksha 53
Bedi, Robinder 9, 10
Beettam, Erin 278
Bégin, Catherine 131, 222
Beierbach, Angela Beierbach 235
Beitchman, Joseph 130
Belicki, Kathryn 180, 184, 194, 269, 270
Bell, Dayna 85
Bell, Melissa 13
Bell, Tessa 129
Bellamy, Sherry 129
Bellana, Buddhika 91
Bellingham, Johanne 142
Belus, Jennifer 201, 219
Bemister, Taryn 217, 263
Bennell, Jennifer 181, 183
Bennet, Deb 292
Bennett, Sheila 92, 95
Benoit, Andre 37, 38
Bergheul, Saïd 4, 45, 48
bergmame, Lana 15
Bergman, Krista 143
Bergstrom, Henriette 209
Berman, Gillian 87
Berry, John 121
Berube, Genevieve 217
Beshai, Shadi 218
Bessey, Meredith 37, 38
Best, Lisa 155
Bevins, Jen 73
Bewick, Laura 13
Bhan, Virender 91
Bianco, Theresa 77, 98
Bieling, Peter 204, 210, 223
Biernacki, Paulina 112
Biondic, Daniella 218
Birt, Angela 85
Birt, Dr. Angie 90
Blackie, Rebecca 227
Blair, Karen 174, 177
Blais, Ann-Renee 65, 257
Blais, Julie 51
Blankstein, Kirk 185
Blasberg, Jonathan 218
Blatz, Craig 183
Blenkarn, Brandon 53
Blondin, Soline 12
Blotnicky, Pamela 144, 148, 151, 254
Blustein, Philip 17
Boak, Angela 130
Bobocel, Ramona 198
Boersma, Katelyn 181
Boese, Gregory 199
Bogaert, Anthony 170, 178
Boglarsky, Cheryl 54
Bohr, Yvonne 2, 256, 279, 280
Bojman, Kerri 238
Bolton, James 220
Bonaccio, Silvia 144
Book, Angela 188
Boon, Susan 269
Born, Jennifer 42, 65
Borum, Randy 210
Both, Lilly 186, 187
Bouchard, Geneviève 12
Bouchard, Julie 80, 82
Boudakian, Renee 44
Boudreau, Ainsley 129
Boudreau, Jean-Paul 139, 204, 210, 293
Boudreau-Lariviere, Celine 17
Bourdon, Mathieu 97, 99
Bourgeois, Sylvie 123
Bourhis, Richard 274
Bourque, Jimmy 63
Bourque, Paul 4, 94
Boutilier, Jessica 129
Bowers, Kate 181
Bowker, Anne 136
Bowman, Jordan 228
Brad, Curtis 44
Bradley, Jennifer 73
Bradley, Kristina 219
Bradley, Louise 39
Bradley, Michael 96, 155
Bradley, Peter 109, 280
Bradley, Stacy 165, 286, 287
Branco, Laura 218
Brand, Andrew 155
Brazeau, James 80, 97, 219
Brazil, Amanda 46
Brcic, Jelena 98, 101
Bremner, Dawn 62
Brian, Jessica 129, 130
Brine, Sarah 82
Brockman, Scott 139
Brodt, Susan 121
Brosha, Patricia 270
Brown, Douglas 64
Brown, Greg 277
Brown, Matthew 82
Brown, Richard 205

Brown, Sarah 22
Brown, Shelley 47, 49, 259
Brown-Bowers, Amy 102, 219
Browne, Dillon 126, 141, 232
Brownlee, Keith 80
Brownlie, E 78
Brownlie, E.B. 130
Bruce, Jennifer 144
Bruce, Vanessa 181
Brunet, Alain 102, 113
Brunet, Luc 31
Brunet, Paul 175
Bruto, Venera 152, 167
Bryson, Lindsay 31
Bryson, Susan 129, 130, 224, 275, 276
Buchanan, Kiah 6
Buckle, Jennifer 181
Buehler, Roger 185
Buick, Fred 65
Bullen, Danielle 62
Burack, Jacob 33, 34
Burdett, Freda 273
Bureau, Jean-François 12, 13
Burke, Tara 49
Burleigh, Tyler 85, 170, 270
Bussières, Tanya 80
Butler, Jodi 48
Butterfield, Lee 6
Button, Pamela 219
Buzanko, Caroline 169
Byers, Sandra 260

C

Cabral, Christine 158
Cadeau, Nathan 277
Caelian, Carmen 221, 231
Cairns, Sharon 10, 124, 125
Calhoon, Kellsey 220
Calnan, Kate 282, 283
Cameron, Dr. Jim 187
Cameron, Jessica 188
Campbell, Anna 227
Campbell, Colin 33, 34
Campbell, Lorne 69
Campbell, Mallory 6
Campbell, Mary Ann 40, 46, 209, 290, 291
Campbell, Tammy 98
Campbell, Tavis 17, 213
Canales, Donaldo 209, 290
Canizares-Garcia, Maria-Helena 273
Cappadocia, Mary 154
Cardy, Janis 86
Carignan, Nicole 274
Carleton, R. 230, 246
Carleton, R. Nicholas 225
Carlson, Linda 17
Caron, Angela 196
Caron, Jean 102
Carpini, Joseph 98
Carroll, Steven 104
Carstens, Jenny 182
Carswell, Julie 32
Carter, Jeff 4
Carter, Ruth 231
Carver, Sally 90
Casey, Barbara 32
Casey, David 215
Casey, Stephanie 227
Castillo, Gisell 182
Catano, Victor 41
Cave, Douglas 6, 157, 250, 269, 293
Cedor, Jarod 50
Cey, Emma 179
Chadwick, Nicholas 44
Chaim, Gloria 78, 130
Chalifoux, Mathieu 63
Chalmers, R. Philip 163
Chalupa, Amanda 128, 133, 144, 145
Chambers, Christine 148
Chami, Goldis 101
Chan, Jessica 280
Chan, Kingsley 7
Chan, Vanessa 77
Chan, Vivian Wing-Sheung 64
Chang, Jeff 156
Charbonneau, Danielle 280
Chartier, Brian 66
Chartrand, Hayley 220
Chasteen, Alison 194
Chatman, Jason 222
Chaulk, Sarah 45
Chavoshi, Saeid 62, 133
Chen, Chang 220, 221
Chen, Charles 206, 262
Chen, Charles P. 165
Chen, Charles P. 165, 166, 206, 262
Chen, Hong 16, 131
Chen, Yvonne 223
Cheong, Clarissa 221
Cherry, Katie 254
Cheston, James 45
Cheverie, Madelon 48
Chiang, Chao-Mei 154
Child, Sarah 232, 234
Chin, Jacqueline 7
Chiocchio, Francois 54
Chloe, Gaumont 50
Choi, Julie 54
Choma, Becky 76
Chomiak, Debbi 272
Chomycz, Suzanne 42, 131, 221, 243
Chorney, Daniel 239
Chorney, Jill 285
Chow, Gillian 237
Chow, Graig 98
Christensen, Bruce 223
Christie, Amy 54
Christie, Marianne 138, 231
Christoffersen, Jens 110
Christopher, Upton 14
Chu, Erica 234
Chuapetcharasopon, Pylin 121
Chudzik, Susan 239
Chung-Yan, Greg 58
Church, Elizabeth 103, 121
Cila, Jorida 62, 63
Cimon-Lambert, Krystel 13
Clark, David 109, 214, 229, 235
Clark, Julia 221
Clark, Sandra 75
Clark, Sharon 32, 33, 222
Clarke, Allyson 158
Clarke, Maggie 45
Clarkson, Anne-Marie 83
Clarkson, Ashley 80
Claro, Anthony 128
Classen, Catherine 113, 227
Classens, Lynda Lou 124
Climie, Emma 114, 127, 145, 146, 149
Cloutier, Marie-Pier 184
Cluley Bar-Or, Heather 56
Cobb, Rebecca 192, 194
Cohen, Annabel 73, 89, 270, 271, 271
Cohen, Jacqueline 111
Cohen, Karen 34, 72, 168
Cohen, Robin 16
Collette, Tessa 45
Collicutt, Heidi 45
Colman, Ian 128, 235
Colp, S. Mitchell 126
Comeau, M. 42
Comeau, Thea 170
Condren, Melina 71, 177
Connell, Stephanie 172
Connolly, Jennifer 256
Connors, John 205, 211
Conrad, Nicole 137, 140, 141
Conway, John 252
Cook, Peggy 217
Coombes, Lindsay 271
Corkum, Penny 37, 38, 144, 148, 151, 171, 222, 237, 240, 247, 254, 255
Corneil, Wayne 60
Côté, Gilles 268
Côté, Karine 24
Côté, Marilou 131, 222
Cotton, Dorothy 32, 66
Coulombe, Aimee 37, 38, 222
Coulter, Lisa-Marie 185, 257
Counsell, Alyssa 71, 156
Coupland, Richard 43, 44, 117
Coupland, Sarah 78
Cousineau, Colette 46
Couture, Marie-Eve 78, 79
Cowie, Roddy 175
Cozma, Adelina 27
Craig, Jacqueline 14
Craig, Joan 148
Craig, Wendy 74, 131
Cramer, Kenneth 148
Crann, Sara 22
Crawford, Maxine 52
Cribbie, Robert 156, 164
Crocker, Anne 268
Crocker, Peter 98
Cross, Lara 251
Cross, Ryan 36, 37
Crowe, Gloria 2, 7
Crumpler, Tara 75, 114, 151
Cullen, Kimberley 3
Cunning, Sandra 130
Cunningham, Charles 223
Cunningham, Shannon 217
Currie, Anna 182
Curtis, Kathryn 14
Cuttler, Carrie 85, 242, 244

D

D'Arcy, Ryan 253
D'Eon, Joyce 72
D'Iuso, Nadia 286
da Estrela, Chelsea 85, 242, 244
Dadgostari, Tina 223
Daffern, Michael 291
Dahl, Jennifer 7
Daigle, Marc 50
Dainow, Alexandra 14
Dal Bello-Haas, Vanina 225, 246
Dalenberg, Constance 113, 203
Dalton, E. Jane 227
Daniels, Lia 143
Danyluck, Chad 183
Daoust, Mélodie 222
Daponte, Daniella 181
DaPonte, Daniella 183
Darzi, Chantal 62
DasGupta, Tracey 3
Date, Anjali 31
Davidson, Fiona 37, 254, 255
Davie, Krista 86
Davies, Paul 188
Davis, Aaron 13
Davis, Chris 270
Davis, Christopher 186
Davis, Mike 223
Davis, Ron 90, 97, 197, 217, 219, 237, 241
Dawkins, Tamara 34
Day, Arla 31, 119, 162
Day, Lisa 183
Day, Victor 247
De Jong, Meagan 7
de la Sablonnière, Roxane 41, 195
De Stefano, Jack 286, 287

Deacon, Amanda 55
Deacon, Helene 90
Deacon, Hélène 140
Deacon, S. Helene 141
Deamond, Wade 116
Deane, Frank 203
Decaire, Michael 203
DeCourville, Nancy 92, 180
Decter, Matthew 14
Deen, Michelle 127
Deeth, Sander 100
Dekker, Inez 287
Della Rossa, Irina 101
Delorey, Randy 55
Delparte, Chelsea 15, 223
DeMarchi, Gina 80
DeMers, Stephen 161, 162
Demetrioff, Sabrina 190
Dempsey, Julie 208
den Dunnen, Wendy 224
Deng, Xiaolei 76
DeNicola, Maria 86
Denomme, Cathy 57
Derkzen, Dena 289
DeSchiffart, Erika 7
Desjardins, Julie 131
Desnoyers, Amanda 183
Desroches, Angele 172
Devlin, Julie 66
Devoe, Daniel 52
Dhayanandhan, Bramilee 279
Diamond, Lisa 174
Dick, Bruce 105
Dickson, Jenna 140
DiDonato, Roberta 83
Dignam, Joey 132
Diguer, Louis 174
Dimnik, Tessa 49
Dimoff, Jenn 31
Dindoff, Kathleen 3
Dionisi, Angela 54
Direkoglu, Elif 224
Dithurbide, Lori 98
DiTommaso, Enrico 176, 217
Dixon, Sandra 125, 256
Doan, Lara 2
Dobreva-Martinova, Tzvetanka 57
Dobson, Deb 66
Dobson, Jennifer 184
Dobson, Keith 5, 63, 215, 217, 218
Doherty, Sherri 46
Dolan, Bridget 139
Dolan, Mairead 291
Dolphin, Olivia 74
Domene, José 72, 107, 207, 208
Donegan, Eleanor 238
Donohoe, Meghan 282, 283
Dosa, Mario 184
Doucet, Philippe 99, 184
Doucette, Naomi 46, 209, 290, 291
Dowds, Erin 130
Doyle, Anna Beth 66
Doyle, Catherine 3
Doyle, Randi 22
Dozois, David 1, 27, 39, 106, 106, 107, 108, 160, 213, 293
Drabot, Karly 188, 229
Drake, Cheryl 184
Drapeau, Martin 9, 165, 253
Drefs, Michelle 145
Dubé, Claude 80, 82
Dubé, Jean-Nicolas 54
Dubiniecki, Christine 42, 65
Duff, Carlton 8
Duffett, Megan 29
Duffy, Melissa 145
Dufresne, Annette 2
Dugas, Michel 238
Duggan, Jamie 278
Duinker, Peter 103
Duku, Eric 224
Dunkley, David 69, 70
Dupre, Kathryn 119
Dupre, Lindsay 14
Dupuis, Dana 224
Dupuis, Dawn 48
Dupuis, Dr. Paul 51
Durand, Jean-Christophe 31, 55, 60
Dursun, Sanela 267
Dyck, Heather 290
Dyck, Karen 253, 280, 293
Dywan, Jane 76

E

Earle, Jeff 290
Earls, Christopher 24
Eastwood, John 214
Easty, Tony 16
Edwards, Meaghan 152
Eeson, Jennifer 125
Ein, Natalie 140
El Gamal, Monica 185
El-Gabalawy, Renee 199
el-Guebaly, Nady 215
Elgar, Frank 186
Elik, Nezihe 144
Elliott, Corinna 236
Elliott, Nicole 79
Eltiti, Stacy 21
Emery, Amber 126, 226, 278
Engarhos, Paraskevi 8
Engel, Stephanie 175
Enns, Janelle 146
Enros, Paul 15
Epp, Amanda 63, 262
Erickson, Julie 203
Erickson, Kerry 185
Espinet, Stacey 80
Esplen, Mary Jane 26
Evraire, Lyndsay 106, 107

F

Falardeau, Marie-Chantal 184
Falenchuk, Olesya 232
Fallah, Nader 94
Fallowfield, Alisa 200
Fanning, Sarah 85
Farrell, Susan 253
Farrell MacDonald, Shanna 48
Farstad, Sarah 79
Farthing, Dasa 268
Faulkner, Emily 180
Fawcett, Jonathan 86
Feeley, Nancy 135
Feeney, Justin 33, 55, 205, 211, 268
Feiler, Amanda 55, 59
Fekken, G. Cynthia 200
Felding, Aly 112
Feltz, Deborah 98
Ferdinand, Justin 79, 81
Fergus, Karen 3, 23
Ferguson, Bruce 111
Ferguson, Meaghan 214
Fergusson, Janel 86
Fernet, Claude 61, 160
Fetzner, Mathew 230
Fikretoglu, Deniz 258
Filbert, Katharine 42
Filliter, Jillian 134
Fina, Stefan 228
Fine, Lauren 46, 48
Finegan, Joan 60
Finkelstein, Andrea 282
Finlayson, M. Alan J. 94
Finnegan, Heather 78
Fior, Meghann 145
Fish, Joel 92
Fisher, Maryanne 28, 86, 193, 199
Fisher, Megan 88
Fisk, John 91, 92
Fitch, Margaret 3
Fitzgerald, Ryan 76
Fitzpatrick, Marilyn 168, 241, 265, 266
Fitzpatrick, Skye 67, 234, 265
Fizell, Samantha 282
Flanagan, Helen 224, 275, 276
Fleming, Erin 112
Fleming, Stephen 223
Flett, Gordon 70, 76, 118, 175, 185, 200, 215, 218, 220, 221, 228, 231, 257
Flora, David 163
Flores, Heidi 33, 34
Flores, Jessica 132
Florko, Lauren 41, 283
Flynn, Robert 42
Foa, Clare 266
Fombonne, Eric 224
Fong, Alicia 228
Fong, Katrina 186, 197
Fontaine, Véronique 94
Fontil, Laura 15
Forand, Krista 127
Ford, Lacey 172
Ford, Laurie 112, 150
Forgeron, Paula 148
Forget, Mathieu 31, 60
Forrester, Pamela 46
Forristall, Samantha 225
Forth, Adelle 44, 46, 48, 51, 208, 209
Fortier, Gabriel 80, 82
Fortier, Julie 268
Fortier, Marie-Eve 77
Fortier, Suzanne 110
Fossum, Kristin 275, 276
Fougere, Amber 291
Fowler, Darren 227
Fowler, Ken 234
Franc, Julie 141
Francis, Lori 58, 146
Francis, Sarah 29, 225
Frank, Christine 186
Frank, Elizabeth 87
Fraser, Brenda 257, 258
Fraser, Ronald 78
Fréchette, Sabrina 215
Freeman, Erin Aiofe 8
French, Douglas J. 18
French, Fred 254
French, Jared 2, 156, 255
French Bourgeois, Laura 195
Frewen, Paul 100, 102, 113, 168, 210, 288
Fritz, Noelle 139
Fulmore, Jamie 234, 265
Fung, Stephanie 29
Funk, Leah 146
Furimsky, Ivana 223

G

Gaffield, Chad 110
Gagné, Annie 285
Gagne, Marylene 98
Gagnier, Karina 259
Gagnon, Michelle 20, 33, 225, 250
Gagnon-Girouard, Marie-Pierre 222
Galfi-Pechenkov, Ingrid 186
Gallant, Lise 56
Gallitto, Elena 132
Gamache, Dominick 174
Gamberg, Susan 265
Gamble, Andrea 186, 187
Ganten, Jessica 132
Gao, Zhipeng 105
Garcia, Alejandro 273
Gardner, Stephen 30
Garg, Rashmi 135

Garofalo, Alyssa 51
Garon, Nancy 129
Garrison, Kylie 40
Gaskovski, Peter 214
Gassaway, Chelsea 139
Gaudet, Jessica 82
Gaudreau, Patrick 67, 136, 196
Gaul, Gina 58
Gaumont, Chloé 50
Gauthier, Janel 115, 265
Gautreau, Chantal 232
Gauvin, Courtney 187
Gaydukevych, Darya 23
Gazzola, Nick 286
Gebotys, Robert 192
Geck, Celia 47
Gelinas, Bethany 15, 68, 223
Gendron, Melissa 132, 140, 237, 240, 247
George, Anne 22
George, Deb 4
Georgiades, Stelios 224
Gerrior, Katlyn 225
Gervais, Sabrina 98
Ghandehari, Omeed 225, 246
Gholamrezaei, Maryam 226, 231
Giammarco, Erica 180, 187, 201
Gibbings, Justine 69
Gibbs, Zoe 226
Gibson, Diane 39
Gibson, Kerri 260
Gick, Mary 110, 205, 206
Giese-Davis, Janine 17
Gietz, Carmen 146
Gilbert, Sophie 177
Gilbert, Stephanie 283
Gilbert MacLeod, Cheryl 239, 240
Gill, Kathryn 78
Gillen, Christopher 209
Gillen, Nathalie 269
Gillies-Poitras, Elizabeth 15
Ginsberg, Freda 172, 173
Ginter, Joanne 288
Girard, Jonathan 80
Glaser, Sarah 133, 145
Glasgow, Jillian 22
Glenn, Shannon 66
Glickman, David 158
Gnanakumaran, Vishi 56
Godin, Judith 104
Goertzen, Jason 171, 251
Goffin, Richard 55
Goghari, Vina 88
Gold, Ian 135
Goldberg, Daniella 128, 140, 144, 146
Goldberg, Joel 76, 118
Goldstein, Abby 6
Goldstein, Scott 87
Gomez, Manuel 92
Gonsalez, Andrea 134
González-Morales, Maria Gloria 14, 20, 55, 60
Good, Dawn 91, 92, 93, 95
Goodbaum, Josh 177
Gosselin, Julie 285
Gosselin, Natasha 285
Gou, Tingting 66
Goulard, France 146
Gould, Chelsea 132
Gouliquer, Lynne 23, 272
Goyette, Veronique 31
Goyette, Véronique 55, 60
Graf, Peter 27, 86, 293
Graham, Eva 130
Gralnick, Tara 238
Grand, Michael 200
Grandy, Gina 119
Grant, Valerie 78, 79
Gravel, Emilie 62, 64
Green, Cheryl 17
Green, Sheila 243
Green, Sheryl 15, 252
Green-Demers, Isabelle 190, 226
Greenglass, Esther 71, 72
Greenman, Paul 226, 227
Greer, Scott 163
Greiner, Leigh 47, 49
Grenier, Jean 226
Griffin, Melissa 16
Grigorovich, Alisa 92
Grizenko, Natalie 77, 96, 142
Gruber, Reut 15
Gui, Yongxia 121
Gul, Pelin 62
Gullickson, Kirsten 15
Gullone, Eleonora 62
Gunnell, Katie 98
Guo, Lianrong 70, 200
Gusella, Joanne 227
Guzzo, Lina 276, 277

H

Haber, Erika 15
Hachey, Krystal 267
Hadad, BatSheva 34
Hadjistavropoulos, Heather 15
Hadjistavropoulos, Thomas 20, 27, 83, 225, 246
Hagel, Brent 19
Haggett, Matthew 82
Haghbin, Moshen 184
Hahlweg, Ken 244
Hahn, Christian 190, 227
Haji, Reeshma 21, 180
Hall, Jeanna 238
Hall, Nathan 24, 100, 147, 149, 152, 189
Hamilton, Leah 60
Hampton, Mary 4
Hanrahan, Michael 56
Hansen, Troy 92
Haqanee, Zohrah 259
Hara, Kimberley 187
Harasymchuk, Cheryl 269
Hardy, Cindy 18, 22, 129
Harford, Kelsey 200
Harkness, Kate 101
Harman, Katherine 27
Harmer, Sarah 227
Harris, Andrew 289
Harris, Gregory 6, 9, 11
Harris, Nick 80, 243
Harrison, Jacqueline 133
Hart, Jillian 101
Hart-Mitchell, Regan 15, 223
Hartling, Nikola 199
Hartman, Leah 118
Hartman, Lesley 253
Hashish, Mahmoud 87
Hastings, Stephanie 53
Hatami, Neda Hatam 232
Hatch, Meagan 168
Hauf, Petra 270
Hausdorf, Peter 56, 249
Hayton, Barbara 135
Heath, Nancy 126, 138, 226, 231, 278
Heath, Olga 219
Heather, Dara 228
Hébert, Julien 96
Hecht, Tracy 56
Hecimovic, Karen 76, 80, 82
Heckhausen, Jutta 149
Heidt, Constance 53
Heinrichs, R. Walter 76
Heinrichs, Walter 77
Heisel, Marnin 228
Henderson, Joanna 78, 130
Henderson, Rhaeling 271
Hennessey, Eden 118
Hennig, Karl 192
Hepburn, C. Gail 146
Hewitt, Paul 70, 76, 175, 185, 200, 215, 218, 220, 221, 231, 257
Hickson, Robert 83
Hideg, Ivona 58
Hiebert-Murphy, Diane 245
Higgins, Kristen 87, 228
Higgins, N 183
Higgins, N. 181
Higgins, Nancy 27
Hilchey, Catherine 229
Hilchey, Matthew 87, 88, 89, 122
Hill, Erin 205
Hill, Kate 136
Hill, Kenneth 53
Hillis, Sarah 249
Hinderle, Melissa 98
Hindes, Yvonne 151
Hines, Sarah 229
Hitomi, Maaya 178
Hobson, Kristina 281, 282
Hobson, Michael 28
Hodgins, David 215
Hofman, Samantha 173
Hogg, Sarah 277
Holden, Ronald 7, 74, 134, 188, 223, 246
Holder, Mark 52
Hole, Christine 188
Hollis-Walker, Laurie 39, 112, 249
Holmberg, Diane 28, 281, 282
Holmes, Alana 112, 127
Holmes, Barbara 112
Holmes, Holly 57
Holmes, Jeffrey 84, 86
Holmqvist, Maxine 229
Holmvall, Camilla 57
Holton, Tara 258
Holtzman, Susan 174, 217, 229
Hoover, Stuart 9
Hopkins, Robert 93
Hopkins, Sydney 133
Hornstein, Henry 57
Horowitz, Sarah 158
Horsman, Patrick 283
Horswill, Samantha 230
Horvath, Peter 193
Houde, Geneviève 111
Houshmand, Sara 173
Howell, Andrew 188, 215
Howell, Glen 66
Huang, Vivian 63
Hubbard, Kyle 24, 100, 147, 149, 152, 189
Hughes, Melissa 291
Hughes-Jones, Megan 23
Huguet, Anna 105, 284
Huizinga, Mariette 33
Humphrey, Diane 40
Hunter, Paulette 225, 246
Huot, Jeremie 177
Hurley, George 66, 115
Hurtubise, Mariève 4
Hutchings, Veronica 87
Hutchinson, Shirley 188
Hutman, Heidi 286
Hutton, Erin 49
Hyatt, Ashley 248
Hymel, Shelley 152
Hynie, Michaela 274

I

Iaboni, Kristine 16
Ibarra-Rovillard, M. Sol 230
Ingles, Janet 92
Ionita, Gabriela 168
Ip, Joyce 214
Ireland, Alana 6, 8
Isabelle, Tremblay 55

Isenor, Jessica 2
Ivanoff, Jason 87
Iverson, Katherine 201
Ivey, Gary 66

J

Jackson, Dennis 154
Jackson, Todd 16, 131
Jacques, Sophie 33
Jaghori, Beheshta 154
Jalbert, Annie 84
Jamieson, John 243
Janzen, Troy 127, 147
Jarry, Josée 181
Jarvey, Marya 127
Jarvis, Gini 18
Javaheri, Forouzan 232
Javam, Leyla 198
Jbilou, Jalila 4
Jeffrey, Nicole 158, 189
Jeffs, Lisa 223
Jelley, Blake 109
Jelley, R. Blake 57, 157
Jenkins, Gwen 40
Jenkins, Jennifer 126, 141
Jenkins, Jenny 138
Jenkins, Ken 253
Jenkins, Mary 84, 86
Jeong, Jessica Jeihyun 80
Jerrott, Susan 77
Jetté, Jonathan 226
Jewell, Emily 23
Jewer, Chimène 159
Jha, Ranjana 108
Jitlina, Katia 144, 148, 149
Joel, Samantha 27, 28
John, Roger 43
Johns, Erin 95
Johnson, Andrew 84, 86
Johnson, Edward 14, 121, 122, 195
Johnson, Erin 230
Johnson, Jill 88
Johnson, R. Coranne 35, 112
Johnson, Samantha 93
Johnson, Sara 48
Johnson, Shannon 52, 88, 96, 134, 232, 255
Johnson, Susan 227
Johnson Emberly, Debbie 32, 231
Johnston, Charlotte 142, 214, 233, 243
Joly, Melanie 126, 226
Joly, Mélanie 231
Joly, Melanie 278
Jones, Natalie 40
Jones, Shannon 15
Joober, Ridha 77, 96, 142
Joordens, Steve 261
Jordan, Christian 183, 197
Joseph, DJ 63
Juilo, Laia 24, 189
Julian, Amanda 97
Julie, Ste-Marie 50
Julio, Laia 100, 147, 152
Jungert, Tomas 57
Jurcik, Tomas 63

K

Kairouz, Sylvia 81
Kaldas, Janet 231
Kalousek, Kate 232
Kalynchuk, Lisa 68, 242
Kambeitz, Jolee 9
Kammrath, Lara 193
Kandasamy, Abirami 133
Kane, Alexa 16
Kanippayoor, Jacqueline 189
Kanter, Deborah 2, 279
Karanovic, Blanka 120
Karst, Jeffrey 139
Katter, Joana 71, 72
Katz, Danielle 214
Katz, Joel 14, 214
Kaviani, Hossein 134, 232
Kaya, Nesli Diba 116
Keating, Kathy 47
Keay, Devin 102
keefe, Chad 97, 219
Keefer, Kateryna 74, 75, 80, 81, 83, 153
Keefer, Katia 134
Kelley, Elizabeth 74
Kelln, Brad 111
Kelloway, E. 119
Kelloway, E. Kevin 61
Kennedy, Barbara 8, 255
Keo, Rebecca 178
Kerlew, Jennifer 93
Kerner, Emily 265, 266
Kerr, Michelle 134
Kerrigan-Brown, Debra 257, 258
Kervin, Melissa 247
Kestler, Myra 15
Keuroghlian, Sonia 140
Khan, Husan Jan 189, 200
Khoury, Jennifer 134
Ki, David 145, 149
Kidwai, Ammaar 16
Kil, Hali 175
Kilik, Lindy 93, 251
Kim, Caroline 21
Kim, Young-Hoon 202
King, Sara 113, 148
Kinscherff, Robert 40
Kiziltepe, Zeynep 190
Klein, Raymond 44, 87, 88, 89, 99, 122, 161
Kleisinger, Carmel 43
Kloosterman, Patricia 74, 75, 80, 81
Knapik, Mirjam 10
Knauff, Kristine 197
Kocovski, Nancy 227
Kocum, Lucie 176
Koegl, Christopher 45
Koerner, Naomi 239, 247
Kohli, Adarsh 273
Kohut, Taylor 17
Konieczna, Karolina 157
Konnert, Candace 84, 85, 262
Konopasky, Robert 190
Konstantareas, Mary 169
Korva, Natasha 190
Kosits, Russell 7
Kosmerly, Stacey 17, 232, 234
Kousaie, Shanna 123
Kowal, John 18
Kozey, Michelle 150
Krameddine, Yasmeen 47
Krewski, Dan 20
Kristensen, Holly 80
Kristiansen, Connie 24
Kruse, Alexandra 42, 221
Ksyniuk, Heather 3
Kuchinsky, Mikayla 50
Kuhl, David 6, 157, 250, 269, 293
Kuiper, Nicholas 230
Kulkarni, Jayashri 226
Kumar, Aarti 232
Kuo, Janice 67
Kuo, Susan 101
Kutcher, Stanley 144
Kyparissis, Angela 233

L

La Rocque, Cherie 101
LaBrish, Cathy 163, 164
Lachance, Lise 233
Lachance-Grzela, Mylène 12, 25
LaChapelle, Diane 27
Lacroix, Franca 228, 261
Lacroix, Guy 85
Laderoute, Kristine 257
Lafontaine, Marie-France 196
Lafortune, David 177
LaFreniere, Dan 128
Lafreniere, Dan 235
Lafreniere, Kathryn 148
Lagacé, Delphine 24
Laliberte, Michele 216
Lalonde, Richard 63, 64, 107
Lam, Lisa 93
Lam, Quan 36
Lambert, Christine 88
Lambert, Louise 17
Landis, Lisa 174
Landry, Oriane 33
Landy, Meredith 102
Lane, Jonathan 89
Lang, Ariella 16
Langille, Jennifer 185
Lanius, Ruth 288
Lapointe, Marie-Michelle 98, 99
Larivière, Michel 13
Lariviere, Michel 58
Larmour, Simon 46, 47, 48
Laroche, Kathryn 245
Larsson, Bo 284
Latter, Kathleen 47
Lauder, Matthew 281
Lauzon, André 190
Lavallee, Julia 87
LaValley, Shannon 12
Laverdiere, Caroline 91
Laverdière, Olivier 174
Laverty, Susann 10
Lavoie, Virginie 80, 82
Lawlor-Savage, Linette 17, 88
Lawrence, Michael 88
Lawrie, Tricia 52
Lawson, Karen 13, 179
Lawson, Katie 101
Laye, Adele 150
Leach, Larry 91, 92
Leavey, JoAnn 287
LeBarr, Andree Nicole 191
Lebel, Paule 54
LeBlanc, Denis 63
LeBlanc, Josée 63
Leblanc, Michael 271
Leckie, George 126
Leduc, Caleb 58
Lee, Andrea 62, 64
Lee, Carolyne 191
Lee, Catherine 245
Lee, Jennifer 42, 65, 267
Lee, Joanne 126
Lee, Matthew 152
Lee, Sharon 244
Lee, Stuart 226
Lee-Flynn, Sharon 233
Léger, Mélanie 191
Legkaia, Katya 101
Leiter, Michael 59, 262
Lemieux, Simone 222
Lemyre, Louise 20, 60
Leonhart, Mark 244
Leopold, Ashley 58
Lerner, Alexandra 154
Leschied, Alan 224
Leth-Steensen, Craig 104
Leung, Kevin 31, 64
Levesque, Kyle 140
Levesque, Lucie 48
Levi, Yolanda 63
Levin, Elizabeth 135, 137
Levine, Amanda 78
Levitan, Robert 134
Levy, Hannah 242, 248
Lewis, Stephen 67, 230, 278
Lewis, Stephen 221
Liang, Lindie 58

Linda, Gregoire 50
Links, Paul 100
Litchmore, Rashelle 274
Lituchy, Terri 121
Liu, Aihua 102
Lix, Lisa 225, 246
Ljepava, Nikolina 158, 191
Lloyd, Caleb 44, 47, 51
Lloyd, Peter 160
Lo, Shirley 7, 124
Locke, Sean 191
Logan, Jill 192, 194
Longard, Julie 130
Longman, Stewart 203, 209
Lou, Evelina 63, 64
Loughlin, Catherine 55, 119
Lounsberry, Joshua 17
Loutzenhiser, Dr. Lynn 133
Lowe, Erin 106
Lowe-Pearce, Crystal 254
Luc, Brunet 55
Luca, Stephanie 118
Luce, Christelle 81
Lucie, Charbonneau 50
Ludmer, Jaclyn 135
Lui, Joyce 233
Lumley, Margaret 236, 246
Luong, Dorothy 5
Lutz, Sara 84
Lysynchuk, Linda 89

M

Ma, Liang 70, 200
Mabey, Alyssa 272
MacArthur, Heather 26, 27, 272
Macaulay, Christianne 233
Macaulay, Robert 92
MacAulay, Sarah 272
MacAulay, W. Alex 209
MacDonald, Danielle 195, 233
MacDonald, Emma 67
MacDonald, Geoff 28, 266
Macdonald, Megan 265
MacIntyre, Leslie 135
Mackay, Jenna 24, 158, 179
MacKay, Leslie 250
Mackenzie, Corey 203
MacKenzie, Heather 146
MacKenzie, Meagan 234
MacKenzie, Meredith 24
MacKinnon, Anna 135, 237
Mackinnon, Sean 81, 199, 234, 265
MacLean, Greg 88
MacLean, Gregg 217
MacLean, Kim 233
MacLean, Stephane 264
MacLellan, Aleka 192
MacLeod, Colin 252
Macneil, Matthew 234, 264, 265
MacNeill, A. 155
MacNevin, Rebecca 148
MacNutt, Linda 269, 293
MacQuarrie, Colleen 171, 172
MacSwain, Mary-Ann 48
MacTavish, Angele 192
Madsen, Victoria 223
Maggi, Stefania 91
Maguire, Erin 222
Majed, Lorna 234
Major, Rochelle 84
Major, Sonya 128
Malange, Ramsay 205
Malloy, David 225, 246
Malo, Marie 31, 60
Malone, Judi 158, 207
Manay-Quian, Natalia 13
Mancini, Barbara 165
Mandel, Tobey 70
Mangagil, Reynosa 24
Manion, Ian 22, 111
Mann, Robert 130
Mansfield-Green, Sarah 24, 232, 234
Mantler, Janet 57
Mar, Raymond 186, 197
Mara, Constance 71, 163, 164
Maranzan, K. Amanda 246
Marchbank, Tyler 89
Marcinkevics, Dustin 235
Marie, Malo 55
Markovic, Martina 120
Marrie, Ruth Ann 91
Martens, Sylvia 180
Martin, Cheron 148
Martin, Jodi 13
Martin, Michael 268, 269
Martin, Ronald 225, 246
Martinussen, Rhonda 143
Maslej, Marta 219
Massfeller, Helen 2, 4, 7, 208, 288
Masson, Philip 229
Mastikhina, Liza 235
Mastoras, Sarah 114, 145, 146, 149
Matchullis, Ryan 144, 148, 149
Matheson, Flora 46
Mathieu, Forget 55
Mathur, Kamayani 235
Matos, Paulo 100
Matthews, Madelynn 269
Mazmanian, Dwight 131, 243
McAfee, Susan 48
McAndrews, Mary Pat 74
McArthur, Alisa 174
McCabe, Randi 15, 239, 242, 252
McCabe-Bennett, Hanna 192
McCallion, Ken 127
McCann, Doug 186
McColl, Vanessa 193
McCormick, Terry 130
McCorrisson, Ashley 13
McCrimmon, Adam 144, 148, 149
McCuaig Edge, Heather 66
McCutcheon, Jessica 178
McDermid Vaz, Stephanie 76, 77
McDermott, Daragh 177
McDermott, Rebecca 106, 107
McDonald, Grand 139
McDougall, Ainslie 291
McElheran, Jesse 193
McFarland, Cathy 185
McFarlane, Traci 233
McGee, Robin 264
McGonnell, Melissa 113, 144, 254, 255
McGrath, Daniel 79, 81
McGrath, Patrick 42, 105, 110, 144, 247
McGuffin, Kendra 48
McHale, Nicola 214
McIlduff, Cari 136
McIlwraith, Robert 72
McInnes, Taylor 166
McIntosh, Kent 146, 153
McIntyre, Moira 200
McIsaac, Caroline 256
McKay, Kathleen 236
McKay, Kathy 191
McKee, Bill 66
McKee, William 112, 113
McKenzie, Kwame 269
McLarnon, Matt 32
McLarnon, Matthew 41
McLarnon, Megan 215, 222
McLaughlin, Kendra 272
McLean, Heather 192, 236
McLellan, Lianne 36, 75, 107, 169, 273
McMurtry, Meghan 160
McNeely, Heather 95, 216
McPhie, Meghan 257
McQuaid, Sarah 49
Mcrae, Tara 196
McWilliams, Lachlan 22, 206, 228, 282
Meier, Colt 178
Meirovich, Harley 193
Melanson, Suzanne 193
Menna, Rosanne 137, 148
Merali, Noorfarah 64
Mercer-Lynn, Kimberley 214
Messervey, Deanna 66
Messina, Katrina 236
Mewhort, Douglas 74
Meyer, Audrey 139
Meyer, John 204
Mezo, Peter 238
Michal, Natalie 278
Michaud, James 121
Michel, Natalie 14, 76, 118
Mihajlovic, Igor 116
Miles, Ashley 76
Millar, Aidan 194
Miller, Brittany 59
Miller, Kristin 30
Miller, Lynn 127
Miller, Natalie 142, 214, 243
Millman, Roanne 192, 194
Mills, Jennifer 198
Mills, Rebecca 75
Milroy, Ashton 49
Milton, Erica 49
Mintah, Kojo 236
Miquelon, Paule 18
Miranda, Dave 136, 194, 196
Mirbaha, Hilda 134
Mirdha, Nadia 130
Mirenda, Pat 224
Mitchell, Damon 166, 167
Mitchell, Kristi 145, 149
Mitchell, Laura 287
Mitnitski, Arnold 94
Moeller, Christin 58
Moghrabi, Albert 91
Mogil, Jeffrey 125
Mohle, Erika 6
Molnar, Danielle 93
Monaghan, Tracy 81
monette, cassandra 15
Monson, Candice 102, 201, 219
Monson, Eva 102
Montgomery, Janine 146
Moody, Chérie 178
Moore, Chris 142
Moore, James 281
Moore, Jennifer 25
Moore, Sharon 228
Moore, Timothy 259
Moorman, Jessica 136
Moran, Greg 135
Morash, Jessica 237
Morck, Randall 82
Morgan, Jenny 237, 241
Morin-Carignan, Samuel 18
Morinville, Amélie 136, 194
Morinville, Amélie 196
Morley, Tara 135
Moroz, Molly 70
Morrison, Brad 36
Morrison, Melanie 178
Morrison, Todd 162, 196, 267
Morrongiello, Barbara 13, 16, 19
Mosewich, Amber 98
Mothersill, Kerry 104
Motz, Mary 80
Moulson, Margaret 140
Moumne, Samira 136
Mountain, Mary Ann 246
Mrazik, Martin 147

Mu, Frank 58
Mudry, Tanya 9, 156
Muharib, Eva 77
Muis, Krista 145
Mulcahy, Gloria 121
Mullane, Jennifer 240
Mullen, Jane 119
Murata, Lisa 83
Murdoch, Matthew 3
Murphy, Tim 93
Mushquash, Aislin 42, 70, 81, 237, 265
Mushquash, Christopher 42, 161, 237
Musu-Gillette, Lauren 149
Myers, Carlye 49
Mykota, David 149, 150
Myrden, Susan 55

N

Na, Jennifer Jiwon 194, 237, 238
Naber, Alex 195, 237, 238
Nadeau, Josée 94, 150
Nadeau, Louise 81
Nagasawa, Sachiko 25
Najih, Mariam 195
Nashef, Aziz 40
Nathan, Howard 18
Navid Ehsani, Niousha 21
Nealis, Logan 264
Neath, Ian 83, 84
Negreiros, Juliana 112, 127, 150
Nelson, Andrea 248
Nepon, Taryn 71, 175, 185, 257
Neri, Eric 17
Neufeld, Darren 195
Neufeld, Richard 179
Newby-Clark, Ian 184
Newman, Randy 87
Ng, Andy 261
Nguen, Phuongthao 142
Nguyen, Andrew 196
Nguyen, Hien 257
Nicholaichuk, Terry 117, 167
Nicholson, Ryan 59
Nicol, Jennifer 3, 9, 12
Nilsson, Thomy 89
Nirmal, Rashmeen 150
Nisbet, Elizabeth 110, 111
Nisenbaum, Rosane 100
Noble, Annie 141
Noble, Rick 138, 231
Noel, Valerie 30, 225, 238
Noh, Helen 19
Nordstokke, David 75, 151, 153
Norman, Cameron 108
Norton, Michael 36
Norwood, Sarah 257
Nouriani, Bita 17
Nowakowski, Matilda 238
Nugent, Sarah 151
Nuno, Melissa 137
Nussbaum, David 68, 115, 273

O

O'Beaglaoich, Cormac 196
O'Brien, Kate 291
O'Brien, Norman 168
O'Connor, Brian 189, 229
O'Connor, Shannon 268
O'Neil, Ashlyne 148
O'Neil, Tom 32
O'Neill, Tom 53
O'Rourke, Sally 113
O'Sullivan, Lucia 69, 182
Oakenfold, Jamie 94, 133
Oakman, Jonathan 248
Oates, Sarah 238
Offet-Gartner, Kathy 72
Ogloff, James 103, 291, 292
Oinonen, Kirsten 131
Olavarria, Marcela 62
Oligny, Marie-Anne 238
Oliveira, Bruno 89
Oliver, Thomas 31, 196
Olmsted, Marion 233
Olthuis, Janine 240
Olver, Mark 34, 39, 44, 116, 117, 166, 167, 276
Oriet, Chris 76
Orr, Robert 191
Osborne, Danny 188
Osborne, Jason 230
Osler, Brittony 52
Osman, Muna 194, 196
Otchet, Felicia 239
Ott, Brian 40
Overington, Louise 168, 287
O'Brien, Catherine 271
O'Doherty, Kieran 14

P

Paap, Kenneth 123
Page, Stewart 148
Pakzad, Sarah 4, 45, 48, 94, 150
Palandra, Ashley 197
Palazzolo, Nino 2
Palmer, Laura 9
Pan, Bing-Yi 89, 271
Pan, Sisi 89
Papps, Fiona 23
Paquette, Linda 97, 99
Pare, Dwayne 261
Parhar, Karen 50
Parker, Ashton 151
Parker, Charlene 137
Parker, James 74, 75, 80, 81, 83, 134, 153
Parkinson McGraw, Lisa 227
Parlow, Shelley 236
Pasiak, Cassandra 137
Pasma, Derek 290
Passey, Jennifer 188
Passmore, Holli-Anne 215
Paterson, Randy 36
Paton, Julia 137
Patterson, Ashlyn 14, 59
Patterson, Deegan 177
Pattison, Jill 99
Paulin, Marie-Claire 94, 150
Pawluk, Elizabeth 239
Pawluk, Paige 219
Pawluk, Piage 97
Peace, Kristine 49, 50, 51
Peach, Jennifer 257, 258
Pearson, Hilary 6, 157, 250, 269, 293
Pease, Lilly 197
Pedersen, Rosalie 125
Peetz, Johanna 185
Pei, Jacqueline 143
Pelletier, Luc 111
Pelletier, Marianne 25
Peloquin, Marcel 76, 80, 82
Pencer, Alissa 239, 240
Penney, Alexander 239, 243
Penney, Sharon 151
Pepler, Debra 80, 154
Pereira, Liane 138, 278
Perlin, Michael 169
Permack, Daniella 56
Perna, Andrea 179
Perreault, Stéphane 98, 99, 184, 252, 253
Perri, Amada 238
Perrott, Stephen 53
Perry, Adrienne 275, 276
Person, Staci 240
Perunovic, Mihailo 69
Peter, Tracey 198
Peters, Marcia 123
Peterson-Badali, Michele 258, 259
Petrides, Dino 180
Petrovic-Poljak, Ana 84
Pettalia, Jennifer 208, 209
Pettifor, Jean 263, 264
Philip, Vernon 201
Phillips, Anthony 110
Phillips, Dawn 249
Phillips, Natalie 95, 122, 123
Phills, Curtis 118
Pickering, Barbara 4
Pickering, Donna 65, 257, 258
Pierce, Kenneth 38
Piitz, Jessica 62, 151
Pilote, Audrey 80, 82
Pineau, Stephanie 110
Piotrowski, Andrea 250
Piran, Niva 19, 25
Pishva, Rana 250
Pitfield, Laure 283
Plante, Nicolas 50
Ply, Elaine 254
Poirier, Abbey 240
Poirier, Chantal 90
Poisson, Marie 239, 240
Pole, Nnamdi 159
Polivy, Janet 197
Polotskaia, Anna 77, 96, 142
Pomichalek, Milan 43
Poolokasingham, Gauthamie 65
Porter, Stephen 43, 51, 190
Post, Jerrold 203
Pote, Emma 87
Pothier, Brittany 9
Pott, Terilyn 10, 125
Pottie, Patricia 105
Poulin, Carmen 26, 68, 108, 272, 273
Poulin, Patricia 18
Poulin, Valérie 18
Pournaghash-Tehrani, Said 60
Pournaseh, Mehrangiz 134
Powell, Deborah 55, 59
Powell, Guido 95
Power, Jenelle 44
Pozzulo, Joanna 208, 209
Prentice, Jennifer 262
Presniak, Michelle 109
Price, Heather 76
Price, Lisa 282
Price, Stephanie 89
Prichard, E 276
Prime, Heather 138, 141
Prince-Embury, Sandra 75, 151
Prkachin, Kenneth 18
Proulx, Guy 91
Provencher, Véronique 222
Pukay-Martin, Nicole 201
Purc-Stephenson, Rebecca 102
Purdon, Scot 128, 235
Puterman, Eli 174
Pychyl, Timothy 184, 263
Pye, Kathleen 207

Q

Quigg, Stephanie 175
Quinlan, Chelsea 86
Quiroz Saavedra, Rodrigo 156

R

Radja, Malgorzata 247
Radomsky, Adam 85, 216, 236, 241, 242, 244, 247, 248, 252
Radtke, Lorrie 25
Rahaman, Omar 225, 246
Rain, Marina 197
Rallo, Joseph 161
Ramasubbu, Cynthia 264
Rampton, Glenn 169
Ramsay, Philippe 162

Ransom, Danielle 197
Rasheed, Anika 198
Rawana, Alana 240
Rawana, Edward 80
Rawana, Jennine 139, 257
Rawlusyk, Jamie 147
Redden, Ralph 99
Reed, Jennifer 208
Reed, Whitney 145, 149
Reeve, Catherine 86
Reeve, Charlie 144
Reeves, Allison 292
Reid, David 65
Reid, Graham 20
Reiser, Sarah 241
Reiss, Caroline 89
Relkov, Tonia 71, 186
Remmel, Rheanna 139
Renaud, Jeff 241, 242
Renaud, Sarah-Jane 8
Resch, Marley 10, 125
Reynolds, Kristin 244
Rezazadeh, Shoreh 155
Ricci, Jessica 45
Richard, Jacques 115
Richard, Sophie 25
Richards, Karen 36
Richards, Mica 10
Richards, Victoria 51
Richardson, Barbara 264
Ricker-Wilson, Maya 152
Rieger, Slade 198
Rimas, Heather 223
Rinaldi, Christina 13
Ringo, Jason 24, 100, 147, 152, 189
Ringuette, Julie 4
Ritchie, Pierre 120
Rizvi, S. Kinza 20
Rizvi, Sana 68, 117, 198
Robaey, Philippe 91
Robb, Sean 95
Roberts, Wendy 129, 130, 224
Robertson, Rheanna 128
Robertson, Sharon 5, 8, 10, 103, 288
Robinson, Adele 201, 232, 234
Robinson, Georgina 250
Robinson, Jennifer 220
Robinson, Lynne 20, 253
Robinson, Tom 225
Rocchi, Meredith 39
Rockwood, Kenneth 94
Rodrigo, Achala 198
Rodrigue, Julie 97
Rodrigue Verhelst, Julie 99
Rodrigues, Myanca 186
Rogers, Marnie 125
Rogers, Wendy 66
Rojas, Erika 117
Roldan, Oscar 237, 241
Rolin-Gilman, Cheryl 26
Rollings, Crystal 18
Romano, Elisa 129, 215
Romanow, Heather 18
Romanow, Nicole 202
Romyn, Anthony 76
Roncadin, Caroline 129
Roosen, Kaley 198
Ross, Craig 191
Ross, Erica 271
Ross, Lori 26
Ross, Rachel 269
Rostad, Kristin 227
Roudbarani, Flora 95, 216
Rousseau, Denise 57
Routhier, Danielle 102
Routhier, Nicholas 94
Rowa, Karen 239, 242
Rowett, Jenny 11
Roxborough, Heather 231
Roy-Charland, Annie 201
Royer-Simoneau, Angèle 80, 82
Rozin, Paul 202
Rozworska, Karolina 241
Rubel, Alicia 170, 180, 270
Rudolph, Erica 82
Rule, Nicholas 201
Rumney, Peter 92
Ruocco, Anthony 224
Rusak, Benjamin 247
Rush, Brian 130
Russell, Emily 131
Russell-Mayhew, Shelly 6, 288
Russo, Frank 139
Russo, Natalie 33
Rutherford, Alexandra 103
Ryder, Andrew 63, 107, 228, 261

S

Safdar, Saba 120, 274
Safinuk, Danaka 4
Saint, D Sebastian 215
Saint-Aubin, Jean 84
Sakamoto, Yumi 261
Saklofke, Don 152
Saklofske, Donald 75, 114, 127, 145, 146, 149, 151, 153, 204, 210, 264
Sandham, Tricia 12
Sandomierski, Megan 19
Sangster, Sarah 100
Santor, Darcy 219
Saporta, Elizabeth 257
Saraswat, Dave 27
Sardinha, Joel 80, 82
Sareen, Jitender 220
Satel, Jason 87, 89
Savoie, Adam 138
Savoie, André 60
Scammell, Jennifer 138
Schachter, Debbie 130
Schat, Aaron 53
Schell, Sarah 85, 242, 244
Schermer, Julie 180
Schimel, Jeff 84
Schleifer, Michael 8
Schmidt, Fred 221, 243
Schmitt, Michael 183
Schneider, Leann 56, 59
Schneider, Travis 41
Schohl, Kirsten 139
Schopflocher, Don 215
Schraeder, Kyleigh 239
Schuller, Regina 40
Schultz, Lara 11
Schurman, Katy 222
Schwartz, Karen 177
Schwartz, Kelly 62
Schwartz, Kelly Dean 151
Schwartz, Sara 180
Schwean, Vicki 114, 145, 146, 149
Schwebel, David 13, 19
Scott, Ndayiziveyi 19
Sears, Christopher 244
Sears, Heather 135, 138
Segalowitz, Sidney 76
Seguin, Daniel 254
Sehovic, Tara 238
Senn, Charlene 178
Senn, Jessica 241, 242
Sephton, Sandra 17
Serin, Ralph 44, 47, 51
Service, John 66, 115, 250, 253
Sexton, Lorne 213
Shah, Shalaka 77, 96, 142
Shalileh, Hatav 24
Shanahan, Matthew 179
Shapka, Jennifer 142
Sharan, Tanvi 95
Sharif-Razi, Maryam 116
Sharma, P 235
Sharp, Maegan 68, 242
Sharpe, Donald 100, 156, 193, 217, 220
Shaw, Alexander 19
Shaw, Sarah 199
Shaw, Steven 128, 132, 133, 136, 140, 142, 144, 145, 146
Shead, N Will 82
Shedden, Judith 191
Shedler, Jonathan 164
Sheffield, Peter 242
Sherry, Dayna 81, 199, 231, 237, 264
Sherry, Simon 70, 81, 185, 199, 215, 231, 234, 237, 264, 265
Shih, Cynthia Sing-Yu 280
Shiozaki, Lisa 98
Shipley, Dorothy 176
Shnaider, Philippe 219
Short, Kathy 111
Short, Megan 243
Shortt, Ari 243
Sieberg, Christine 284
Siegling, Alexander 153
Sieukaran, Daniella 139
Sigal, Matthew 163
Silver, Ivan 100
Silverstone, Peter 47, 82
Silvestri, Robert 127
Simourd, David 167
Simpkins, Leah 20, 60
Simpson, Alexander 269
Sinacore, Ada 26, 144, 154, 155, 173
Sinclair, Carole 263, 277
Sinclair, Sarah 243
Sioufi, Rana 274
Sirois, Fuschia 206, 263
Sirois-Delisle, Valérie 85, 242, 244
Sisic, Mia 260
Skilling, Tracey 49, 130, 259
Skinner, Nicholas 33, 153
Skorska, Malvina 170, 178
Sladeczek, Ingrid 13, 133, 144
Slaney, Kathleen 205
Smeth, Angela 51
Smith, Garry 215
Smith, Isabel 129, 130, 224, 275, 276
Smith, Jessica 216
Smith, Joshua 199
Smith, Martin 199, 264
Smyth, Cathy 18
Smythe, William 211
Snook, Brent 47
Soares, Claudio 15
Sodhi, Pavna 158, 293
Sodhi, Surinder 293
Sogge, Kimberly 160
Solodukhin, Elizabeth 51
Solomon, Joanna 31
Solopieieva-Jurcikova, Liza 63
Somers, Julian 253
Somerville, Gail 15
Somody, Julia 159
Song, Xinni 18
Sorge, Geoff 259
Sornberger, Michael , 278
Sowden, Justina 117
Spanierman, Lisa 173
Sparks, Erin 90
Spaulding, Sandi 84
Spence, Ian 88
Spence, Jeffrey 54
Spiece, Rachel 257, 258
Spiegel, David 17
Sponheim, Scott 88
Squires, Erinn 270
Stadnyk, Karen 91
Stajduhar, Kelli 16
Starzyk, Katherine 199

Stea, Jonathan 215, 244
Stead, Rebecca 200
Steele, Fiona 126
Steele, Jennifer 261, 275
Steiger, Howard 241
Stein, Eropa 60
Stein, Rebecca 139
Steinhauer, Ashley 134
Stelnicki, Andrea 152
Stéphane, Girard 50
Stephenson, Dan 254
Stermac, Lana 158
Stern, Melissa 128, 144, 145, 146
Stevens, Sheryl 139
Stevens, Sonya 57, 159
Stewart, Donald 122, 244
Stewart, Donna 229
Stewart, Jillian 34
Stewart, Julia 13
Stewart, Lynn 46, 289
Stewart, Matthew 21
Stewart, Shannon 224
Stewart, Sherry 42, 78, 79, 80, 81, 199, 237, 264
Stewart, Suzanne 104, 108, 292
Stewart, Tammy 180
Stinson, Colleen 114
Stinson, Jennifer 106
Stockdale, Keira 276
Stoddart, Kevin 169
Storeshaw, Karen 90
Storozuk, Mike 51
Stout, Julie 291
Strauss, Gary 21
Stravynski, Ariel 233
Stuckless, Noreen 26
Su, Chang 70, 200
Sudom, Kerry 267
Sudsbury, Tammy 140
Suedfeld, Peter 36, 37, 101, 159
Suen, Victoria 82
Sugar, Myra 169
Sugden, Nicole 140
Sullivan, Jennifer 270, 271
Sullivan, Philip 98
Sullivan-Kwantes, Wendy 257, 258
Summerfeldt, Laura 75, 80, 81
Sun, Minzhou 265
Surette, Christophe 75
Surprenant, Aimee 34, 83
Surprenant, Aimée 84
Surprenant, Aimee 253
Sussman, Katie 106, 107
Sutherland, Shauna 176
Swartzman, Leora 3
Swinson, Richard 242
Symons, Doug 132, 140
Synard, Jacqueline 2
Syrette, Jessica 292
Szatmari, Peter 129, 224
Szeto, Andrew 5
Szostak, Carolyn 189, 200
Szpunar, Marlena 244

T

Tafarodi, R. 173
Tafrate, Raymond Chip 166, 167
Takagi, Anna 140
Talaei, Amir 60
Talaei, Amirreza 60
Talbot, France 245
Talisman, Emad 82, 90
Talwar, Victoria 8
Tan, Josephine 224, 240
Tan-MacNeill, Kim 141
Tang, Taryn 26
Tannock, Rosemary 213
Tarraf, Rima 60
Tay, Elaine 275
Taylor, Donald 249
Taylor, Kelly 289
Taylor, Meghan 114
Taylor, Pamela 200
Taylor, Robyn 81
Taylor, Tracy 86, 90
Taylor, Whitney 245
Teatero, Missy 39, 211, 250
Teed, Mike 119
ten Brinke, Leanne 43, 51
Teng, Loretta 125
Terrence, Lindsay 152
Teschuk, Michael 66
Thalmann, Tamara 245
Thannhauser, Jennifer 207
Thibodeau, Michel 230
Thibodeau, Stéphanie 25
Thomas, Cheryl 179, 181, 191
Thomas, Stuart 291
Thompson, Carmen 255
Thompson, Kate 86, 90
Thompson, Rhonda 21
Thompson, Sandra 245
Thorpe, Lilian 225, 246
Tiessen, Melissa 66, 165
Tieu, Yvonne 85, 262
Timmons Fritz, Patti 158, 189, 202
Timmons-Fritz, Patti 78
Tippin, Gregory 148, 246
Titus, Jennifer 26, 154, 173
Tivendell, John 56, 94
Toews, Matthew 220
Tomlinson, Rachel 246
Toneatto, Tony 78, 79
Toner, Brenda 26
Tonet, Jillian 265
Tong, Man-On 201
Tonge, Charlotte 152
Toste, Jessica 126, 138
Tougas, Michelle 284
Towson, Shelagh 124
Trach, Jessica 152
Trachtenberg, Lianne 19
Tran, SiSi 198
Tremblay, Angelo 222
Tremblay, Isabelle 31, 60
Tremblay, Line 13, 17, 135
Tremlett, Helen 91
Trépanier, Sarah-Geneviève 61
Troister, Talia 223, 246
Trull, Graham 123, 124
Trute, Barry 245
Tucker, Maryanne 11
Turnbull, Kathryn 20
Turner, Nigel 78, 79
Turowski, Jessica 188
Turri, Mary 153

U

Upton, Christopher 56

V

Vaillancourt, Joanie 80, 82
Vaillancourt, Tracy 224, 276
Valcheff, Danielle 201
Valiquette-Tessier, Sophie-Claire 286
Valley, Michelle 128
Valois, Pierre 131
van Noordt, Stefon 76
Van Vliet, K Jessica 251
Van Vliet, K. Jessica 8, 11
Vandenberg, Robert 204
Vannier, Sarah 176, 182
Vaughan Van Hecke, Amy 139
Veitch, Jennifer 108, 109, 110
Vernon, Phillip 180
Vernon, Tony 187
Veselka, Livia 180, 187, 201
Vesely, Ashley 151, 153
Vickers, Kristin 247
Viklund, Ashley 246
Viljoen, Jodi 79
Villers, Julie A. 18
Vincent, Nicolle 20
Vincent, Norah 229
Vipond, Douglas 181, 183
Vipond, Wendy 149
Virley, Mikala 102
Volden, Joanne 224
von Ranson, Kristin 229
Votta-Bleeker, Lisa 277
Voyer, Daniel 22, 176
Vriend, Jennifer 37, 38

W

Wada, Kaori 26, 154
Waddell, Charlotte 224
Wade, Mark 141
Waechter, Stephanie 248
Wagner, Anne 102
Wagner, Erin 76
Waldon, Jessica 37, 38, 237, 247
Walker, John 244, 248
Walker, Kirstie 20
Wallace, Brendan 51
Walsh, Glenn 179
Walsh, Kaitlyn 229
Walsh, Zach 174
Walsh, Zacharay 185
Walter, Christine 41, 83
Wamboldt, Ashley 268
Wane, Njoki 158
Wang, Yunqiao 122
Wanklyn, Sonya 201
Want, Stephen 175
Waring, Ellen 95
Warren, Sharon 91
Wasylkiw, Louise 192, 202
Watkins, Kim 267
Watt, Margo 84, 221, 225, 233
Watt, PhD, Margo 45
Watters, Carolyn 80, 83, 153
Watts, Brendan 17
Weaver, Angela 225, 233
Webb, Carol 161, 162, 165
Webb, Christine 126
Webb, Nicole 141
Webster, Jodi 200
Wei, Ran 40
Weinrib, Aliza 214
Weissflog, Meghan 76
Weldrick, Rachel 22
Wershler, Julie 290
West, Alexandria 186
West, Chanel 261
Whelton, William 11, 64, 84, 193
Whishaw, Ian 88
White, Caelin 202
White, Tara 227
Whitehead, Paul 6, 157, 250, 269, 293
Whitfield, Natasha 2, 75, 279
Whitley, Rob 265
Whitman, Sherri 4
Wiener, Judith 218
Wild, Cam 128, 235
Wilk, Krystian 21
Williams, Allison 16
Williams, Amanda 142, 261, 275
Williams, Huw 159
Williams, Jaime 225, 246
Williams, Jennifer 11
Williams, Robert 215
Williams-Outerbridge, Kristen 29
Williamson, Molly 202
Willment, Dr. Jo-Anne 10
Wilson, Fiona 223
Wilson, Keith 18
Wilson, Kimberley 228

Wilson, Leah 157
Wilson, Nicki 124
Wilson, Samantha 247
Wilton, Geoff 46, 289
Winder, Remi 22
Winer, Heather 130
Winford, Eboni 144
Winter, Ariella 118
Wintre, Maxine 62, 133
Wlodarczyk, Kathy 95
Wohl, Michael 269, 270
Wojtarowicz, Dorothy 257, 258
Wojtowicz, Magdalena 96, 247
Wolejszo, Stefan 267
Wolfe, David 31, 130
Wolfe, Jody 128, 235
Wolfson, Christina 91
Wong, Jennifer 61
Wong, Stephen 50, 117, 167
Woodley, Hayden 61
Woodworth, Michael 49
Wooldridge, Michaela 142
Wormeli, Ted 113
Wormith, J. Stephen 276, 277
Woznica, Andrea 247
Wright, Caitlin 248
Wright, Kristi 68, 223, 241
Wright, Lorna 62, 133
Wright, Michelle 203
Wysman, Lauren 154

X

Xiong, Tracy 64

Y

Yaeger, Alexandria 244
Yakobov, Esther 63
Yakovenko, Igor 215
Yamada, Samantha 154
Yampolsky, Maya 41, 261, 274
Yang, Sujin 19, 21
Yang, Zhou 16
Yapar, Lara 248
Yarkovsky, Nicole 158, 202
Yarrow, Catherine 164, 165
Yelle, Martin 66
Yong, An Gie 20, 60
Yorke, Aisha 20
Young, Arlene 244
Young, Lisa 242
Young, Marta 62, 64, 120
Young, Rebecca 118, 186
Young, Richard 157, 207
Younger, Alastair 131
Yu, Joyce W.-Y. 265
Yule, Ashleigh 124
Yung, Candace 102
Yurkowski, Kim 12, 13

Z

Zacharias, Bradley 248
Zack, Martin 78, 79
Zafar, Sadia 274
Zalmanowitz, Sharla 224
Zambrana, Aaron 18
Zdzieborski, Daniel 196
Zelkowitz, Phyllis 135
Zernicke, Kristin 17
Zevy, Samantha 144
Zhang, David 96
Zhang, Karen 3
Zhao, Wendy 186
Zheng, Yong 121
Zhong, Chen-Bo 201
Zhong, Lihong 17
Zhou, Biru 228, 261
Zhou, Sisi 142
Zickgraf, Hannah 202
Zipursky, Robert 223
Zlotlow, Susan 34
Zolner, Theresa 136
Zoratti, Michael 215
Zorn, Kimberley 4
Zwaigenbaum, Lonnie 129, 130, 224
Zwakhalen, Sandra 225, 246
Zwiers, Michael 35, 112

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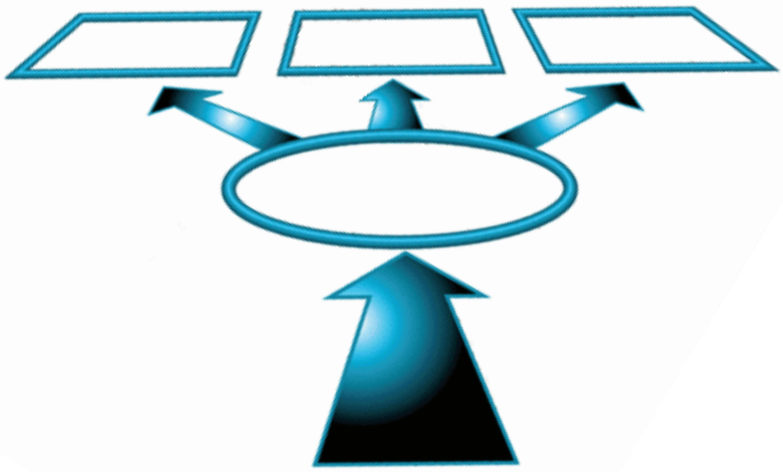

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