

Canadian Psychology / Psychologie canadienne

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Abstracts / Résumés



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Psychology**  
**Psychologie  
canadienne**

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**Abstracts / Résumés**

**June 12-14, 2008**

**du 12 au 14 juin 2008**

**Marriott Harbourfront Hotel  
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).

*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 2008 rates are as follows: *Individual in Canada*: CDN\$100 + \$14.00 GST = \$114.00. *APA Member*: \$75. *Nonmember individual*: US\$100 Domestic, \$124 Foreign, \$134 Air Mail. *Institutional (in Canada)*: CDN\$220 + \$30.80 GST = \$250.80. *Institutional (in US)*: US\$220 Domestic, \$261 Foreign, \$274 Air Mail. *APA Member*: \$75. Write to EPF/APA Subscriptions Department, 750 First Street, NE, Washington, DC 20002-4242; subscriptions@apa.org.

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.

*Psychologie canadienne* a comme mandat de publier des articles d'intérêt général dans le domaine de la théorie, de la recherche et de la pratique, susceptibles d'intéresser un ensemble représentatif 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 porte sur la discipline en général (par ex., une 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 Conseil de recherche en sciences humaines du Canada (CRSH).

*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'Éducational 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 2008 sont les suivants : *Particulier au Canada* : 100 \$ + 14 \$ TPS = 114 \$. *Membre de l'APA* : 75 \$. *Non-membre aux États-Unis* : 100 \$ (local), 124 \$ (étranger), 134 \$ (par avion). *Institution au Canada* : 220 \$ + 30,80 \$ TPS = 250,80 \$. *Institution aux États-Unis* : 220 \$ US (local), 261 \$ (étranger), 274 \$ (par avion). *Membre de l'APA* : 75 \$. Écrire au EPF/APA Subscriptions Department, 750 First Street, NE, Washington, DC 20002-4242; subscriptions@apa.org.

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##### **Candidates must clearly indicate how they meet the following essential qualifications**

- Graduation with a Master's or doctoral degree from a recognized university with acceptable specialisation in clinical, forensic or counselling psychology or in another psychological speciality relevant to the position;
- Registration for autonomous practice of psychology by the provincial registering/licensing body in the province of practice
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##### **General information:**

CSC offers a comprehensive benefits package that includes an indexed pension plan, a health care plan, an employer-paid dental plan, a disability insurance plan and generous leave benefits. Salary range - \$63,805 to \$74,387 plus allowances – a penological allowance of up to \$2000 per annum and a terminable allowance of up to \$1000 monthly to doctoral level registered psychologists and up to \$500 monthly to MA level registered psychologists. Salary is currently under review. Annual membership fees to regulatory bodies are also paid.

If you have a master's or doctoral degree in Psychology, but are not yet registered, challenging employment opportunities exist within CSC. These opportunities will allow you to apply your skills while under the supervision of registered personnel. Financial assistance for registration-related expenses is available.

**INFORMATION :** If you are interested in applying for a position or would like further information, contact one of the Regional Chief Psychologists listed below.

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Le Service correctionnel du Canada (SCC) cherche actuellement à pourvoir, pour une période indéterminée, des postes de psychologues.

#### **PSYCHOLOGUE (PS-03)**

##### **Les candidats doivent clairement démontrer qu'ils possèdent les qualifications essentielles suivantes :**

- Diplôme de maîtrise ou doctorat décerné par une université reconnue avec une spécialisation acceptable en psychologie clinique, psychologie judiciaire ou psychologie de l'orientation, ou dans tout autre domaine lié au poste;
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Si vous êtes titulaire d'une maîtrise ou d'un doctorat en psychologie, mais que vous n'avez pas encore un agrément, sachez qu'il y a des possibilités d'emplois intéressantes pour vous au sein du SCC. Ces possibilités vous permettront d'exercer vos compétences sous la supervision d'employés agréés. Une aide financière pour les frais liés à l'agrément est disponible.

**RENSEIGNEMENTS:** Si vous désirez présenter votre candidature pour un des postes ou si vous désirez obtenir des renseignements supplémentaires, veuillez communiquer avec un des psychologues en chef régionaux suivants :

ATLANTIC REGION: Mr. Bernard Galarneau, M.A.Ps., L. Psych.; (506) 851-6357; [GalarneauBM@csc-scc.gc.ca](mailto:GalarneauBM@csc-scc.gc.ca)

QUEBEC REGION: Mme. Line Bernier, MPs., Psychologue clinicienne; (450) 967-3477; [BernierLI@csc-scc.gc.ca](mailto:BernierLI@csc-scc.gc.ca)

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## INTRODUCTION TO ABSTRACT ISSUE

The Special Convention Issue of *Canadian Psychology* has been prepared as a permanent record of the 69th Annual Convention of the Canadian Psychological Association, in partnership with the Association of Psychologists of Nova Scotia, to be held June 12 – 14, 2008 at The Halifax Marriott Harbourfront Hotel, 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”.

Posters are grouped by topic, numbered and listed, Session “A” 1 to 98 and Session “B” 1 to 98, 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-Petrin, Convention Manager; Catherine McNeely, 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 69e Congrès annuel de la Société canadienne de psychologie, en partenariat avec The Association of Psychologists of Nova Scotia, qui aura lieu du 12 au 14 juin 2008, à l’hôtel Halifax Marriott Harbourfront, 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 est identifiée, par exemple, « Session A », et est suivie des numéros 1 à 98 et « Session B » suivie des numéros 1 à 98. 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.

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 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-Petrin, directrice des congrès, Catherine McNeely, adjointe au congrès, et le personnel du siège social.

# CPA 69th ANNUAL CONVENTION

In partnership with the Association of Psychologists of Nova Scotia

## 69e CONGRÈS ANNUEL DE LA SCP

En partenariat avec l'Association of Psychologists of Nova Scotia

### BUSINESS MEETINGS AND SPECIAL EVENTS RÉUNIONS D'AFFAIRES ET ÉVÉNEMENTS SPÉCIAUX

#### MONDAY, JUNE 9, 2008 / LUNDI 9 JUIN 2008

CPA Board of Directors Orientation Meeting . . . . . TUPPER ROOM, Marriott main floor . . . . . 6:00 PM TO 9:00 PM

#### TUESDAY, JUNE 10, 2008 / MARDI 10 JUIN 2008

CPA Board of Directors Meeting . . . . . ACADIA A, Marriott main floor . . . . . 8:00 AM TO 5:00 PM

#### WEDNESDAY, JUNE 11, 2008 / MERCREDI 11 JUIN 2008

CPA Board of Directors Meeting . . . . . ACADIA A, Marriott main floor . . . . . 8:00 AM TO 5:00 PM

CPA Section Chairs Meeting . . . . . ACADIA BC, Marriott main floor . . . . . 1:00 PM TO 3:00 PM

CPA Section Chairs and CPA Board of Directors Meeting . . ACADIA BC, Marriott main floor . . . . . 5:00 PM TO 7:00 PM

Canadian Association of School Psychologists (CASP) . . . . ACADIA BC, Marriott main floor . . . . . 7:00 PM TO 8:00 PM

Clinical Public Lecture . . . . . NOVA SCOTIA A, Marriott second floor . . . . . 7:00 PM TO 9:00 PM

Reception in Honour of Dr. John Service . . . . . 44 NORTH RESTAURANT, Marriott main floor, 8:00 PM TO 10:00 PM

**Pre-Convention Workshop #1 / Atelier précongrès . . . . . NOVA SCOTIA A, Marriott second floor . . . . . 8:30 AM TO 4:00 PM**

Sponsored by the CPA Section on *Clinical Psychology*  
Working with Clients who Have Sexual Difficulties:  
A Workshop for Psychologists with a General Practice  
E. Sandra Byers, *University of New Brunswick*

**Pre-Convention Workshop #2 / Atelier précongrès . . . . . HALIFAX A, Marriott second floor . . . . . 8:30 AM TO 5:00 PM**

Sponsored by the CPA Section on  
*Women and Psychology (SWAP)*  
Determinants of Women's Health: A Holistic  
Approach to Understanding Women's Psychological  
and Physical Well-being

**Pre-Convention Workshop #3 / Atelier précongrès . . . . . NOVA SCOTIA B, Marriott second floor . . . . . 8:30 AM TO 5:00 PM**

Sponsored by the Canadian Council of  
Professional Psychology Programs (CCPPP)  
Interprofessional Education and Collaboration:  
Smooth Sailing or an Adventure on the High-Seas?  
Margaret Crossley, *University of Saskatchewan*;  
Debby Lake, *University of Waterloo*; Matt Burnett,  
*University of Saskatchewan*; Maxine Holmqvist,  
*University of Saskatchewan*

**Pre-Convention Workshop #4 / Atelier précongrès . . . . . NOVA SCOTIA C, Marriott second floor . . . . . 8:30 AM TO 4:30 PM**

Sponsored by the CPA Section on *Students in Psychology*  
The Easy Part: Creating and managing a private  
practice in psychology  
Randy Paterson, *Changeways Clinic*

**Pre-Convention Workshop #5 / Atelier précongrès . . . . . ALEXANDER ROOM, Marriott main floor . . . . . 12:30 PM TO 4:30 PM**

Sponsored by the CPA Section on *Criminal Justice Psychology*  
Cognitive Impairment as a Responsibility Factor:  
The Dummies' Guide to Correctional Neuropsychology  
Dorothy Cotton, *Correctional Service Canada*

**Pre-Convention Workshop #6 / Atelier précongrès . . . . . NOVA SCOTIA D, Marriott second floor . . . . . 1:00 PM TO 4:30 PM**

Sponsored by the CPA Section on *Criminal Justice Psychology*  
The Truth About Lies: A State-of-the-Art Training  
Workshop in Detecting Deception  
Stephen Porter, *Dalhousie University*; Leanne ten Brinke,  
*Dalhousie University*

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- Pre-Convention Workshop #7 / Atelier précongrès** . . . . . TUPPER ROOM, Marriott main floor . . . . . 8:30 AM TO 4:30 PM  
Sponsored by the CPA Section on *Criminal Justice Psychology*  
Introduction to Motivational Interviewing  
Joel Ginsburg, *Correctional Service of Canada*
- THURSDAY, JUNE 12, 2008 / JEUDI 12 JUIN 2008** . . . . . SUITE 207, Marriott second floor . . . . . 8:00 AM TO 8:55 AM  
**Section Business Meeting**  
*Sport and Exercise Psychology*  
Tricia Orzeck, *University of Calgary*
- Breakfast/Petit déjeuner** . . . . . ACADIA A, Marriott main floor . . . . . 8:00 AM TO 8:55 AM  
First-Time Presenter's Breakfast (by invitation only) /  
Petit-Déjeuner à l'intention des conférenciers qui  
présentent leur première communication  
(Sur invitation seulement)
- Welcoming Ceremony/Cérémonie de bienvenue**  
HONOURING OUR BEST / HOMMAGE AU MÉRITE . . . HALIFAX A, Marriott second floor . . . . . 9:00 AM TO 9:55 AM
- CPA Presidential Address/Allocution Présidentielle**  
Canadian Psychology in a Global Context  
Thomas Hadjistavropoulos, *CPA President* . . . . . HALIFAX A, Marriott second floor . . . . . 10:00 AM TO 10:55 AM
- Poster Session "A" / Présentation par affichage** . . . . . NOVA SCOTIA CD, Marriott second floor . . . . . 11:00 AM TO 12:55 PM  
*Social and Personality Psychology,*  
*Psychologie sociale et de la personnalité*
- Section/CPA Invited Speaker/  
Conférencier invité par la SCP et la section** . . . . . NOVA SCOTIA A, Marriott second floor . . . . . 11:00 AM TO 11:55 AM  
*Industrial and Organizational Psychology*  
The Science and Practice of Employee Engagement  
John Meyer, *University of Western Ontario*
- Section/CPA Invited Speaker/  
Conférencier invité par la SCP et la section** . . . . . NOVA SCOTIA B, Marriott second floor . . . . . 11:00 AM TO 12:55 PM  
*Clinical Psychology*  
Competency in Lifestyle Change Interventions:  
Mastering Motivational Enhancement, Behaviour  
Modification & Emotion Management  
T. Michael Vallis, *Queen Elizabeth II Health Sciences Centre*
- Keynote Speaker/Conférencière**  
From Psychology to Policy  
Sherri Torjman, *Caledon Institute of Social Policy* . . . . . HALIFAX A, Marriott second floor . . . . . 11:30 AM TO 12:25 PM
- Section/CPA Invited Speaker/  
Conférencier invité par la SCP et la section** . . . . . HALIFAX B, Marriott second floor . . . . . 11:30 AM TO 12:25 PM  
*International and Cross-Cultural Psychology*  
Cultural Value Orientations:  
Nature & Implications of National Differences  
Shalom Schwartz, *The Hebrew University of Jerusalem*
- Section Keynote Speaker/Conférencière de la section** . . . . . NOVA SCOTIA A, Marriott second floor . . . . . 12:00 PM TO 12:55 PM  
*Industrial and Organizational Psychology*  
Toward Organizational Research 2.0  
Natalie Allen, *University of Western Ontario*
- Committee Business Meeting** . . . . . SUITE 207, Marriott second floor . . . . . 12:00 PM TO 12:55 PM  
Membership  
Catherine Lee, *University of Ottawa*
- Poster Session "B" / Présentation par affichage** . . . . . NOVA SCOTIA CD, Marriott second floor . . . . . 1:00 PM TO 2:55 PM  
*Clinical Psychology (Adult), Psychoanalytic and  
Psychodynamic, Psychopharmacology, Psychophysiology,  
Substance Abuse/Dependence,  
Psychologie clinique (adulte), Psychoanalytique et psychodynamique,  
Psychopharmacologie, Psychophysiology, Toxicomanies*
- Section Keynote Speaker/Conférencière de la section** . . . . . NOVA SCOTIA A, Marriott second floor . . . . . 1:00 PM TO 1:55 PM  
*Psychologists in Education*  
The Psychologist as a Change Agent: Aligning  
Research and Practice Efforts to Build Capacity for  
School Systems to Improve Student Outcomes  
Ruth Ervin, *University of British Columbia*

- 2008 CPA Education and Training Award/  
Prix de l'éducation et de la formation** . . . . . NOVA SCOTIA B, Marriott second floor . . . . . 1:00 PM TO 1:55 PM  
"Steps Towards an Evolutionary Personality Psychology."  
David Zuroff, *McGill University*
- Section Keynote Speaker/Conférencier de la section** . . . . . ACADIA C, Marriott main floor . . . . . 1:00 PM TO 1:55 PM  
*Criminal Justice Psychology*  
A Few Very Small Steps  
Stephen Wong, *Correctional Service of Canada*
- Committee Business Meeting** . . . . . COMPASS BOARDROOM, . . . . . 1:00 PM TO 2:55 PM  
Ethics  
Pedway to the Casino second floor  
Carole Sinclair, *The Hincks-Dellcrest Treatment Centre*
- Section Business Meeting** . . . . . NOVA SCOTIA A, Marriott second floor . . . . . 2:00 PM TO 2:55 PM  
*Psychologists in Education*  
Joseph Snyder, *Concordia University*
- 2008 CPA Gold Medal Award/Prix de la médaille d'or** . . . . . NOVA SCOTIA B, Marriott second floor . . . . . 2:00 PM TO 2:55 PM  
Whither Psychology? Through the Prism of Pain  
Kenneth Craig, *University of British Columbia*
- Editorial Board Meeting** . . . . . SUITE 207, Marriott second floor . . . . . 2:00 PM TO 2:55 PM  
Canadian Journal of Experimental Psychology  
Simon Grondin, *Université Laval*
- Poster Session "C"/Présentation par affichage** . . . . . NOVA SCOTIA CD, Marriott second floor . . . . . 3:00 PM TO 4:55 PM  
*Clinical Neuropsychology, Clinical Psychology (Child),  
Counselling Psychology, Traumatic Stress  
Neuropsychologie clinique, Psychologie clinique (enfant),  
Psychologie du counseling, Stress traumatique*
- Section Business Meeting** . . . . . ATLANTIC SUITE, Marriott second floor . . . . . 5:00 PM TO 5:55 PM  
*Clinical Psychology*  
Deborah Dobson, *Calgary Health Region and University of Calgary*
- Section Business Meeting** . . . . . TUPPER ROOM, Marriott main floor . . . . . 5:00 PM TO 5:55 PM  
*Social and Personality Psychology*  
Katherine Starzyk, *University of Manitoba*
- Presidential Reception & CPA Foundation** . . . . . 44 NORTH RESTAURANT, Marriott second floor 6:00 PM TO 7:55 PM  
**Silent Auction/Réception présidentielle et enchères  
silencieuses pour la Fondation de la SCP**
- Nova Scotia Traditional Kitchen Party** . . . . . 44 NORTH RESTAURANT, Marriott second floor . . . . . 8:00 PM  
**Parti de cuisine traditionnel en Nouvelle-Écosse**
- FRIDAY, JUNE 13, 2008 / VENDREDI 13 JUIN 2008**
- Section Business Meeting** . . . . . SUITE 207, Marriott second floor . . . . . 8:00 AM TO 8:55 AM  
*Environmental Psychology*  
Frederick Grouzet, *University of Victoria*
- Section Business Meeting** . . . . . ATLANTIC SUITE, Marriott second floor . . . . . 8:00 AM TO 8:55 AM  
*Traumatic Stress*  
Anne Dietrich, *Private Practice*
- Committee Business Meeting** . . . . . MARITIME SUITE, Marriott second floor . . . . . 8:00 AM TO 8:55 AM  
Education & Training  
Elizabeth Church, *Mount Saint Vincent University*
- Section Business Meeting** . . . . . ACADIA A, Marriott main floor . . . . . 8:00 AM TO 8:55 AM  
*Industrial and Organizational Psychology*  
Steve Harvey, *Bishop's University*;  
Lori Francis, *Saint Mary's University*
- Section Business Meeting** . . . . . ACADIA B, Marriott main floor . . . . . 8:00 AM TO 8:55 AM  
*Developmental Psychology*  
Jennifer Sullivan, *St. Francis Xavier University*
- Section Business Meeting** . . . . . ACADIA C, Marriott main floor . . . . . 8:00 AM TO 8:55 AM  
*International and Cross-Cultural Psychology*  
Saba Safdar, *University of Guelph*
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- Section Business Meeting** ..... ALEXANDER ROOM, Marriott main floor ..... 8:00 AM TO 8:55 AM  
*Criminal Justice Psychology*  
Jean Folsom, *Correctional Service of Canada*
- Section Business Meeting** ..... TUPPER ROOM, Marriott main floor ..... 8:00 AM TO 8:55 AM  
*Counselling Psychology*  
Vivian Lalandé, *University of Calgary*
- Honorary President's Address/** ..... HALIFAX A, Marriott second floor ..... 9:00 AM TO 9:55 AM  
**Allocution du président d'honneur**  
 The Stuff of Thought: Language as a  
 Window into Human Nature  
Steven Pinker, *Harvard University*
- The Family of Psychology Keynote Address/** ..... NOVA SCOTIA B, Marriott second floor ..... 10:00 AM TO 10:55 AM  
**Conférence "La Famille de la Psychologie"**  
 The Culture Cycle: Our Cultures,  
 Our Selves, Our Cultures...  
Hazel Markus, *Stanford University*
- CPA Invited Speaker/Conférencier invité par la SCP** ..... NOVA SCOTIA A, Marriott second floor ..... 11:00 AM TO 12:55 PM  
*Traumatic Stress*  
 Trauma, Attachment and the Body  
Bessel van der Kolk, *Boston University School of Medicine*
- Section/CPA Invited Speaker/** ..... NOVA SCOTIA B, Marriott second floor ..... 11:00 AM TO 11:55 AM  
**Conférencier invité par la SCP et la section**  
*Psychopharmacology*  
 What's New and What Should Be New in the  
 Prescriptive Authority (RxP) Initiative  
Robert K. Ax, *Federal Correctional Institution in Petersburg*
- Editorial Board Meeting** ..... SUITE 207, Marriott second floor ..... 11:00 AM TO 11:55 AM  
 Canadian Psychology  
John Hunsley, *University of Ottawa*
- Section Keynote Speaker/Conférencier de la section** ..... ATLANTIC SUITE, Marriott second floor ..... 11:00 AM TO 11:55 AM  
*Counselling Psychology*  
 Toward a Proactive Learning Framework in Career Psychology  
Charles Chen, *OISE at the University of Toronto*
- Poster Session "D" / Présentation par affichage** ..... NOVA SCOTIA CD , Marriott second floor ..... 12:00 PM TO 1:55 PM  
*Adult Development and Aging, Brain and Behaviour,  
 Health Psychology, Family Psychology, Psychology and  
 Religion, Sport & Exercise Psychology / Développement adulte  
 et vieillissement, Cerveau et comportement, Psychologie de  
 la santé, Psychologie de la famille, Psychologie et religion,  
 Psychologie du sport et de l'exercice*
- Committee Business Meeting** ..... SUITE 207, Marriott second floor ..... 12:00 PM TO 12:55 PM  
 Public Policy  
Elizabeth Church, *Mount Saint Vincent University*;  
Juanita Mureika, *New Brunswick School District 18*
- Reception/Réception** ..... ATLANTIC SUITE, Marriott second floor ..... 12:00 PM TO 12:55 PM  
*Counselling Psychology*  
Vivian Lalandé, *University of Calgary*
- Section Keynote Speaker/Conférencier de la section** ..... ACADIA A, Marriott main floor ..... 12:00 PM TO 12:55 PM  
*Developmental Psychology*  
 The Construction of Commonsense Psychology  
Chris Moore, *Dalhousie University*
- 2008 CPA Professional Award/Prix professionnel** ..... ACADIA C, Marriott main floor ..... 12:00 PM TO 12:55 PM  
 Coming Full Circle: Conceptualizing the Study  
 of Interpersonal Behavior  
Debbie Moskowitz, *McGill University*
- Section Keynote Speaker/Conférencier de la section** ..... ACADIA B, Marriott main floor ..... 12:30 PM TO 1:25 PM  
*Women and Psychology*  
 There is nothing so practical as a good feminist theory  
Frances Cherry, *Carleton University*



- Section Business Meeting** . . . . . COMPASS BOARDROOM, . . . . . 12:30 PM TO 1:25 PM  
*History and Philosophy of Psychology*  
John Connors, *Canadian University*  
*College and University of Alberta*
- CPA Invited Speaker/ Conférencière invitée par la SCP** . . . . . NOVA SCOTIA A, Marriott second floor . . . . . 1:00 PM TO 1:55 PM  
*Psychologists in Education*  
Bullying is a Public Health Problem: It's Everyone's  
Responsibility to Address Bullying  
Wendy Craig, *Queen's University*; Debra Pepler, *York University*
- Section Keynote Speaker/ Conférencier de la section** . . . . . HALIFAX B, Marriott second floor . . . . . 1:00 PM TO 2:55 PM  
*Psychoanalytic and Psychodynamic Psychology*  
Weininger Memorial Keynote Address: Lacan on Love  
Bruce Fink, *Duquesne University*
- Committee Business Meeting**  
Publications  
Peter Bieling, *St. Joseph's Hospital* . . . . . SUITE 207, Marriott second floor . . . . . 1:00 PM TO 1:55 PM
- Reception/Réception**  
*Students in Psychology*  
CPA Campus Rep Reception  
Lindsay S. Uman, *Dalhousie University* . . . . . ACADIA C, Marriott main floor . . . . . 1:00 PM TO 1:55 PM
- Presidential Symposium/Symposium présidentiel** . . . . . NOVA SCOTIA B, Marriott second floor . . . . . 1:30 PM TO 2:25 PM  
The Implications of Basic Science for Applied Psychology  
and of Applied Psychology for Basic Science  
Thomas Hadjistavropoulos, *CPA President*; Steven Pinker,  
*Harvard University*; Peter Graf, *University of British Columbia*
- Reception/Réception** . . . . . ACADIA B, Marriott main floor . . . . . 1:30 PM TO 2:25 PM  
*Women and Psychology (SWAP) Social Hour*  
Charlene Senn, *University of Windsor*
- Section Business Meeting** . . . . . COMPASS BOARDROOM, . . . . . 1:30 PM TO 2:55 PM  
*Sexual Orientation and Gender Identity Issues*  
Pedway to the Casino second floor  
Kevin Alderson, *University of Calgary*
- Poster Session "E"/ Présentation par affichage** . . . . . NOVA SCOTIA CD, Marriott second floor . . . . . 2:00 PM TO 3:55 PM  
*Community Psychology, Criminal Justice Psychology,*  
*International and Cross-Cultural Psychology,*  
*Rural and Northern Psychology/Psychologie*  
*communautaire, Psychologie et justice pénale,*  
*Psychologie internationale et interculturelle,*  
*Psychologie des communautés rurales et nordiques*
- 2008 CPA Donald O. Hebb Award/Prix Donald O. Hebb** . . . . . NOVA SCOTIA A, Marriott second floor . . . . . 2:00 PM TO 2:55 PM  
Are we there yet? Stasis and Progress  
in Forensic Psychology  
Vernon Quinsey, *Queen's University*
- Committee Business Meeting** . . . . . SUITE 207, Marriott second floor . . . . . 2:00 PM TO 2:55 PM  
Scientific Affairs  
David Dozois, *University of Western Ontario*
- CPA Invited Speaker/ Conférencière invitée de la SCP** . . . . . HALIFAX A, Marriott second floor . . . . . 2:30 PM TO 3:25 PM  
*Women and Psychology*  
The Relational Revolution  
Christina Robb, *Independent writer*
- Reception/Réception** . . . . . SUITE 207, Marriott second floor . . . . . 3:00 PM TO 3:55 PM  
*History and Philosophy of Psychology*  
John Connors, *Canadian University*  
*College and University of Alberta*
- Section Business Meeting** . . . . . COMPASS BOARDROOM, . . . . . 3:00 PM TO 4:25 PM  
*Psychoanalytic and Psychodynamic Psychology*  
Pedway to the Casino second floor  
Jon Mills, *Canadian Psychological Association*
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<b>Annual General Meeting/Assemblée générale annuelle</b> . . . . .	HALIFAX A, Marriott second floor . . . . .	4:30 PM TO 6:25 PM
<b>Social Event/Activité sociale</b> . . . . .	Queen's Wharf . . . . .	7:00 PM TO 10:00 PM
Tall Ship Silva (Ticket holders only)		
<b>SATURDAY, JUNE 14, 2008 / SAMEDI 14 JUIN 2008</b>		
<b>Section Business Meeting</b> . . . . .	SUITE 207, Marriott second floor . . . . .	8:00 AM TO 8:55 AM
<i>Students in Psychology</i> <u>Lindsay S. Uman, Dalhousie University</u>		
<b>Section Business Meeting</b> . . . . .	ATLANTIC SUITE, Marriott second floor . . . . .	8:00 AM TO 8:55 AM
<i>Health Psychology</i> <u>Tavis Campbell, University of Calgary</u>		
<b>Section Business Meeting</b> . . . . .	MARITIME SUITE, Marriott second floor . . . . .	8:00 AM TO 8:55 AM
<i>Aboriginal Psychology</i> <u>Dana Bova, St. Joseph's Care Group</u>		
<b>Committee Business Meeting</b> . . . . .	TUPPER ROOM, Marriott main floor . . . . .	8:00 AM TO 8:55 AM
Past President's		
<b>Science &amp; Applications Keynote Address/</b> <b>Conférence "Science &amp; Applications"</b>	NOVA SCOTIA B, Marriott second floor . . . . .	9:00 AM TO 9:55 AM
Understanding Human Well-Being: An Overview of Research and Practice <u>Carol Ryff, University of Wisconsin-Madison</u>		
<b>Poster Session "F" / Présentation par affichage</b> . . . . .	NOVA SCOTIA CD, Marriott second floor . . . . .	10:00 AM TO 11:55 AM
<i>Developmental Psychology, Psychologists in Education</i> <i>Psychologie du développement, Enseignement de la psychologie</i>		
<b>Section/CPA Invited Speaker/</b> <b>Conférencier invité par la SCP et la section</b>	NOVA SCOTIA A, Marriott second floor . . . . .	10:00 AM TO 10:55 AM
<i>Social and Personality Psychology</i> The Evil that Men do Lives after Them: Responses to Historical Injustices <u>Michael Ross, University of Waterloo</u>		
<b>Committee Business Meeting</b> . . . . .	MARITIME SUITE, Marriott second floor . . . . .	10:00 AM TO 10:55 AM
Professional Affairs <u>Ian Nicholson, London Health Sciences Centre</u>		
<b>Section Keynote Speaker/Conférencier de la section</b> . . . . .	ALEXANDER ROOM, Marriott main floor . . . . .	10:00 AM TO 10:55 AM
<i>History and Philosophy of Psychology</i> The X-38 Project: Donald O. Hebb and the study of perceptual isolation <u>Richard Brown, Dalhousie University</u>		
<b>CPA Invited Speaker/Conférencier invité par la SCP</b> . . . . .	COMPASS ROOM. . . . .	10:00 AM TO 10:55 AM
<i>Criminal Justice Psychology</i> How has Psychology Informed our Understanding of Criminal Behaviour? <u>James Bonta, Public Safety Canada</u> Pedway to the Casino second floor		
<b>Committee Business Meeting</b> . . . . .	COMPASS BOARDROOM, . . . . .	10:00 AM TO 10:55 AM
International Relations <u>Janel Gauthier, Université Laval</u> Pedway to the Casino second floor		
<b>Committee Business Meeting</b> . . . . .	COMPASS BOARDROOM, . . . . .	11:00 AM TO 11:55 AM
Canadian National Committee of the National Research Council for the International Union of Psychological Science <u>Janel Gauthier, Université Laval</u> Pedway to the Casino second floor		
<b>Poster Session "G" / Présentation par affichage</b> . . . . .	NOVA SCOTIA CD, Marriott second floor . . . . .	12:00 PM TO 1:55 PM
<i>Environmental Psychology, Industrial and Organizational</i> <i>Psychology, Psychology in the Military, Sexual Orientation</i> <i>and Gender Identity Issues, Students in Psychology, Teaching</i> <i>of Psychology, Women and Psychology (SWAP)</i> <i>Psychologie de l'environnement, Psychologie industrielle et</i> <i>organisationnelle, Psychologie du milieu militaire, Orientation</i> <i>sexuelle et identité sexuelle, Étudiants en psychologie,</i> <i>Enseignement de la psychologie, Femmes et psychologie</i>		

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**Section/CPA Invited Speaker/** . . . . . ALEXANDER ROOM, Marriott main floor . . . . 12:00 PM TO 12:55 PM  
**Conférencier invité par la SCP et la section**

*History and Philosophy of Psychology*  
Psychology, Philosophy, and the  
Challenges of Historicism  
Leendert Mos, *University of Alberta*

**CPA Invited Speaker/** . . . . . NOVA SCOTIA A, Marriott second floor . . . . . 12:30 PM TO 1:25 PM  
**Conférencière invitée de la SCP**

*Developmental Psychology*  
Music in the Lives of Infants  
Sandra Trehub, *University of Toronto*

**Section Business Meeting** . . . . . ACADIA C, Marriott main floor . . . . . 2:00 PM TO 2:55 PM

*Rural and Northern Psychology*  
Karen Dyck, *University of Manitoba*

**Section Business Meeting** . . . . . ACADIA C, Marriott main floor . . . . . 3:00 PM TO 4:25 PM

*Section on Women and Psychology (SWAP)*  
Charlene Senn, *University of Windsor*

**Reception/Réception** . . . . . 44 NORTH RESTAURANT, Marriott main floor . . . 5:00 PM TO 5:55 PM

*Health Psychology*  
Tavis Campbell, *University of Calgary*

**Reception/Réception** . . . . . MARITIME SUITE, Marriott second floor . . . . . 5:00 PM TO 5:55 PM

*Psychoanalytic and Psychodynamic Psychology*  
Goethe Awards Reception  
Jon Mills, *Canadian Psychological Association*

**Committee Business Meeting** . . . . . SUITE 207, Marriott second floor . . . . . 6:00 PM TO 6:55 PM

Convention  
Thomas Hadjistavropoulos, Convention Chair

**SUNDAY, JUNE 15, 2008 / DIMANCHE 15 JUIN 2008**

CPA Board of Directors Meeting . . . . . ACADIA A, Marriott main floor . . . . . 8:00 AM TO 4:55 PM

**Council of Professional Associations of** . . . . . ACADIA B, Marriott main floor . . . . . 8:00 AM TO 4:55 PM  
Psychologists (CPAP) Board of Directors Meeting

**MONDAY, JUNE 16, 2008 / LUNDI 16 JUIN 2008**

Council of Provincial Associations of . . . . . ACADIA B, Marriott main floor . . . . . 8:00 AM TO 4:55 PM  
Psychologists (CPAP) Board of Directors Meeting

Association of Canadian Psychology  
Regulatory Organizations (ACPRO) . . . . . ACADIA C, Marriott main floor . . . . . 8:00 AM TO 4:55 PM

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**PRE-CONVENTION WORKSHOP  
REGISTRATION**


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**HALIFAX MARRIOTT HARBOURFRONT**

**Pre-convention workshop participants** may pick up their registration kits at the convention registration desk, on the main floor of the hotel.

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

Tuesday, June 10, 2008	7:00 PM - 9:00 PM
Wednesday, June 11, 2008	7:30 AM - 8:30 AM 11:30 AM - 1:00 PM

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**CONVENTION REGISTRATION  
HALIFAX MARRIOTT HARBOURFRONT**


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Registration for participants, exhibitors and companions will be located on the main floor

**Registration area will remain open from:**

Wednesday, June 11, 2008	6:00 PM - 8:00 PM
Thursday, June 12, 2008	8:00 AM - 6:00 PM
Friday, June 13, 2008	7:30 AM - 5:00 PM
Saturday, June 14, 2008	7:30 AM - 3:00 PM

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**NAME BADGES**


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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 \$5.00**

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**EXHIBITOR SHOW DATE & TIME**


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Thursday, June 12, 2008	11:00 AM - 6:00 PM
Friday, June 13, 2008	11:00 AM - 4:30 PM
Saturday, June 14, 2008	10:00 AM - 3:00 PM

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

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**TRAVEL GRANT**


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Students who have been awarded a CPA/SSHRC Travel Grant can pick up their travel grant cheque at the Convention Registration Desk on the main floor of the hotel.

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**INSCRIPTIONS AUX ATELIERS  
PRÉCONGRÈS**


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**HALIFAX MARRIOTT HARBOURFRONT**

**Les participants pour les ateliers précongrès** peuvent obtenir leurs trousseaux 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 10 juin 2008	19 h à 21 h
mercredi 11 juin 2008	7 h 30 à 8 h 30 11 h 30 à 13 h

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**INSCRIPTION AU CONGRÈS  
HALIFAX MARRIOTT HARBOURFRONT**


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L'inscription des participants, des exposants et des personnes qui les accompagnent se déroulera au rez-de-chaussée de l'hôtel.

**Les heures d'inscription sont les suivantes:**

mercredi 11 juin 2008	18 h à 20 h
jeudi 12 juin 2008	8 h à 18 h
vendredi 13 juin 2008	7 h 30 à 17 h
samedi 14 juin 2008	7 h 30 à 15 h

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**INSIGNES D'IDENTIFICATION**


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

**Les insignes d'identification perdus seront remplacés au coût de 5 \$.**

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**DATES ET HEURES DES EXPOSITIONS**


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jeudi 12 juin 2008	11 h à 18 h
vendredi 13 juin 2008	11 h à 16 h 30
samedi 14 juin 2008	10 h à 15 h

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

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**SUBVENTION-VOYAGE**


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Les étudiants qui ont reçu une subvention de voyage SCP/CRSH peuvent en prendre possession au comptoir au rez-de-chaussée de l'hôtel.

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**SOCIAL ACTIVITIES**

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**FIRST TIME PRESENTERS BREAKFAST**

(By invitation)

Thursday, June 12, 2008  
8:00 AM TO 8:55 AM  
Acadia Ballroom ABC  
Halifax Marriott Harbourfront



**PRESIDENTIAL RECEPTION/CPA FOUNDATION  
SILENT AUCTION**

(All welcome)

Thursday, June 12, 2008  
6:00 PM TO 8:00 PM  
44 North Restaurant  
Halifax Marriott Harbourfront

Items to be auctioned off are donated



**COME JOIN THE CIRCLE  
(Nova Scotia Traditional Kitchen Party)**

(All welcome)

Thursday, June 12, 2008  
8:00 PM  
44 North Restaurant  
Halifax Marriott Harbourfront



**TALL SHIP SILVA**

(Ticket holders only)  
Friday, June 13, 2008  
7:00 PM TO 10:00 PM

Docked at Queen's Wharf

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**JOB OPPORTUNITIES**

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Check the job opportunities (binder and poster board at the CPA registration desk).

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**ACTIVITÉS SOCIALES**

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

(Sur invitation)

jeudi 12 juin 2008  
8 h à 8 h 55  
Acadia Ballroom ABC  
Halifax Marriott Harbourfront



**RÉCEPTION PRÉSIDENTIELLE ET ENCHÈRES  
SILENCIEUSES POUR LA FONDATION DE LA SCP**

(Bienvenue à tous et à toutes)

jeudi 12 juin 2008  
18 h - 20 h  
44 North Restaurant  
Halifax Marriott Harbourfront

Les articles mis aux enchères sont des dons



**ENTREZ DANS LE CERCLE  
(Party de cuisine traditionnel en Nouvelle-Écosse)**

(Bienvenue à tous et à toutes)

jeudi 12 juin 2008  
20 h  
44 North Restaurant  
Halifax Marriott Harbourfront



**TALL SHIP SILVA**

(Détenteurs de billet seulement)  
vendredi 13 juin 2008  
19 h à 22 h

Amarré au quai Queen's

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**OPPORTUNITÉ D'EMPLOI**

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Jetez un coup d'oeil sur les possibilités d'emploi (dans le cahier et sur les panneaux d'affichage comptoir d'inscription).

## 2008 EXHIBITORS - EXPOSANTS

### Booth #1/Stand No. 1

**Canadian Psychological Association**  
**Société canadienne de psychologie**  
141, avenue Laurier Ave. West, Suite 702 Ottawa,  
ON K1P 5J3  
Toll Free: 1 (888) 472-0657  
Fax: (613) 237-1674  
email: [cpa@cpa.ca](mailto:cpa@cpa.ca)

### Booth #2/Stand No. 2

**Calian**  
2 Beaverbrook Rd.  
Kanata, ON K2K 1L1  
Tel: (613) 599-8600 x227  
Fax: (613) 591-2248  
[www.calian.com](http://www.calian.com)

### Booth #3/Stand No. 3

**Pearson Education Canada**  
26 Prince Andrew Place  
Toronto ON M3C 2T8  
Tel: (416) 447-5101  
Fax: (416) 443-0948  
[www.pearsoncanada.ca](http://www.pearsoncanada.ca)

### Booth #4/Stand No. 4

**John Wiley & Sons Canada Ltd.**  
6045 Freemont Blvd.  
Mississauga, ON L5R 4J3  
Tel: (416) 646-7994  
Fax: (416) 236-4448  
[www.wiley.ca](http://www.wiley.ca)

### Booth #5/Stand No. 5

**Department of Clinical Health Psychology**  
**University of Manitoba**  
PZ328-771 Bannatyne Ave  
Winnipeg, MB R3E 3N4  
Tel: (204) 787-7168  
Fax: (204) 787-3755  
[www.umanitoba.ca](http://www.umanitoba.ca)

### Booth #6/Stand No. 6

**PsychCorp**  
55 Horner Avenue  
Toronto ON M8Z 4X6  
Tel: (416) 644-2125  
Fax: (416) 644-2166  
[www.psychcorp.ca](http://www.psychcorp.ca)

### Booth #7/Stand No. 7

**Canada Revenue Agency**  
4th Floor - 750 Heron Road  
Ottawa ON K1A 0L5  
Tel: (613) 946-5308  
Fax: (613) 941-1440  
[www.cra-arc.gc.ca](http://www.cra-arc.gc.ca)

### Booth #8/Stand No. 8

**Nelson Education Ltd.**  
1120 Birchmount Rd.  
Toronto, ON M1K 5G4  
Tel: (416) 752-9100  
Fax: (416) 750-3851  
[www.nelson.com](http://www.nelson.com)

### Booth #9/Stand No. 9

**Correction Service of Canada**  
440 King St. W  
PO Box 1174  
Kingston, ON, K1L 4Y8  
Tel: (613) 545-8239  
Fax: (613) 545-8176  
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### **Booth #22/Stand No. 22**

#### **Canadian Population Health Initiative**

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### **Booth #23/Stand No. 23**

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### **OPEN TABLE**

#### **Canadian Population Health Initiative**

Canadian Institute for Health Information  
[www.cihi.ca](http://www.cihi.ca)

6/12/2008 — 8:00 AM to 8:55 AM — SUITE 207, Marriott second floor

**Section Business Meeting SPORT AND EXERCISE PSYCHOLOGY**

*Sport and Exercise Psychology* Tricia Orzeck, University of Calgary

**SECTION PROGRAM**

6/12/2008 — 9:00 AM to 9:55 AM — HALIFAX A, Marriott second floor

**Welcoming Ceremony/Cérémonie de bienvenue HONOURING OUR BEST / HOMMAGE AU MÉRITE**

Welcome to the 69th Annual Convention of the Canadian Psychological Association! Our partners the 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 69e congrès annuel de la Société canadienne de psychologie! Nos partenaires l'Association des psychologues de Nouvelle-Écosse 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: Kenneth D. Craig
- CPA Award for Distinguished Lifetime Service to the Canadian Psychological Association/Prix pour contributions remarquables à la Société canadienne de psychologie au cours de l'ensemble de la carrière : Sandra W. Pyke
- 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 : David C. Zuroff
- CPA Award for Distinguished Contributions to Psychology as a Profession/ Prix professionnel pour contributions remarquables à la psychologie en tant que profession: Debbie S. Moskowitz
- 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 : Vernon L. Quinsey
- CPA Member of the Year Award/Prix du membre de l'année: John C. Service
- CPA Distinguished Practitioner Award/Prix pour contributions remarquables à la pratique de la psychologie : Randolph J. Paterson
- CPA Award for Distinguished Contributions to Public or Community Service/ Prix pour contributions remarquables au service public ou communautaire: Wendy M. Craig & Debra J. Pepler
- CPA Award for Distinguished Contributions to the International Advancement of Psychology/Prix pour contributions remarquables à l'avancement international de la psychologie : Hank J. Stam
- CPA Humanitarian Award/Prix pour réalisations humanitaires de la SCP : Lieutenant-General The Honorable Roméo Dallaire
- New CPA Fellows/Nouveaux fellows de la SCP : Jennifer A. Connolly, Dorothy Cotton, Wendy M. Craig, J. Thomas Dalby, Arla L. Day, Leendert P. Mos, John W. Pearce, Carl L. von Baeyer
- President's New Researcher Awards/Prix du nouveau chercheur décerné par le président : Martin Drapeau, Judy Eaton, Marie-Christine Ouellet



6/12/2008 – 10:00 AM to 10:55 AM – HALIFAX A, Marriott second floor

CPA Presidential  
Address/Allocution  
Présidentielle**CANADIAN PSYCHOLOGY IN A GLOBAL CONTEXT**  
*Thomas Hadjistavropoulos, CPA President*

The 2008 Presidential Address will explore the impact that Canadian psychology has had around the world. Canadian discoveries and theories have led to paradigmatic shifts in several different areas of psychology; our ethics codes have influenced guideline, policy and code development in other countries; articles written by Canadian psychologists have a very high impact relative to articles written by colleagues in other G8 countries; and our applied practitioners have contributed services to underprivileged parts of the world. Special emphasis will be placed on how the unique character of Canadian society has played an important role in shaping Canadian psychology. The address will conclude by reviewing the disadvantages of fragmentation within the discipline and the importance and advantages of integrating basic science with psychological application.

6/12/2008 – 11:00 AM to 12:55 PM – NOVA SCOTIA CD, Marriott second floor

Poster/Affiche

**POSTER SESSION "A" / PRÉSENTATION PAR AFFICHAGE**

Social and Personality Psychology, Psychologie sociale et de la personnalité

#1

*Social and Personality  
Psychology***PERCEPTIONS OF PARENTAL LEAVE-TAKERS: HOW ARE GAY, LESBIAN AND  
HETEROSEXUAL PARENTS VIEWED?***Christine Alksnis, Wilfrid Laurier University; Serge Desmarais, University of Guelph*

Research has shown that employees who take parental leave from work may be penalized in terms of promotions, salary and other rewards. Recent same-sex marriage legislation in Canada means that lesbian and gay workers now have full legal entitlement to parental leaves. The goals of this study were to ascertain how leave-taking affects perceptions of working parents and to examine whether and how those perceptions are moderated by attitudinal variables. We hypothesized that lesbian mothers would fare better than gay fathers, as they are not violating the "women want to be mothers" norm, whereas gay men who take on the parent role are violating multiple norms and may be rated particularly harshly. Participants were undergraduates enrolled in introductory psychology courses. We administered attitudinal measures of neosexism, hostile sexism, modern homonegativity, social dominance orientation and right wing authoritarianism, and assessed perceptions of employees on 3 dependent variables that could explain discriminatory behaviour by employers: competence, work commitment, and organizational citizenship behaviours. The ways in which the results fit with various theories, including social role theory and the stereotype content model, are discussed.

#2

*Social and Personality  
Psychology***SUCCESSFUL AGING: PREDICTORS AND OUTCOMES OF PURPOSE IN LIFE***Tal Aviram, Concordia University; Carsten Wrosch, Concordia University*

Self-regulation theories assert that goals are important predictors of subjective well-being because they motivate adaptive behaviors (Carer & Scheier, 1998). People prefer pursuing goals that are both reachable and valued, which can constitute high levels of purpose in life. However, research has also shown that purpose is an individual characteristic that exerts a sharp decline with advancing age (Ryff & Keyes, 1996). One of the reasons for this reduction in purpose in older adulthood is the age-related increase of unattainable goals. In addition, research has shown that older adults can maintain their subjective well-being if they are able to adjust their unattainable goals (Wrosch et al., 2003). Thus, it would appear that goal adjustment capacities could preserve purpose and thereby predict subjective well-being in older adults. To understand the effects of purpose and goal adjustment on subjective well-being, 184 older adults were examined as part of the Montreal Aging and Health Study (MAHS). In support of the hypotheses, preliminary results suggest that purpose in life can act as a mediator between adaptive goal adjustment capacities and indicators of subjective well-being (e.g. depression, satisfaction with life, positive and negative affect). The importance of the findings for identifying pathways to successful aging will be discussed.

#3

*Social and Personality  
Psychology***PASSION AND SELF-THREAT: HOW IDENTITY INFLUENCES PHYSICAL PERFORMANCE***Jocelyn Bélanger, Université du Québec à Montréal; Robert Vallerand, Université du Québec à Montréal*

Vallerand et al. (2003) developed a theoretical framework where two types of passions are proposed. Obsessive passion is characterized by an internal urge that pushes the person to engage the passionate activity and is hypothesized to be part of ego-invested self structures. Conversely, with harmonious passion, the authentic integrating self is at play (Hodgins & Knee, 2002) and the person experiences choice in engaging the activity. The present research sought to test the interactive role of identity-threat / self-affirmation conditions with passion in performance on a task related to one's passion for physical conditioning. In line with the work of Steele (1988), it was predicted that identity-threat would lead to better dynamometer performance (a measure of physical strength) for obsessively-passionate individuals who want to restore their self-integrity through high performance. Conversely, self-affirmation was expected to produce better performance for harmoniously-passionate individuals who should need a high level of self-integrity

in order to perform well. Participants ( $n = 95$ ) recruited at the gym before their workout were randomly assigned to either the identity-threat or the self-affirmation conditions. Results of a 2 (Harmonious vs Obsessive Passion) X 2 (Ego-Threat vs Self-affirmation) ANCOVA provided support for the hypotheses. Theoretical implications are proposed.

**#4**

*Social and Personality  
Psychology*

**THE JUSTIFICATION OF LEADERS**

Jillian Banfield, *University of Waterloo*; Aaron Kay, *University of Waterloo*

In two studies, we examined when people will justify the power held by leaders. Following from system justification theory (Jost & Banaji, 1994), we predicted that people would be especially likely to justify the power of leaders under two different conditions: when that leader had control over them and following a system threat. In Study 1, we varied the amount of control a leader had over participants by making the leader relevant or irrelevant. Participants evaluated the leader's competence. Our manipulation interacted with participants' chronic endorsement of the Canadian system (measured with a modification of Kay & Jost, 2003 scale). The relevant leader was rated as more competent by high scorers on the scale than by low scorers. Participants' scores on the scale did not affect their competence ratings of the irrelevant leader. In Study 2, participants read either a system threat or system affirmation before evaluating a relevant leader. Threat interacted with participants' chronic endorsement of the system on ratings of competence. Threat did not affect the ratings of high scorers. However, low scorers rated the leader as more competent following threat than following affirmation. In sum, we demonstrated two situations in which people will justify their leaders.

**#5**

*Social and Personality  
Psychology*

**THE RELATIONSHIP BETWEEN GEOMAGNETIC ACTIVITY AND HUMAN PERFORMANCE**

Michael Battista, *University of Western Ontario*

The Earth acts as a giant magnet, and the field created by this magnet is referred to as the geomagnetic field. Particles streaming from the sun cause disturbances in the geomagnetic field. The current study examined the relationship between these fluctuations and human behaviour; specifically, with the human performance measures of creativity and intelligence. High geomagnetic activity has been associated with a wide range of human effects, ranging from increased blood pressure to elevated violence in prisons. The general pattern is that increased geomagnetic activity has an aversive effect on humans. Thus, it was predicted that intelligence and creativity test scores obtained on days with high geomagnetic activity would be lower than on days with low geomagnetic activity. Intelligence was assessed using the Wonderlic Personnel Test, and creativity with the Torrance Tests of Creative Thinking. Several measures of solar activity and geomagnetic activity during the sessions were collected. Based on data from 74 participants, it was found that creative fluency was moderately and negatively correlated with total solar flares, solar flux, and sunspot number. Sunspot number also correlated with creative flexibility and overall creativity. No relationships with intelligence were found. Implications and possible causal mechanisms are discussed.

**#6**

*Social and Personality  
Psychology*

**AVOIDANT ATTACHMENT AS A PREDICTOR OF EXTRADYADIC SEX INTENTIONS AND COMMITMENTS**

Genevieve Beaulieu-Pelletier, *Université de Montréal*; Frederick Philippe, *Université du Québec à Montréal*

Past research contributions have proposed that avoidant individuals might be more inclined to extradyadic sex as a method of emotion regulation during times of stress (Brennan & Shaver, 1995). The purpose of the present pair of studies was to investigate the relationship between avoidant attachment and extradyadic sex, independently of general sexual desire level and actual sexual satisfaction level. Study 1 demonstrated that avoidant attachment was positively associated with past and present extradyadic sex intentions, as well as with past extradyadic sex commitments, in 145 undergraduate students. These results held even after controlling for sexual satisfaction and sexual desire. Anxious attachment was not a significant predictor of any of these extradyadic sex behaviors. Study 2 replicated the results from Study 1 with a sample of 270 community-dwelling participants currently engaged in a romantic relationship. In addition, results of study 2 showed that avoidant attachment was positively associated with participants' self-descriptions related to unfaithfulness (e.g., I am unfaithful, flirtatious, adulterous, etc.). Again, anxious attachment was not a significant predictor. Extradyadic sex as an emotional regulation strategy to alleviate avoidant people's fear of engagement will be discussed.

**#7**

*Social and Personality  
Psychology*

**SEEKING HEALTH INFORMATION ONLINE: THE INFLUENCE OF IRRATIONAL HEALTH BELIEFS, INTERNET SELF-EFFICACY, AND GENERAL BELIEFS ABOUT THE INTERNET**

Anne Bergen, *University of Guelph*

The Internet is increasingly a source used to find health information, especially among young adults. Undergraduate students from the University of Guelph completed a series of questionnaires designed to assess (1) irrational health beliefs, (2) usage patterns of various online sources of health information (e.g., discussion forums, news sites, medical websites), (3) self-efficacy beliefs related to internet use and online health information seeking, (4) general beliefs about the accuracy of online information, and (5) criteria commonly used to evaluate online health information. Correlational analyses indicate that more irrational health beliefs are related to greater use of personal websites to gather health-related information and decreased use of citation of sources to evaluate website quality. Participants with higher internet self-efficacy were more likely to search for and read health information online, used

discussion forums and medical websites more often as sources of online health information, and were more likely to use source authority to evaluate website quality. Participants with stronger beliefs that online information is generally accurate were more likely to search for health information online, used medical websites and media websites (e.g., magazines) more often, indicated that they would use a broader variety of websites to gather health information online, and were less likely to use citation of sources to evaluate website quality. Implications for online presentation of health information are discussed.

**#8**  
*Social and Personality  
Psychology*

**WAKING UP TO A SMILE: ARE MORNING PEOPLE REALLY FRIENDLIER THAN EVENING PEOPLE?**

Genevieve Berube-Hayward, *Lakehead University*; John Jamieson, *Lakehead University*

This study investigated whether people are friendlier in the morning than in the evening. This was done by observing responses from individuals ( $N = 264$ ) walking in the opposite direction of a smiling stimulus on public walking trails in the morning (9:00 am – 10:30 am) and evening (6:00 pm – 7:30 pm). Four stimulus conditions were used: lone female, lone male and a mixed gender couple where either the male or the female was the smiling stimulus. Responses were categorized as positive (eye contact and a smile or verbal greeting), or negative (no eye contact and smile or verbal greeting). The results showed that people walking in the morning gave significantly more positive responses than those walking in the evening ( $p < .001$ ). However, the lone male received significantly fewer positive responses in the morning than the other stimulus conditions ( $p < .001$ ). It appears that people are friendlier in the morning, unless you are a male, walking alone. Further discussion on the possible influences of perceived crowding, density, and social norms are noted.

**#9**  
*Social and Personality  
Psychology*

**THE DEPRESSIVE EXPERIENCES QUESTIONNAIRE: EVALUATING THE FACTOR STRUCTURE AND PREDICTIVE VALUE OF TWO SHORT SCALES**

Katy Bois, *Université de Montréal*; Frédéric Philippe, *Université du Québec à Montréal*; Serge Lecours, *Université de Montréal*

The Depressive Experiences Questionnaire (DEQ; Blatt, D'Afflitti & Quinlan, 1976) is a 66-item questionnaire assessing two subtypes of depression-Dependency and Self-Criticism. This scale has been heavily criticized because of its poor structural validity and relative unreliability. In response to this issue, some authors (e.g., Bagby, Parker, Joffe, & Buis, 1994, Viglione, Lovette, & Gottlieb, 1995) have developed short scales of the DEQ. However, these short scales have never been assessed for their factor structure with stringent confirmatory factorial analyses and their predictive validity has remained relatively untested. The present study ( $n = 400$  participants) sought to evaluate the factorial structure and predictive value of the Bagby and Viglione short DEQ scales. In addition, these scales were compared with the original DEQ scales. Overall, the factor structure of the Viglione scale provided a better fit to the data than the Bagby version. Correlations showed that both short scales presented a predictive value similar to the original DEQ scales on a number of outcome variables (e.g., depression, anxiety, self-esteem, attachment, copings, defense mechanisms). Implications for dependency and self-criticism and the assessment of these two subtypes of depression with short scales of the DEQ are discussed.

**#10**  
*Social and Personality  
Psychology*

**CHANGES IN AGGRESSION AFTER PLAYING VIOLENT VIDEO GAMES: EFFECTS OF INDIVIDUAL DIFFERENCES IN VIDEO GAME PLAY**

Amanda Bolton, *University of Calgary*; John Ellard, *University of Calgary*

Past research has shown that exposure to violent video games increases post-play aggression (e.g., Anderson & Bushman, 2001); however, little is known about individual differences in this effect. People play video games in different ways; some very aggressively (e.g., killing as many enemies as possible), and others non-aggressively (e.g., avoiding enemies as much as possible). These differences mean that people are being exposed to different amounts and types of violence while playing the same game. According to the General Aggression Model (Gam), exposure to media violence constitutes a mental rehearsal of violence, which activates and strengthens cognitive structures (e.g., scripts, schema) about aggression. Therefore, it is likely that people are being affected differently since they are rehearsing different types and amounts of violence. The current research explored people's individual differences in violent video game play and its influence on aggressive behaviour in university students. Students played either a violent or a non-violent game, then decided on an amount of hot sauce to give "the next participant," which is indicative of aggressive behaviour (e.g., Klimesmith et al., 2006). Frequency of aggressive game play choices was recorded and examined as a predictor of aggressive behaviour.

**#11**  
*Social and Personality  
Psychology*

**PERCEIVED DISCRIMINATION, IN-GROUP REJECTION AND DEPRESSIVE SYMPTOMS AMONG OFFSPRING OF INDIAN RESIDENTIAL SCHOOL SURVIVORS IN CANADA**

Amy Bombay, *Carleton University*; Kim Matheson, *Carleton University*; Hymie Anisman, *Carleton University*

From 1863 to 1996, as part of an effort of forced assimilation, Aboriginal children were forced to leave their families to attend Indian Residential Schools. Children were abused, neglected, and were taught to shame their families and culture (Aboriginal Healing Foundation, 2005). Not surprisingly, individuals who attended these schools are more likely to suffer from various physical and

mental problems (National Aboriginal Health Organization, 2003). Particularly relevant to the health status of today's Aboriginal population is that the impact of stressors/trauma may have intergenerational effects. By example, it was observed that children of holocaust survivors were at an increased risk for lifetime major depression (Yehuda, 2001). The present investigation assessed how parental residential school attendance influenced depressive symptomatology, perceived discrimination, and perceived rejection from other Aboriginal peoples (in-group rejection) among First Nations peoples in Canada ( $N = 113$ ). As predicted, individuals with at least 1 parent who attended residential school had higher levels of depression, and were more likely to perceive high levels of discrimination and in-group rejection. Mediational analyses demonstrated that higher levels of perceived discrimination accounted for the increased levels of depression observed among the offspring of Residential School Survivors.

**#12** **STUDYING ABROAD: CHINESE STUDENTS' TRANSITION TO UNIVERSITY IN CANADA**  
*Social and Personality Psychology* Lilly Both, *University of New Brunswick*; Enrico DiTommaso, *University of New Brunswick*

The transition from high school to university can be a difficult adjustment for many students. Students who study abroad face added pressures of adjusting to a different culture. Many social support networks, including family and friends, are left behind. This study examined the adjustment of international students studying in Canada. Thirty-five Chinese students who speak Mandarin as their first language participated in our study. They completed questionnaires in their first language that examined their attachment security (based on the Relationship Questionnaire, Bartholomew, & Horowitz, 1991), their relationships with family, friends and romantic partners, as well as their social adjustment and social connectedness. Adjustment to university was also measured. We found that individuals with a secure attachment were more likely to report feelings of social connectedness and social assurance. Individuals with a fearful or preoccupied attachment were less likely to feel socially connected whereas dismissing individuals were less likely to feel socially assured. Overall, students who felt socially adjusted to friends also reported higher levels of adjustment to school. The discussion will focus on the importance of attachment security in relation to adjustment to school in a different culture.

**#13** **THE ROLE OF ATTACHMENT IN ANGER TACTICS: UNDERSTANDING CONFLICT OUTCOMES IN ADULT RELATIONSHIPS**  
*Social and Personality Psychology* Andrea Boyle, *University of New Brunswick*; Enrico DiTommaso, *University of New Brunswick*; Jillian Emery, *University of New Brunswick*

Despite the common occurrence of conflicts in romantic relationships, the complexities of conflict tactics and the exchange of anger in these dyads go under-appreciated. Infant-caretaker attachments have been found to relate to how individuals experience and interact with others later in life (Bowlby, 1969, 1973, 1980), and may explain different conflict strategies used in romantic relationships. Two studies were conducted within an attachment framework to examine the use of anger tactics as a method of expressing anger, and the different strategies employed by individuals to resolve conflicts. Five hundred and sixty-seven students who had been involved in a meaningful relationship and enrolled at the University of New Brunswick in Saint John were asked to participate. They were asked to complete measures of attachment, state and trait anger, anger tactics and conflict tactics. Overall, findings indicated that those scoring lower on attachment anxiety and avoidance used more positive anger tactics and a more integrative conflict strategy, while those reporting higher attachment anxiety reported utilizing more destructive anger tactics and a more distributive conflict strategy. These studies provide new insights into the role of anger, and more importantly, the role anger tactics in understanding conflict strategies in romantic relationships.

**#14** **LOST IN TRANSLATION: THE COMPLEXITIES OF RELATIONSHIP COMMUNICATION AND ITS RELATION TO CONDOM USE**  
*Social and Personality Psychology* Andrea Boyle, *University of New Brunswick*; Lucia O'Sullivan, *University of New Brunswick*; Sarah Vannier, *University of New Brunswick*

Rates of consistent condom use are typically very low among young adults (Fisher, 2000). Past research has focused almost exclusively on individuals' rationales for non-condom use across partners and focused on communication about condom use specifically rather than examining the broader context of communication in relationships. The aims of this study were to use in-depth interviews to explore communication about condom use, as well as the quality and extent of general communication among young adult women and men in relationships. Participants were 32 women and 30 men (range 18-24) in established heterosexual relationships. All participants were residents of a high HIV-prevalent, urban neighbourhood. Pilot data revealed low rates of consistent condom use during intercourse among this sample. Analyses of the qualitative data revealed three primary themes (with subthemes), which were (1) noted discrepancies between claims of open communication and actual communication behaviours, (2) men's use of more direct communication strategies than women, particularly about relationship problems, and (3) an over-reliance on nonverbal communication with regard to sexual issues. Greater insights into communication practices in relationships will provide a more comprehensive picture on how communication generally relates to condom use. Implications for future interventions for high-risk HIV populations will be discussed.

**#15** **A FACTOR ANALYSIS OF PERSONALITY AND PROBLEM GAMBLING**  
*Social and Personality Psychology* Michael Bradley, *University of New Brunswick*; Janine Cameron, *Public Works and Government Services Canada*

The Problem Gambling Scale, and several personality self report scales, were analyzed with factor analysis separately for females and males. Variables were considered as belonging to a factor if they loaded at a .40 level or higher. For females, three factors explained 63% of the variance. The first factor at 28% of variance interrelated problem gambling positively with impulsiveness and sensation seeking and negatively with agreeableness and conscientiousness. The other two factors had sensible face validity interrelations. In one extraversion, sensation seeking and lack of neuroticism loaded together and in the second openness loaded. Neither factor was related to problem gambling. With males four factors explained 80% of the variance. The target, problem gambling, did not emerge as a factor component until the fourth factor. It explained only 13% of the total variance and stood alone unassociated with other male self report measures. The other three factors explained 30%, 23% and 14% of the variance, respectively. These loaded lack of impulsiveness with conscientiousness and agreeableness; openness with lack of neuroticism; extraversion, sensation seeking and openness. The analysis is non-causal but it is a concern that gambling is associated with somewhat negative self report characteristics for females.

## #16

*Social and Personality  
Psychology*

### THE ROLE OF NEED FOR ACHIEVEMENT AND SELF-ESTEEM IN COGNITIVE DISSONANCE

*Stacy Bradley, Saint Mary's University; Hayley Penney, Saint Mary's University;  
Steven Smith, Saint Mary's University*

The present study investigated the role of need for achievement and self-esteem in the cognitive dissonance process. Cognitive dissonance is a state of tension caused by obtaining knowledge that is inconsistent with past beliefs. In session one participants ( $N = 117$ ) attitudes toward the difficulty of a task were assessed following the completion of a cognitive task. In session two, after learning that most individuals did very well on the task, each participant received results stating that they had performed poorly. Based on Aronson's self-perception theory, it was predicted that those individuals with high need for achievement and high self-esteem would report greater attitude change toward task difficulty, as opposed to those with low need for achievement and low self-esteem. Results demonstrated a significant main effect of self-esteem ( $F(1, 113) = 5.40, p = .02$ ) such that those with high self-esteem reported greater attitude change, indicating greater cognitive dissonance. There was also a significant interaction ( $F(1, 113) = 4.40, p = .04$ ) between self-esteem and need for achievement such that, in the low need for achievement group those with high self-esteem reported greater attitude change, indicating greater cognitive dissonance, than those with low self-esteem.

## #17

*Social and Personality  
Psychology*

### A TERROR MANAGEMENT PERSPECTIVE ON ATTITUDES TOWARD SAME-SEX MARRIAGE: THE ROLE OF MORTALITY SALIENCE AND RELIGIOUS FUNDAMENTALISM

*Amélie Bryar, Université de Moncton; Guy Leboeuf, Université de Moncton; Gaëtan Losier,  
Université de Moncton*

In Canada, there are important individual differences in the acceptance of same-sex marriage (Ronner, 2005). How can those be explained? The aim of the present study is to shed light on this question using terror management theory (TMT; Pyszczynski et al., 2004). According to TMT, human culture serves as an anxiety buffer against the terror of death by providing a secure worldview. In this sense, same-sex marriage can be construed as a threat to those whose worldview is based on a strict endorsement of religious beliefs. Conversely, those who hold a liberal worldview are more likely to perceive intolerance as a threat. Using the mortality salience (MS) paradigm, the above hypothesis were tested by asking 68 undergraduate students to complete a Religious fundamentalism (RF) scale and to respond to questions regarding either their death (MS condition) or a visit to the dentist (control condition). The dependant variable was the level of approval of a fictional article that argued against same-sex marriage. Results from regression analysis revealed a marginally significant interaction between RF and MS condition on the appraisal of the article. That is, in the MS condition, high scores in RF were associated with more favourable appraisals of the article and low scores in RF related to less favourable appraisals. Results are discussed along with previous TMT research.

## #18

*Social and Personality  
Psychology*

### WHAT DO FEELINGS HAVE TO DO WITH IT: THE ROLE OF EMOTIONS REGARDING PAST EVENTS IN INDIVIDUALS' CURRENT PERCEPTIONS OF SELF EFFICACY

*Roxana Buchsbaum Lowinger, Concordia University; Michael Conway, Concordia University*

The present study was concerned with how meaning making for self-defining memories is associated with a sense of self-efficacy. Participants were undergraduate students ( $N = 60$ ). At time one, participants reported their current goals. Weeks later, they described four self-defining memories (i.e. memories of great personal importance) and current feelings associated with them. Participants also rated their memories in terms of whether they interfered, supported, or were unrelated to each of their goals. We hypothesized that individuals who engage in meaning making (i.e. have a sense of lessons learned or growth) regarding past events, will report having more positive feelings (e.g. pride, happiness, excitement) about those events, which will in turn lead to them feeling more self-efficacious about goals that are supported by these memories. As expected, a structural equation model revealed that meaning making predicted positive affect ( $b = .52^*$ ), which in turn predicted self-efficacy ( $b = .21^*$ ), ( $c2 = 1.88, p = 0.39, CFI = 1, RMSEA = 0.00$ ). As such, meaning making is associated with the regulation of emotion, (Wood and Conway, 2006) and positive emotions are related to the attainment of current goals (Singer & Moffitt, 1994). This study underlines the importance of meaning making and affect regarding past events, rather than their contents, in predicting a sense of self-efficacy

#19

*Social and Personality  
Psychology***ROMANTIC PASSION AND DYADIC CONFLICTS : ON THE IMPORTANCE OF  
DISTINGUISHING BETWEEN HARMONIOUS AND OBSESSIVE PASSION TOWARD  
ONE'S PARTNER**Noémie Carbonneau, *Université du Québec à Montréal*; Robert Vallerand, *Université du Québec à Montréal*

The Dualistic Model of Passion (DMP; Vallerand et al., 2003) posits the existence of two distinct types of passion toward activities. Harmonious passion (HP) is at play when one freely accepts an activity as important for him/her such that activity engagement is personally endorsed. Conversely, when one feels an uncontrollable urge to engage in a beloved activity, one is said to have an obsessive passion (OP). Previous research (Ratelle et al., 2007) has shown that the DMP also applies to close relationships. Thus, the purpose of the present study was to determine the role of OP and HP toward one's partner in a variety of personal and relational outcomes. Participants were 200 students currently involved in a romantic relationship. Data were analysed using structural equation modeling (SEM). Results revealed that HP toward one's partner was positively associated with adaptive conflict resolution strategies and adaptive behaviors following conflicts, while being negatively related to rumination following conflicts. Conversely, OP toward one's partner was shown to be negatively associated with adaptive conflict resolution strategies, unrelated to adaptive behaviors following conflicts, and positively associated with rumination following conflicts. Overall, results underscore the importance of distinguishing between HP and OP in the realm of romantic relationships.

#20

*Social and Personality  
Psychology***DO SELF-ESTEEM CONTINGENCIES INFLUENCE NONCONSCIOUS GOAL PURSUIT?**Michelle Castaldi, *University of Waterloo*

This study investigated whether individuals' self-esteem contingencies influence the ways in which they pursue goals at a non-conscious level. One hundred and nine participants were primed with goals either relating to achievement or positive self-esteem, or they were primed with neutral words. Participants were then administered a word search puzzle and an anagram task, and the number of correct responses was measured to assess participants' adoption of the primed goals. The Contingencies of Self-Worth Scale was used to measure the degree to which participants based their self-esteem on academic achievement. Individuals whose self-esteem was highly contingent on academic achievement performed better on the behavioural measures than those whose self-esteem was not highly contingent on this domain, however performance was not found to be moderated by the priming of the two goals. These results provide support for the idea that contingencies of self-worth motivate individuals to succeed in contingent domains. Limitations of the present study, as well as implications for future research and possible applications to the real-world, are discussed.

#21

*Social and Personality  
Psychology***GENDER STEREOTYPING OVER INSTANT MESSENGER: CAUSE FOR HOPE IN  
A NEW MEDIUM?**Emily Christofides, *University of Guelph*; Towhidul Islam, *University of Guelph*;  
Serge Desmarais, *University of Guelph*

Researchers have observed that contrary to the high expectations for online communications, gender stereotyping has not disappeared in this medium, and is sometimes even accentuated. This research aimed to understand the effect of gender over instant messenger, a relatively new and unexplored medium. Instant messenger was chosen because it is a medium that is used most by youth who have grown up communicating online. Participants were interviewed over instant messenger about a potential online support service and were then asked to judge the effectiveness of their interviewer. The interviewer was identified only by a masculine or feminine name (John or Katie), and was computer simulated so as to remove any variability. While John was judged more favourably than Katie for all of the dependent variables, the effects did not reach statistical significance. However, in male participants the effects were significant, lending support to the idea that male participants behaved according to a male superiority heuristic. The findings are discussed in the context of previous research on gender stereotyping in online communication, with the possibility that new gender norms exist for this medium.

#22

*Social and Personality  
Psychology***MEASURING THE INFLUENCE OF MUSIC ON ABSORPTION IN FILM:  
TESTING THE CONGRUENCE-ASSOCIATION MODEL (CAM) AND INDIVIDUAL  
SUSCEPTIBILITY TO ABSORPTION**Annabel Cohen, *University of Prince Edward Island*; Yee-May Siau, *University of Prince Edward Island*; Reginald (Andy) Gallant, *University of Prince Edward Island*

The Congruence-Association Model of film perception (Cam) proposes that audiences create a "working narrative" of a film from visual and audio sources including music (Cohen, 2005). It follows that as music engages the audience, the time to detect story-irrelevant information should increase while accuracy should decrease. The present study tested this theory using the NFB "silent" film "the Railrodder" (1965) (starring Buster Keaton; original music composed by the eminent Eldon Rathburn). There were 72 participants assigned to one of three music background conditions (original, inappropriate, no music). While watching the 20-minute film, they responded with a key-press when an "X" appeared in a random location of the computer screen on 20 occasions. The film was presented twice with an intervening distractor task. Consistent with Cam, in both presentations, the original music, as compared to no music, led to slower response time. On the second presentation, the original music also led to slower responses

than inappropriate music. Individual scores on the Tellegen (1982) Absorption Scale correlated negatively with hit rate, validating the detection task as a measure of absorption. Interactions with location of the X in the film suggest the value of controlling for the event structure of both music and film in future. (Supported by SSHRC).

## #23

*Social and Personality  
Psychology*

**DOES DESERVINGNESS OR SCOPE OF JUSTICE MEDIATE THE EFFECTS OF NEED, UTILITY, SIMILARITY, AND CARE ON DONATIONS TO UNIVERSITY, SCHOOL, AND PRISON LIBRARIES?**

*Paul Conway, University of Western Ontario; James Olson, University of Western Ontario; Irene Cheung, University of Western Ontario*

The “scope of justice” has been defined as the boundary within which justice is relevant. This construct has been used to explain why humans sometimes do not help or may even harm others: justice is seen as irrelevant when targets are excluded from the scope of justice. Recently, scope of justice researchers have been criticized for ignoring perceptions of deservingness of negative treatment. Targets may be refused help or even harmed if their behavior warrants it. In such cases, justice remains relevant: negative treatment for negative behavior is just. In a test of these theories, 78 participants were presented with information about three charities: their own university library, a prison library, and an elementary school library. They rated how much three charities deserve and how much justice applies to interactions with each, how similar, useful, and needy each charity was, and how much they cared about each. Finally, participants were given seven dollars and a chance to anonymously donate to the charities. Results indicate that whereas many of the measured variables predicted donations, deservingness mediated their impact on donations. The importance of justice did not mediate the relationship between other variables and donations. The data support a deservingness but not a scope of justice view of helping behaviour: participants only helped those they considered worthy.

## #24

*Social and Personality  
Psychology*

**STRUCTURE FACTORIELLE ET BIAIS DE LA VERSION CANADIENNE-FRANÇAISE DU STATE-TRAIT ANXIETY INVENTORY (STAI)**

*Stéphanie Cormier, Université de Montréal; François Vigneau, Université de Moncton*

La structure factorielle de l'Inventaire d'anxiété situationnelle et de trait d'anxiété (IASTA-Y, Gauthier et Bouchard, 1993), version canadienne de langue française du State-Trait Anxiety Inventory, forme Y (STAI-Y, Spielberg et al., 1983), est, comme celle de l'instrument original américain, sujette à débats. Si la structure à deux facteurs prévue par la théorie – un facteur d'anxiété situationnelle et un autre de trait d'anxiété – est parfois vérifiée dans les études sur le sujet, une structure à quatre facteurs à également été proposée, résultat du croisement de la structure originale état-trait et d'une distinction entre présence et absence d'anxiété. Dans la présente étude, un échantillon de 361 étudiants universitaires (147 hommes, 198 femmes) d'un âge moyen de 20,8 ans a complété l'IASTA-Y et l'échelle de vocabulaire Mill Hill (Deltour, 1993). La structure factorielle de l'IASTA-Y a été examinée à l'aide de l'analyse factorielle confirmatoire. Trois modèles ont été considérés, soit un modèle à un facteur général, un modèle à deux facteurs corrélés ainsi qu'un modèle à quatre facteurs corrélés. Ceux-ci ont également été explorés en fonction du niveau de vocabulaire des sujets. Les résultats obtenus, s'ils indiquent que la qualité de l'ajustement de la solution en quatre facteurs est supérieure à celle de modèles plus simples, montrent aussi que l'inter-corrélation des facteurs obtenus varie en fonction du niveau d'aptitude verbale des sujets, révélant ainsi la présence d'un biais linguistique de l'instrument.

## #25

*Social and Personality  
Psychology*

**DEHUMANIZING IMMIGRANTS: THE ROLE OF HUMAN- ANIMAL SIMILARITY PERCEPTIONS AND SOCIAL DOMINANCE ORIENTATION**

*Kimberly Costello, Brock University; Gordon Hodson, Brock University*

The present research examined whether dehumanizing perceptions of immigrants (i.e., immigrants are more animal-like) were the result of an underlying belief that humans are fundamentally different from and perhaps superior to other animals. As predicted, people who endorsed perceptions that humans are fundamentally distinct from and superior to animals were more likely to perceive immigrants as more animal-like, and such dehumanizing perceptions in turn resulted in increased prejudice toward immigrants. In addition, people high in Social Dominance were particularly likely to perceive humans as fundamentally distinct from and superior to animals and such perceptions increased the meaningfulness of immigrant dehumanization as a predictor of immigrant prejudice. In order to more clearly interpret the causality implied in the first study, Study 2 further examined the role of human-animal similarity through direct experimental manipulation. Specifically, participants were randomly assigned to read editorials highlighting similarities or differences between humans and other animals. The results of Study 2 and implications of considering the human-animal divide as a precursor to outgroup dehumanization will be discussed.

## #26

*Social and Personality  
Psychology*

**L'EFFET DES CHANGEMENTS SOCIAUX RAPIDES SUR LES VALEURS PRIORISÉES PAR LES INDIVIDUS: UNE QUESTION DE PRIVATION RELATIVE TEMPORELLE**

*Simon Coulombe, Université de Montréal; Roxane de la Sablonnière, Université de Montréal; Francine Tougas, University of Ottawa*

Des changements sociaux rapides, comme la chute du communisme en URSS, ont récemment touché des millions de gens. Selon les écrits, ces changements sont associés à un bouleversement des valeurs. Notre objectif est d'identifier le processus psychologique par lequel les changements sociaux rapides affectent les valeurs. Dans ce but, nous portons notre attention à la privation relative temporelle, c'est-à-dire l'insatisfaction ressentie suite à des comparaisons négatives de la situation présente avec le passé. Nous pro-

poisons des hypothèses adaptées à la société Russe, où des valeurs individualistes sont désormais véhiculées aux dépens des valeurs collectivistes. Nous postulons que (1) plus les individus perçoivent des changements rapides, plus ils ressentent de privation relative temporelle. Nous proposons aussi que plus les individus ressentent de privation relative temporelle, (2) moins ils priorisent les valeurs individualistes, (3) et plus ils priorisent les valeurs collectivistes. Ces deux dernières hypothèses s'appuient sur des études démontrant que l'insatisfaction incite à se raccrocher à ce qui est plus connu. Des analyses d'équations structurelles ( $N = 500$ ) ont confirmé les hypothèses 1 et 2. Concernant l'hypothèse 3, les résultats ont cependant démontré que plus les individus ressentent de privation relative temporelle, moins ils priorisent les valeurs collectivistes.

#27

*Social and Personality  
Psychology*

**THE INTERACTION BETWEEN GLOBAL MOTIVATION AND ENVIRONMENTAL CUES ON SITUATIONAL MOTIVATION: AN EXPERIMENTAL LOOK AT THE HIERARCHICAL MODEL OF INTRINSIC AND EXTRINSIC MOTIVATION**

Laurence Crevier-Braud, Université du Québec à Montréal; Geneviève Lavigne, Université du Québec à Montréal; Robert Vallerand, Université du Québec à Montréal

The Hierarchical Model of Intrinsic and Extrinsic Motivation (Vallerand, 1997) posits that motivation can exist at three different levels of generality: the global (personality), the contextual (life domains) and the situational (toward a specific task) level. Motivation from all levels can be self-determined (volitional, fun). No research has looked at the potential interaction between global motivation and environmental cues on situational motivation. Consequently, the present study sought to experimentally prime control and autonomy among 71 undergraduate students using the scrambled sentence task (Srull & Wyer, 1979) in order to test this interaction. Following the priming task, participants completed an anagram task followed by a measure of their situational motivation. Results revealed a significant interaction between participants' global motivation and the priming condition on their motivation toward the anagram task. Specifically, participants with a self-determined global motivation had a more self-determined situational motivation than those with a non self-determined global motivation when previously presented with controlling primes. No differences were found in the autonomy condition. These results suggest that people can react differently to environmental cues depending on their global motivational orientation. Directions for future research are proposed.

#28

*Social and Personality  
Psychology*

**DEFENDING THE IDEOLOGY OF MARRIAGE AND COMMITTED RELATIONSHIPS: A PERSPECTIVE FROM SYSTEM JUSTIFICATION THEORY**

Martin Day, University of Waterloo; Aaron Kay, University of Waterloo; John Holmes, University of Waterloo

Western society has an uncontested ideology that 1) a committed relationship is the one truly important relationship, and 2) almost all people want to marry or seriously couple (DePaulo & Morris, 2005; 2006). Two studies investigated how system justification theory may explain the defense of such an ideology. According to system justification theory, one reason people justify social systems is because of the control that they offer to their lives. In study 1 we tested the possibility that people have biased beliefs about relationships because they act as a system that offers control. We also examined if people were motivated to value committed relationships when these relationships are generally under threat. In study 2 we examined the effects of manipulating people's perceived relationship ability on the extent they would endorse committed relationship ideology. Results are consistent with our hypotheses and are discussed within a system justification framework.

#29

*Social and Personality  
Psychology*

**THRILL DOES NOT LAST: A LOOK AT AFFECTIVE EXPERIENCES IN PASSIONATE INDIVIDUALS**

Eric Donahue, Université du Québec à Montréal; Marc-André Lafrenière, Université du Québec à Montréal; Robert Vallerand, Université du Québec à Montréal

Passion is defined as a strong inclination toward an activity that people like, that they find important, that they invest time and energy in, and that they have internalized in their identity. Vallerand et al., (2003) have suggested two types of passion for activities, a harmonious and obsessive passion which have been found to be related to different outcomes. The present research reports two studies which examined the interplay between passion and emotional activation. In Study 1, findings demonstrated that both types of passion predicted high and moderate activation positive emotions during activity engagement. However, obsessive passion was more associated with moderate activation negative emotions than harmonious passion. In Study 2, we were interested in understanding the psychological processes through which affective experiences lead to life satisfaction (LS) and physical symptoms (PS). First, the results of Study 1 were replicated. Second, results showed that moderate (but not high) activation positive emotions were positively associated with LS, while moderate activation negative emotions were negatively associated with LS and positively associated with PS during activity engagement. Overall, these findings suggest that affective experiences derived from passion during activity engagement are important in understanding the link between passion, LS, and PS.

#30

*Social and Personality  
Psychology*

**BEYOND WORDS: HOW DOES TONE OF VOICE CONVEY INTERPERSONAL STYLES?**

Nicole Ethier, University of Waterloo; Emily Bryntwick, York University; Pamela Sadler, Wilfrid Laurier University; Erik Woody, University of Waterloo

Tone of voice is an integral aspect of social behaviour. For example, Curhan et al. (2005) have shown that tone of voice predicts a wide range of behaviours (e.g., salary negotiations, dating decisions). The present research looks at the ways in which people's vocal



cues during social interactions allow others to make inferences about their interpersonal style. We had two main research questions: 1) How strong is the inter-rater consistency in the inferences different listeners make about another person's interpersonal style based on tone of voice? 2) What specific vocal cues communicate one's standing on interpersonal traits such as dominance and friendliness? The stimuli were short voice clips with minimal semantic content from 100 undergraduate students. Raters listened to each clip and rated participants on 8 adjectives corresponding to the four poles of the interpersonal circumplex. Inter-rater reliability of trait judgments ranged from very good to excellent. To reveal which vocal cues informed these judgments, we predicted the ratings of participants' dominance and friendliness with the following objective indices: the mean and variability of each target individual's pitch, amplitude and resonance. This set of vocal cues explained substantial variance in the ratings of participants' interpersonal traits with particular patterns of cues emerging for men and women.

**#31**

*Social and Personality  
Psychology*

**INCREMENTAL VALIDITY FOR BIG FIVE PERSONALITY PREDICTORS OF UNIVERSITY ACADEMIC PERFORMANCE**

Cynthia Fekken, *Queen's University*; Caron Mervitz, *Queen's University*; Ronald Holden, *Queen's University*

Recent meta-analyses have shown the relevance of Big Five personality dimensions for predicting academic performance in high school and university settings. In particular, the conscientiousness dimension has demonstrated stable associations with high school and post-secondary school grade-point averages (GPAs) and scholastic assessment test scores (SATs). In the current study of first-year undergraduate psychology course students ( $N = 120$ ), the predictability of two independent measures of relative academic success (i.e., current year average mark and current year number of course failures) from Big Five measures was examined using the NEO Five-Factor Inventory scales of Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. Results indicated that conscientiousness predicted current year academic average,  $r(118) = .40, p < .001$ , and current year number of course failures,  $r(118) = -.20, p < .05$ . Further, conscientiousness had incremental validity in enhancing the predictability of both academic outcome measures beyond the predictability associated with high school grades and current academic year of study. Overall, data highlight that personality traits have validity and incremental effects for academic outcomes, even after accounting for traditional predictors of these outcomes.

**#32**

*Social and Personality  
Psychology*

**THE ATTRIBUTION-VALUE MODEL AND STI-RELATED STIGMA AND SHAME**

Lyndsay Foster, *University of New Brunswick*; Sandra Byers, *University of New Brunswick*

According to the attribution-value model of prejudice (AVM; Crandall & Martinez, 1996), negative attitudes develop when a stigmatized group is assumed to have characteristics that conflict with one's ideology. Stigma related to sexually transmitted infections (STIs) has been shown to be a barrier to the healthcare process (Fortenberry et al., 2002), and contributes to patients' feelings of shame (Nack, 2000). Therefore, it is important to identify predictors of STI-related stigma and shame. We examined the relationship between STI-related stigma and shame and social and sexual attitudes, education, knowledge, and demographic characteristics in a sample of 299 university students. Participants who were higher on authoritarianism, had more conservative sexual attitudes, and were less accepting of casual sex reported higher levels of STI-related stigma. Education and knowledge were not associated with stigma. Participants who were older, had more conservative sexual attitudes, and viewed their school-based sex education more negatively reported higher levels of STI-related shame. Consistent with the AVM, the results suggest that individuals with traditional social and sexual attitudes are more likely to associate STIs with stigma and shame, although positive school sex education experiences may mitigate against experiencing shame.

**#33**

*Social and Personality  
Psychology*

**SHAME, GUILT, OR PRIDE IN BREAKING DRINKING NORMS**

Benjamin Giguère, *York University*; Richard Lalonde, *York University*

Social norms help define behavioural appropriateness and are important predictors of drinking. The current study investigated the violation of drinking norms on the experience of shame, guilt and pride. A violation of social norms was expected to be associated with negative emotions such as shame or guilt. Independent and interdependent self-construal, being associated with respectively lower and higher importance of social norms, were also examined as predictors of these emotions. 87 university students were asked either to recall a time they violated drinking norms by drinking more than their peers or a time where their drinking was below the norms. They then rated their experience of shame, guilt and pride. As predicted, a main effect of the recall task revealed that violating drinking norms led individuals to experience shame and guilt. A three-way interaction between the recall task, and the two self-construal dispositions revealed that for individuals with lower interdependent self-construal greater independence of the self was positively associated with experiencing pride when individuals violated drinking norms. These results are assumed to emerge from the association between independent self-construal and seeking distinctiveness from social groups. Results will be further discussed in the context of individualism and collectivism research and social learning theory.

**#34**

*Social and Personality  
Psychology*

**ATTACHMENT ORIENTATION, IMPACT OF THE EVENT, AND SITUATION-SPECIFIC FORGIVENESS IN ROMANTIC RELATIONSHIPS**

Michelle Green, *Brock University*; Elizabeth Snieder, *Brock University*; Nancy DeCourville, *Brock University*

Individuals respond to transgressions in a variety of ways, such as through avoidance, revenge, or acceptance. In this study, we examined the roles that the impact of the transgression and attachment orientation play in predicting situation-specific forgiveness within the context of romantic relationships. A model of forgiveness in which impact of the event (operationally defined in terms of avoidance and suppression) was expected to mediate the relationship between attachment orientation (specifically, the attachment avoidance and attachment anxiety dimensions) and forgiveness was proposed and tested using structural equation modeling with amOS 7.0. Participants were 200 undergraduate students (155 women, 43 men, 2 missing) who received course credit for their participation. Participants completed a battery of questionnaires, which included measures of attachment orientation (ECR-R; Fraley, Waller, & Brennan, 2000), impact of the event (Horowitz, Wilver, & Alvarez, 1979), and state forgiveness (TRIM; McCullough & Hoyt, 2002). The proposed model provided a reasonable fit to the data (GFI = .97, CFI = .98, SRMR = .07). The intrusion facet of the impact of the event scale fully mediated the relationship between attachment anxiety and state forgiveness; whereas the relationship between attachment avoidance and forgiveness was direct and not mediated by the impact of the event.

**#35**

*Social and Personality  
Psychology*

**ON THE VALIDATION OF THE GROUP MOTIVATION SCALE (GMOS)**

Simon Grenier, *Université de Montréal*; Paule Miquelon, *McGill University*;  
Geneviève Lavigne, *Université du Québec à Montréal*; Robert Vallerand, *Université du Québec à Montréal*; M. Chiocchio, *Université de Montréal*

Research within the tradition of Self-Determination Theory (SDT, Deci & Ryan, 1985, 2000) has traditionally focused on individuals' motivation and its cognitive, affective, and behavioral consequences. However, it remains unknown if an entire group can be motivated toward an activity or a task and whether this group motivation can lead to different group outcomes or not? Consequently, we developed the Group Motivation Scale (GMOS) composed of 5 subscales assessing the different forms of motivation proposed by SDT (i.e., intrinsic motivation, identified, introjected, and external regulation, and amotivation). The GMOS specifically assesses individuals' perceptions of their group's self-determined motivation. The purpose of the present study was to validate the structure of the GMOS with the use of confirmatory factor analyses (CFA). A total of 252 participants from 50 work study groups completed the GMOS. Results from a CFA indicated a good fit of the model to the data which supports the factorial structure of the proposed scale. The specific implications for SDT and future research on group motivation are presented.

**#36**

*Social and Personality  
Psychology*

**I FEEL THE SAME WAY: RECOGNIZING FACIAL EMOTION AS APPROPRIATE TO CONTEXT**

Cindy Hamon-Hill, *Dalhousie University*; John Barresi, *Dalhousie University*

Most research in emotion recognition focuses on categorizing exaggerated facial displays of primary emotions. Little research has focused on how we recognize more complex emotional expressions in their natural contexts - in particular in contexts in which we share emotions with others but do not explicitly label them. Our goal was to develop a paradigm in which natural emotional expressions to given contexts are used as stimuli in research on emotion recognition. We generated stimuli by recording dynamic facial responses to multiple static social images presented individually. In the experimental paradigm these dynamic facial displays were individually paired with the images to which they were responses, or paired with other images. For each paired facial display and accompanying image, the observer's task was to judge whether a person was looking at the accompanying picture or not. Since the static images would produce an emotional response in the observer as well as in the actor this task measures the ability to recognize when someone is sharing an emotional reaction similar to self with respect to a stimulus context. Preliminary results indicate the effectiveness of this paradigm for investigating the basic processes involved in understanding shared emotional states, where articulation through use of emotion category labels is not involved.

**#37**

*Social and Personality  
Psychology*

**FORGIVENESS AND MACHIAVELLIANISM**

Susan Harris, *Brock University*; Nancy DeCourville, *Brock University*

The majority of research examining the relationship between personality and forgiveness has used traits (e.g., agreeableness, neuroticism) as the sole measure of personality. In contrast, this study used McAdams' (1995) tri-level framework to examine this relationship, focusing on Machiavellianism (Mach), a non-traditional belief system that embodies tactics, and behaviours (e.g., self-promoting, manipulative) that are in stark contrast to those commonly associated with our culture but said to be increasingly accepted (Webster & Harmon, 2002). Two hundred participants completed questionnaires measuring forgiveness attitudes (FAQ; Kanz, 2000), motives for forgiving (Michalica, 2005), Mach (MACH-IV; Christie & Geis, 1970), and socially desirable responding (BIDR; Paulhus, 1988). Through the use of vignettes, participants rated their likelihood of forgiving a transgressor who offered restitution that did/did not offer personal benefit for forgiving. among the predictions was that high Machs would be more likely to forgive in the benefit condition than in the no benefit condition. In fact, a significant three-way interaction indicated that high Machs having more positive attitudes toward forgiving were more likely to forgive in the no benefit condition. Implications for future research on Machiavellianism and the relationship between personality and forgiveness will be discussed

**#38**

*Social and Personality  
Psychology*

**VERBAL INTELLIGENCE PREDICTS SELF-PRESENTATION ABILITY IN A DATING SIMULATION**

Jacob Hirsh, *University of Toronto*; Jordan Peterson, *University of Toronto*

Self-presentation strategies are common when individuals wish to make a good impression. In the current study, we examined how self-presentation strategies differed across dating and job application situations. Measures of personality and cognitive ability were administered to 126 undergraduate participants randomly assigned to one of three response conditions: 1) honest and accurate, 2) simulated dating service, or 3) simulated job application. Compared to the normal response group, self-reported scores on all Big Five personality dimensions were more positive in both the dating and job application conditions. When compared with each other, the job application group reported higher Conscientiousness scores, whereas the dating group reported higher Openness scores (two of the most desired traits in these respective domains). Because self-presentation on these tasks is verbally-mediated, we examined the possibility that higher levels of verbal intelligence would predict more effective self-presentation strategies. Although verbal ability was unrelated to scores in the job application group, it significantly predicted higher scores in the dating group. These results are discussed in terms of the evolutionary relationship between verbal intelligence, self-presentation ability, and sexual selection.

**#39**

*Social and Personality  
Psychology*

**TOXIC HUMOUR: THE EFFECTS OF RIDICULE OR INSULT IN PERSUASIVE ARGUMENTS**

Leslie Janes, *Brescia University College*; James Olson, *University of Western Ontario*

This research examined whether using ridicule or insult in an argument makes the argument more persuasive. Much political campaigning involves the use of disparagement, and this type of campaigning is becoming increasingly popular. Sometimes this disparagement is humorous (ridicule); other times, the target is disparaged non-humourously (insult). Many forms of media use ridicule to make their point—from advertising to op-ed columns. This research investigated whether including disparagement in an argument would increase its persuasiveness. Moreover, it compared the effects of humorous disparagement (ridicule) with non-humorous disparagement (insult). We hypothesized that arguments containing humorous disparagement would lead to greater persuasion compared to articles containing either non-humorous disparagement or non-disparagement. The research design was a 2 (pro/con issue) × 3 (argument, ridicule, insult) ANOVA. Participants were presented with bogus op-ed newspaper columns presenting arguments that contained either ridicule, insult, or no disparagement. Half of the participants were given articles arguing for a certain issue, and the other half were given articles arguing against the same issue. Participants were then asked about their attitude on the issue, and their impressions of the writer. Results generally supported the hypotheses.

**#40**

*Social and Personality  
Psychology*

**THE CONTRIBUTION OF GOAL ATTAINMENT TO SUBJECTIVE WELL-BEING IN YOUNG ADULTS: FLEETING HAPPINESS OR ENDURING SATISFACTION?**

Ed Johnson, *University of Manitoba*; Joshua Gray, *University of Manitoba*; Ross McCallum, *University of Manitoba*; Kim Nozick, *University of Manitoba*; Janine Oleski, *University of Manitoba*; Margaret Penfold, *University of Manitoba*

Subjective well-being encompasses both immediate (happiness) and longer-term (satisfaction) appraisals of quality of life. Goal attainment has been posited by a number of theories to be important for both aspects of subjective well-being. However, a number of methodological problems in this research such as the use of experimenter-prescribed goals, social desirability, and stable individual differences in mean level of happiness make it difficult to evaluate the precise contribution of goal attainment to subjective well-being. In order to control for these potential confounding factors, the present study employed a longitudinal design to examine the contribution of participant-generated goals to happiness and life satisfaction, controlling for stable individual differences in happiness, as well as social desirability. One-hundred and sixty four first-year university students between the ages of 17 and 20 provided data at three different time periods over a 4-month period. Hierarchical multiple regression procedures revealed that when initial levels of happiness (positive minus negative affect), and social desirability were controlled, perceived success in goal-attainment made a significant contribution to predicting happiness, but not to life satisfaction. The discussion considers the durability, or lack thereof, of the effects of goal attainment on subjective well-being.

**#41**

*Social and Personality  
Psychology*

**DO CHINESE SELF-ENHANCE? EVIDENCE FROM A SOCIAL COMPARISON PARADIGM**

Chester Chun Seng Kam, *University of Guelph*; Michael Bond, *Chinese University of Hong Kong*; Elaine Perunovic, *University of Waterloo*; Anne Wilson, *Wilfrid Laurier University*

A debate exists in the literature on whether individuals from collectivist cultures tend to self-enhance. There is conflicting evidence on whether people from Eastern culture self-enhance, and continuing methodological concerns have contributed to this lack of consensus. In addition, most of the research on this topic was conducted with Japanese participants. It is unknown whether the similar findings would be observed from participants of other Asian origins. Therefore, Native Chinese participants from Mainland China were included in the current research. We tested whether Chinese self-enhance and whether such self-enhancement is domain-specific. Mainland Chinese participants rated themselves, an acquaintance, and a random stranger on a list of agentic and communal traits. The results showed that participants rated themselves higher than an acquaintance and a random stranger on both agentic and communal traits, but such self-serving bias is higher for communal traits than agentic traits. Participants were just as likely to rate an acquaintance and a random stranger equally on agentic traits as well as communal traits, thus discrediting the argument that they rated a random stranger lower on both types of traits simply because it was too difficult to rate a random person. Findings are discussed in terms its relevance to pancultural self-enhancement theory.

**#42**  
*Social and Personality  
 Psychology*

**DIFFERENTIAL REACTIONS TO CLAIMS OF ETHNIC, AGE, AND GENDER DISCRIMINATION**

Sonia Kang, *University of Toronto*; Alison Chasteen, *University of Toronto*; Crystal Tse, *University of Toronto*

When navigating the social world, people categorize themselves and others into groups. The quickest and most basic categorizations are those based on age, race, and gender. Unfortunately, this rapid categorization is also at the root of discrimination, where members of devalued age, race, or gender groups often experience negative outcomes due to their group membership alone. Although discrimination is an undeniable reality in our society, the degree to which people claim to have experienced discrimination varies widely. Surprisingly, there is virtually no research comparing reactions to different types of discrimination claims. In this study, we sought to learn more about the mechanisms underlying individual decisions about whether or not to make a discrimination claim by assessing reactions to claims of age, gender, and ethnic discrimination. Participants completed questionnaires assessing their reactions to discrimination claims made by men and women, young and older people, and ethnic minority and majority group members. Participants also provided data on their own experiences with discrimination, age/ethnic/gender group membership and identification, knowledge of resources for reporting discrimination, and judgments of seriousness and commonality of different types of discrimination in specific settings. The results and implications of this study will be discussed.

**#43**  
*Social and Personality  
 Psychology*

**ASSESSING EMOTIONAL INTELLIGENCE IN CHILDREN AND ADOLESCENTS: PSYCHOMETRIC IMPLICATIONS**

Katia Keefer, *Trent University*; Laura Wood, *Trent University*; James Parker, *Trent University*

Although there has been an increase in the number of measures of emotional intelligence (EI) developed for use with adults, few EI scales continue to exist for use with children and adolescents. One reason for this trend may be the lack of systematic information about the psychometric implications of developmental change in emotional and social competency. The present study examined age-related differences in responses to the youth version of the Emotional Quotient Inventory (EQ-i:YV) among a large sample of community-based children and adolescents ( $N = 9,172$ , aged 7 to 18 years). Analyses of reliability, item response, and factor structure across different age groups (7 to 9, 10 to 12, 13 to 15, and 16 to 18 years) revealed a number of significant effects. In line with the developmental framework of the EI construct, responses of the younger children were characterised by greater social desirability, simpler factor structure, and lower internal consistency compared to the older adolescents. The authors discuss implications of these findings for conducting empirically valid, and developmentally informed, assessment of EI in children and adolescents.

**#44**  
*Social and Personality  
 Psychology*

**IMPRESSION MANAGEMENT AMONG PSYCHOPATHS: WHY PSYCHOPATHS EXHIBIT LOW SCORES ON MEASURES OF DESIRABLE RESPONDING**

Sabrina Kitching, *University of British Columbia*; Delroy Paulhus, *University of British Columbia*

Previous research suggests that, contrary to expectations, psychopaths engage in less impression management than non-psychopaths do. This conclusion derives from the fact that psychopaths exhibit low scores on impression management scales. We suspected that this counter-intuitive finding results from the fact that psychopaths' beliefs of what constitutes desirable behaviour run counter to those of most individuals. An appropriate measure of impression management in psychopaths would take their values into account. To evaluate our hypothesis, we administered Paulhus's Impression Management scale along with the Self-Report Psychopathy scale to a sample of 180 UBC students (50% female). We confirmed a negative correlation between impression management and psychopathy. A measure of value-adjusted self presentation was then calculated by weighting each individual's response to an impression management item with his/her desirability rating of that item. This value-adjusted measure indicated that psychopaths are engaging in as much impression management as non-psychopaths.

**#45**  
*Social and Personality  
 Psychology*

**THE COGNITIVE AVOIDANCE OF OSTRACISM: WHY DOES THE BEHAVIORAL APPROACH SYSTEM (BAS) NOT THE BEHAVIORAL INHIBITION SYSTEM (BIS) PREDICT ATTENTION TO SOCIAL THREATS?**

Rupert Klein, *Lakehead University*

Gray (1987) suggests two general motivational systems underlying behavior. The behavioral approach systems (BAS) goal is to move toward something desirable or to avoid/escape punishment. The behavioral avoidance (or inhibition) systems (BIS) goal is to move away from something unpleasant and inhibit ongoing behavior. The BIS can motivate risk assessment behavior that increases vigilance toward threats it hopes to prevent. It is hypothesized that cognitive avoidance (i.e., automatically redirecting attention from threatening to neutral stimuli) is an escape from a threat (BAS) rather than an inhibition of a future behavior (BIS). Specifically, participants encountering a social threat (i.e., being ostracized) will be more likely to afterward cognitively avoid related threatening words if they score higher on the BAS and not the BIS. Participants were randomly assigned to an ostracism or inclusion condition on a computerized game. Afterward, a computerized emotional Stroop task was used to measure participant's reaction times to ostracism and non-socially threatening words. Data from 58 undergraduates were collected. Preliminary analyses show avoidance of ostracism words compared to non-social threat words for participants scoring high on the BAS but not the BIS. Results support the hypothesis that suggests a neurological basis for automatically avoiding social threats.

## #46

*Social and Personality Psychology***STRESS IN FIRST- YEAR STUDENTS: BUFFERING EFFECTS OF SOCIAL SUPPORT**Marla Klug, York University; Esther Greenglass, York University; Lynda Cheng, York University; Noelia Vasquez, York University

It is well-known that the first year of university can be a stressful time for students. Some of the stressors may include, adjustment to a new residence, college program requirements, familial expectations, and pressures regarding social relationships. Research has shown that social support can have an ameliorative effect on stress as a main effect or as a buffer. The purpose of this study was to examine the relationship between reported college stressors, emotional support, and negative affect in 68 first-year students who filled out an Online survey twice, once at the beginning of term (Time 1) and again just prior to midterm exams (Time 2). In the present study, measures include reported college stressors, emotional support, depression, anxiety and negative affect. Emotional support assesses the degree to which people, primarily family and friends, are a source of assistance, reassurance and comfort. Multiple regression results showed that emotional support (Time 1) buffered the effects of college stressors (Time 1), on anxiety, depression, and negative affect, at Time 2. Emotional support buffers the negative consequences of stressors by bolstering feelings of confidence. Theoretical and empirical implications of the findings are discussed. In particular, the relevance of the results for helping to alleviate distress in first-year university students is examined.

## #47

*Social and Personality Psychology***THE EFFECT OF PERCEIVED COMPETENCE PROGRESSION ON PASSION**Marc-André Lafrenière, Université du Québec à Montréal; Robert Vallerand, Université du Québec à Montréal

Vallerand et al. (2003) developed a Dualistic Model of Passion wherein two types of passion are proposed: harmonious (HP) and obsessive (OP) passion that predict adaptive and less adaptive outcomes, respectively. Moreover, the model suggests that people engage in activities in order to fulfill their basic psychological needs (Deci, & Ryan, 2000). Since human beings are active agents who optimize their lives by making adaptive decisions about their future (Carver & Scheier, 1998), their confidence in the potential satisfaction of the important psychological need of competence should influence their passion for a given activity. The present research investigated the effect of perceived competence progression (PCP) on passion. It was hypothesized that only HP would be influenced by PCP since HP allows flexible engagement in the activity while OP is generally associated with rigid persistence. Study 1 ( $n = 109$  students) validated the PCP's scale. Study 2 ( $n = 129$  athletes) demonstrated that HP (but not OP) was positively associated with PCP. Lastly, Study 3 ( $n = 114$  students) showed, using an experimental design, that an increase in PCP enhanced PH, while a decrease in PCP hindered PH; the manipulations had no effect on OP. Future research directions are discussed in light of the Dualistic Model of Passion.

## #48

*Social and Personality Psychology***PROFILING THE FEMALE STALKER**Katherine Lau, University of British Columbia; Delroy Paulhus, University of British Columbia

Stalking is a serious problem that has been studied primarily in clinical and forensic samples, with a focus on male perpetrators. In our sample of 174 undergraduates, we sought to identify the personality traits that best characterize the female stalker. Data were collected via an internet survey composed of a battery of personality questionnaires including the Borderline Personality Inventory (Leichsenring, 1999) and the Self-Report Psychopathy scale (Paulhus, Hemphill, & Hare, in press). Also included was an open-ended question asking participants for details about the most extreme example where they had persistently pursued a romantic target who had previously rejected them. 40 percent of participants reported having engaged in some form of stalking behaviour. Results showed that the best predictor of extreme stalking was a borderline personality followed by subclinical psychopathy. This pattern was especially true for females and held for students of East-Asian heritage as well as those of European heritage. The most predictive borderline facets were Identity Diffusion, Fear of Closeness, and Misconduct. This personality profile suggests an individual with an unstable self-image, attachment conflicts, and externalizing tendencies. These results add to the emerging literature on the typology of female stalkers, whose misbehaviour has largely been overlooked.

## #49

*Social and Personality Psychology***RESILIENCE MEDIATES THE RELATIONSHIP BETWEEN CHILD TRAUMA AND PSYCHOLOGICAL SYMPTOMS**Samuel Laventure, Université de Montréal; Geneviève Beaulieu-Pelletier, Université de Montréal; Frédéric Philippe, Université du Québec à Montréal; Serge Lecours, Université de Montréal

Research has shown that individuals who have experienced psychological trauma during their childhood are more likely to display psychological or functional disorders in adulthood (Kaplow & Widom, 2007; Wolfe, 1984). However, an important number of adults with a history of trauma remain psychologically healthy. These people have been described as being resilient. However, the psychological processes involved in resilience are still debated. While some authors define resilience as a process that develops after the trauma has emerged, others view it as a trait. In the present research, we examined the role of trait psychological resilience (or ego-resiliency) as a mediator in the relationship between childhood trauma and psychological symptoms. A total of 114 outpatients from a University psychology clinic completed a set of five questionnaires measuring their level of child trauma, psychological resilience, anxiety, depression, alexithymia, and self-harm behavior. Mediation analyses showed that psychological resilience was a complete mediator in the relationship between child trauma and these four types of symptoms. Alternative models and implications for the conceptualization of resilience as a trait will be discussed.

#50

*Social and Personality  
Psychology***UNPACKING THE TRAIT STRUCTURE OF SCHIZOTYPAL PERSONALITY:  
CONTRADICTORY CONTRIBUTIONS OF OPENNESS TO EXPERIENCE**Katie Lavigne, *Concordia University*; Angela Ring, *Concordia University*; Andrew Ryder, *Concordia University*; R. Bagby, *Centre for Addiction and Mental Health*

Research investigating the trait structure of schizotypal personality (SZTP) has been inconclusive. We hypothesized that Openness-to-Experience (OE) consists of two aspects, openness and intellect, which make opposing predictions about SZTP. Study 1 investigated this complex relation between OE and SZTP in 223 undergraduates. As predicted, openness was positively related to SZTP and intellect was negatively related to SZTP ( $r_s = .15$  and  $.17$ , both  $ps < .05$ ). These results may help explain why previous research failed to find an association between OE and SZTP. As the effect sizes were small, we hypothesized that the openness and intellect effects might relate only to certain SZTP symptoms. Study 2, in progress, further investigates the relationship between OE and SZTP by separately assessing the positive, negative, and disorganized SZTP traits in 30 high SZTP and 30 low SZTP undergraduates. We predict that high openness will show the strongest association with positive traits (i.e., unusual beliefs or experiences) and that low intellect will show the strongest association with negative traits (i.e., anhedonia, social withdrawal). Taken together, these results are expected to clarify the complex relation between SZTP and OE, and will help place SZTP within the Five-Factor Model of Personality.

#51

*Social and Personality  
Psychology***ON THE NEED TO BELONG: AN ANALYSIS OF THE GROWTH-ORIENTATION  
AND DEFICIT-ORIENTATION PERSPECTIVE**Geneviève Lavigne, *Université du Québec à Montréal*; Robert Vallerand, *Université du Québec à Montréal*

The need for belongingness (need to form and maintain strong, stable interpersonal relationships, Baumeister & Leary, 1995) has led to much research over the past decade. While it is typically assumed that such a need is basically invariant in people, we propose that some individual differences may exist. Specifically, two forms of belongingness needs are proposed: a growth-oriented need (intrinsic need oriented toward interpersonal actualisation) and a deficit-oriented need (extrinsic need oriented toward interpersonal deficit reduction or repair). The purposes of the present research were (1) to explore the validity of the Belongingness Orientation Scale with both exploratory and confirmatory factor analyses as well as with a test-retest stability, (2) to demonstrate the convergent and discriminant validity of the two belongingness-orientations, (3) to uncover the different interpersonal and intrapersonal outcomes (e.g., social anxiety, loneliness, self-esteem, and eudaimonic well-being) resulting from these two belongingness-orientations using structural equation modeling analysis, and (4) to explore the role of different adult attachment patterns as a determinant of the two orientations. The results of multiple studies (6) supported the validity of the Belongingness Orientation Scale and its importance in predicting interpersonal and intrapersonal psychological adjustment.

#52

*Social and Personality  
Psychology***I'M A POOR LONESOME COWBOY: MUSIQUE COUNTRY ET VALEURS**Alexandre Lavoie, *Université du Québec à Trois-Rivières*; Stéphane Perreault, *Université du Québec à Trois-Rivières*; Liliane Fillion, *Université du Québec à Trois-Rivières*; Sarah Horlick, *Université du Québec à Trois-Rivières*; Maria Krioutchkova, *Université du Québec à Trois-Rivières*

Malgré une importante radiodiffusion à travers l'amérique du Nord, peu de chercheurs en psychologie sociale se sont attardés à étudier la musique populaire (Hargreaves & North, 1997). Le but de cette étude était donc d'examiner, à l'aide d'une analyse de contenu, les paroles de succès #1 du « Country Billboard Chart » ( $N = 1\ 327$ ) sur une période de 50 ans à l'aide de la typologie des valeurs de Schwartz. En ce sens, la valeur principale (autonomie, stimulation, hédonisme, accomplissement, pouvoir, sécurité, conformité, tradition, bienveillance, ou universalité) émanant des paroles de chacune de ces chansons fut identifiée de manière consensuelle par un jury constitué de quatre personnes à partir des travaux sur les valeurs de Schwartz (1992). Une analyse non paramétrique de ce travail de codage démontre que les fréquences observées des valeurs différaient de celles attendues théoriquement. Plus précisément, les paroles de chansons country reflètent la tradition et la sécurité. Nous discuterons des résultats en lien avec la culture, la psychologie des médias et le Rock n' Roll.

#53

*Social and Personality  
Psychology***DISATTENUATION BY SIMULATION: AN ESTIMATION AND INFERENTIAL TOOL FOR  
CORRELATION AMIDST MEASUREMENT ERROR**Michael Lawrence, *Dalhousie University*

It is an established observation that real-world measurement tends to underestimate true correlations between variables of interest. Correction for this underestimation is possible if some estimate of measurement error is available, however traditional correction methods either fail to provide supporting inferential procedures or fail to extend in application beyond very simple experimental designs. A new method, dubbed disattenuation by simulation (DS), will be presented as a general purpose estimation and inferential tool that fills both gaps in current correction methodology.

#54

*Social and Personality  
Psychology***L'ÉCHELLE D'ESTIME DE SOI CONTINGENTE (ÉESC) : TRADUCTION ET VALIDATION  
CANADIENNE-FRANÇAISE DU EXTRINSIC CONTINGENCY FOCUS SCALE (ECFS)**Guy Leboeuf, *Université de Moncton*; Gaëtan Losier, *Université de Moncton*

Jusqu'à récemment, les recherches sur l'estime de soi ont surtout porté sur le niveau global de celle-ci (Rosenberg, 1965). Toutefois, de plus en plus de chercheurs s'intéressent à l'aspect de contingence de l'estime de soi, i.e. aux facteurs sur lesquels elle est basée (Crocker, 2001; Kernis, 2005). La présente recherche a pour but de valider en français une mesure du niveau de contingence de l'estime de soi, le Extrinsic contingency focus scale (ECFS; Williams et Schimel, 2005). Les 20 items de l'échelle font tout d'abord l'objet d'une traduction inversée parallèle (Vallerand, 1989). Des analyses de cohérence interne ainsi qu'une analyse factorielle exploratoire (étude 1) indiquent que l'instrument est valide et possède une structure unidimensionnelle. L'examen de la fidélité test-retest à six semaines d'intervalle (étude 2) démontre que l'instrument offre une stabilité temporelle fort acceptable. Finalement, l'étude 3 confirme sa validité de construit. Dans l'ensemble, les résultats révèlent que les qualités psychométriques de la version canadienne-française le l'ÉESC sont comparables à celle de la version originale du ECFS.

#55

*Social and Personality  
Psychology*

#### **PERCEIVED PAY ENTITLEMENT: THE ROLE OF PSYCHOLOGICAL ENTITLEMENT**

Melissa Littau, *Carleton University*; Janet Mantler, *Carleton University*

Compared to women, men generally have a higher sense of pay entitlement (the amount of pay people believe they are owed for a specific job), which has been attributed to receiving higher pay in the past and to social comparison information (i.e., awareness of how much peers are paid). We hypothesized that in addition to these two factors, pay entitlement is also influenced by psychological entitlement, which is an internal sense that one is owed more than others. Hypothetical job descriptions were given to 240 undergraduate participants, who received either social comparison information or no information regarding pay expectations for certain jobs. Participants were asked to estimate the pay to which they felt entitled for these jobs. After controlling for past pay (i.e., self-reported wages at most recent job), participants in the social comparison condition were most likely to report salary expectations similar to the stated amount, whereas participants in the no-information condition had a wider range of salary expectations. Psychological entitlement was strongly correlated with salary expectations for the no-information group. Thus, it is likely that in the absence of social comparison information psychological entitlement is a key driver of the gender differences in pay entitlement.

#56

*Social and Personality  
Psychology*

#### **REVISITING HISTORICAL APPROACHES TO PREJUDICE: THE ROLE OF SUBCLINICAL NARCISSISM, PSYCHOPATHY, AND MACHIAVELLIANISM IN THE FORMATION OF THE PREJUDICED PERSONALITY**

Cara MacInnis, *Brock University*; Gordon Hodson, *Brock University*; Sarah Hogg, *Brock University*

Conceptualizations of prejudice have evolved over time. Dovidio (2001) identifies three historical 'waves' of prejudice research. During the first wave prejudice was considered an abnormality or syndrome (e.g., Adorno et al., 1950), inherently dysfunctional and pathological in nature. In the second wave researchers shifted emphasis from dysfunctional to normal processing, stressing cognitive biases and routine categorization (see Duckitt, 1992). The third (and current) wave promotes a multidimensional approach toward intrapersonal and intergroup processes. Here we consider an integration of the theoretical approaches from the first and second waves. Intriguingly, recent research (e.g., Schlachter & Duckitt, 2002) has begun to revisit first wave theorizing, investigating relatively abnormal personality variables in relation to prejudice. Paulhus and Williams' (2002) "dark triad of personality" (narcissism, psychopathy, Machiavellianism), we argue, may be particularly valuable to consider in a prejudice context. The current study examines how these three maladjustment variables relate to ideological individual difference variables (e.g., social dominance orientation, authoritarianism) and prejudice. We consider how maladaptive personality traits operate in conjunction with normal-range ideological personality variables in forming the foundation of a prejudiced personality.

#57

*Social and Personality  
Psychology*

#### **CENSORSHIP IN ONLINE COMICS**

Sean Mackinnon, *Wilfrid Laurier University*; Kelly Barrie, *University of Waterloo*

This research investigates whether or not amateur artists who publish comics online are taking advantage of the internet's relative freedom from censorship to include content in their work which might be unacceptable in other media. We conducted a content analysis of a small sample of randomly selected webcomics ( $N = 31$ ), looking for frequency and severity of foul language, violence, sex, and drug use. Relatively speaking, language remained virtually uncensored (only 16.7% had censored or no foul language). Violence was highly prevalent and relatively uncensored, with 72.4% of comics having violence depicting blood or breaking of limbs (61.9% of these depicted graphic injuries or murder). Sexual themes were present in many comics (76.6%), but instances of nudity (13.3%) or on-screen sex (10.0%) were relatively uncommon. Illicit drug use was highly unrepresented, with 66.7% of comics having no instances of drug use, 30% depicting usage of alcohol or cigarettes, and 3.3% (one comic) depicting illicit drug use. Preliminary analyses also suggest that comics drawn by male artists tend to use harsher language, be more violent, and have more sexual content than comics drawn by female artists. The potential motivations for self-censorship as well as the sex differences in webcomic content are discussed.

#58

*Social and Personality  
Psychology*

#### **YOGA AND SUBJECTIVE WELL-BEING: ON THE ROLE OF HARMONIOUS AND OBSESSIVE PASSION**

Sabrina Massicotte, *Université du Québec à Montréal*; Éric Donahue, *Université du Québec à Montréal*; Robert Vallerand, *Université du Québec à Montréal*

Vallerand et al. (2003) proposed two types of passion: harmonious (HP) and obsessive (OP) passion. HP occurs when one freely engages in an activity that is personally endorsed and important. Conversely, OP occurs when the individual feels an uncontrollable urge to engage in the passionate activity. HP has been associated with positive psychological adjustment, positive affect and subjective well-being, while OP has been associated with higher levels of anxiety and typically unrelated to subjective well-being. The purpose of the present study was to examine the relationship between passion for yoga (an activity known to lead to relaxation state, control, and wellness) and anxiety and subjective well-being. Participants completed the Passion Scale and various well-being scales. As hypothesized, HP predicted greater positive affect, life satisfaction, and hedonic and eudemonic well-being. Moreover, HP was negatively associated with state anxiety during yoga classes and physical symptoms. OP was negatively associated with physical symptoms but unrelated to state anxiety. It does appear that obsessively-passionate yogis do not benefit as much from yoga as harmoniously-passionate yogis do. Future research is needed to better understand the psychological processes that prevent obsessively-passionate yogis from attaining yoga's main objective: an increase in well-being.

#59

*Social and Personality  
Psychology*

**COMMITMENT TO BELIEFS: EXAMINING INDIVIDUAL DIFFERENCES IN PEOPLE'S WILLINGNESS TO FOLLOW THEIR BELIEF SYSTEMS**

Matthew Maxwell-Smith, *University of Western Ontario*; Victoria Esses, *University of Western Ontario*

Personal beliefs that involve a level of individual commitment or self-sacrifice (e.g., politics, religion) may exert a strong influence on a person's behaviour. People do not necessarily follow their beliefs to the same extent, however. It is proposed that the degree to which a person thinks or acts according to his or her beliefs can be partially explained by a construct we refer to as Commitment to Beliefs (CTB). The CTB scale asks respondents to indicate the extent to which they consider their beliefs to be important to their identity, indisputably correct, important guides to their behavior, and important to follow irrespective of the consequences. Results from one study suggest that the scale has high levels of internal consistency and test-retest reliability, as well as strong levels of convergent and discriminant validity. Two studies also demonstrate predictive validity: people who scored higher on the CTB scale were more likely to report that they had engaged in activities in the past month and year that followed directly from their beliefs, and show interest in discussing belief-relevant current events with others. These findings suggest that there are individual differences in the extent to which people follow their beliefs. This research may be instrumental in predicting what people do and the extremes to which people may go in order to act on their belief systems.

#60

*Social and Personality  
Psychology*

**LIONS' SHARE OF THE BLAME: PERCEPTIONS OF RESPONSIBILITY WITH SYSTEMIC VIOLENCE**

Cathy McMillan, *Carleton University*; Frances Cherry, *Carleton University*

Truth commissions are bodies established to report on systemic human rights abuses. To give a full account of abuses, both perpetrator and victim are called upon to give their respective stories. However, in conflict, it is often the government that commits violence. This study was designed to investigate perceptions of responsibility where government-led violence was committed by an individual. The study investigated whether the context of justice, retributive or restorative, make a difference to perceptions of responsibility at truth commission hearings. University students ( $n = 118$ ) were asked a series of questions with regards to responsibility and jail time (punishment). The participants in the retributive justice condition were more likely to feel the individual was responsible for the crime whereas those in the restorative justice condition perceived the government to be more responsible for the crime. As well, those in the retributive condition were more likely to agree that the individual should go to jail than those in the restorative justice. Furthermore, all participants were asked how long the jail term should be for the individual who committed a crime on behalf of the government. Participants in the retributive condition were more likely to want the offender to go to jail for a longer period of time than those in the restorative condition.

#61

*Social and Personality  
Psychology*

**HIGH SCHOOL STUDENTS' NEED SATISFACTION AT SCHOOL AND AT WORK: THE BALANCE OF NEED SATISFACTION ACROSS CONTEXTS PREDICTS DROP OUT INTENTIONS**

Marina Milyavskaya, *McGill University*; Hugo Gagnon, *McGill University*; Genevieve Taylor, *McGill University*; Richard Koestner, *McGill University*

The importance of the basic psychological needs of autonomy, competence, and relatedness for well-being has been examined in a number of contexts (see Deci & Ryan, 2000). Furthermore, the balance in the satisfaction of these three needs has recently been found to be important (Sheldon and Niemiec, 2006). The present study extends these findings by examining the balance in the satisfaction of these needs across various contexts by exploring adolescents' need satisfaction at school and in their part-time jobs, and its relation to drop out intentions. Over fourteen hundred high school students who worked over 10 hours per week completed questionnaires assessing number of hours worked, grade-point average, need satisfaction experienced at work and at school, and school drop out intentions. The results show that while the satisfaction of needs at work was not predictive of drop out intentions, the balance of need satisfaction between the school and work context did play a significant role in predicting drop out intentions independently of the effects of school need satisfaction and grade point average. This points to the importance of balance in need satisfaction between contexts independent of the level of need satisfaction in each context.



#62

*Social and Personality  
Psychology***AN EXAMINATION OF THE MOOD-REPAIRING QUALITIES OF SELF-AFFIRMATIONS**Sean Moore, *University of Alberta*

According to self-affirmation theory, people cope with threats to their self-concept by focusing on or affirming other positive, self-relevant qualities. Consistent with this perspective, recent reviews suggest that self-affirmations prevent a number of maladaptive coping responses that occur in threatening situations. To date, however, it remains unclear as to how self-affirmations produce these beneficial effects. The purpose of the present study was to examine the possibility that self-affirmations assist in coping because they reduce the negative feelings caused by the perception of threat. As a result, affirmations provide affective feedback that a threatening situation is safe. To test this hypothesis, participants in the present study completed 1 of 2 different negative mood inductions (sad or anxious) prior to completing a self-affirmation task. Half the participants reported their current mood before completing the affirmation task, while the remaining participants reported their mood after self-affirming. Consistent with a mood-repair view, participants who completed the mood measure after the affirmation task reported significantly lower levels of negative affect compared to participants who reported their mood prior to the affirmation task. Implications of these results for theories relating the self to emotions are discussed.

#63

*Social and Personality  
Psychology***THE NAKED TRUTH: DEVELOPMENT OF A SCALE DESIGNED TO MEASURE MALE BODY IMAGE SELF-CONSCIOUSNESS DURING PHYSICAL INTIMACY**Todd Morrison, *National University of Ireland, Galway*; *Lorraine McDonagh*, *National University of Ireland, Galway*; *Brian McGuire*, *National University of Ireland, Galway*

The aim of this study was to develop a psychometrically sound measure of male body image self-consciousness during sexual relations (i.e., The Male Body Image Self-Consciousness Scale, M-BISC). Using a heterogeneous sample of Irish men ( $N = 136$ ), results indicated that the M-BISC was unidimensional and had good internal reliability. As predicted, participants' body image self-consciousness correlated positively with their level of sexual anxiety, and negatively with their level of sexual esteem, body esteem, and self-rated physical attractiveness. Findings also suggested that levels of self-consciousness were greater among those who self-identified as non-heterosexual, were not currently in an "exclusive" dating relationship, and had not engaged in sexual intercourse in the past four weeks. Limitations of this study and directions for future research are outlined.

#64

*Social and Personality  
Psychology***APPROACHING AND AVOIDING SELF-KNOWLEDGE: ANTECEDENT MOTIVES AND CONSEQUENCES OF IDENTITY PROCESSING STYLES**Kimberly Nozick, *University of Manitoba*; *Edward Johnson*, *University of Manitoba*

Identity processing styles refer to the kinds of social-cognitive strategies people use to process self-relevant information. This study investigated antecedents and consequences of informational, normative, and diffuse-avoidant identity processing styles. Using a longitudinal design, undergraduate students were assessed on measures of self-compassion, identity style, perceived identity-competence and self-concept clarity. Informational identity style was found to positively predict perceived identity-competence, while the normative identity style was found to positively predicted self-concept clarity. Interestingly, the diffuse-avoidant identity style negatively predicted both self-concept clarity and perceived identity-competence. Only the informational style was associated with self-compassion as an antecedent. These results suggest that each identity processing style is uniquely related to self-concept clarity and perceived identity-competence as consequences, and that the informational style is uniquely related to self-compassion as an antecedent.

#65

*Social and Personality  
Psychology***PREFERENCE FOR DECISIONAL CONTROL REFLECTED IN SITUATIONAL AND INDIVIDUAL DIFFERENCES**Elizabeth Pawluk, *University of Western Ontario*; *Ryan Hong*, *University of Western Ontario*; *Matthew Shanahan*, *University of Western Ontario*; *Richard Neufeld*, *University of Western Ontario*

Preference for decisional control (DC), the selection of the least threatening alternative from available options, reflects the interplay between DC's quantifiable dimensions: the benefit of DC, Potential Threat Reduction (PTR) and its costs, Information Processing Demand (IPD). Previous findings validate the use of 'Elimination by Aspects' (Tversky, 1972; Batsell et al., 2003) mathematical model of preference and choice in measuring individual difference in affinity for DC. Disposition toward DC thus was estimated according to patterns of choice in systematized vignettes of physical-danger and ego threat, structured to reflect the above pair of DC dimensions. Individual differences in EBA-model parameters, expressing corresponding differences in preference for decisional control, were mapped onto selected psychometric measures. Temperament measures included the "Need for Cognition" expected to positively relate to modeled utilities of higher PTR and the "Desirability for Control" expected to relate negatively to higher utilities of reducing on IPD, (i.e., discounting the cost of DC). The "Uncertainty Response Scale" measured anxiety associated with increased choice accompanying DC. The results replicate and extend previous findings of the variability to predilection of DC, and lend construct validity to its EBA parameters, by embedding them in a broader psychometric context.

#66

*Social and Personality  
Psychology***I LOVE YOU AND I LOVE YOU NOT: PREDICTORS AND OUTCOMES OF  
AMBIVALENCE IN CLOSE RELATIONSHIPS***Megan Pearson, Acadia University; Diane Holmberg, Acadia University*

This study examined the association between ambivalence in close relationships and outcomes on three components of well-being: physical, psychological, and relational. These associations were also explored in terms of biological sex differences and attachment styles. Data were gathered from a convenience sample of 206 participants (145 females, 61 males) currently in romantic relationships. Following the work of Uchino, those who indicated that their partner was both “helpful” and “upsetting” when turned to for support were classified as being in ambivalent relationships; those who indicated their partner was “helpful” and not at all “upsetting” when turned to for support were classified as being in supportive relationships. A MANOVA revealed that those in ambivalent relationships displayed significantly poorer outcomes on all three aspects of well-being than those in supportive relationships. There were no sex differences in the occurrence of ambivalence, and neither sex exhibited significantly worse well-being outcomes than the other based on the presence of ambivalence in a current dating relationship. Insecure attachment styles accounted for a significant proportion of the variance in the relationship between ambivalence and well-being; however, the presence of ambivalence still uniquely predicted relational well-being, over and above attachment styles.

#67

*Social and Personality  
Psychology***AGREEABLENESS AND ROMANTIC RELATIONSHIPS: INITIAL EVIDENCE OF  
THE APPLICABILITY OF THE DEPENDENCE REGULATION MODEL***Mihailo Perunovic, St. Thomas University*

Two correlational studies examined the applicability of the dependence regulation model to the romantic relationships of agreeable people. That is, the studies examined whether high agreeable people have better romantic relationships than low agreeable people because of high agreeable people’s greater sense of trust in their partner. Previous research has shown that the more trusting a person is, the more they will value their partner and relationship (as the trusting person will allow him or herself to become more emotionally dependent on his or her partner). In the current studies we measured participants’ level of Big 5 agreeableness, trust, and several different relationship quality variables (e.g., feelings about one’s partner). We then used structural equation modeling to investigate whether trust, in fact, mediated the relationship between agreeableness and the relationship quality variables. Results indicated that trust consistently mediated the association between agreeableness and the different relationship quality variables. Importantly, alternate competing models were tested but did not fit the data well. Thus, overall these studies provide evidence that the dependence regulation model may be useful for explaining why high agreeable people have better romantic relationships than low agreeable people.

#68

*Social and Personality  
Psychology***EMOTIONAL AND MOTIVATIONAL PROCESSES IN SELF-DEFINING MEMORIES  
INFLUENCE PERSONALITY, PSYCHOLOGICAL ADJUSTMENT, AND WELL-BEING***Frederick Philippe, Université du Québec à Montréal; Geneviève Beaulieu-Pelletier,  
Université de Montréal; Serge Lecours, Université de Montréal*

Recent contributions have examined the role of memories in personality and well-being. However, the processes involved in these relationships have been mostly overlooked. The present study aimed at identifying the emotional and motivational processes involved in the relationships between self-defining memories and personality traits, psychological adjustment, and subjective well-being. A total of 250 participants described a self-defining memory and other memories related to it. For each reported memory, participants were assessed for their emotional experience at the time of the event, their self-determined motivation, and the level of need satisfaction provided by the event. Participants were also assessed for some personality traits, psychological adjustment, and hedonic and eudemonic well-being. Results showed that all three components (emotions, self-determination, and needs) contained in the self-defining memory and in the related memories were positively associated with openness and psychological resilience and negatively associated with neuroticism and behavioral inhibition. In addition, all three variables were also positively associated with psychological adjustment and hedonic and eudemonic well-being. Regression analyses suggested that the main predictor of all the variables assessed was psychological need satisfaction. Implications will be discussed.

#69

*Social and Personality  
Psychology***THE EFFECT OF A SOCIAL COMPARISON THREAT ON FOOD CHOICE IN WOMEN***Patricia Pliner, University of Toronto*

We examined women’s food choices after exposure to a threatening upward social comparison in an achievement situation. On the pretext of a two-study session, participants volunteered for a study examining the effect of hunger on performance of a series of competitive skill-related tasks and for a consumer taste test. Some participants were led to believe that their competitor (a confederate) performed much better than they (high threat), while others performed the tasks under non-competitive conditions (low threat). They were then given a choice of which of seven versions of lasagna they would eat and rate in the consumer taste test; these seven versions differed in terms of their caloric content/healthfulness. It was expected and found that participants in the high threat condition, in comparison to those in the low threat condition, would be highly motivated to restore their sense of self-worth by successfully competing in an area unrelated to the original inferiority and would, therefore, choose a lower calorie/more healthful version of the lasagna. The results are discussed in terms of the centrality of a slender body as a feature of the contemporary

ideal of female attractiveness. It is argued that, because it is so difficult to achieve, a thin body is a status symbol for women and striving for it is a form of achievement behavior.

#70

*Social and Personality  
Psychology*

**THE GANDHI APPROACH TO SELF-CONTROL: PERSONAL RESOLUTION  
ADHERENCE AND ITS CORRELATES**

Russell Powell, *Grant MacEwan College*; Andrew Howell, *Grant MacEwan College*

Although people often use personal resolutions (e.g., New Year's resolutions) when attempting to control their behavior, only limited research has been done on the effectiveness of this tactic. This may be due to the common assumption that such resolutions are often ineffective. Anecdotal information, however, suggests that some individuals (e.g., Mahatma Gandhi) have been able to utilize this device to attain very high levels of self-control. The present study examined the extent to which a brief measure of self-reported ability to adhere to personal resolutions was associated with various indices of self-regulation and personality in college students. Personal resolution adherence was found to be strongly associated with several variables, including self-control, procrastination, conscientiousness, extraversion, behavioral activation (a measure of sensitivity to reward as opposed to punishment), and flourishing (a measure of emotional and psychological well-being). Personal resolution adherence was also significantly correlated with students' use of implementation intentions (detailed plans) for studying and exercising. In keeping with the Ainslie-Rachlin model of self-control, personal resolutions can be conceptualized as a type of commitment response which effectively enables some individuals to delay gratification and obtain highly valued outcomes.

#71

*Social and Personality  
Psychology*

**PERSONALITY AND ABILITY AS PREDICTORS OF VOCATIONAL INTERESTS AND  
ACADEMIC MAJOR**

Julie Pozzebon, *Brock University*; Beth Visser, *Brock University*; Mike Ashton, *Brock University*

The present study investigated the role of personality and ability in predicting vocational interests and academic major choices. A sample of 300 first-year university students was assessed on levels of personality characteristics (using the HEXACO Personality Inventory), cognitive abilities (using standardized math and verbal tests), vocational interests (using Goldberg's Vocational Interest Scales), and academic major choices (using university registrar's records). It was hypothesized that vocational interests and conceptually similar academic majors would be associated with similar combinations of personality and ability variables. Results showed that abilities and personality dimensions contributed independently to the prediction of vocational interests and of academic major choices. The relative contributions of verbal and mathematical ability, and of the six personality factors, differed across the vocational interest scales and academic major choices in ways that were generally consistent with predictions.

#72

*Social and Personality  
Psychology*

**THE "MEDIA" AND BODY IMAGE: MAKING AND MITIGATING SOCIAL COMPARISONS  
TO TELEVISION PROGRAMS**

Stephanie Quigg, *Ryerson University*; Lindsay Brown, *Ryerson University*; Stephen Want, *Ryerson University*

Studies of "media effects" on women's satisfaction with their appearance have focused largely on images from fashion magazines and television commercials, and rarely on images from television programs themselves. However, there may be differences between these forms of the media that are interesting theoretically (because television programs are used for different purposes than commercials and magazines) and practically (because television programs are more ubiquitous than commercials and magazines). The present study reports on the effects of experimental exposure to television programs depicting thin and highly-attractive characters on feelings of appearance-satisfaction in undergraduate women. The results demonstrate a detrimental effect on participants' feelings of satisfaction with their appearance. This result is interpreted in line with social comparison theory. In addition, a brief intervention, designed to remove the basis for social comparison with television images, was shown to be effective in mitigating this effect.

#73

*Social and Personality  
Psychology*

**DOES UNCONSCIOUS THOUGHT FACILITATE MOTIVATIONALLY CONGRUENT  
DISTORTION?**

Blanka Rip, *Université du Québec à Montréal*; Edward Orehek, *University of Maryland, College Park*; Arie Kruglanski, *University of Maryland, College Park*

The present study explores the interplay of motivated distortion and unconscious thought processes. Previous research on motivated distortion suggests that distortion in line with a previously primed background goal occurs when people have sufficient cognitive resources to distort information about which they are asked to make a judgment (Chen & Kruglanski, 2006). Previous research on unconscious thought processes suggests that people make better decisions when thinking unconsciously about complex matters than when thinking consciously or deciding immediately about those same matters (Dijksterhuis, 2004, 2006). Combining these findings, we hypothesized that paradoxically, motivationally congruent distortion will be more pronounced when people think unconsciously before making a complex judgment than when they think consciously or decide immediately. To test this hypothesis, we employed a 2 (goal prime, neutral prime)  $\times$  3 (immediate decision, conscious thought, unconscious thought) experimental design and measured the extent to which people distort in line with the goal prime. Results are discussed in terms of previous research findings and their implications for day-to-day, as well as, political decision-making.

#74

*Social and Personality  
Psychology***FREE-MARKET IDEOLOGY, AUTHORITARIANISM, AND HOBBSIAN BELIEFS**Chris Roney, *University of Western Ontario*; Kerri-Lynn Kerins Barreca,  
*University of Western Ontario*

Roney and Alexander (2002) found a positive correlation between free-market ideology and right-wing authoritarianism. The former involves belief in little government interference in economic markets, whereas the latter implies a need for a strong government to maintain order. One hundred and thirty three university students completed measures of free-market ideology, right-wing authoritarianism (Altemeyer, 1988), and a measure that was devised based on the ideas of the philosopher Hobbes, arguing for the need for a strong government. Hobbesian beliefs predicted free-market ideology significantly, but this was mediated by right-wing authoritarianism (Sobel test = 3.32,  $p < .01$ ). This suggests that right-wing attitudes embodied in authoritarianism include complicated attitudes regarding the role of government, wanting it minimal in the economic realm, but optimal in terms of social control.

#75

*Social and Personality  
Psychology***THE NEED FOR ENEMIES**Jessica Rourke, *University of Victoria*; Robert Gifford, *University of Victoria*

The purpose of this study was to examine the need for enemies, as it was thought that enemies may impact self-identity and self-esteem. We hypothesized that participants would report a need for enemies and having previously had at least one enemy. It was also hypothesized that participants would report that enemies are valuable and serve a purpose. Participants were 141 undergraduate students from a mid-sized Canadian university. Through open-ended and checklist items, participants described enemyship as a relationship characterized by hate. In addition, consistent with previous literature, they described enemies as individuals who are cruel, have opposing views, obstruct others, and who seek to gain at another's expense. Fifteen percent of participants expressed a need for enemies and 79% had experienced at least one enemy in their lifetime. Furthermore, 48.2% believed that enemies are valuable to have, and 41.1% believed that enemies serve a purpose (e.g., motivating them to improve, as a means of social-comparison, and as a boost to their self-confidence). Those with higher self-esteem, as well as those with a high social dominance orientation reported a greater need for enemies. Results demonstrate that perhaps counter-intuitively, enemies may often play a valuable role in people's lives.

#76

*Social and Personality  
Psychology***BODY IMAGE IMPACTS: WOMEN'S EXPOSURE TO PSYCHOEDUCATIONAL HEALTH INFORMATION AND UNDERWEIGHT VS. NORMAL-WEIGHT WOMEN**Elizabeth Russell, *Memorial University of Newfoundland*; Sandra Wright, *Sir Wilfred Grenfell College*

Women's body image may be negatively impacted by viewing images of thin women represented in the media, and positively impacted by reading psychoeducational health information. Both factors are moderated by thin-ideal internalization. Viewing thin-ideal females was hypothesized to negatively impact body image (as measured by the MBSRQ), and viewing normal-sized women and reading health information was hypothesized to improve body image. Thin images were predicted to affect thin-ideal internalized women to a larger degree. Two hundred and ten women with a mean age of 19.8 participated. Health information and images had no significant effect on four of the five subscales of the MBSRQ. However, women who viewed normal-sized images rated their current weight as neither under nor over weight when compared to the other image groups ( $p < .05$ ), suggesting that the influence of viewing normal-weight women in the media may mediate the effects of thin-ideal media bombardment. Because the study explicitly controlled for thinness, results broadly suggest that thin-ideal representation in the media alone may not be responsible for body image discontent, but instead a number of factors represented in these images (e.g., clothing, posture, trappings of wealth) may interact to produce low body image in young women.

#77

*Social and Personality  
Psychology***SUBJECTIVE WELLBEING, HEALTH AND ADULT ATTACHMENT ORIENTATION**Stan Sadava, *Brock University*; Colin Perrier, *Brock University*; Stephanie Wiebe,  
*Brock University*

We report results from a set of studies linking subjective well-being (SWB) and health within contemporary adult attachment theory, using composite measures of SWB, health, and dimensions of adult attachment orientation. Although physical health is linked in the literature to subjective well-being (SWB), the direction of this effect is not evident. We report longitudinal data from a sample of first year university students, tested during orientation week, at the end of their first term and again two years later. Short-term and longer-term cross-lagged partial correlational analyses show the predominant direction of influence is from health to SWB. Studies from our lab and elsewhere reveal that nonsecure adult attachment orientation is linked to poor health. In further analyses with this sample, replicated with samples of graduating students, individuals with chronic illnesses, and addicted clients at initial intake into a treatment centre, we test a model of attachment on SWB, after first entering a composite measure of self-reported health. In all four samples, attachment anxiety and attachment avoidance predicted SWB, and health did not mediate these associations. Therefore, it appears that a sense of SWB is determined by both physical and social functioning. Results are discussed in terms of attachment theory and extant models of subjective well-being.

#78

*Social and Personality  
Psychology***GROUP JUSTIFICATION IN INTER-GROUP CONFLICT**Lavanya Sampasivam, *McGill University*; Michael King, *McGill University*; Donald Taylor,  
*McGill University*

It is common "folk theory" that individuals who engage in violent conflict have innate traits predisposing them to violence. However, there is no empirical support for this claim. The hypothesis that disadvantaged minority groups attempt to improve their condition by pursuing normative action and it is when repeated attempts at working within the system fail that violence is undertaken. This hypothesis was tested by examining the Liberation Tigers of Tamil Eelam, a militant, minority group in Sri Lanka. Six Tamil immigrants from Sri Lanka agreed to an in depth narrative interview and also completed a questionnaire assessing their perceptions of what led to the violence in Sri Lanka. The data from the questionnaires was analyzed by means of t-tests. Results confirmed the hypotheses in showing that it was when repeated attempts at working within the system failed that violence was undertaken.

**#79**  
Social and Personality  
Psychology

**PREDICTING STRESS: COMPARING MULTIMODAL STRESS NEGOTIATION DATA TO THE PREDICTIONS OF A NORMATIVE MODEL OF DECISIONAL CONTROL**

Richard Neufeld, University of Western Ontario; Matthew Shanahan, University of Western Ontario; Ryan Hong, University of Western Ontario; Elizabeth Pawluk, University of Western Ontario

Extensive simulations that elucidate the properties of a normative model of decisional control were presented at CPA 2007. Decisional control is a means of coping with stress through the exercise of choice among courses of action to reduce stress. In past research, we used a game-theoretic like approach to investigate the fundamental quantifications generated by the model and their interrelations. The quantified constructs at play in stress negotiation include: cognitive load, unpredictability of threat, threat reducibility, and residual expected threat. Residual expected threat in particular is theorized to relate closely to levels of stress as measured in the present research by psychophysiological and reaction time data. In the present study, the statistical properties of the simulation studies are applied to data collected from 71 participants presented with decisional control scenarios by computer. Predictions include a strong negative correlation between threat reducibility and stress, a moderate correlation between cognitive load and threat reducibility, and a particularly heavy impact of uncertainty in decisional scenarios in the direction of increased stress. Validation of the normative model has important implications for psychometric assessment and prediction of stress, and for advantageous choice structure for minimizing stress in decision-making science.

**#80**  
Social and Personality  
Psychology

**WISHFUL THINKING OR NECESSARY RESOURCES: WHAT DO PROCRASTINATORS THINK THEY NEED TO HELP THEM MAKE HEALTHY CHANGES?**

Fuschia Sirois, University of Windsor

Previous research suggests that chronic procrastinators practice fewer wellness behaviours and that they have difficulty initiating and following through with health-related tasks. Although low health self-efficacy has been suggested as a possible explanation, lack of perceived resources may also account for this relation. However, if the resources perceived as necessary to complete a task are unrealistic, then such strategies may simply reflect self-handicapping. To test this proposition adults from the community ( $N = 146$ ; 65% female;  $M$  age =  $34 \pm 13$ ) who stated that they intended to make healthy changes in the near future completed measures of trait procrastination, stress, and wellness behaviours. They were also asked what three things they would wish for to help with their health behaviour change. Three groups were formed based on the procrastination scores. A thematic content analysis of the qualitative responses was conducted using NVivo 2.0 and the wish themes were compared across the low, moderate and high procrastination groups. Similar to previous research, procrastination was associated with fewer wellness behaviors, and greater stress. A comparison of the wishes across the three procrastination groups revealed distinct differences in the reasonableness of the wishes. Implications for motivating people to change health behaviours are discussed.

**#81**  
Social and Personality  
Psychology

**SEVERITY AND IMPACT OF HURTFUL EVENTS AS MEDIATORS OF THE PERSONALITY-FORGIVENESS RELATIONSHIP**

Elizabeth Snieder, Brock University; Nancy DeCourville, Brock University; Michelle Green, Brock University

This study examined the role of personality and offence characteristics (i.e. severity of the hurt, impact of the event on the victim) in predicting forgiveness in the context of romantic relationships. A model of forgiveness in which severity of the hurt and impact of the event were expected to mediate the relationships between personality (specifically, the honesty/humility and agreeableness dimensions) and forgiveness was proposed and tested using structural equation modeling with amOS. Participants were 200 undergraduate students (155 women, 43 men, 2 missing), who received course credit for their participation. The questionnaires, which were completed in groups, included measures of personality (HEXACO-PI; Lee & Ashton, 2004), severity of event (four items written for this study), the Impact of Event Scale (Horowitz, Wilner, & Alvarez, 1979), and forgiveness (TRIM; McCullough & Hoyt, 2002). The proposed model provided a reasonable fit to the data ( $GFI = .95$ ,  $CFI = .94$ ,  $SRMR = .07$ ). Severity and impact of the event fully mediated the relationship between honesty/humility and forgiveness and partly mediated the relationship between agreeableness and forgiveness. Implications for future research will be discussed.

**#82**  
Social and Personality  
Psychology

**PERFECTIONISM, INTERNALIZATION OF THE THIN-IDEAL, AND DISORDERED EATING AMONG UNIVERSITY WOMEN**

Melody Sorenson, Memorial University of Newfoundland; Delbert Brodie, St. Thomas University

Internalization of societal standards of thinness and perfectionism have both been identified as risk factors in the development of eating disorders. The present study sought to determine if internalization and two dimensions of perfectionism (self-oriented and socially prescribed) were related to an individual's tendency to engage in disordered eating behaviours. The results of the study suggest that self-oriented perfectionism is significantly related to disordered eating, internalization of the thin-ideal, and socially prescribed perfectionism. Socially prescribed perfectionism, however, was unrelated to either disordered eating or to internalization. As hypothesized, internalization of the thin-ideal was a strong predictor of disordered eating among participants, and accounted for more variance than either dimension of perfectionism.

**#83** **THE JUSTICE ORIENTATION SCALE**  
*Social and Personality Psychology* Katherine Starzyk, *University of Manitoba*

The Justice Orientation Scale (JOS; Rupp, Byrne, & Wadlington, 2003) assesses the extent to which people internalize justice as a moral virtue (Internalization subscale) and are attentive to injustice (Attentiveness subscale). This scale was originally developed for use in industrial-organizational research on justice, but its use could be extended to other areas. Previously I demonstrated the Internalization subscale predicted support for reparations for a Canadian historical intergroup harm, but expressed concerns regarding some of the measure's psychometric properties (Starzyk, 2007). In this study, I evaluated the JOS's factor structure and internal consistency with a large sample ( $N = 1034$ ) of undergraduate students. Participants completed the JOS in the context of a larger study. A confirmatory factor analysis of the JOS generally supported its hypothesized two-factor structure and internal consistency. I will highlight the ways in which this measure may be improved and discuss how the JOS differs from other measures that may predict sympathy or antipathy toward disadvantaged groups or outgroups.

**#84** **THE ROLE OF RIGHT-WING AUTHORITARIANISM IN THE MOATING STRATEGY**  
*Social and Personality Psychology* Monika Stelzl, *St. Thomas University*

MOATING, or "moving others away or toward the in-group", refers to a strategic utilisation of one's multiple social identities. Specifically, MOATING represents the strategy of actively denying or affirming shared group membership with others by focusing on the others' alternate group memberships (or social identities). This technique allows in-group members to emphasise the shared group membership of the other when the other's actions are positive. However, when the other affects the in-group negatively, the in-group members can use MOATING to move the other away from the in-group and toward the out-group. MOATING extends and combines the perspectives of self-management and multiple social identities. In the current research, the moderating role of right-wing authoritarianism (i.e., the tendency to follow and reinforce conventional societal norms) in MOATING was investigated. It was found that when the other was presented as threatening the positivity of the in-group, individuals higher in right-wing authoritarianism emphasised the other's non-shared, out-group, identity to a significantly larger degree than individuals lower in right-wing authoritarianism. These findings contribute to our understanding of the interplay between personality and social factors associated with social identity and inter-group processes.

**#85** **TO BE OPTIMALLY FUNCTIONING IN SOCIETY: THE ROLE OF PASSION AND VALUES**  
*Social and Personality Psychology* Ariane St-Louis, *Université du Québec à Montréal*; Marc-André Lafrenière, *Université du Québec à Montréal*; Robert Vallerand, *Université du Québec à Montréal*

Positive psychology (Seligman & Csikszentmihalyi, 2000) underscores the need to study the strengths and virtues that enable individuals to thrive in their communities. We believe that optimally functioning individuals, who are committed to their cause, should be passionate for their activity. Vallerand et al. (2003) developed a dualistic approach to passion wherein two types of passions are proposed: harmonious (HP) and obsessive (OP). HP occurs when individuals freely engage in an activity they find important and enjoyable, whereas OP arises when ones experience an uncontrollable urge to partake in the activity. We suggest that intrinsic versus extrinsic values (Kasser & Ryan, 1993) influence the type of passion people develop toward their cause, which in turn should predict their life satisfaction. The present study tested this model. Participants were 71 men and women who were nominated "Personality of the week" by the La Presse newspaper for contributing to the Quebec society. Results from Structural Equation Modeling revealed that extrinsic values were positively associated with both HP and OP. Intrinsic values, however, were only positively related to HP, which was conducive to life satisfaction (but not OP). These findings provide additional support for the passion model and pave the way for new research directions.

**#86** **A CONFIRMATORY FACTOR ANALYSIS OF THE RUMINATION ON SADNESS SCALE**  
*Social and Personality Psychology* Nassim Tabri, *Concordia University*; Giuseppe Aflonsi, *Concordia University*; Michael Conway, *Concordia University*

The Rumination on Sadness Scale (RSS; Conway, Csank, Holm, & Blake, 2000) is a 13-item measure of individual differences in the tendency to think about and dwell on feelings of sadness. A factor analysis by Conway et al. suggests a 1-factor solution for the scale. The current study evaluated the proposed 1-factor solution using a confirmatory factor analysis (CFA). A large sample of Concordia University undergraduates ( $N = 2379$ ) completed the RSS between 1995 and 2005. Initial findings indicated that the 1-factor solution provided a poor fit to the data ( $\chi^2(64) = 2264.20, p < .001, CFI = .84, RMSEA = .12, C.I. = .116 - .124$ ). The indi-

vidual items were assessed on conceptual grounds. Two factors were hypothesized: process of repetitive thinking on sadness and thinking about the meaning of one's sadness. The scale was reduced to 8 items that were most strongly conceptually linked to these 2 factors. The 2-factor solution was tested using a CFA approach. The model provided a good fit to the data ( $\chi^2(19) = 225.10, p < .001, CFI = .97, RMSEA = .07, C.I. = .06 - .08$ ). The results are discussed in terms of the link between rumination and depression.

#87

*Social and Personality  
Psychology*

**ALEXITHYMIA AND ACCURACY IDENTIFYING SPECIFIC NEGATIVE EMOTIONS**

*Jennifer Thake, Carleton University; John Zelenski, Carleton University*

Alexithymia encompasses a cluster of cognitive-affective characteristics including difficulty identifying feelings (DIF; Taylor et al., 1997). Few studies have empirically assessed the construct validity of the alexithymia factors. Past results have revealed that the DIF factor is positively associated with the frequency of negative emotion word use (Tull et al., 2005; Reif, et al, 1996). However, measuring the frequency of word use does not provide information about the accuracy of emotional identification (Tull et al., 2005). The purpose of this study was to assess the relationship between DIF and accuracy when identifying specific negative emotions. Participants ( $n = 166$ ) were assigned to conditions designed to induce a specific negative emotion (fear, sadness, anger, disgust). It was hypothesized that DIF would be unrelated to the target emotion and correlate positively with the other non-target emotions. The mood inductions were successful, as participants experienced significantly greater levels of the target emotion in each condition. DIF was unrelated to the target emotion in each condition; and instead, was positively related to the non-target emotions in the disgust and sad conditions. Findings present partial support the construct validity of alexithymia, as individuals scoring high on DIF have difficulty accurately identifying specific negative emotions.

#88

*Social and Personality  
Psychology*

**TESTING INCREMENTAL VALIDITY WITH TRAIT TAXONOMIES: THE AB5C AND MINDFULNESS**

*Paul Trapnell, University of Winnipeg; Erin Buckels, University of Winnipeg*

Incremental validity testing of a new measure is usually done via comparative prediction studies that pit it against comparison predictor measures selected because of their conceptual similarity or theoretical relevance to the new measure. In the trait domain, the choice of such comparison measures is all too often haphazard. Well-structured trait taxonomies like the Abridged Big Five Circumplex Model (AB5C) provide a systematic method for specifying appropriate comparison measures for testing the incremental validity of a new trait measure. This approach was illustrated with respect to the Mindful Attention and Awareness Scale (MAAS). We hypothesized and confirmed that MAAS occupies the III+ (high conscientiousness) IV+ (high emotional stability) region of the AB5C taxonomy. We constructed a comparison measure, the Absentminded Distractible Disposition scale (ADD), from trait adjectives located in the III+IV+ region of the AB5C (e.g., scatterbrained, absentminded), and tested whether MAAS longitudinally predicted well-being beyond that explained by ADD. As expected, ADD and MAAS were strongly correlated. ADD explained all the MAAS association with conscientiousness and almost all of the MAAS association with well-being. MAAS explained little of ADD's relation to well-being. The merits of conceptualizing MAAS mindfulness as a III+IV+ construct are discussed.

#89

*Social and Personality  
Psychology*

**SEEING CLEARLY THROUGH ROSE-COLOURED GLASSES: PARTNER PERCEPTIONS AND THE POSSIBILITY OF ACCURACY WITH BIAS**

*Talia Troister, Queen's University; Lorne Campbell, University of Western Ontario; Sandra Lackenbauer, University of Western Ontario; Harris Rubin, University of Western Ontario; Garth Fletcher, University of Canterbury*

Theoretical work has argued that accurate and positively biased appraisals of romantic partners are independent and serve distinct relationship functions (Fletcher, 2002). The current experiment was conducted to show that accuracy and bias in appraisals, when manipulated independently, both uniquely contribute to, and synergistically predict, positive relationship perceptions. Both members of 53 dating couples were ostensibly shown, in private, their partner's ratings of them on 10 interpersonal traits. Participants were randomly assigned feedback that was high or low in accuracy (indicated by the correlation between self and 'partner' ratings) and high or low in positive bias (indicated by the differences in self and 'partner' mean ratings). Positively biased feedback increased participants' felt security regarding their relationships' future, whereas accurate appraisals made participants feel understood. Results revealed that more accurate and more positively biased feedback independently made people feel more positive about their partners and relationships. As expected, participants receiving both highly accurate and positively biased feedback felt the most positively about their partners and relationships. Results support the notion that accuracy and bias can be independently manipulated and contribute uniquely, and synergistically, to partner and relationship perceptions.

#90

*Social and Personality  
Psychology*

**WATCHING TORTURE ON PRIME TIME: POSITIVE ATTITUDINAL EFFECTS ON PERCEPTIONS OF EVIL**

*Scott Veenvliet, Tyndale University College; Kimberley Clow, University of Ontario Institute of Technology*

Jack Bauer, a main character on the television show 24, performs many extremely violent actions including torture and murder. However, fans of the show have a very strong affinity to Jack Bauer, and do not perceive his actions as wrong or evil. A study was conducted to investigate what the influence of prior attitudes would be toward a protagonist on their moral judgements of his actions.

Fans of the show 24 read about three different protagonists (Jack Bauer, a villain, and a control) in scenarios similar to ones currently found in the moral judgement literature. Participants who held favourable attitudes toward Jack Bauer rated his actions as less bad and less evil, even in scenarios where he tortured to death an innocent person. The results are discussed with reference to the literature on the role of emotion and self-serving biases on moral judgements.

#91

*Social and Personality  
Psychology*

**A BEHAVIOURAL GENETIC STUDY OF THE DARK TRIAD PERSONALITY TRAITS AND THEIR RELATIONSHIPS WITH THE BIG 5**

Vanessa Villani, *University of Western Ontario*; Philip Vernon, *University of Western Ontario*;  
Julie Schermer, *University of Western Ontario*

This poster reports the first behavioural genetic investigation of the three Dark Triad variables (narcissism, Machiavellianism, and psychopathy) and their relationships with the Big 5 personality traits. Two hundred and seventy eight adult twins completed questionnaire measures of the Dark Triad and the Big 5. Consistent with some previous studies, we found significant correlations among some of the Dark Triad variables and between each of the Dark Triad variables and some of the Big 5. To the extent that these variables were correlated at the phenotypic level, these correlations were largely attributable to correlated genetic factors. At the univariate level, all traits showed the influence of genetic and nonshared environmental factors, with heritabilities ranging between 31% and 72%; Machiavellianism alone also showed the influence of shared environmental factors.

#92

*Social and Personality  
Psychology*

**A BEHAVIOURAL GENETIC STUDY OF TRAIT EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP WITH THE BIG 5 PERSONALITY TRAITS**

Vanessa Villani, *University of Western Ontario*; Philip Vernon, *University of Western Ontario*;  
Julie Schermer, *University of Western Ontario*; K Petrides, *University College, London*

This poster reports the first behavioural genetic investigation of trait emotional intelligence and its relationships with the Big 5 personality traits. Three hundred and sixteen pairs of adult twins completed the Trait Emotional Intelligence Questionnaire (TEIQue) and the NEO-PI-R measure of the Big 5. Consistent with some previous studies, we found significant correlations between several TEIQue facets and factors and some of the Big 5 factors. To the extent that these variables were correlated at the phenotypic level, these correlations were entirely attributable to correlated genetic and nonshared environmental factors. At the univariate level, all TEIQue facets and factors showed the influence of genetic and nonshared environmental factors, with heritabilities ranging between 24% and 50%.

#93

*Social and Personality  
Psychology*

**TEMPERAMENTAL AND BEHAVIORAL CORRELATES OF PSYCHOPATHY IN A STUDENT SAMPLE**

Beth Visser, *Brock University*; Julie Pozzebon, *Brock University*; Michael Ashton, *Brock University*

The relations between temperament, psychopathy, and antisocial student behaviors were examined in a sample of undergraduate students. It was hypothesized that the four factors emerging from the Self-Report Psychopathy III scale (SRP-III; Paulhus, Hemphill, & Hare, in press) would be differentially related to measures of temperament, personality, and antisocial behaviors. In addition, it was hypothesized that the Fearless Dominance factor of the Psychopathic Personality Inventory – Revised (PPI-R; Lilienfeld & Widows, 2005) would have temperament and behavioral correlates distinct from those of the four SRP-III factors. Results generally supported the hypotheses, suggesting that psychopathy has a conceptually meaningful array of temperamental underpinnings and behavioral correlates even in a sub-clinical population.

#94

*Social and Personality  
Psychology*

**THE ASSOCIATION BETWEEN GENDER-RELATED PERSONALITY TRAITS AND MULTIPLE ROLE STRAIN**

Sabrina Voci, *University of Windsor*; Kenneth Cramer, *University of Windsor*

Recent findings have indicated that a growing proportion of the Canadian workforce experience role strain associated with trying to meet the responsibilities of multiple roles such as employed worker, parent, spouse, and caregiver (Duxbury & Higgins, 2003). Women in particular face challenges balancing paid work and other responsibilities, and are more likely to report high levels of role strain and role conflict compared to men (Duxbury & Higgins, 2003; McElwain, Korabik, & Rosin, 2005). The current study examined whether personality traits associated with masculine and feminine gender role socialization (agency, communion, unmitigated agency, unmitigated communion) were related to three dimensions of multiple role strain (role distress, role enhancement, and role support). Participants were 98 employed women living with a chronic illness. Results revealed that women high on unmitigated communion were the most vulnerable to multiple role strain, reporting greater levels of role distress and lower levels of both role enhancement and role support. Findings are consistent with a body of literature that indicates that unmitigated communion is associated with greater distress due to overinvolvement with others and self-neglect. Future research should examine the associations between gender-related traits and multiple role strain among healthy women not living with chronic illness.

#95

*Social and Personality  
Psychology*

**NOT ENOUGH HOPE: PROCRASTINATION AND INTENTIONS TO PERFORM HEALTH BEHAVIOURS**

Jennifer Voth, *University of Windsor*; Fuschia Sirois, *University of Windsor*



According to the Theory of Planned Behaviour, the performance of health behaviours is determined by the strength of one's intentions (Ajzen, 1991). Previous research links procrastination to the formation and strength of intentions, a relationship mediated by self-efficacy (Sirois, 2004). Like self-efficacy, hope is described as the mental determination and perceived ability to reach a goal (Snyder, 2002). Thus, hope may relate to procrastination and intentions in a similar manner. Research suggests that hope mitigates the tendency towards procrastinating on intentions to perform academic tasks, which are time-sensitive and have clear deadlines. Currently, research has not examined hope and procrastination regarding tasks that are not time-sensitive, such as performing health behaviours. This study investigated the role of hope in the relationship between procrastination and intentions to perform health behaviours. Adults from the community ( $N = 146$ ) completed measures of hope, procrastination and intentions to change their health behaviours. Procrastination was associated with less hopefulness ( $r = -.31, p < .01$ ) and weaker intentions ( $r = -.22, p < 0.01$ ). Hopefulness was related to stronger intentions ( $r = .16, p < .05$ ). Mediation analyses revealed that hope did not mediate the procrastination-intention relationship. Distinctions between self-efficacy and hope are discussed.

#96

*Social and Personality  
Psychology*

**THE DIVERSE PERSONALITIES OF MORAL HEROISM**

Lawrence Walker, *University of British Columbia*; Jeremy Frimer, *University of British Columbia*

In challenging the view that moral excellence takes a univocal form, this research examined whether divergent personality types are associated with exemplary moral action. Participants were 50 Canadian moral heroes (national award recipients for either exceptional bravery or care), as well as an individually-matched comparison group. They responded to a set of personality inventories and an extensive life-review interview which provided a broadband assessment of personality. Hierarchical cluster analysis of the moral heroes, based on 13 personality variables, yielded a threefold typology: (a) individuals in the "communal" cluster were strongly relational and generative in their interpersonal orientation (relative to other heroes and to their comparison group); (b) individuals in the "principled" cluster had sophisticated faith development and moral reasoning, as well as strong goal motivation for self-development; whereas (c) individuals in the "ordinary" cluster were more commonplace in their personality, with lower levels of many personality variables than other heroes and generally not different from their comparison group. These contrasting profiles of moral personality imply that exemplary moral functioning can be embodied in multifarious forms that may reflect different developmental processes and pathways.

#97

*Social and Personality  
Psychology*

**AFFECT REGULATION, ATTACHMENT ORIENTATION AND MENTAL HEALTH: THE IMPORTANCE OF POSITIVE AFFECT**

Stephanie Wiebe, *Brock University*; Stan Sadava, *Brock University*

Adult attachment orientations characterized by high levels of anxiety and avoidance are linked with psychopathology in the research. The affect regulation hypothesis provides a possible explanation for this link. While most of the research has focused on negative emotion and attachment anxiety, this study also investigates whether positive emotion helps to explain the link between attachment avoidance and mental health. We report results from a sample of individuals reporting a chronic illness, and a sample of university students, and include measures of mental health, depression, and loneliness. Hierarchical multiple regression analyses show that in these samples, higher avoidance and anxiety predicted worse mental health, higher levels of depression and loneliness. In the chronic illness sample, positive and negative emotions mediated the relationship between attachment anxiety and avoidance and mental health, but not depression or loneliness. In the student sample, positive and negative emotions mediated the link between only low levels of avoidance and mental health, depression and loneliness. This research highlights the role of positive emotions in addition to negative emotions in the predictive link between attachment and mental health, especially in the case of those with high levels of avoidance.

#98

*Social and Personality  
Psychology*

**COPING WITH A THREATENED IDENTITY: IMPLICATIONS FOR AFFECT AND ACTIONS ENDORSED**

Renate Ysseldyk, *Carleton University*; Kimberly Matheson, *Carleton University*; Hymie Anisman, *Carleton University*

From race to religion, we all belong to social groups that shape our responses to a range of circumstances. Given our current socio-political climate, appraisal-coping processes evoked by a religious identity threat and their implications on emotional and behavioural reactions were examined. Undergraduate participants ( $N=122$ ) completed measures assessing group identity strength, appraisal-coping styles, affect, and action-endorsements following an article that threatened group identity (matched to participants' religious affiliation). Regression analyses indicated that religious identity strength was associated with greater sadness, anger, fear, and contempt, yet likewise with greater determination. High-identifiers were also more likely to endorse various actions to confront the threat, and were less likely to accept the situation. Finally, multiple-mediation analyses revealed that threat appraisals mediated the relations between religious identification and negative affect, whereas the relations between identification and action-endorsements were mediated by appraisals of the situation as threatening or challenging, and by problem-focused coping efforts. Thus, although a strong religious identity was related to distress following the threat, this relation may be indicative of high-identifiers' inclinations to interpret the situation as particularly threatening. Concurrently, these individuals may cope with such circumstances by way of seeking solutions in an effort to diminish the consequences of the threat.

6/12/2008 – 11:00 AM to 11:55 AM – NOVA SCOTIA A, Marriott second floor

**Section/CPA Invited  
Speaker/Conférencier  
invité par la SCP  
et la section**

*Industrial and  
Organizational Psychology*

**SECTION PROGRAM**

**THE SCIENCE AND PRACTICE OF EMPLOYEE ENGAGEMENT**

*John Meyer, University of Western Ontario*

By all accounts, employee engagement has become the newest trend in management practice. Where did this interest come from? Attention in the popular press and business magazines far outweighs that in academic journals. Indeed, the number of research articles in peer reviewed academic journals is relatively small, albeit growing. This creates the impression of practice leading science. But is engagement really something “new,” or is it a repackaging of well-research theoretical concepts (e.g., job involvement, organizational commitment)? I will provide a brief discussion of the engagement concept in current use and why it has achieved such popularity. I will then show how the concept can be grounded in well-established theory. Finally, I will argue that by recognizing and building on these theoretical roots, science can move from follower to leader in the development and evaluation of engagement practices, and perhaps prevent their demise as simply another management fad.

6/12/2008 – 11:00 AM to 12:55 PM – NOVA SCOTIA B, Marriott second floor

**Workshop/Atelier  
de travail - Section/  
CPA Invited**

**Speaker/Conférencier  
invité par la SCP  
et la section**

*Clinical Psychology*

**SECTION PROGRAM**

**COMPETENCY IN LIFESTYLE CHANGE INTERVENTIONS: MASTERING MOTIVATIONAL ENHANCEMENT, BEHAVIOUR MODIFICATION & EMOTION MANAGEMENT**

*T. Michael Vallis, Queen Elizabeth II Health Sciences Centre*

Psychologists possess skills that have been, and are increasingly being recognized as, critically important to stem the tide of life limiting chronic illnesses associated with unhealthy lifestyles. In this workshop a competency based approach will be employed to facilitate the development of three “missing links” from current medically-driven approaches to risk reduction and primary prevention; motivational enhancement, behaviour modification and emotion management. Objectives of this workshop include: 1. An overview of evidence based motivational enhancement, behaviour modification & emotion management interventions; 2. To identify practical strategies that can be applied to overcome patients’ apparent resistance to change; 3. To enable participants to motivate clients to change lifestyle behaviour to prevent and/or manage diabetes and other chronic conditions; 4. To become familiar with an assessment and intervention model based on the constructs of motivational enhancement, behaviour modification and emotion management.

6/12/2008 – 11:00 AM to 12:55 PM – ATLANTIC SUITE, Marriott second floor

**Workshop/Atelier de  
travail**

*Counselling Psychology*

**PREVENTING A CONTINUUM OF DISORDERED EATING: AN ECOLOGICAL APPROACH TO PREVENTION**

*Reana Saraceni, University of Calgary; Shelly Russell-Mayhew, University of Calgary*

The ecological perspective is emerging as the ‘best practices’ model for the prevention of weight-related issues. There have been numerous approaches to the prevention of disordered eating with a vast range of success. The disease-oriented paradigm may be responsible for slowing the progress of weight-related prevention efforts because of undue attention on individual pathology. There is general agreement that prevention programs purely focused on the didactic teaching of symptoms or detailed descriptions of ‘recovery’ from an eating disorder may do more harm than good by unintentionally teaching the negative behaviour meant to be prevented. It is becoming increasingly clear that sociocultural factors, such as the media promotion of ultra thin women, contribute to body dissatisfaction. Indeed, weight pre-occupation may be a normal response to the demands of a society that values thinness as the standard of beauty. Prevention research from an ecological perspective recognizes the continuum of attitudes and behaviours that lead to disordered eating and targets both protective and risk factors. This workshop focuses on practical strategies, research designs, and a synthesis of outcomes from programs that take an ecological perspective and target not only individual change but also the larger environmental influences.

6/12/2008 — 11:00 AM to 11:25 AM — MARITIME SUITE, Marriott second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Psychology and Religion*

**RELIGIOSITY SCALES: FINDING THE ONE YOU NEED OUT OF THE MORE THAN 177 AVAILABLE**

*Marsha Cutting, Waterloo Lutheran Seminary*

At least 177 scales are available to researchers who want to measure religiosity or spirituality (Cutting and Walsh, under review). This abundance of scales creates a challenge for researchers looking for the optimal instrument to in exploring the connections between religiosity/spirituality and areas such as health, addictive behaviours, and prejudice. This review will survey the scales available for different purposes (research, clinical use, etc.), highlight some of the more used scales, and discuss some of their strengths and weaknesses. In particular, the problem of norm groups that either are not fully specified or limited to specific populations will be explored, as will the division within the field as to whether scales ought to be suitable for multiple faith groups or faith-group-specific. A list of scales not included in Hill and Hood (1999), most of which have been published since that volume, will be distributed.

6/12/2008 — 11:00 AM to 12:55 PM — ACADIA A, Marriott main floor

**Workshop/Atelier de**  
**travail**  
*Community Psychology*

**FINDING YOUR SOUL-MATE—INTRODUCING A NEW COMMUNITY BUILDING ACTIVITY**

*Dengting Boyanton, University of Texas at Brownsville*

This workshop will introduce a new community-building activity—Finding Your Soul-Mate. The purpose of this activity is to enhance the sense of connection among the students and to create a learning community. Numerous scholars have recognized students' needs for feeling related or connected with others (Connell & Wellborn, 1991; Deci, et al., 1985; Frymier & Houser, 2000; Weiner, 1990). This sense of relatedness or connectedness with others has an effect on their motivation (Furrer & Skinner, 2003) and their academic outcomes (Anderman, 1999; Anderman & Anderman, 1999; Battistich, Solomon, Kim, Watson, & Schaps, 1995; Eccles & Midgley, 1989; Goodenow, 1993; Roeser, Midgley, & Urda, 1996; Wentzel, 1998, 1999). The Finding Your Soul-Mate activity was created to strengthen classroom interpersonal relationships. It was designed based on a bonding theory—KSS bonding theory (Boyanton, submitted). The KSS bonding theory states that in order to create a bonding relationship between two individuals, three conditions must be met: knowledge (collecting information about each other), sharedness (having something in common), and significance (both individuals considering that shared knowledge as important). The theoretical background, strategies, and procedures of this activity will be introduced and related materials will be provided for this workshop.

6/12/2008 — 11:00 AM to 12:25 PM — ACADIA B, Marriott main floor

**Symposium**  
*Developmental Psychology*

**RESILIENCE: A CONTEXTUALIZED APPROACH TO STUDY AND INTERVENTION**

*Caroline Burnley, Malaspina University-College; David Mykota, University of Saskatchewan; Tania Smethurst, Malaspina University-College*

Recently there has been a concern that if interventions that support the development of resilience are to be effective, there is a need to take a much more contextualized approach to studying resilience than has been done previously (Ungar, 2003). This symposium features three presentations that speak directly to this issue. The first presentation will discuss the experience of being a site of the International Resilience Project which studies the individual, familial and community factors that promote resilience within communities around the world, while acknowledging the challenges and resources that are unique to each community. The second presentation will describe a neighbourhood case study which addressed the social, interpersonal and structural resources and processes, within three neighbourhoods, that support/promote health outcomes in children. The third presentation focuses on the context of a Canadian wilderness therapy intervention program designed to foster/support the process of resilience in youth-at-risk experiencing personal crises. The effectiveness of such a program in promoting resilience will be discussed. Together, these presentations advance our understanding of context in studying resilience. Moreover, the results have important implications for intervention programs that promote resilience.

**A** **THE INTERNATIONAL RESILIENCE PROJECT: THE EXPERIENCE OF YOUTH IN NANAIMO, BRITISH COLUMBIA**

*Caroline Burnley, Malaspina University-College; Ruth Kirson, Malaspina University-College; Tania Smethurst, Malaspina University-College*

The purpose of the International Resilience Project (IRP) is to develop a culturally sensitive understanding of how youth around the world effectively cope with the adversities that they face in life. The IRP uses a unique contextual and cross-cultural approach that employs both quantitative and qualitative research methods to examine individual, interpersonal, family, community and cul-

tural factors associated with building resilience in . The International Resilience Project spans 11 countries over 6 continents. This presentation will include a description of the opportunities and challenges associated with studying resilience from community and contextual perspectives with specific reference to one community's experience in Nanaimo, British Columbia, Canada. With cooperation and direction from an advisory board consisting of members that work with youth in the community, the researchers designed and carried out the first study unique to this site using the research protocols from the IRP including the use of the Child and Youth Resilience Measure (CYRM), 10 site specific questions and interviews with participants which included youth and elders in the community. Results and implications of the research and potential community applications/interventions will be discussed.

**B** **A CONCEPTUAL MODEL FOR COMMUNITY RESILIENCE AS IT AFFECTS CHILD AND YOUTH HEALTH OUTCOMES**

*David Mykota, University of Saskatchewan*

In this study, the author investigated community resilience from the perspectives of well-defined, geographically bounded neighbourhoods and in relation to factors within them that may mediate, either positively or negatively, child and youth health outcomes. Three socially contrasting neighbourhoods with heterogeneous child health outcomes were selected for study. Within each neighbourhood, adults and 13- to 18-year-old youth were recruited for focus group interviews; in addition, key informants from the educational sector were included in the study. The results provide empirical support to a conceptual model of community resilience that integrates structural and process related dualisms as well as risk and protective factors for child health. While presenting an integrated model of community resilience, the author acknowledges the need for studies that further illuminate specific contributions of community and individual factors and their mechanisms in producing child and youth health outcomes.

**C** **A LOOK AT RESILIENCE WITHIN A WILDERNESS THERAPY PROGRAM**

*Tania Smethurst, Malaspina University-College; Caroline Burnley, Malaspina University-College; Ruth Kirson, Malaspina University-College*

The ability to display resilience is considered an asset to an individual's psychological health and positive development (Werner & Smith, 1982). Research has found that individual factors that have protective value and foster resilience include a positive self-regard, problem-solving skills and powerful connections to something beyond oneself, whether it be a higher power, a connection to a cause or to nature. The support of a positive role model in one's life has also been found to contribute to resilience (Garmezy, 1991 & Werner, 1982). This study investigates resilience within a wilderness therapy (WT) program. The goal of WT is to promote skills conducive to healthy lifestyle choices through overcoming physical and psychological challenges (Russell, 2002). The purpose of this research is to assess whether a WT program fosters protective factors. Both qualitative and quantitative methods were used in this assessment. Youth at CanAdventure Education, a WT program on Vancouver Island, were interviewed and given the Youth Resiliency: Assessing Developmental Strengths Questionnaire (SV) (Resiliency Canada, 2005). Participants were interviewed in the first and last weeks of their 32 day program. Findings and results will be discussed regarding the effectiveness of CanAdventure Education to foster factors important in building resilience in its participants.

6/12/2008 – 11:00 AM to 12:25 PM – ACADIA C, Marriott main floor

**Symposium**

*Clinical Neuropsychology*

**THE ROLE OF THE NEUROPSYCHOLOGIST IN DRUG DEVELOPMENT: ADVANCING NEUROCOGNITIVE ASSESSMENT IN CLINICAL TRIALS IN THE 21<sup>ST</sup> CENTURY**

*Shelley McColl, Decisionline Clinical Research; Miglena Grigorova, Decisionline Clinical Research; Natalie Phillips, Concordia University/Jewish General Hospital; Nora Kelner, Jewish General Hospital and McGill Memory Clinic*

Central nervous system disorders are highly prevalent but the development of pharmacotherapies is a complex and time-consuming process with a low probability of success. The assessment of the effects of centrally-active drugs on cognition has potential to help identify treatment responders, treatment effects, and how treatments affect brain functioning and has become a hot topic in drug development. The reasons for the interest are: (a) there are many novel compounds in development aimed at improving cognition (e.g. mechanism based drugs or drugs targeting specific receptor subtypes); (b) there are more cognitive syndromes in need of treatment; (c) cognitive function has been shown to have predictive validity for functional outcomes; and d) advances in technology have allowed for better mapping of the human brain as activated by cognitive tasks. This symposium will provide a current perspective on the role of the neuropsychologist in advancing the development and application of modern neurocognitive measures in human drug trials. State of the art presentations will be given on the emerging area of neurocognitive testing in early stages of drug development, the use of computerized test platforms, the potential of electrophysiological techniques to map the effects of centrally active compounds in clinical populations, and critical issues in cognitive assessment in dementia trials.

**A** **THE ROLE OF THE NEUROPSYCHOLOGIST IN EARLY STAGE DRUG DEVELOPMENT: FRIEND OR FOE?**

*Shelley McColl, Decisionline Clinical Research*

The cognitive effects of pharmacotherapies for central nervous system (CNS) disorders are typically evaluated using traditional neuropsychological instruments in later phase clinical trials (phases II-IV) in targeted patient populations. Including the assessment of neurocognitive function early in drug development in healthy normal volunteers (i.e., phase I) has the potential to help identify clinically meaningful CNS effects and provide a greater understanding of a drug's pharmacological profile. This added information may help determine a molecule's likelihood for success or failure prior to entering later stage pivotal trials. However, the uniqueness of the phase I environment poses challenges for the application of traditional neuropsychological tests. Traditional instruments are often inappropriate or require considerable adaptation for use in phase I trials, which raises questions about the impact on test psychometrics and test standardization in the field. This presentation will provide (a) a critical perspective on the challenges of neurocognitive assessment in this unique environment and (b) a practical overview of the contributions of the neuropsychologist to the development and application of neurocognitive measures and the appropriate interpretation of results from phase I studies. Case examples from early stage clinical trials will be presented.

**B** **COMPUTERIZED NEUROPSYCHOLOGICAL TESTING IN CLINICAL TRIALS: ISSUES AND CONTROVERSIES**

Miglana Grigorova, *Decisionline Clinical Research*

The selection and application of neuropsychological instruments in clinical trials requires careful consideration to optimize investigation of therapeutic potential and unwanted side effects of drugs on cognitive and behavioral function. There are also special considerations depending on the study such as relevance to the type of compound, stage of development, indication, trial design, and target population. This presentation will focus on the role of neuropsychologist in providing independent, expert input on the development and application of computerized neuropsychological measures in clinical trials and the context in which they may be appropriately used and interpreted. The staggering number of traditional paper-pencil and computerized tests available can be overwhelming for those who lack expertise and the role of neuropsychologists in this process is invaluable. Traditional paper-and-pencil measures will be compared to a sample of commercially available computerized tests which are currently used in drug development in terms of the uniqueness and the needs of the study.

**C** **ELECTROPHYSIOLOGICAL TECHNIQUES IN THE ASSESSMENT IN CLINICAL POPULATIONS: ARE THEY READY FOR PRIME TIME?**

Natalie Phillips, *Concordia University/Jewish General Hospital*; Erin Johns, *Concordia University*

Modern neurophysiological techniques offer a low-cost and non-invasive means of measuring brain function and pathology. These measures have the potential to be used as vulnerability and/or diagnostic markers and to evaluate the effectiveness of pharmacotherapy and other treatments. We will present an overview of electroencephalography (EEG) and event-related brain potential (ERP) techniques and how they can be used to assess brain function, psychological states, and cognitive processes. We will also review their use in neuropsychiatric and neurological clinical populations, including depression, multiple sclerosis, traumatic brain injury, and dementia. We will discuss the current state of knowledge as to whether these techniques demonstrate adequate psychometric properties (e.g., reliability, sensitivity/specificity, normative values) to contribute to assessment at either a group- and single-subject level.

**D** **NEUROPSYCHOLOGICAL TESTING IN CLINICAL TRIALS FOR THE DEMENTIAS**

Nora Kelner, *Jewish General Hospital and McGill Memory Clinic*

Dementing disorders are now recognized as one of the most important challenges facing medicine in the 21st century. Cognitive impairment is a central feature of the dementias, most often manifested as memory impairment, although other cognitive domains are also affected. As such, the assessment of therapeutic efficacy of drug treatments for the dementias includes the symptomatic improvement, slowing, or arrest of symptom progression as manifest in cognition. However, the most widely used instrument in clinical trials in the dementias does not adequately address the scope of domains of function affected, such as attention, working memory, language, or executive function. The following presentation will illustrate the contributions of the neuropsychologist in ensuring the measures chosen in Phase III dementia trials assess key cognitive parameters, are reliable, sensitive according to the severity of disease, capable of detecting changes in cognition, ecologically valid and sample the cognitive domains relevant to the expression of the disease. Examples of past and on-going trials will be given.

6/12/2008 – 11:00 AM to 12:25 PM – ALEXANDER ROOM, Marriott main floor

**Symposium**

*History and Philosophy of Psychology*

**ETHICS UPDATE 2008**

Jean Pettifor, *University of Calgary*; Carole Sinclair, *The Hincks-Dellcrest Treatment Centre*; Judi Malone, *Athabasca University*; Janel Gauthier, *Université Laval*

The application of ethical principles in a diversity of circumstances, and sometimes changing circumstances, is a life long responsibility for psychologists. The CPA Committee on Ethics generates formal opinions, guidelines, and resources to support Canadian psychologists in meeting these challenges. This symposium provides an update on several current issues under consideration, such as, supervision, end-of-life, the use of electronic media. Also presented is an overview of lessons that rural Canadian psychologists

today can learn from their American and Australian counterparts. Language and meaning emerge in the context of culture. Measures are discussed to ensure that meaning and intent are not distorted in translation, and to ensure that a secular English language format is culturally sensitive in the initial development of a universal declaration of ethical principles for psychologists.

**A COMMITTEE ON ETHICS UPDATE: GUIDELINES, CODE INTERPRETATIONS, AND ETHICS RESOURCES**

*Carole Sinclair, The Hincks-Dellcrest Treatment Centre*

Three of the functions of the CPA Committee on Ethics are to generate formal opinions on specific ethical issues or questions raised by the membership, develop new guidelines as needed, and develop resources for ethics education. This presentation will provide an update on several recent activities of the Committee on Ethics related to these functions, including development of Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration, and development of Code Interpretations regarding psychologists' ethical responsibilities when: (a) working with persons making end-of-life decisions; (2) delivering services through electronic media; (3) using titles or academic designations. An update also will be provided regarding the development of an ethics section for the CPA Website. Participants will be invited to provide feedback regarding the Committee's recent activities and ideas for the future.

**B LESSONS RURAL CANADIAN PSYCHOLOGISTS CAN LEARN FROM THEIR AMERICAN AND AUSTRALIAN COUNTERPARTS**

*Judi Malone, Athabasca University*

There is a dearth in Canadian literature and research on rural psychological practice even though 20% of Canadians live in rural areas. Some fledging work has begun in rural psychology in the United States of America, and Australia has developed research and training infrastructure in this area, particularly focused on ethics. As the OECD country with the largest geographical dispersion of people, Canada may benefit from considering lessons we can learn from our international colleagues.

**C CAN A SECULAR ENGLISH LANGUAGE FORMAT BE UNIVERSALLY MEANINGFUL IN ADDRESSING ETHICAL PRINCIPLES FOR PSYCHOLOGISTS?**

*Janel Gauthier, Université Laval*

Language and meaning emerge in the context of culture, politics, economics and history. There is empirical evidence of commonalities in basic human values across cultures, but there is evidence as well of barriers to mutual understanding and differences in how people believe life should be lived. One of the major lessons to be learned in working cross-culturally on what is initially an English language secular Universal Declaration of Ethical Principles for Psychologists is that the meaning of language is not constant and wide consultation is essential to be sensitive to the differences. Examples of issues related to the meaning of language will be given. They will include warnings about words that are prescriptive or can be perceived as western control, colonization, dominance, oppression; words that carry negative political baggage; and words that carry a limited sense of competence. The need to recognize indigenous psychology as well as the indigenization of psychology will be emphasized. Finally, how the issues of the meaning of language have been addressed by the International Ad Hoc Joint Committee for the development of a universal declaration of ethical principles for psychologists will be described.

**6/12/2008 – 11:00 AM to 12:25 PM – TUPPER ROOM, Marriott main floor**

**Symposium**  
*Psychologists in Education*

**EMOTIONAL INTELLIGENCE, EXECUTIVE FUNCTIONS AND RESILIENCY IN AUTISM SPECTRUM DISORDER: AN UPDATE**

*Donald Saklofske, University of Calgary; Janine Montgomery, University of Manitoba; Jo-Anne Burt, University of Calgary; Danielle Dyke, University of Calgary; Yvonne Hindes, University of Calgary; Keoma Thorne, University of Calgary*

Numerous conceptual models have been advanced to explain the social-emotional difficulties experienced by individuals with Autism Spectrum Disorder (ASD). Models outlining atypicalities in theory of mind (the ability to conceive of mental states and to use mental state concepts to interpret and predict one's own and other individuals' behavior), executive functions (goal-directed, future-oriented behaviours thought to be mediated by the frontal lobes), and emotional intelligence (the capacity to reason about emotions, and of emotions to enhance thinking) have been proposed to increase knowledge of the socio-emotional characteristics of individuals with ASD. Further, studies of resilience have provided insight into the factors that best promote adaptive capacities in adolescence; however, little is known about those capacities that support resiliency in youth with ASD. In addition to examination of the three aforementioned models and their impact on socio-emotional outcomes, the project was interested in severity of autism symptomatology, and the factors that best promote resiliency in youth with ASD. Findings suggest that models of theory of mind, executive functions and emotional intelligence, as well as symptom severity, are predictive of resiliency. Implications for understanding resiliency and successful transitions into adulthood in youth with ASD are explored.

**A PREDICTORS OF SOCIAL AND MENTAL HEALTH OUTCOMES IN ASPERGER'S DISORDER**

*Janine Montgomery, University of Manitoba; Donald Saklofske, University of Calgary; Vicki Schwean, University of Calgary; Danielle Dyke, University of Calgary; Keoma Thorne, University of Calgary; Adam McCrimmon, University of Calgary; Yvonne Hinds, University of Calgary; Jo-Anne Burt, University of Calgary; Candace Kohut, University of Calgary*

Individuals with Asperger's Disorder (AD) demonstrate sustained and severe deficits in socialization that often impact important social outcomes and mental wellness. This study explored emotional intelligence (EI; trait and ability models) and theory of mind (ToM) as predictors for important social (e.g. social stress and social skills) and mental health (e.g. anxiety and depression) outcomes in young adults with AD. Findings indicate that EI and ToM predict adaptive and maladaptive outcomes in this particular group. The implications for intervention and future research are highlighted.

**B AN EXAMINATION OF THE RELATIONSHIP BETWEEN TRAIT-BASED EMOTIONAL INTELLIGENCE AND RESILIENCE IN YOUTH WITH ASPERGER'S DISORDER**

*Jo-Anne Burt, University of Calgary; Vicki Schwean, University of Calgary; Donald Saklofske, University of Calgary; Janine Montgomery, University of Manitoba; Yvonne Hinds, University of Calgary; Candace Kohut, University of Calgary; Keoma Thorne, University of Calgary; Danielle Dyke, University of Calgary; Adam McCrimmon, University of Calgary*

Resilience is defined as a dynamic process wherein individuals display positive adaptations despite the presence of significant adversities. While research has examined the relationship between resilience and life outcomes in typically developing populations – emphasizing the importance of positive emotions and social support – little research has examined the influence of resilience within the Asperger's Disorder (AD) population. The effects of AD, a pervasive developmental disorder characterized by atypicalities in social and emotional functioning, are significant during adolescence when social and emotional abilities become increasingly important. The role of trait-based emotional intelligence, conceptualized by Bar-On (1997), has recently been linked with resilience (e.g., Edward & Warelou, 2005). This study examined the relationship between trait-based emotional intelligence and resilience in youth with AD. Results suggest that while youth with AD rate themselves differently than normative samples on tests of trait-based emotional intelligence, these individuals rate themselves as average on many measures of resilience. The relationship between trait-based emotional intelligence and resilience will be discussed.

**C SPECIFICITY IN EXECUTIVE FUNCTIONS IN YOUTH WITH AUTISM SPECTRUM DISORDER: AN UPDATE**

*Danielle Dyke, University of Calgary; Vicki Schwean, University of Calgary; Donald Saklofske, University of Calgary; Janine Montgomery, University of Manitoba; Keoma Thorne, University of Calgary; Adam McCrimmon, University of Calgary; Yvonne Hinds, University of Calgary; Jo-Anne Burt, University of Calgary; Candace Kohut, University of Calgary*

Many investigators have argued that Autism Spectrum Disorder (ASD) is best characterized as a disorder of higher cortical neural substrates and associated executive functions (EFs). While most investigators support the view that the prefrontal cortex (PFC) plays a primary role in EFs, there are differing views regarding which specific regions of the PFC (and related functions) are most highly associated with the behavioural characteristics of individuals with ASD. Consequently, this research involves an examination of the performance of youth with ASD on various standardized instruments and experimental indices of EFs for coherence with neurophysiological models of prefrontal function. Specifically, a typology of EFs characterized by predominantly cognitive abilities versus processes related to affect regulation was explored. Although EF deficits in youth with ASD were expected to correlate more strongly with primarily affective EFs (associated with orbitofrontal cortex function) than primarily cognitive EFs (associated with dorsolateral cortex function), preliminary findings indicate poor performance solely on primarily cognitive measures. An evaluation of the utility of neuropsychological models of executive and associated prefrontal function to guide us towards a more specific behavioral EF profile for youth with ASD is explored.

**D THEORY OF MIND AND RESILIENCY IN YOUTH WITH ASPERGER'S DISORDER**

*Yvonne Hinds, University of Calgary; Vicki Schwean, University of Calgary; Donald Saklofske, University of Calgary; Janine Montgomery, University of Manitoba; Jo-Anne Burt, University of Calgary; Keoma Thorne, University of Calgary; Danielle Dyke, University of Calgary; Adam McCrimmon, University of Calgary; Candace Kohut, University of Calgary*

Resiliency is described as protective mechanisms that promote successful adaptation in spite of the presence of high risk factors or threats to development. Although the study of resiliency in typically developing individuals has provided insight into factors that promote positive outcomes, limited research has focused on resiliency in clinical populations such as Asperger's Disorder (AD).

AD is characterized by atypical patterns of interest or behaviour and social-emotional difficulties, and there is extensive literature that suggests that individuals with AD have difficulty with theory of mind (ToM). The purpose of this study was to examine the relationship between ToM and resiliency in youth with ASD. Findings indicate that although ToM does not relate to resiliency, participants displayed poor performance on an 'advanced' ToM task, as compared to typically developing peers. Interestingly, however, participants' performance on this 'advanced' ToM task was not consistent with previous findings of individuals with AD or High-Functioning Autism (Baron-Cohen, Wheelwright, Hill, Raste, & Plumb, 2001). Findings are discussed in light of implications for better understanding ToM and resiliency in youth with AD.

**E RESILIENCY AND SYMPTOM SEVERITY IN INDIVIDUALS WITH AUTISM SPECTRUM DISORDER**

Keoma Thorne, *University of Calgary*; Vicki Schwean, *University of Calgary*; Donald Saklofske, *University of Calgary*; Adam McCrimmon, *University of Calgary*; Danielle Dyke, *University of Calgary*; Janine Montgomery, *University of Manitoba*; Yvonne Hindes, *University of Calgary*; Jo-Anne Burt, *University of Calgary*; Candace Kohut, *University of Calgary*

Autism Spectrum Disorder (ASD) is characterized by difficulties with social interaction, language and communication, and the presence of stereotyped behaviors (APA, 2000). As a result of these difficulties, youth with ASD often experience maladaptive social, vocational, and academic outcomes (Tantam, 2000). Interestingly, many youth who are faced with adverse circumstances display positive adaptation or resilience and appear to be relatively unaffected by adversities (e.g., Luthar & Cicchetti, 2000). We expected the severity of autism symptomatology to have explanatory power in understanding the spectrum of resilient behaviors displayed by youth with ASD. Specifically, individuals with severe symptomatology were expected to display less resilient behavior than those with mild symptomatology. Further, we explored the relationships between adaptability, communication and social skills, stereotyped behaviors and affect regulation, and resilient attributes such as sense of mastery, sense of relatedness, emotional reactivity and satisfaction with life. Significant relationships were found between resilience and a number of these factors. The role of severity of autistic symptomatology and related factors such as adaptability, communication, social skills, and affect regulation in predicting resilient outcomes in youth with ASD will be examined.

**6/12/2008 – 11:00 AM to 12:25 PM – COMPASS ROOM , Pedway to the Casino second floor**

**Symposium**  
*Health Psychology*

**THE ROLE OF PSYCHOLOGY IN IMPROVING CHILDREN'S HEALTH: APPLIED EXAMPLES**

Elizabeth McLaughlin, *IWK Health Centre and Dalhousie University*; Joan Backman, *IWK Health Centre and Dalhousie University*; Nancy Bandstra, *Dalhousie University and IWK Health Centre*; Erin Moon, *Dalhousie University and IWK Health Centre*; Christine Chambers, *IWK Health Centre and Dalhousie University*

In pediatric (child health) psychology, evidence-based psychological principles are applied to the assessment and treatment of children and adolescents with acute and chronic health issues. Pediatric psychologists at the IWK Health Centre work with a variety of populations throughout this tertiary care children's hospital. The presentations in this symposium will highlight some of the unique aspects of the work being done by our group. In addition to describing the development and evolution of a new role in rehabilitation psychology, the role of psychology in a specialty clinic for children with severe feeding disorders, and in multidisciplinary enuresis and encopresis clinics will be discussed. The application of an efficient, evidence-based group treatment for recurrent abdominal pain, co-facilitated by psychology trainees, will be reviewed. Finally, there will be discussion of well-established behavioural strategies that have been successfully applied to children with vision problems, a population that has received little attention in the pediatric psychology literature. This symposium will be of interest to health psychologists and clinical child psychologists, as well as to trainees who may be interested in learning more about services available through a specialized track in Pediatric Psychology at the IWK.

**A REHABILITATION PSYCHOLOGY AT THE IWK: PROMOTING PARTICIPATION AND QUALITY OF LIFE IN CHILDREN AND YOUTH WITH DISABILITIES**

Joan Backman, *IWK Health Centre and Dalhousie University*; Crystal Lowe-Pearce, *IWK Health Centre and Dalhousie University*

Rehabilitation Psychology at the IWK serves children and youth with physical disabilities (e.g., cerebral palsy, spina bifida, neuromuscular conditions) and/or acquired brain injuries (e.g., traumatic brain injury, stroke, infections). As part of a developing interdisciplinary Pediatric Rehabilitation Service, assessment, consultation and intervention services are provided with regard to behavioral or psychological adjustment issues related to, or complicated by, disability. These may include coping with disability and changes in physical or cognitive functioning, and developing strategies to support optimal functioning and participation at home, school and community. Case examples will be presented which illustrate how information about a child/youth's physical and neuro-cognitive abilities, as well as family and school contexts, is used to develop an intervention plan. Interventions include individual work with children and families, as well as group programs to promote skill development and independence, provision of information and support to parents, and outreach to support pediatric rehabilitation care in patients' home communities.



**B MEALTIME MADNESS: WHO WOULD HAVE THOUGHT THAT FEEDING CHILDREN COULD BE SO DIFFICULT?**

*Nancy Bandstra, Dalhousie University and IWK Health Centre; William Crist, IWK Health Centre and Dalhousie University*

Early studies on feeding problems in infants and young children were often framed conceptually in an organic-nonorganic dichotomy. What has become clear, however, is that even when there are contributing organic factors for the feeding difficulties, feeding difficulties arise frequently because of a complex interplay between biological, social, and behavioral factors. As a result of this new understanding, psychologists have become increasingly important in the assessment and treatment of feeding disorders in young children. Utilizing short case vignettes and review of recent research in the field, this presentation provides a brief overview of the role of psychology in a multi-disciplinary Feeding Clinic and will highlight evidence based treatments for treating feeding difficulties. Incorporated into the presentation will be information on two parent report measures that were developed by the IWK Feeding and Nutrition Clinic that are helpful in the initial screening and assessment of feeding difficulties and have proven useful in program evaluation.

**C MULTIDISCIPLINARY TREATMENTS FOR ENURESIS AND ENCOPIRESIS: EFFECTIVELY COMBINING MEDICAL AND PSYCHOLOGICAL INTERVENTIONS**

*Erin Moon, Dalhousie University and IWK Health Centre; Joanne Gillespie, IWK Health Centre and Dalhousie University*

Elimination disorders such as enuresis and encopresis with constipation are prevalent disorders in childhood that can have a significant negative impact on both the child and his or her family. The efficacy of behavioural and cognitive-behavioural interventions for enuresis and encopresis are well established. Medical and psychological treatments for these disorders are best conceptualized as complementary. Accordingly, a multidisciplinary approach in which physicians, nurses, dieticians, and psychologists work in direct partnership provides an efficient and effective strategy for the assessment and treatment of these disorders. When medical and psychological information is provided in conjunction, it offers the unique opportunity for disciplines to reinforce one another and to truly implement a biopsychosocial model of clinical care. We will describe the close collaboration between the departments of Pediatric Health Psychology, Urology, Gastroenterology and Pediatrics at the IWK Health Centre and highlight how treatment approaches such as multidisciplinary clinics and co-therapy (as in the case of biofeedback) enhance the quality of care provided to these children and their families.

**D GROUP-BASED COGNITIVE-BEHAVIOURAL TREATMENT FOR PEDIATRIC RECURRENT ABDOMINAL PAIN: A LEARNING EXPERIENCE FOR ALL**

*Christine Chambers, IWK Health Centre and Dalhousie University; Sara King, IWK Health Centre and Dalhousie University*

Recurrent abdominal pain is a common experience for many children that is often related to school absences and impairments in family and social functioning. In most cases, no organic explanation for the pain is identified, leading to frustration on the part of children and their families. Evidence supports a cognitive-behavioural approach for teaching these children and their parents coping skills to reduce pain and pain-related disability. This presentation will provide an overview of our group treatment program for pediatric recurrent abdominal pain, coordinated through the IWK Pediatric Health Psychology Service and the Gastroenterology Clinic. A novel feature of our treatment program is that the therapists are PhD students taking an advanced child intervention course at Dalhousie University taught by a psychologist on our service. The groups run parallel to the course, giving students an experience to apply what they are learning through the course to actual work with pediatric patients and their families. The group also provides a supervision experience for interns and fellows working on our service. Pre-post data from children and parents who have participated in our groups, as well as feedback from the students who have participated as therapists, will also be presented.

**E PEDIATRIC PSYCHOLOGY IN OPHTHALMOLOGY: VIEWING OLD TECHNIQUES THROUGH A NEW LENS**

*Elizabeth McLaughlin, IWK Health Centre and Dalhousie University; Anna Pignol, University of North Dakota and IWK Health Centre*

Pediatric psychologists possess a unique skill set of behavioural strategies that can be applied to working with children with vision problems. Amblyopia, for example, affects approximately three percent of children. During a critical period in early childhood, treatment with occlusion therapy (eye patching) of the unaffected eye can strengthen the affected eye. Without therapy, children are at risk of experiencing permanent vision problems, which can interfere with occupational choice and driving ability. Treatment adherence is the best predictor of success with occlusion therapy, but measured adherence rates are low. Using well-established behavioural principles such as shaping and reinforcement, pediatric psychologists can help to increase adherence to occlusion therapy, and directly influence the future vision of children with amblyopia. The same approaches can be used to assist with compliance to ophthalmological exams, some of which (e.g., slit lamp, intraocular pressure) are routinely performed under general anaesthesia if the child is unable to tolerate the exam. Again, pediatric psychologists are well trained in strategies that can be applied to promote cooperation with these exams, and as a result, decrease the need for anaesthesia and reduce morbidity in this population.

6/12/2008 — 11:30 AM to 12:25 PM — HALIFAX A, Marriott second floor

**Keynote**  
**Speaker/Conférencière**  
**de la section**

**FROM PSYCHOLOGY TO POLICY**  
Sherri Torjman, *Caledon Institute of Social Policy*

This address will explore major areas of interface between psychology and policy. These include the definition of disability, and mental function in particular, as developed by the Mental Health Sub-Committee of the Technical Advisory Committee on Tax Measures for Persons with Disabilities. The definition question is linked, in turn, to a second important policy question: the issue of access to benefits, programs and services. A third key dimension of psychology and policy focuses upon research, and the fact that the evidence base which forms the foundation for policy work often draws upon psychological research. Finally, the 'communities agenda' movement that is emerging in the country will be discussed briefly to point out how mental health considerations are playing an increasingly important role in shaping policy proposals for healthy communities.

6/12/2008 — 11:30 AM to 12:25 PM — HALIFAX B, Marriott second floor

**Section/CPA Invited**  
**Speaker/Conférencier**  
**invité par la SCP**  
**et la section**

**CULTURAL VALUE ORIENTATIONS: NATURE & IMPLICATIONS OF NATIONAL DIFFERENCES**  
Shalom Schwartz, *The Hebrew University of Jerusalem*

*International and Cross-Cultural Psychology*  
**SECTION PROGRAM**

The cultures of societies differ in innumerable ways. I present a set of cultural value orientations useful for comparing national and ethnic cultures. These orientations evolve in response to three key problems that all societies face: (a) What should the relationships between individuals and groups be? (b) How can people be motivated to work cooperatively and productively? (c) What should the relationship of people to the social and ecological environment be—fitting in or changing and improving? I briefly describe the international database and the methods developed to measure the orientations. Empirical research confirms seven orientations and the three dimensions they form. Using these orientations, I map relations among 76 national cultures and identify 8 distinctive cultural regions in the world. I then discuss how differences in national culture relate to a variety of socially significant attitudes of citizens, to aspects of the social structure of countries, to government effectiveness and policy, to demographic variables, and to involvement in international trade.

6/12/2008 — 11:30 AM to 12:55 PM — HALIFAX C, Marriott second floor

**Symposium**  
*Students in Psychology*

**REGISTRATION/LICENSURE/PROFESSIONAL MOBILITY: WHAT STUDENTS NEED TO KNOW**  
Kenneth Roy, *Association of State and Provincial Psychology Boards*; Emil Rodolfa, *Association of State and Provincial Psychology Boards*; Alex Siegel, *Association of State and Provincial Psychology Boards*

Students pursuing training in professional psychology often receive little information about the requirements, procedures, and the potential problems associated with obtaining licensure/registration as a psychologist. This symposium includes papers 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. Review of common requirements across provinces and states, benefits of using a credentials bank, mobility vehicles and tips to avoid commonly experienced problems will all be addressed.

**A**

**OVERVIEW OF REQUIREMENTS FOR REGISTRATION AND LICENSURE ACROSS CANADA AND THE U.S.**  
Kenneth Roy, *Association of State and Provincial Psychology Boards*

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 supervised experience are considered.

**B**

**TIPS FOR AVOIDING PROBLEMS WITH INITIAL REGISTRATION/LICENSURE**  
Emil Rodolfa, *Association of State and Provincial Psychology 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 banking one's credentials (transcripts, supervised experienced, etc), and getting the details in advance about the location proposed for one's initial registration or licensure.

**C UNUSUAL PROBLEMS ASSOCIATED WITH REGISTRATION/LICENSURE**

Alex Siegel, *Association of State and Provincial Psychology Boards*

Often problems associated with one's initial registration/licensure do not fall into a specific category. This paper will look at some common problems that some people experience such as non Health Service Degrees(I/O, forensic psychologists)

6/12/2008 – 11:30 AM to 12:55 PM – MARITIME SUITE, Marriott second floor

**Symposium**

*Psychoanalytic and  
Psychodynamic  
Psychology*

**REFLECTIONS ON THE INTERSECTION OF BUDDHISM AND DYNAMICALLY-ORIENTED PSYCHOTHERAPY: EGO, DESIRE AND COMPULSIVE PATTERNS OF ESCAPE**

Wendy-Jo Wood, *McGill University*; Michael Sheppard, *University of Saskatchewan*;  
Jennifer Hopton, *The Men's Project, Ottawa*

Buddhist theory has been discussed with respect to dynamically-oriented therapies, notably by psychoanalysts such as Jeremy Safran and Mark Epstein. The goal of this symposium is to reflect on the various ways in which Buddhist philosophy informs psychodynamic/psychoanalytic treatment. The first paper addresses what is arguably one of the most important theoretical concepts in both psychoanalysis and Buddhism, that is, the self (or ego). In this paper, the contrast between strengthening the ego (as reflected in some psychoanalytic schools) versus dissolving it (as reflected in Buddhist philosophy) is addressed. The second paper focuses on desire and addresses the question of whether desire can lead to therapeutic growth, as is reflected in some interpretations of Buddhist thought. The clarification of desire leads to a discussion in the third talk about how Buddhist techniques can be drawn upon to help in the treatment of addiction.

**A EGO IN BUDDHIST AND PSYCHOANALYTIC/PSYCHODYNAMIC THEORY**

Michael Sheppard, *University of Saskatchewan*

The ego, as the "reality principle" mediates between the urges of the id (individual desires and aversions) and the superego (internalized desires and aversions). A stronger ego is better able to manage disappointment and loss leading to suffering (e.g., through greater resilience or more adaptive defense mechanisms). The Buddhist Four Noble Truths (essentially, 1: there is suffering; 2: there is a cause for suffering; 3: there is an end to suffering; and 4: there is a way to the end of suffering) and the practice of the Middle Way (i.e., non-extremism, the integration of dualities) initially seem to fit psychoanalytic ideas of ego and ego strength development. However, there are some important differences, most notably the Buddhist goal of dissolving the ego and losing the self, in contrast with the psychoanalytic/psychodynamic goal of strengthening the ego and integrating the self. This paper will explore differences and similarities between these different conceptualizations of ego, and orient the audience to later talks in this symposium.

**B A COMPARISON OF BUDDHIST AND PSYCHOANALYTIC VIEWS ON DESIRE: IS DESIRE A FRIEND OR FOE?**

Wendy-Jo Wood, *McGill University*

In a culture where mindless indulgence in desire is the norm, the question of how to approach desire in a therapeutic context is timely. Buddhism and psychoanalysis view desire as a threat to spiritual and psychological well being, respectively. The Buddha's Second Noble Truth states that desire is the cause of all human suffering, a sentiment reflected in Freud's Reality Principle, Klein's Depressive Position, and Lacan's notion of *Jouissance*. However, there are some important distinctions with respect to how desire is viewed in these two traditions. Psychoanalysts believe desire should be brought into awareness, accepted, and tolerated as a means of reducing psychological symptoms. In contrast, traditional interpretations of Buddhism suggest that it is necessary to renounce desire for spiritual well being. A more recent interpretation, proposed by psychoanalyst Mark Epstein, is consistent with what is called the Middle Way in Buddhism. He argued that desire should neither be renounced nor simply accepted and tolerated, but rather used as a vehicle for guiding one toward spiritual and psychological growth. His interpretation suggests that it is not desire that leads to suffering, but our habitual clinging to sense pleasures. These opposing theories will be considered in the context of dynamically-oriented psychotherapy.

**C COMPULSIVE PATTERNS OF ESCAPE: ADDICTION THROUGH A BUDDHIST LENS**

Jennifer Hopton, *The Men's Project, Ottawa*

Buddhists speak of the roots of our suffering (*dukkha*) in terms of our attachment or clinging to sense pleasures and our attempts to avoid pain or discomfort. Buddhist psychology is particularly concerned with the ways in which each of us responds to the inevitable suffering of life with these compulsive patterns of escape (Brazier, 2003). These patterns are conceptualized as the "norm" on the milder end of a continuum, for example our propensity to drink more coffee, to eat more, to have sex or distract ourselves with television when we are more stressed. At the opposite extreme, the patterns become increasingly life-threatening when manifested in the form of addiction to drugs and/or alcohol. In Western psychology treatment for addictive disorders has proven challenging, demonstrating often inconsistent results. Recently, Buddhist ideas have been imported into mainstream psychology (c.f. Hayes, Follette, & Linehan, 2004) and addiction treatment (Marlatt, 2002), most notably under the rubric of "mindfulness." Psychoanalytically-oriented therapists including Mark Epstein have resurrected theoretical concepts such as Winnicott's "true self" and

re-applied them to psychotherapy with a Buddhist slant. This presentation will explore the overlap of ideas in Buddhism and Western psychotherapy in an effort to gain a richer understanding of addiction and its clinical implications.

**6/12/2008 – 12:00 PM to 12:55 PM – NOVA SCOTIA A, Marriott second floor**

**Keynote** **TOWARD ORGANIZATIONAL RESEARCH 2.0**  
**Speaker/Conférencière** Natalie Allen, *University of Western Ontario*  
**de la section**  
*Industrial and*  
*Organizational Psychology*  
**SECTION PROGRAM**

Most of us embrace the idea of I/O psychology scholars and practitioners working together on organization-based research projects. But how hard – or creatively – do we work toward achieving this? My contention is that some of the old strategies for connecting scholars, practitioners, and research sites need serious rethinking. Fortunately, there are several trends over the past few years that, in my view, make it timely to develop new strategies for developing and sustaining these important connections. In this presentation, I describe these trends and, using research on teams as an example, offer speculations about how technology, the media, networking, and researcher / university initiatives can be used to help move I/O psychologists toward what I call Organizational Research 2.0. Doing so, I argue, has the potential to reduce “conflict” between science and practice while at the same time enhancing the overall quality of organizational research and increasing its impact in the workplace.

**6/12/2008 – 12:00 PM to 12:55 PM – SUITE 207, Marriott second floor**

**Committee Business** **MEMBERSHIP**  
**Meeting** Catherine Lee, *University of Ottawa*

**6/12/2008 – 12:30 PM to 12:55 PM – HALIFAX A, Marriott second floor**

**Theory Review** **PRELIMINARY OUTCOMES ASSOCIATED WITH THE AUGMENTED EDUCATION**  
**Session/Séance de** **MODEL OF SUPPORTED EMPLOYMENT**  
**revue théorique** Joan Nandlal, *Centre for Addiction and Mental Health*; Monica Bettazoni, *Centre*  
*Health Psychology* *for Addiction and Mental Health*; Nina Flora, *Centre for Addiction and Mental Health*

Non-labour force participation by persons with a mental illness is estimated to be between 60 and 90 % despite research suggesting that many can and do want to work. ample evidence points to the benefits of the Individualized Placement and Support (IPS) model of supported employment (SE) for persons with a mental illness in obtaining competitive employment. However, research also suggests that job retention for IPS graduates is poor. The augmented education (AE) model of SE incorporates best practices and seeks to promote placement and retention in competitive employment positions. This presentation presents preliminary findings of a longitudinal evaluation of AE with emphasis on employment, academic and other outcomes amongst the first four cohorts of students in one AE program – the Assistant Cook Extended Training Program, and the first cohort of students in a second AE program – Construction Craft Worker Extended Training. Findings reveal positive outcomes in employment, academic and other domains. Most noteworthy is that, when compared to outpatients or graduates from all programs offered by the post-secondary institution, AE program graduates do just as well or better in terms of employment outcomes. Findings are discussed in light of discourses about the employability of persons with a mental illness.

**6/12/2008 – 12:30 PM to 1:55 PM – HALIFAX B, Marriott second floor**

**Symposium** **ACCULTURATION AND IDENTITY IN A GLOBAL CONTEXT**  
*International and* James Cameron, *Saint Mary's University*; John Berry, *Queen's University*; Elisa Montaruli,  
*Cross-Cultural Psychology* *Université du Québec à Montréal*; Richard Lalonde, *York University*; Kimberly Noels,  
*University of Alberta*

Current perspectives on the psychology of acculturation are presented, with a focus on identity, and with attention to Canadian, international, and global contexts. These include: the consequences of intercultural contact amidst globalizing forces (John Berry); the relationship between national and global identities (Jim Cameron); predictors of ethnic and civic forms of national belonging in the Autonomous Basque Community of Spain (Elisa Montaruli, Shaha El-Geledi, and Richard Y. Bourhis); a framework for understanding the dynamics of intergenerational conflict, evaluated in a sample of South-Asian Canadians (Richard N. Lalonde, Benjamin Giguère, and Ilil Naveh-Benjamin); and the correlates of cross-situational ethnic identity variability among first- and second-generation Canadians (Kimberly Noels).

**A GLOBALIZATION, ACCULTURATION AND IDENTITY***John Berry, Queen's University*

When groups of different cultural backgrounds and their individual members engage each other, a process of acculturation begins, leading to cultural and psychological changes in both parties. A second process (globalization) is also initiated by intercultural contact and leads to cultural and individual change. A long-held assumption is that the eventual outcome will be the loss of distinctive cultural and behavioural features, leading to the development of one national identity. In this paper, I challenge this assumption, employing an acculturation framework that posits highly variable cultural and psychological outcomes that follow from intergroup contact. It is based on two issues: the maintenance of heritage culture and identity; and the equitable participation of all peoples in the life of the national society. Examples of such variability are provided, using empirical studies of indigenous peoples and immigrants. My conclusion is that, rather than homogenization resulting from intercultural contact, the more likely outcomes are either some forms of integration (exhibiting a high degree of cultural and psychological continuity and producing new social structures that incorporate interacting peoples), or separation (in the form of resistance and revitalization of heritage cultures).

**B GLOBALIZATION AND THE COEXISTENCE OF COLLECTIVE IDENTITIES***James Cameron, Saint Mary's University*

Although processes associated with globalization have changed the ways we think about the meaning of nations and national belonging, psychologists have only begun to lend their voices to the "great globalization debate" (D. Held & A. McGrew, 2003). Key social psychological themes that emerge from this debate are presented, with a focus on the implications for the expansiveness of collective identity—which potentially includes all humanity—and the ways that identities at different levels of abstraction coexist with each other. With reference to Canadian data ( $N = 282$ ) suggesting the compatibility of national and global attachments, and using J.W. Berry's (1984) model as a template, it is argued that concepts and processes from the psychology of acculturation can be usefully applied to articulate how the social self-concept might be reshaped in an international context. It is hoped that this will, in turn, help elaborate the social psychological meanings of constructive patriotism, cosmopolitanism, and global citizenship.

**C IDENTIFICATION AND ACCULTURATION ORIENTATIONS AS DETERMINANTS OF ETHNIC/CIVIC NATIONAL BELONGING IN THE BASQUE COUNTRY, SPAIN***Elisa Montaruli, Université du Québec à Montréal; Shaha El-Geledi, Université du Québec à Montréal; Richard Bourhis, Université du Québec à Montréal*

among its complex impacts, immigration is playing a key role in debates concerning national belonging and social cohesion in receiving societies. The ethnic national belonging (NB-E) conception is based on a criterion of inclusion focusing on blood ancestry, historical community, and indigenous accented speech. Civic national belonging (NB-C) is related to criteria of inclusion based on individual rights, civic obligations, and access to social protection for all citizens regardless of race, color or creed. Using a new Canadian national belonging scale (Bourhis, Barrette, & Moriconi, in press), distinguishing between NB-E and NB-C, undergraduates in the Autonomous Basque Community of Spain ( $N = 746$ ) also completed a battery of scales designed to explore the construct validity and psychological profile of respondents endorsing these two conceptions of national belonging. Key results showed: 1) participants endorsed NB-C more strongly than NB-E; 2) Basque identification was more strongly related to endorsement of NB-C than NB-E; 3) Social Dominance Orientation was a predictor of NB-E but not of NB-C; 4) endorsement of the integrationism acculturation orientation was a predictor of NB-C, whereas individualism and assimilationism predicted NB-E. Results are also analysed based on the homogeneous Basque vs Spanish/Basque mixed ancestral origin of participants.

**D PRIMING CULTURAL CONFLICT IN SECOND GENERATION CANADIANS***Richard Lalonde, York University; Benjamin Giguère, York University; Ilil Naveh-Benjamin, York University*

A framework is offered for understanding the notion of cultural conflict that can be experienced by second generation Canadians. This framework focuses on the development of cultural norms and how these norms can differ for 1st and 2nd generation Canadians, particularly when these immigrants are coming to Canada from an Eastern cultural background (i.e., South Asian heritage culture). It is argued that cultural conflict arises when the norms of the heritage culture and the dominant culture are simultaneously salient and at odds with each other. Most day to day interactions, however, will not be associated with such conflicts. When conflicts do arise, however, they will often be experienced at the familial level. This study focuses on the experience of intergenerational cultural conflict that can occur in South Asian families around issues of dating. 64 South Asian Canadians were randomly assigned to one of 3 conflict prime conditions: dating, family gathering, or scheduling (control condition). It was expected, and found, that an intergenerational conflict around issues of dating was more likely to elicit negative affect compared to the other conditions. Examples of qualitative responses will also be provided. The discussion will focus on different triggering events for cultural conflicts in different cultural groups.

**E ARE SITUATIONAL VARIATIONS IN ETHNIC IDENTITY RELATED TO PSYCHOLOGICAL DISTRESS?***Kimberly Noels, University of Alberta*

Clément and Noels' (1992) situated ethnic identity model maintains that identification with the heritage and majority ethnic groups varies depending upon the social situation. Although there is growing evidence to support such a model, there is some debate about whether such fluctuations in identity are problematic for psychological well-being. This study examines the link between identity variation and well-being, including a consideration of several factors that may moderate this relation, such as the age of cultural acquisition, beliefs about whether one's identities are complementary or oppositional, identity centrality and commitment, and confidence in one's skills using the language of the receiving society. First- and second-generation immigrants to Canada ( $N = 169$  and  $N = 284$ , respectively) from diverse ethnic backgrounds completed a questionnaire assessing their identity across four situational domains (with family and friends, at school, in the community), measures of psychological adjustment, and instruments to assess the hypothesized moderators. Although the results showed generational differences in the extent to which identity varies, very little support was found for the notion that these variations are linked directly or indirectly to well-being. The implications of these results for theories of the self and identity are discussed.

6/12/2008 – 12:30 PM to 12:55 PM – ACADIA B, Marriott main floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Counselling Psychology*

**WOMEN'S EXPERIENCE OF RESILIENCE IN EXITING A BATTERING RELATIONSHIP**  
 Beth MacEachern, *University of Calgary*; Vivian Lalonde, *University of Calgary*

Women who have experienced battering in relationship are often pathologized and denounced as having contributed to their own victimization or for breaking up the family unit. In examining the lived experiences of these women through the lens of a strengths perspective, there is a shift in emphasis from a problem and pathology approach to an examination of the strengths embodied by these women, and how these women may draw upon these strengths, e.g., resilience, in exiting the relationship. This presentation will briefly review what is known from the research literature about: leaving a battering relationship, how resilience is defined, examining resilience from an ecosystemic perspective, and the impact of the elements of protective and risk factors in manifesting resilience. Additionally, this presentation will provide an overview of the results of a qualitative phenomenological research project that examined women's experiences of resilience in exiting a battering relationship. This overview will include a discussion of the themes that emerged from interviews with six women: resilience, sense of knowing, erosion, way of being, transition, and reflections of the journey, as well as the overarching theme: Regeneration of Self. Limitations of the study and areas for future research will be discussed.

6/12/2008 – 12:30 PM to 12:55 PM – ACADIA C, Marriott main floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Criminal Justice*  
*Psychology*

**BACK TO BASICS IN RISK ASSESSMENT DEVELOPMENT: LINKING BASIC AND APPLIED RESEARCH**  
 Joseph Camilleri, *Queen's University*; Vernon Quinsey, *Queen's University*

Violent and sexual risk assessments that include dynamic risk variables and target specific offenses are now being used to address unique criminogenic needs through treatment programs. Sometimes these needs address psychological constructs, such as attitudes, sexual deviance, and personality; however, the dynamic properties of these constructs have not been established. We describe recent research that implicates cuckoldry risk in domestic sexual assault to demonstrate the importance of using basic research and theoretical advances in psychology to understand the structure of dynamic risk variables and to generate new ways of thinking about intervention.

6/12/2008 – 12:30 PM to 1:55 PM – ALEXANDER ROOM, Marriott main floor

**Oral Paper**  
**Session/Séance de**  
**présentation orale**  
*History and Philosophy*  
*of Psychology*

**DISCIPLINES**  
 Annabel Cohen, *University of Prince Edward Island*

**A**

**THE ESCALATION OF MUSIC PSYCHOLOGY**  
 Annabel Cohen, *University of Prince Edward Island*

During the early history of psychology, music was regarded as an area of enquiry equal in legitimacy to that of other fields. The lack of technology for recording and playback of sound, however, impeded progress. The subsequent period of Behaviorism did

not provide a comfortable climate for research in music psychology. The initial days of the Cognitive Zeitgeist that followed proved little better. Four decades later, however, history has come full circle and gone beyond. Music psychology has escalated, and there is no sign of slowing down. What accounts for this change? The following factors are suggested: (1) publications in the 1960's and 1970's in Psychological Review especially by authors recognized first for other research (2) advances in digital audio that increased the accessibility of both music in general and technology for music-psychology research in particular (3) developments in brain imaging for which music provides a useful probe (4) creation of specialized journals, societies, and meetings, and (5) extensive music training of many key researchers which coincidentally fostered their general research skills as well as provided a basis for domain-relevant scientific insight. Canadian leadership in the field of music psychology is notable, and speculation as to the reason points to several institutions unique to Canada.

**B** **A TALE OF TWO TRADITIONS IN THE STUDY OF AESTHETICS**  
*Marissa Barnes, York University*

At first glance, science and aesthetics would appear strange bedfellows. However, the two domains converge in the field of experimental aesthetics. This area began with the work of Gustav Fechner in 1876 and is currently represented in the American Psychological Association by Division 10 (Society for the Psychology of Aesthetics, Creativity and the Arts). The topic of aesthetics and the arts is interdisciplinary. Yet, two traditions in the study of aesthetics have grown along disciplinary boundaries: philosophical and scientific. In this paper I will provide a historical analysis of the development of experimental aesthetics. I will begin by discussing the emergence of aesthetics in German philosophy. Second, I will review the history of experimental aesthetics, as well as the similarities and dissimilarities in the psychological and philosophical approaches. Third, I will outline the tension between the philosophical and scientific traditions, and whether experimental methods are appropriate for the study of art and aesthetics. I conclude that a lack of integration on philosophical-conceptual and scientific-methodological issues presents difficulty for progress in the field of experimental aesthetics. Thus, I will propose that a psychological approach, both philosophically and scientifically based, can help bridge the incompatibility of the "two cultures" — art and science.

**C** **WORKING WITH GENIUS**  
*Laura Ball, York University*

The concept of genius has long held the imagination of philosophers, psychologists, and other academics. Theorists have addressed the topic, as we know it today, since the mid-eighteenth century. However, due to the socially-constructed and historically-embedded nature of genius combined with the rarity of individuals who receive this distinction, there has been no consensus on how to define genius. Authors such as Immanuel Kant and Hans J. Eysenck looked towards creativity as the defining feature of genius. Cesare Lombroso and Ernst Kretschmer investigated the 'mad genius syndrome'. Academics Lewis M. Terman and Howard Gardner explored the relationship between intelligence and genius while others, such as James McKeen Cattell and Cora Sutton Castle, simply examined trends in eminent persons. Given the diversity of perspectives within the literature, genius remains a problematic topic to study historically, theoretically, and empirically. This paper will outline a categorization system for the genius literature based on a text analysis of historical and contemporary texts. In addition, an argument will be presented for a new understanding of genius through the use of interdisciplinary methodologies. This new definition will explicitly acknowledge the socio-historical nature of genius.

6/12/2008 — 12:30 PM to 1:25 PM — TUPPER ROOM, Marriott main floor

**Conversation** **THE ACCULTURATION OF REFUGEE SURVIVORS OF TORTURE**  
**Session/Séance de** *Ivana Djuraskovic, University of Calgary; Nancy Arthur, University of Calgary*  
**conversation**  
*Counselling Psychology*

The experience of torture has an intense effect on the lives of refugees. Furthermore, torture has a profound influence on the acculturation and ethnic identity reconstruction of refugees in Canada. Refugee survivors of torture not only have to face the effects of forced exile and involuntary immigration but they also must deal with traumatic pre-migration experiences such as genocide, killings, torture, and violence. Refugee survivors of torture are not psychologically ready for the forced exile and resettlement and they consequently experience greater challenges related to mental health and adaptation to the new country. The purpose of this conversation session is to encourage participants to use critical thinking when discussing the issues of refugee experiences, including torture, acculturation, and ethnic identity reconstruction. This conversation session will encourage participants to discuss issues related to refugee migration. Furthermore, participants will be encouraged to discuss the complex issues faced by refugee survivors of torture when resettling to a new country. Implications for counselling roles and practices will also be discussed.

6/12/2008 — 12:30 PM to 1:55 PM — COMPASS ROOM, Pedway to the Casino second floor

**Symposium** **WOMEN AND HORMONAL MADNESS: GETTING OUT OF THE RESEARCH FOG**  
*Women and Psychology* *Carmen Poulin, University of New Brunswick; Lynne Gouliquer, McGill University;*  
*Freda Burdett, University of New Brunswick; Kerri Gibson, University of New Brunswick*

Researchers interested in female reproduction typically focus on one particular aspect (e.g., the premenstrual phase) instead of adopting a life-time perspective. Except for a few feminist theoreticians (Fausteo-Sterling, 1992; Ussher, 2006), rarely is the association of “madness” with each and every aspect of female reproduction examined critically. Yet such an encompassing and critical perspective is necessary. Without it, this misogynist link remains intact, unquestioned, and through distinct and independent research activity, it is reinforced. Consequently, this relationship continues to permeate theories, hypotheses, and research; thereby informing the treatment of women in social, medical, and psychological domains. This symposium consists of four presentations. The initial one provides an overview of the “problématique,” gives a brief historical review, and reviews assumptions common to all empirical research (from various epistemological traditions, not only positivist) that lead to the problem in question. These assumptions prevent the development of a critical perspective regarding the link between women and hormonal madness. The remaining three presentations of our own feminist research will serve to exemplify how, despite our adopted critical stance, our research serves to make invisible the hormonal-madness relationship across women’s life span.

**A** **DISSECTING THE MENSTRUAL CYCLE: A LONGITUDINAL EXAMINATION OF BELIEFS REGARDING MENSTRUATION AND PMS**

*Lynne Gouliquer, McGill University; Carmen Poulin, University of New Brunswick; Jessica McCutcheon, University of New Brunswick*

A review of the literature since the turn of the 20th century indicates that the distinction between symptoms linked to menstruation versus Premenstrual Syndrome (pmS), has not always been clear. When examining the recommended medical treatments, however, those for pmS are almost exclusively psychotropic drugs, whereas for menstruation, treatment is largely directed at alleviating physical discomfort. This suggests a distinction in terms of aetiology. If the general literature conflates whereas medical treatments distinguish between menstruation and pmS, what is prevalent in the general population’s beliefs? To answer this question, over the last 15 years, impressions were collected from students taking a Psychology of Women course regarding the nature of pmS, and observations about their mothers’ experience of pmS. The data were thematically analysed. Findings suggest that conflation exists between symptoms regarding menstruation and those linked to pmS. Indeed, little distinction is made between the symptoms associated with these two menstrual cycle phases, neither psychologically nor physically. Similar to the attitudes of clerics, physicians, and scholars over the centuries, students’ reflections regarding the menstrual cycle tend to be to the detriment of women: Women’s psychology and their reproductive system continue to be linked to negative affects exclusively.

**B** **PICKLES, ICE-CREAM, AND TEARS: PREGNANCY, BIRTHING, AND POST-PARTUM DEPRESSION**

*Freda Burdett, University of New Brunswick; Carmen Poulin, University of New Brunswick*

The medicalisation of childbirth forces women to “enter a foreign institution largely governed by men and perform what previously would have been a most intimate act” (Thurtle, 1995, p. 419). Medicalising childbirth has resulted in viewing women as weak and vulnerable during labour and delivery, due to perceived debilitating femininity, and therefore, in need of protection by the patriarchal system. But the perception of women’s physical deficiency does not end there. Women’s hormonal systems are considered deficient and responsible for various postpartum affective disorders, though there is little evidence demonstrating a direct causal link. Fifteen New Brunswick women were interviewed and data was analysed utilizing the Psycho-Social Ethnography of the Common Place (P-SEC)(Gouliquer & Poulin, 2005). P-SEC allows for the identification of organisational moments (OMs-events that serve the institutions yet complicate the lives of marginalised groups) and how women cope with those situations. Specific OM’s identified as complicating women’s childbirth and postpartum experience were: 1) nurse assignment, 2) medicating of women, and 3) processing hospital discharge. Findings indicate a discrepancy between the intent of services offered by the medical institution and women’s experience of those services. Discussion is on wishes of feeling heard, cared for, connected, and empowered.

**C** **MEDICALISED MENOPAUSE: INSTITUTIONAL RESPONSES TO WOMEN’S EXPERIENCES**

*Kerri Gibson, University of New Brunswick; Carmen Poulin, University of New Brunswick*

While the virtues of hormone replacement therapy (HRT), and more recently its harmful side effects, are becoming common knowledge, little research focuses on women’s actual experience with HRT. To address this gap, in a previous study (Gibson & Poulin, 2006), we examined women’s experience with menopause and HRT. We sought to elucidate the roles of the medical and pharmaceutical institutions in shaping women’s experiences of menopause and HRT. In the present study, we interviewed five family physicians and two pharmaceutical representatives to obtain institutional reactions to women’s concerns. The Psycho-social Ethnography of the Common Place (P-SEC) (Gouliquer & Poulin, 2005) was employed. Specifically, we asked interviewees to react to three organisational moments (OMs-events that serve the institutions yet complicate the lives of marginalised groups) women had spoken of: 1) brief physician visits, 2) advertising HRT, and 3) prescribing HRT. Findings highlight certain systemic issues within the institutions, such as how the financial goals behind the pharmaceutical industry can complicate the perception of reliability of information, and the disadvantages of certain payment methods for physicians. The discussion focuses on the ethics of care in the current Canadian health-care system. Policy considerations are also discussed.



6/12/2008 — 1:00 PM to 2:55 PM — NOVA SCOTIA CD, Marriott second floor

## Poster/Affiche

## POSTER SESSION "B"/PRÉSENTATION PAR AFFICHAGE

Clinical Psychology (Adult), Psychoanalytic and Psychodynamic, Psychopharmacology, Psychophysiology, Substance Abuse/Dependence, Psychologie clinique (adulte), Psychoanalytique et psychodynamique, Psychopharmacologie, Psychophysiologie, Toxicomanies

#1

*Clinical Psychology***INTERDISCIPLINARY TEAMWORK IN INPATIENT PSYCHIATRY: WHEN BAD TEAMS HAPPEN TO GOOD PATIENTS**Rozen Alex, *The Ottawa Hospital*; Angela Stevens, *Carleton University*

The interdisciplinary psychiatric care team is an essential element involved in the facilitation of optimal patient outcome in inpatient psychiatry units. An effective team requires various members from different disciplines to work together towards the common goal of the best possible patient care. Staff communication and collaboration is vital for achieving effective team performance as it relates to patient health, safety, and satisfaction. Relatively little research has examined the relationship between interdisciplinary teamwork and patient outcomes. The present program evaluation involves an assessment and comparison of two different psychiatric care teams working within separate hospital campuses. Team processes are explored in relation to leadership, job satisfaction, team cohesion, attitudes towards health care teams and patient satisfaction. Implications for inpatient aggression, revolving door patients, and high staff turnover will be discussed.

#2

*Clinical Psychology***DOES THE COPARENTAL RELATIONSHIP CHANGE OVER TIME?**Veronica Asgary, *University of Ottawa*; Catherine Lee, *University of Ottawa*; Catherine Horvath, *University of Ottawa*; Sarah Bellefontaine, *University of Ottawa*

The coparental relationship, or the way parents coordinate their parenting efforts, includes child-related disagreements, parental alliance, and partner support (Feinberg, 2002). Recent research suggests that the coparental relationship may have significant effects on child adjustment. Although the term "coparenting" was originally used in reference to the parenting partnership in divorced couples, an increasing body of literature has examined this construct in intact relationships. To date, little is known of ways the coparental relationship may shift over time. In this study, we examined the stability of child-related disagreements, the parental alliance, and partner support in a low risk community sample of intact couples. Dual-income parents ( $N=65$  couples) with an oldest child 18-60 months of age (mean = 36) completed the Child-Rearing Disagreement Scale (Jouriles et al., 1991), the Parental Alliance Measure (Abidin & Brunner, 1995), and the Partner Support for Parenting Scale (Lee & Bouchard, 1999) at Time 1 and then again one year later at Time 2. We will report on test-retest reliability for these measures, as well as examining variables that are associated with stability and change.

#3

*Clinical Psychology***ACCURACY AND JUDGMENT BIAS OF LOW INTENSITY EMOTIONAL EXPRESSIONS AMONG INDIVIDUALS WITH MAJOR DEPRESSION**Davina Bakerman, *University of Ottawa*; Pierre Gosselin, *University of Ottawa*; Jean-Claude Bisslerbe, *University of Ottawa Institute of Mental Health Research*

Current research suggests that individuals with major depression have difficulty interpreting emotional facial cues, resulting in negative interpersonal experiences. Studies have shown that those with major depression have difficulty interpreting all emotions while others have shown an overall bias towards negative emotions. These contradictory results can be attributed to failing to take judgment bias and varying intensities of emotions into account. The goal of the current study is to improve on these methodological limitations and better understand the relationship between depressive state and the ability to decode emotional cues. Approximately 20 depressed and non-depressed participants will partake in this study. A series of standardized facial expressions displaying six basic emotions with four levels of intensity were presented to each participant. Data will be analyzed in relation to differences in accuracy as measured by the unbiased hit rate (Wagner, 1993). This takes into account the ability to account for the emotion when it is presented, and the participant's ability to choose only one choice when it is appropriate. Judgment biases will be measured by examining the tendency to overuse or underuse a particular category of emotion. Results will be discussed in relation to methodological improvements and the role of cognitive biases in major depression.

#4

*Clinical Psychology***ALCOHOL USE AND RUMINATION: THE ROLE OF MEMORY**Susan Battista, *Dalhousie University*; Nancy Kocovski, *Wilfrid Laurier University*

Preliminary research suggests that there is a positive relationship between alcohol consumption at a social event and subsequent rumination. The current study is examining the role of memory in this relationship. Currently, 58 participants have completed the current study (a total of 150 participants will be run by Spring, 2008). Participants are read aloud a scenario that describes heavy alcohol consumption. Participants are randomly assigned to a memory condition where they picture themselves waking up the morning after the scenario and being able to recall the previous night's events or a no memory condition where they picture themselves waking up and not being able to recall the previous night's events. Participants then complete questionnaires to assess how

much rumination they would experience if they had experienced the scenario that was read to them. Preliminary analyses indicate that participants in the no memory condition are reporting significantly higher levels of rumination compared to participants in the memory condition ( $t(56) = 2.62, p = .01$ ). These findings will help to understand the connection between alcohol use and rumination, which has direct implications for why individuals who experience high levels of rumination may be motivated to consume alcohol in social situations.

**#5** **"WHY DO I HAVE TO KEEP TELLING YOU?: AN EXAMINATION OF THE CONSISTENCY OF PARENTING GOALS AND CHILD-RELATED DISAGREEMENTS OVER ONE YEAR**

*Clinical Psychology*

Sarah Bellefontaine, *University of Ottawa*; Catherine Lee, *University of Ottawa*; Veronica Asgary, *University of Ottawa*; Catherine Horvath, *University of Ottawa*

Mothers ( $n = 130$ ) and fathers ( $n = 130$ ) of pre-school age children completed the Parenting Goals Measure (PGM; Hastings & Grusec, 1998) and the Child Related Disagreements (CRD; Jouriles et al., 1991) at time 1. In addition, parents also completed the Child Behavior Checklist (CBCL; Achenbach & Rescorla, 2000), a report of children's behaviour. The intraclass correlation coefficient was calculated as an index of the degree of similarity between parents' ratings of goals on the PGM (PGM-icc). Little is known about the stability of these constructs over a period of rapid developmental change. Therefore, at time 2, mothers and fathers of 65 pre-school age children were followed up with and completed the same measures (PGM, CRD, and CBCL). Correlational analyses will be used to determine the test-retest reliability of reports on the PGM and CRD over time. Implications for services for children and families are discussed.

**#6** **A COMPARISON OF THE TOWER OF LONDON AND THE D-KEFS TOWER TEST IN ASSESSING EXECUTIVE FUNCTIONING**

*Clinical Psychology*

Kelly Benn, *Queen's University*; Anne-Claire Larochette, *Queen's University*; Allyson Harrison, *Queen's University*

Executive functioning (EF) is one's ability to use a problem solving set to attain a goal and is often assessed using a tower test such as the Tower of London (TOL). In 2001, a new tower test was introduced as part of the Delis-Kaplan Executive Function System (D-KEFS). However, this test has never been compared to the more traditional TOL. The current study aimed to determine whether the TOL and D-KEFS tower test differed in their assessment of EF by comparing students' performances on both tests. Participants were 40 students (27 females, 13 males) with a mean age of 22.73 ( $SD = 6.80$ ), undergoing an assessment to investigate the possibility of a learning disability. Students were administered each test in a counterbalanced order. Overall achievement scores on each test, as well as items with similar numbers of disks, were compared using paired-samples t-tests. Results indicate that students achieved similar overall scores on both tests ( $t(39) = -1.11, p > .10$ ). However, students performed significantly worse on the TOL than on the DKEFS on easier items that required fewer moves. This difference did not persist for later items that required more moves. These findings indicate that overall, both tests measure EF similarly in this population but that the TOL is more difficult and therefore may be more sensitive to EF impairment in earlier items than the D-KEFS tower test.

**#7** **IMPACT OF EXPOSURE TO THIN MEDIA IMAGES ON FOOD CONSUMED BY RESTRAINED AND UNRESTRAINED EATERS**

*Clinical Psychology*

Sabreena Bola, *Lakehead University*; Ron Davis, *Lakehead University*

The sociocultural pressure to be thin is a known risk factor for the development of dieting behaviour. Previous studies have shown that women eat less when exposed to thin media images. Other research has shown that for dieters, thin images appear to have self-enhancement effects and are pleasurable. The current study explored the effects of specific instructions to either engage in social comparison to models in thin media images or focus on the aesthetic qualities of the image in restrained and unrestrained eaters. Seventy-four female undergraduate students participated in the study. Participants were exposed to the same set of media images and randomly assigned to one of two instructional sets, followed by a taste test. Restrained eaters were found to eat significantly more than unrestrained eaters overall ( $p = .03$ ). However, no significant differences were found as a function of instructional set. Additionally, restrained eaters reported higher pathological eating (EDE-Q) scores compared to unrestrained eaters ( $p < .001$ ). Further, restrained eaters reported higher emotionally overeating scores compared to unrestrained eaters ( $p = .02$ ). These findings suggest that restrained eaters may disinhibit and eat when exposed to thin media images in general, but that this effect is not specific to instructions to engage in social comparison or focus on other qualities of the images.

**#8** **INTERPERSONAL STRESS AND DISTURBED EATING: A LONGITUDINAL STUDY OF FIRST-YEAR UNIVERSITY WOMEN**

*Clinical Psychology*

Jennifer Boyd, *University of Waterloo*; Jennifer La Guardia, *University of Waterloo*; Erik Woody, *University of Waterloo*

In this longitudinal study we examined the role of academic and interpersonal stress in predicting the development of eating disturbances in first-year undergraduate women. At the beginning of their first term of university, 188 women completed questionnaires assessing their developmental history, current eating behaviours, and recent stressors. Participants then completed eight weekly online sessions to assess the occurrence of new stressors and changes in eating behaviour. Using structural equation modeling (SEM), results indicated that a greater number stressful events and perceived stress over the semester predicted an increase

in dietary restriction and emotional over-eating between the baseline and final sessions. As well, weekly data were analyzed using autoregressive linear trajectory (ALT) modeling, which showed that higher stress levels on one week predicted elevated emotional over-eating during the following week. Restrictive dieting, in contrast, did not follow the same fluctuating pattern, suggesting that this behaviour, once started, may continue across a number of weeks. These results will be discussed within an interpersonal framework, conceptualizing dysregulated eating as an emotional regulation strategy for those with inadequate coping skills during periods of interpersonal stress. Implications for future research and interventions will be discussed.

**#9 ROMANTIC ATTACHMENT, CONFLICT, AND VIOLENCE AMONG COHABITING AND MARRIED COUPLES**

*Clinical Psychology*

Audrey Brassard, *Université de Sherbrooke*; Yvan Lussier, *Université du Québec à Trois-Rivières*

Attachment researchers have shown that conflict is influenced by attachment style (Pietromonaco, Greenwood, & Feldman Barrett, 2004). Attachment dimensions – anxiety and avoidance – have also been associated with intimate partner violence (Lafontaine & Lussier, 2005). The goal of this study was to examine the longitudinal associations between attachment anxiety and avoidance, conflict, and intimate partner violence three years later. In 2004, 270 French-Canadian heterosexual couples aged 18 to 35 years completed self-reported measures of romantic attachment, perception of conflict, and intimate partner violence. In 2007, 70 couples agreed to fill out the questionnaires again. Avoidant and anxious attachment were related to perception of conflict three years later, for both men and women. Women's anxious attachment at time 1 predicted their perpetration of psychological violence, as well as their perception of their partner's physical and psychological violence at time 2. For men, attachment avoidance predicted their use of physical and psychological violence, whereas anxiety predicted their use of psychological violence. Implications of these findings for the prevention of couple dysfunction and violence are discussed.

**#10 COUPLES AND CONSEQUENCES OF GAMBLING**

*Clinical Psychology*

Priscilla Brochu, *Université Laval*; Michaël Bouchard, *Université Laval*; Lindy Pâquet, *Université Laval*; Francine Ferland, *Université Laval*; Patricia-Maude Fournier, *Université Laval*; Robert Ladouceur, *Université Laval*

The consequences of pathological gambling have a negative impact on many aspects of both the gamblers and their relatives' lives. This exploratory study compared the gamblers' perceptions about the consequences of gambling in his life and in the life of his spouse to the perceptions of his spouse. Seven couples including a male pathological gambler participated in the study. Members of each couple individually completed the questionnaire. The descriptive analyses showed that beside the financial consequences, the members of the couple did not mention having experienced the same consequences from the gambling behaviour of the gambler. The quantitative analyses indicated that the spouse perceived both the consequences they experienced as well as the consequences experienced by the gambler as having been more intensive. The present results tend to explain how a couple with one member being a pathological gambler could differ in the evaluation of the consequences they experience because of gambling. This new element of understanding would help to adapt the intervention with those couples.

**#11 GAMBLERS' DEPOSIT BEHAVIOR TOWARDS MONETARY RESEARCH COMPENSATIONS**

*Clinical Psychology*

Priscilla Brochu, *Université Laval*; Michael Cantinotti, *Université Laval*; Christian Jacques, *Université Laval*; Robert Ladouceur, *Université Laval*

Individuals taking part in scientific studies often receive a monetary compensation. In the field of gambling, however, the idea that monetary compensations might entice pathological gamblers to perpetuate their gambling merits consideration given that gambling is considered as an impulse control disorder (APA, 1994). Many researchers have already raised their concerns about giving monetary compensations to participants with addictions other than gambling (Fry & Dwyer, 2001; Festinger & al. 2005). Secondary analyses using a sub-sample of participants from Cantinotti, Ladouceur and Jacques' study (2007) were carried out to compare the time used to deposit compensations (checks) by pathological (PG) and non-pathological (NPG) video lottery (VLT) gamblers ( $N = 212$ ). Those participants had received a \$Can15 check as a compensation for their participation. The post dispatching and check deposit dates were gathered. PG ( $n = 106$ ) and NPG ( $n = 106$ ) coming from the same town were paired together to control for the dispatching delays. The results revealed that there is no significant difference between the deposit delays of PG and NPG VLT gamblers (using Kolmogorov-Smirnov and Mann-Whitney non-parametric tests). This study and future studies could have a great impact in the regulation of the compensations practices used by researchers when dealing with PG in their samples.

**#12 THE CANADIAN PROBLEM GAMBLING INDEX: FACTOR STRUCTURE AND ASSOCIATIONS WITH PSYCHOPATHOLOGY IN A NATIONALLY REPRESENTATIVE SAMPLE**

*Clinical Psychology*

Ivy Brooker, *Student*; Ian Clara, *University of Manitoba*; Brian Cox, *Departments of Psychiatry, Psychology, and Community Health Sciences*

This study examined the factor structure of the Canadian Problem Gambling Index (CPGI), a measure used to assess severity of gambling behaviour in the general population, as well as its associations with past-year psychopathology using a sub-sample ( $n =$

742) of moderate-to-high-risk problem gamblers within the large, nationally representative Canadian Community Health Survey, Cycle 1.2 sample. An exploratory analysis found support for a unifactorial model of the CPGI primarily defined by negative consequences of gambling. Positive associations between problem gambling and various past-year disorders and mental health behaviours were found, with the strongest association being for suicide ideation. These findings help to define the range of maladaptive behaviours associated with problem gambling and their mental health correlates in the Canadian population.

#13

*Clinical Psychology*

**EXPRESSED LANGUAGE COMPLEXITY AMONG SELECTIVELY MUTE VERSUS CONTROL CHILDREN IN ANXIETY PROVOKING VERSUS FREE-PLAY SITUATIONS**

Jennifer Bruce, *McGill University*; Akanksha Sharma, *McGill University*; Charles Cunningham, *Hamilton Health Science Centre*

Selective mutism (SM) is an anxiety disorder characterized by a failure to speak in selected situations that cannot be attributed to a communication or language disorder (APA, 1994). Previous studies have suggested that children with SM have expressive language difficulties despite showing normal non-verbal, cognitive and receptive language abilities (McInnes, Fung, Mannassis, Fiksenbaum & Tannock, 2004). This study examined the complexity differences in expressive language between SM children and control children. To detect anxiety induced differences this study included a low (free play) versus high (birthday speech) anxiety condition. In a study conducted by Cunningham, Siegel, van der Spuy & Bow (1985) mean length of utterance (MLU) was used as a measure of speech complexity in language delayed boys. Using this measure as computed by the CHILDES program, (MacWhinney, 2000) transcriptions of child-parent interactions were coded for both SM and control groups. A 2 (activity: free play vs. birthday speech) x 2 (group: selective mutism vs. control) one-tailed mixed model ANOVA was computed for both children and parents. Results showed no significant differences in the amount of lexical output. However, SM children had an overall lower language complexity than the typically developing children. These findings could have significant impact on treatment focus of this disorder.

#14

*Clinical Psychology*

**THE EFFECT OF ONE WEEK OF VERBAL REPETITION ON APPRAISAL OF CONTAMINATION-RELATED THOUGHTS**

Madelaine Burley, *University of Waterloo*; Christopher Watson, *University of Waterloo*; Christine Purdon, *University of Waterloo*

Acceptance and Commitment Therapy (ACT) is a therapeutic approach that emphasizes the defusion of thoughts from their associated emotional meanings as a key factor in overcoming mood and anxiety problems. Verbal repetition of thoughts (VR) is a cognitive defusion technique that has been found to significantly reduce the believability and distress associated with self-relevant negative thoughts (Masuda, Hayes, Sackett, & Twohig, 2004). Recently, Watson and Purdon (in preparation) found that VR resulted in significant reductions in the belief, distress, and meaningfulness of contamination-related thoughts in a non-clinical sample of individuals with high self-reported contamination fears. The present study is a replication and extension of Watson et al., comparing the effects of one week of daily VR practice to the effects of one week of daily imaginal exposure (IE) and no intervention on the appraisal of contamination words and relevant avoidance and monitoring behaviours at baseline, post-intervention and one-week follow-up. It is hypothesized that VR will be at least as effective as IE in reducing distress and negative appraisal, as well as concomitant avoidance and monitoring behaviours.

#15

*Clinical Psychology*

**AN OBSERVATIONAL STUDY OF CONFLICT MANAGEMENT IN ADOLESCENT ROMANTIC COUPLES: DOES MOCK AGGRESSION OCCUR?**

Mary Catherine Cappadocia, *York University*; Mahtab Moaveni, *York University*; Jennifer Connolly, *York University*; Debra Pepler, *York University*; Wendy Craig, *Queen's University*

Mock aggression represents verbally or physically aggressive behavior that is accompanied by positive affect. During the transition to adolescence, girls tend to use mock aggression as a playful and low-risk strategy for initiating contact with boys and establishing heterosexual romantic relationships (Maccoby, 1998; Pellegrini, 2003). This form of aggression is considered affiliative and positive in nature during this developmental period. It is unknown whether mock aggression occurs during older adolescents' interactions with romantic partners. In the present study, we observed 37 adolescent heterosexual couples (mean age = 16.35 years) during problem-solving discussions to explore the frequency and nature of mock aggression, as well as other conflict management styles. The adolescents displayed "integrative" and "downplaying" conflict management styles most often. Mock aggression was exhibited by 10.8% of the girls and 3% of the boys. Mock aggression was related to confrontational conflict management, as well as reduced personal and partner satisfaction with respect to the discussion. These findings suggest that adolescent girls use mock aggression as an indirect form of confrontation. Although it can be benign during childhood, mock aggression appears to have negative consequences within adolescent romantic relationships.

#16

*Clinical Psychology*

**ASSESSING DATING AGGRESSION IN EARLY ADOLESCENCE**

Mary Catherine Cappadocia, *York University*; Emily Simkins-Strong, *York University*; Jennifer Connolly, *York University*; Wendy Josephson, *York University*; Debra Pepler, *York University*

Aggression between dating partners occurs in 26-46% of adolescent relationships and studies suggest it emerges during early adolescence (Foshee, 1996; Hickman, Jaycox, & Aronoff, 2004; Pepler et al., 2006). The Conflict in Adolescent Dating Relationships

Inventory (CADRI; Wolfe et al., 2001) has recently been developed and validated with reference to romantic relationships in mid- and late-adolescent samples. However, little is known about its psychometric properties within younger adolescent samples. In the present study, we examined the psychometric properties of the CADRI among 122 early adolescents who had recently been involved in a romantic relationship (mean age = 12.43 years). Factor analyses suggested that a two-factor structure was most suitable for the CADRI in this sample. One factor reflected physical and threatening forms of aggression and the other reflected sexual, verbal/emotional, and relational forms. Verbal/emotional dating aggression perpetration and victimization occurred most frequently. Perpetration and victimization were both associated with depression, anxiety, and delinquency. Results of the present study support the use of the CADRI within an early adolescent sample and suggest that violence prevention and intervention programs for this age group focus on verbal forms of aggression, which may precede more severe physical forms.

#17

*Clinical Psychology***THE ROLE OF IMPULSIVITY AND COMPULSIVITY IN DISORDERED EATING, SELF-HARM, AND***Annamarie Carlson, University of Manitoba*

Symptoms of eating disorders include food restricting, bingeing, and compensating for intake through vomiting, laxative use, and excessive exercise. Impulse control problems, obsessive-compulsive (OC) symptoms, and self-harming behavior often co-occur (Favazza et al., 1989). The purpose of the current investigation is to explore the relationship between disordered eating, compensatory behaviors (e.g., obligatory exercise), and self-harming behavior through the role of impulsive and OC traits. A sample of 166 female undergraduate students completed questionnaires assessing disordered eating, obligatory exercise, self-harm behaviors, OC traits, and impulsiveness. Results support previous research indicating that disordered eating is related to OC traits and that self-harm behaviors are related to impulsive traits, and when the two types of behavior occur together, the two types of traits also occur, suggesting a more complicated eating disorder. Individuals with multiple disordered eating and self-harming behaviors were more likely to be obligatory exercisers, although obligatory exercisers were not necessarily more likely to engage in self-harm behaviors. Future research should address the function of obligatory exercise among those who engage in multiple self-harming behaviors, and the benefit of eating disorder treatments that address both OC and impulsive traits.

#18

*Clinical Psychology***SELF-REPORTED BEHAVIORAL AND EMOTIONAL PROBLEMS OF TUNISIAN ADOLESCENTS***Myriam Chahed, Paris 10-Nanterre University; Djaouida Petot, Paris 10-Nanterre University*

Background: Previous research has shown that in most countries boys have more externalizing problems than girls, and girls have more internalizing problems than boys. Total problems and externalizing problems tend to diminish with age, whereas internalizing problems tend to increase with age. Objective: The aim of this study was to investigate the influence of gender and age on the behavioral and emotional problems of Tunisian adolescents. Method: The French version of the Youth Self-Report (YSR; Achenbach, 1991) was administered to an urban sample of 772 Tunisian adolescents aged 12 to 18 years recruited from secondary schools of Tunis, Tunisia. Results: The YSR Total Problem mean score was 47.2 ( $SD = 25.0$ ). Significant main effects of age and gender are found on the Total Problem scale. There was a significant gender and age effect on the Internalizing scales: Girls scored higher than boys on these scales, older adolescents (16-18) scored higher than the younger ones (12-15). The Externalizing scale was not related to gender but the effect of age was significant, with older adolescents scoring higher than younger ones. Conclusion: The main specificities of this Tunisian sample are the absence of gender differences on the externalizing scales and the very high level of behavioral and emotional problems compared with the "omnicultural" norms presented by Crijnen et al. (1997).

#19

*Clinical Psychology***MOTHER-FATHER DIFFERENCES IN ATTRIBUTIONS FOR CHILD BEHAVIOUR***Kathy Chan, University of British Columbia; Kailee Penner, University of British Columbia; Clarisa Markel, University of British Columbia; Charlotte Johnston, University of British Columbia*

Although discrepancies between mothers and fathers in parenting practices have been associated with child behaviour problems, few studies have examined whether mother-father differences in attributions for child behaviour are also associated with child outcome. This study takes a first step by examining whether differences exist between mothers' and fathers' attributions of children's behaviours. Participants include mothers and fathers of 8-11 year old boys. Parents completed the Written Analogue Questionnaire (WAQ), which asked them to imagine their sons displaying inattentive, oppositional, prosocial, and impulsive behaviours, and to make attributions regarding the causes of these child behaviours. The results of a preliminary analysis ( $N=15$  mother-father pairs, a full sample of 50 is anticipated) showed that mothers held their sons more responsible and blamed them more for their oppositional and inattentive behaviours than fathers did (Responsibility  $F(3, 42) = 3.21, p = .05$ ; Blame  $F(3, 42) = 4.28, p = .02$ ). In contrast, fathers blamed themselves more for their sons' behaviours than mothers did,  $F(1, 42) = 5.78, p = .03$ . This poster will also investigate whether these patterns vary between parents of boys with and without behavioural problems. It is hoped that these findings will serve to inform interventions for parents and children with behavior problems.

#20

*Clinical Psychology***UNWANTED INTRUSIVE THOUGHTS AND APPRAISALS OF TYPICAL OBSESSIONS IN NORMAL UNDERGRADUATES***Sarah Chan, University of Regina; Kathleen Corcoran, Centre for Addiction and Mental Health; Sheila Woody, University of British Columbia*

Rachman (2003) emphasized the importance of personal meaning in unwanted intrusive thoughts and the progression to clinical obsessions, where intrusions most dissonant with the preferred self-view can lead to catastrophic misinterpretations of the occurrence of the thought as indicating madness, dangerousness or immorality (Rowa & Purdon, 2003). This study explored the relationship between idiosyncratic content of intrusions and appraisals of typical obsessions among normal undergraduate research participants. Appraisals of obsessions were measured by ratings of vignettes where the participant imagined themselves or another person experiencing an aggressive, sexual and blasphemous intrusion. Results show some similarities and differences between the intrusion content reported by this sample and typical content found in clinical obsessions. Similar to a clinical sample, aggressive and sexual intrusions were frequently reported, but loss and negligence intrusions were also frequently reported. Intrusions about contamination and blasphemy were rarely spontaneously reported by the undergraduates. There were no significant relationships between the theme of reported intrusions and scores on other measures, although a trend was observed in relation to aggressive ideation: maladaptive appraisals of the aggressive vignette were weakly associated with reports of aggressive intrusions.

**#21***Clinical Psychology***A MULTIDIMENSIONAL DEFINITION OF MINDFULNESS: PREDICTING DEPRESSION AND ANXIETY**

*Laurie Ching, University of Calgary; Amanda Epp, University of Calgary; Alisa Singer, Calgary Health Region; Shannon Jones, University of Regina; Keith Dobson, University of Calgary*

Research has found that individuals who use mindfulness are less likely to exhibit symptoms of depression and anxiety. Despite recognition of the importance of mindfulness to psychological well-being, only recently have measures been developed to assess mindfulness. The Mindful Attention Awareness Scale (MAAS) is one such tool, premised on a unidimensional definition of mindfulness. More recently, the Kentucky Inventory of Mindfulness Skills (KIMS) was developed using a multidimensional definition of mindfulness. The KIMS is currently the only measure that provides subscales based on an empirically supported factor structure of mindfulness, and thus, it has been suggested that the KIMS has incremental validity in assessing mindfulness. The current study examined the ability of the KIMS and the MAAS, to predict symptoms of depression and anxiety. It was hypothesized that as a potentially more comprehensive measure of mindfulness, the KIMS would have incremental validity in predicting anxiety and depression. It was also hypothesized that higher scores on the mindfulness measures would be correlated to lower scores on measures of depression and anxiety. The results found support for both predictions. The incremental validity of a multi-dimensional conception of mindfulness for predicting anxiety and depression are discussed, and future directions explored.

**#22***Clinical Psychology***ADOLESCENTS WITH EATING DISORDERS: RELATIONS BETWEEN ATTACHMENT STYLE, FAMILY FUNCTIONING, AND SELF HARM**

*Jennifer Cometto, University of Windsor; Mary Kaye Lucier, Bulimia Anorexia Nervosa Association; Rosanne Menna, University of Windsor*

The purpose of this study was to examine links between attachment style, family functioning and self-harm behaviours in adolescents with Eating Disorders (ED). Participants were 89 adolescent females ranging from 11-18 years. Participants completed questionnaires assessing ED, family functioning, attachment pattern, and self-harm behaviours. Adolescents with an insecure attachment style reported greater attempts at exerting control using destructive strategies, and fewer attempts to adjust to changing life demands compared to adolescents with a secure attachment. Adolescents with a preoccupied attachment style indicated a greater tendency to communicate using a limited range of emotional expression, and inhibited emotional responses, compared to adolescents who reported a fearful attachment style. Adolescents who reported engaging in self-harm behaviour were more likely to hold conflicting value systems, such as family values differing from personal values, and were more likely to communicate using limited or inappropriate emotional responses. Results will be discussed in terms of intervention efforts.

**#23***Clinical Psychology***CONSTRUCT VALIDATION OF THE BRIEF CHILD AND FAMILY PHONE INTERVIEW IN A POPULATION OF HIGH-RISK, HIGH-NEEDS CHILDREN**

*Steve Cook, Child and Parent Resource Institute; Christine Cullion, University of Western Ontario; John Nofhle, Child and Parent Resource Institute; Jeff St. Pierre, Child and Parent Resource Institute; Alan Leschied, University of Western Ontario; Shannon Stewart, Child and Parent Resource Institute; Andrew Johnson, University of Western Ontario*

Longitudinal designs must be combined with exhaustive efforts to achieve high return rates, as the same factors that predict attrition may also predict poor long-term outcomes in high-risk populations. For this reason, telephone-administered measures hold promise for longitudinal research projects, and in the assessment of clinical outcomes (i.e., for the purposes of evidence-based practice). In the present study, we examine the validity of the BCFPI in a sample of 393 high-risk, high-need children, aged 6 to 16 ( $M = 11.48$  years,  $SD = 2.40$ ). Although the Brief Child and Family Phone Interview (BCFPI) has been validated in clinical samples, it has not been evaluated among children functioning at the extreme end of the distribution. Cronbach's alpha estimates were acceptable for all subscales. Furthermore, a varimax-rotated principal components solution extracted from the pool of all test items demonstrated a factorial structure that aligned well with the factor structure proposed within the scoring manual. Concurrent validity was evidenced by the moderate to strong correlations that were found with selected measures of the Conners' Parent Rating Scale. Taken together, these findings suggest that the BCFPI is a reliable and valid indicator of reported child functioning within this client population, and could be recommended for the assessment of 'hard-to-reach' populations.

## #24

*Clinical Psychology***SITUATING THE ROLE OF RESIDENTIAL TREATMENT FOR HIGH-NEEDS, HIGH-RISK CHILDREN AND YOUTH: PRELIMINARY OUTCOMES**

Steve Cook, *Child and Parent Resource Institute*; Christine Cullion, *University of Western Ontario*; John Nofle, *Child and Parent Resource Institute*; Jeff St. Pierre, *Child and Parent Resource Institute*; Alan Leschied, *University of Western Ontario*; Shannon Stewart, *Child and Parent Resource Institute*; Andrew Johnson, *University of Western Ontario*

While there is a considerable literature focusing on efficacious treatment protocols for children and youth with mental health needs, research on the real world effectiveness of a system of care is much less substantial. In an effort to close this gap in the literature, we have begun to evaluate the trajectory of change in a sample of high-risk, high-needs children and youth. Outcome data have been collected over three years, at multiple points in time. The preliminary results for 94 children and youth with extreme socio-emotional dysfunctions are presented. Using the Brief Child and Family Phone Interview (BCFPI) as the primary measure, moderate to large effect sizes are found post-discharge from residential treatment. While the reduction in reported symptomatology was significant over time, the use of non-linear regression analyses reveals a curvilinear relationship that is suggestive of a slight behavioural relapse at the two-year follow-up. These results are discussed in the context of maintaining stable trajectories of improvement for children and youth after they leave intensive out-of-home psychiatric treatment.

## #25

*Clinical Psychology***SYMPTOM STRUCTURE OF PANIC DISORDER IN A NATIONALLY REPRESENTATIVE SAMPLE**

Lisa Coulson, *University of Manitoba*; Brian Cox, *University of Manitoba*; Ian Clara, *University of Manitoba*

Panic disorder is an anxiety disorder that is characterized by the presence of a variety of symptoms, such as fear, chest pain, and nausea. Subtyping of panic disorder symptoms has been done for some time, however most research has been limited to treatment-seeking samples. The current study employed exploratory factor analysis to examine the symptom structure of panic disorder with a select sample of a large nationally representative sample ( $n=9282$ ). Evidence was obtained for a four-factor model of panic symptom clusters consisting of (1) nausea related symptoms (2) a cognitive factor (3) unreality related symptoms, and (4) a cardiorespiratory factor. These clusters of panic symptoms in the general population differ from previous studies using treatment-seeking samples. The clinical implications of these clusters are discussed.

## #26

*Clinical Psychology***PREDICTORS OF TYPE OF GAMBLING PROBLEM IN A POPULATION OF PROBLEM GAMBLERS**

Sara Craig, *Lakehead University*; John Jamieson, *Lakehead University*; Dwight Mazmanian, *Lakehead University*

The Catalyst database, which is operated through the Ontario Centre for Addiction and Mental Health, was used to identify predictors of type of gambling problem. A total of 418 clients (56.9% male and 43.1% female) entered into gambling addiction treatment programs in Thunder Bay between 2003 and mid-2006. Predictors of having problems with each of 14 types of gambling were identified. Younger individuals were significantly more likely to have problems with games that involve excitement and risk such as betting on games of skill ( $p = .001$ ), outcome of events ( $p = .005$ ), sports ( $p = .022$ ), and other gambling activities ( $p = .002$ ) compared to older individuals. Males were more likely than females to have problems with 7 out of 14 types of gambling, while more women than men had problems with bingo ( $p = .001$ ). Those who identified themselves as having a primary gambling problem had problems with more types of gambling than clients who entered treatment for a substance addiction, but also reported having gambling problems. This study helps clarify the heterogeneous nature of problem gamblers by identifying groups of individuals who are more likely to have problems with certain gambling activities.

## #27

*Clinical Psychology***PSYCHOLOGY IN COLLABORATIVE INTERPROFESSIONAL HEALTH EDUCATION**

Lara Cross, *University of Western Ontario*; Ian Nicholson, *London Health Sciences Centre*

Health care professionals are moving forward more and more in recent years into models of interprofessional collaborative education and training. However, while some professions in Canada are involved in a large number of projects in recent years, Psychology has been a primary and active participant in only a few. This poster will outline a current project focusing on mental health and housing/homelessness. Students and faculty at the University of Western Ontario from seven health disciplines, and community agencies, have become partners in the Collaborative InterProfessional Health Education and Research - Mental Health (CIPHER-MH) project. The project focuses on intercollaborative training in community mental health agencies in London, Ontario as well as a series of structured student-focussed interprofessional education two-hour workshops. The poster will give an overview of these activities as well as their results. The successes and difficulties of such projects will be reviewed with special focus on the difficulties of psychology's involvement with them.

#28

*Clinical Psychology***USING DISCRETE CHOICE CONJOINT EXPERIMENTS TO MODEL THE TREATMENT PREFERENCES OF PARENTS OF CHILDREN WITH SELECTIVE MUTISM, ANXIETY DISORDERS, AND COMMUNITY CONTROLS**

Charles Cunningham, *McMaster University*; Heather Rimas, *McMaster University*; Louis Schmidt, *McMaster University*; Angela McHolm, *McMaster Children's Hospital*; Shannon Edison, *McMaster Children's Hospital*; Sue McKee, *McMaster University*; Jeff St. Pierre, *Psychology Professional Practice Lead*

To improve uptake, adherence, and outcome, user preferences must inform health service design. We used market research methods to model the service preferences of parents of children with selective mutism, anxiety disorders, and community controls. Parents ( $n=145$ ) completed 30 choice tasks, each presenting 3 experimentally varied combinations of 11 3-level treatment attributes. We computed individual parameter estimates with hierarchical Bayes, utilities using multinomial logit, and share of preference simulations for different attribute combinations. Latent class analysis yielded two segments with preferences unrelated to diagnostic grouping. Parent mediated exposure (helping their child practice skills for dealing with problems in the home, community, and school) was the most important attribute for both segments. Segment 1 (73.8%) preferred collaborative vs parent-controlled treatment decisions, group vs individual parent training, readings with vs without weekly coaching calls, and clinic vs school-based services. Both segments preferred scientifically proven services, individual vs group treatment for children, and the inclusion of family members. Both segments felt parental disorders should be treated. Segment 1 preferred to learn about, though not use, medication for child and parental disorders. Segment 2 preferred medication for parents but not children.

#29

*Clinical Psychology***MODELING LINKS BETWEEN ORGANIZATIONAL JUSTICE AND SAFETY CLIMATE IN A REGIONAL CHILDREN'S HOSPITAL**

Charles Cunningham, *McMaster University*; Linda Kostrzewa, *McMaster Children's Hospital*; Heather Rimas, *McMaster University*; Alida Bowman, *McMaster University Children's Hospital*; Susan Blatz, *McMaster Children's Hospital*; Don Buchanan, *McMaster Children's Hospital*; Colleen Fotheringham, *McMaster University*; Barbara Jennings, *McMaster Children's Hospital*; Kathleen Kitching, *McMaster Children's Hospital*; Colleen Lowe, *McMaster University*; Yvonne Chen, *McMaster University*

Low organizational justice is linked to poor work performance, absenteeism, insomnia, cardiovascular disease, and psychiatric disorders. Weiner (2007) suggested that organizational justice might also be linked to hospital safety climate. Using electronic focus group themes, we composed a 25 question organizational justice and safety climate scale. Principal components factor analysis with a varimax rotation ( $n=652$  hospital staff, 76% return) yielded 5 factors with excellent internal consistency: procedural justice, distributive justice, relational justice, management visibility, and safety climate. Regression analysis showed that procedural justice, the extent to which staff understood and could influence decisions, made the greatest contribution to the prediction of safety climate ratings. Relational justice (interactions characterized by dignity and respect) accounted for a smaller proportion of the variance. Distributive justice (fair wages and benefits) and management visibility made much smaller, though significant, contributions to safety climate predictions. In combination, these factors accounted for 30% of the variance in safety climate scores. These findings confirm Weiner's (2007) suggestion that work environments characterized by participatory decision processes and respectful relationships are an important prerequisite to a safe hospital climate

#30

*Clinical Psychology***USABILITY TESTING OF INTERNET SELF-HELP PROGRAM "FEELING BETTER" FOR UNIVERSITY STUDENTS**

Shannon Currie, *Dalhousie University*; Patrick McGrath, *IWK Health Centre and Dalhousie University*; Victor Day, *Dalhousie University*

There is a need for innovative, cost-effective ways to address the mental health needs of post-secondary students seeking psychological services. Internet self-help interventions are posited to be an effective alternative to individual counseling for many students, and have been documented to improve mental health outcomes in community populations, including reducing symptoms of distress (i.e., depression, anxiety, and stress). Designed to build upon the effective elements of existing programs, "Feeling Better" is an Internet self-help CBT-based program created for Canadian university students experiencing mild to moderate symptoms of distress. The purpose of the present study was to evaluate the usability of the prototype program using a qualitative usability testing approach. Specifically, participants were asked to "think aloud" while systematically exploring the content of the 10 modules. For each module, participants completed a semistructured interview questionnaire of their impressions of the program's usability (i.e., ease of navigation, clarity, efficiency, and acceptability). An iterative testing approach was used, whereby the feedback of each participant was used to inform changes to the design of the interface to increase its usability. Data collection is ongoing. Usability findings, examples of the revised program, and future directions will be presented.

#31

*Clinical Psychology***SELFHOOD VULNERABILITY IN OCD: DEVELOPMENT OF THE OBSESSIONAL CONCERNS AND SELF QUESTIONNAIRE**

Adriana del Palacio-González, *University of New Brunswick*; David Clark, *University of New Brunswick*; Gemma Garcia-Soriano, *Universidad de Valencia*



Recently it has been suggested that a disturbance in internal representations of the self and world might constitute a cognitive vulnerability for obsessive-compulsive disorder (OCD; Doron & Kyrios, 2005). Moreover, research on selfhood processes suggests that self-worth contingencies may play a critical role in self-representation (Crocker et al., 2003). Thus selfhood vulnerability in OCD might be conceptualized in terms of self-worth contingent on goal-attainment in OCD-relevant life domains (cleanliness, morality, orderliness, etc). This study represents an initial development of an 80 item questionnaire, Obsessional Concerns and Self Questionnaire (OCSQ), to assess OCD-relevant self-worth contingencies. A sample of 117 undergraduates completed the OCSQ; Obsessive Intrusive Thoughts Inventory (INPIO), Beck Depression Inventory -II; Beck Anxiety Inventory; Contingencies of Self-Worth Scale (CSWS), Penn State Worry Questionnaire; Clark-Beck Obsessive-Compulsive Inventory (CBOCI); Rosenberg Self-esteem scale (RSE) and the OCPD subscale from the PDQ 4+. Initial zero-order correlations revealed that the OCSQ was moderately correlated with OC symptoms, and general self-worth contingencies but not anxiety or depression. The findings are discussed as providing the first evidence of specific selfhood processes that might warrant further research as a vulnerability factor in OCD.

## #32

*Clinical Psychology***DO SOCIAL DISCONNECTION AND DEPRESSIVE SYMPTOMS MEDIATE THE RELATIONSHIP BETWEEN PERFECTIONISM AND ALCOHOL ABUSE?**

*Sarah Doucette, Dalhousie University; Simon Sherry, Dalhousie University; Paul Hewitt, University of British Columbia; Dayna Sherry, Queen Elizabeth II Health Sciences Centre; Sherry Stewart, Dalhousie University*

Since the early 1990s, numerous studies have emerged linking perfectionistic tendencies to various difficulties, including depressive symptoms and relationship problems (e.g., Sherry, Law, Hewitt, Flett, & Besser, 2007). Although both case studies and theoretical accounts suggest an association between perfectionism and alcohol abuse (e.g., Flett & Hewitt, 2002), there is a paucity of research on this topic. Moreover, despite evidence suggesting a consistent link between perfectionism and alcohol abuse, there is currently no model to explain why these variables are connected. In the present study, we propose and test a model purporting to explain why perfectionism and alcohol abuse are linked. Building on prior research (e.g., Hewitt, Flett, Sherry, & Caelian, 2006), a dual-pathway mediational model is tested wherein social disconnection and depressive symptoms are proposed to mediate the perfectionism-alcohol abuse relationship. This model was tested utilizing a sample of undergraduates ( $N = 216$ ). Path analysis suggested this model fit the data well and, as hypothesised, the connection between perfectionism and alcohol abuse was fully mediated by social disconnection and by depressive symptoms. Individuals with high levels of perfectionism may abuse alcohol when confronted with perceived social rejection and feelings of depression.

## #33

*Clinical Psychology***DYSPHORIA AND EMOTION RECOGNITION: THE ROLE OF INTERPERSONAL CONTEXT AND RELATIONSHIP SATISFACTION**

*David Duong, University of Waterloo; Uzma Rehman, University of Waterloo*

Depression is associated with a bias in emotion recognition. While there is disagreement as to the exact nature of the bias, studies typically find evidence for either a negative bias (e.g., Bouhuys et al., 1999), a lack of a positive bias (e.g., Solan et al., 1992), or both (Hale, 1998). Although a wealth of literature has documented the relationship between emotion recognition and depression, there is a dearth of studies examining this cognitive phenomenon in dysphoric individuals. Moreover, past studies have neglected the possible role of interpersonal context. Indeed, as romantic partners play a significant role in the course of depression (Coyne, 1976), it is important to examine how cognitive deficits may differ across various contexts. In the present study, participants completed a facial emotion recognition task that involved pictures of their partner as well as strangers. Although participants did not exhibit greater accuracy for partner stimuli, relationship satisfaction did play a role in the relationship between dysphoria and emotion recognition. Specifically, preliminary results suggest that greater relationship satisfaction is associated with greater accuracy for non-dysphoric individuals but is associated with poorer accuracy for dysphoric individuals. These findings are discussed in terms of their relevance to dysphoric individuals' social functioning.

## #34

*Clinical Psychology***MENTAL CONTAMINATION AND WASHING BEHAVIOUR: THE IMPORTANCE OF THOUGHT-ACTION FUSION AND SEXUAL ATTITUDES**

*Corinna Elliott, Concordia University; Laura Rudy, Concordia University; Stella-Marie Paradis, Concordia University; Adam S. Radomsky, Concordia University*

Mental Contamination (MC) is a psychological feeling of internal dirtiness associated with fears of contamination in obsessive-compulsive disorder (OCD). MC differs from physical contamination in that MC may be evoked by thoughts, words or imagined events and is difficult to wash away (Rachman, 2006). MC is not limited to OCD; women who have been sexually assaulted may also experience feelings of MC (Fairbrother & Rachman, 2004). The purpose of this study was to examine relationships between Thought-Action Fusion (TAF), conservative sexual attitudes (SAS), urges to wash and washing behaviour associated with MC. Female undergraduate students ( $n = 19$  tested to date) listened to audio recordings of a non-consensual kiss from a man described as immoral, imagining themselves in the scenario. Measures of TAF, SAS, urges to wash and washing behaviour were obtained. Preliminary analyses revealed that TAF scores significantly predicted urges to wash, whereas SAS scores significantly predicted actual washing behaviour. Additionally, interactions were found between TAF and SAS for urges to wash (positive) and urges to shower (negative trend). Data collection continues and will enable us to detect hypothesized effects. Final results will be discussed in terms of cognitive-behavioural conceptualizations of and treatments for OCD.

#35

*Clinical Psychology***THE IMPACT OF INFANT EXECUTIVE FUNCTIONS ON SCHOOL AGE MATH ACHIEVEMENT IN CHILDREN WITH SPINA BIFIDA: A LATENT VARIABLE ANALYSIS**Lianne English, *University of Guelph*; Marcia Barnes, *University of Guelph*

Spina bifida (SB) is a debilitating neural tube defect associated with numerous motor, cognitive, and behavioural deficits. It occurs in approximately 0.3-0.5 of every 1000 births and represents the most prevalent cause of congenital brain and spine malformations in North American children (Williams et al., 2005). This longitudinal study investigated the developmental trajectories of executive functions and their impact on school-age math achievement in 91 children with SB and 74 controls. Executive functions (EFs) relate to a child's ability to formulate goals independently, to plan and sequence behaviour in the pursuit of particular goals, and to maintain flexibility in problem-solving situations. EFs were parsed into two domains (attentional control and goal-directed behaviours) for infants at four timepoints (12, 18, 24, and 36 months). Math achievement scores were later collected for this same group of children at 7.5 years of age. Latent variable growth curve models were established to assess intraindividual change in infant EFs and the relationship between rate of change in infant executive processes and second-grade math outcomes. The results are discussed in relation to models of mathematics difficulties, the hypothesized cognitive and neurological underpinnings of math deficits in SB, and implications for math interventions.

#36

*Clinical Psychology***THE STROOP TASK IN DEPRESSION: A META-ANALYSIS**Amanda Epp, *University of Calgary*; Keith Dobson, *University of Calgary*; David Dozois, *University of Western Ontario*; Paul Frewen, *University of Western Ontario*

The Stroop task is used to explore the association between depression and attention. Participants are asked to name the color of neutral and depression-related words as quickly as possible, while ignoring word content. The relative interference associated with delayed naming of disorder-related compared with neutral words is assumed to reflect an attentional bias for the disorder-related stimuli. Theories of emotion and cognition predict that depression is associated with an attentional bias for mood-congruent stimuli, but the empirical evidence for this hypothesis is equivocal. This meta-analysis was conducted to examine the conditions under which depression-related attentional biases have and have not been obtained. 60 empirical studies (published prior to July 2007) were identified and analyzed. Preliminary results suggest that effect sizes are: a) weak in general, b) strongest in studies with clinically depressed individuals and highly-specific/self-relevant stimuli, and c) weaker in studies with dysphoric individuals and less specific/less self-relevant stimuli. The results are discussed in terms of the theoretical implications for information processing models of depression. The limitations of previous Stroop studies and the strengths and limitations of the current meta-analysis are noted. Directions for future research in the domain of attentional biases are discussed.

#37

*Clinical Psychology***EXPLORING FACETS OF MINDFULNESS: A REPLICATION**Amanda Epp, *University of Calgary*; Laurie Ching, *University of Calgary*; Alisa Singer, *University of Calgary*; Shannon Jones, *University of Calgary*; Keith Dobson, *University of Calgary*

Studies on the efficacy of mindfulness-based interventions are increasingly evident in the literature, but less attention has focused on evaluating the assessment of mindfulness. In order to understand the effectiveness of teaching mindfulness skills, and the mechanisms by which mindfulness training works, it is important to assess whether currently available mindfulness measures accurately gauge mindfulness. There is also question as to whether mindfulness is a uni- or multidimensional construct. A recent study by Baer et al. (2006) explored the facet structure and psychometric properties of mindfulness measures. To replicate the previous study, the current study examined the psychometric properties of the Mindfulness Attention Awareness Scale and the Kentucky Inventory of Mindfulness Skills in 352 students. Factor analysis of these measures along with a tool including items from the five factors of mindfulness, established by Baer et al. (2006), was also conducted. Preliminary results suggest strong reliability of the measures, relatively comparable to the previous study, and a similar factor structure. Results are discussed in terms of establishing a multidimensional definition of mindfulness, and merging various measures of mindfulness into a single scale. Limitations of current mindfulness scales and future directions in mindfulness research are described.

#38

*Clinical Psychology***LINGUISTIC ANALYSIS OF CHILD-PARENT DYADS IN CHILDREN WITH SELECTIVE MUTISM**Sophia Fanourgiakis, *McMaster University*; Charles Cunningham, *McMaster University*; Louis Schmidt, *McMaster University*; Shannon Edison, *McMaster Children's Hospital*; Angela McHolm, *McMaster Children's Hospital*; Sue McKee, *McMaster University*; Katie Marshall, *McMaster University*; Jennifer Bruce, *McGill University*; Akanksha Sharma, *McGill University*; Eri Kida, *McMaster University*; Karen Traicus, *McMaster University*; Amanda Holding, *McMaster University*; Amy Matharu, *McMaster University*

Children with selective mutism (SM) are persistently silent at school but appear to speak comfortably at home. Symptoms of anxiety and speech-language deficits are associated with SM. We transcribed the interactions of 17 children with SM and 19 normal controls during free play and birthday speech interactions with their mothers. Although children with SM sometimes evidence speech and language disorders, standardized testing with strangers may overestimate these difficulties given the nature of SM. This is the rationale for the analysis of conversations with parents in this study. However, children with SM produced less complex language during the free play activity than controls. These results therefore support previous findings of language deficits in children

with SM. Children with SM produced less complex language overall, but more predominantly during the anxiety-provoking birthday speech activity. Parents of SM children used greater language complexity and more words during the birthday speech in comparison to parents of control children. These findings suggest that during the birthday speech, mothers may attempt to compensate for their child's language setbacks with an increasingly talkative and directive style which in the long run may compound the child's difficulties.

#39

*Clinical Psychology***THE EYE OF THE BEHOLDER: PARENTAL STRESS AND PERCEPTIONS OF DISRUPTIVE BEHAVIOUR**Isabel Fearon, *Dalhousie University*; Breanne Ricketts, *Saint Mary's University*

Schaughency et al. (1985) posited that parental perception of child problems may be more closely related to the parent's psychological state than to the child's actual level of deviance. The present study tested this supposition, examining the relationship among parenting stress and parent- and teacher-reports of child behaviour among a sample of children with severe Disruptive Behaviour Disorders (9 girls, 29 boys) recruited from tertiary-level mental health programs. It was hypothesized that high levels of parental stress would result in exaggerated parental perceptions of child symptoms, as reflected in elevated scores on parent, but not teacher reports. Consistent with this hypothesis, there was a significant relationship ( $r = .562$ ) between child symptomatology and self-reported parenting stress. Among this clinically referred sample, parents were also more likely than teachers to rate children's behaviour as clinically problematic. Moreover, while parents' ratings of child symptomatology increased with increasing parenting stress, teachers' ratings remained relatively stable, resulting in decreased agreement between parents' and teachers' ratings. Findings suggest that parental reports of children's symptomatology should be interpreted with caution, particularly when parents are experiencing high levels of stress.

#40

*Clinical Psychology***DISCREPANCY BETWEEN PARENT AND SELF-RATINGS OF EMPATHY AND AUTISM SYMPTOMS IN INDIVIDUALS WITH AN AUTISM SPECTRUM DISORDER**Jillian Filliter, *Dalhousie University*; Shannon Johnson, *Dalhousie University*

Individuals with an Autism Spectrum Disorder (ASD) demonstrate impaired ability to understand others' mental states, often referred to as a Theory of Mind deficit. Mechanisms that underlie understanding of others' mental states are proposed to be similar to those involved in attributing mental states to self. We examined self-awareness in high-functioning individuals with an ASD by comparing parent and self-report scores on the Autism Spectrum, Empathizing, and Systemizing Quotients (AQ, EQ, & SQ). Participants were 25 individuals with an ASD and 33 controls, ages 7 to 22 years. As expected, parents of ASD participants reported significantly more autistic features (higher AQs) and lower empathy (lower EQs) than parents of controls. No differences were found between groups on parental ratings of SQs. Interestingly, we found significant correlations for parent and self-report AQ and EQ scores for controls ( $r=0.53$  and  $r=0.56$ , respectively, both  $p<0.01$ ), but not for the ASD group ( $r=0.36$  and  $r=0.07$ , both ns). Parent and self-report SQ scores were not significantly correlated for either group. Participants with an ASD reported significantly higher empathy, more systemizing features, and fewer autistic features compared to parent ratings. Findings will be discussed in the context of current research on Theory of Mind.

#41

*Clinical Psychology***FACTOR STRUCTURE OF THE PSYCHACHE SCALE IN AN UNIVERSITY SAMPLE**Ricardo Flamenbaum, *Queen's University*; Ronald Holden, *Queen's University*

Recent research has shown support for the validity of psychache (i.e., psychological pain) as an important statistical predictor of suicidality. The factor structure of the Psychache Scale, a 13-item self-report measure of psychological pain, was examined in a large ( $N = 1334$ ) sample of undergraduate students. Principal components analysis revealed two dimensions accounting for 57.7% and 8.9% of the variance. Examination of varimax-rotated factor loadings suggested that the designation of factors was associated with the response format of items, rather than different content-based interpretations. The validity of the two-dimension solution was examined by regressing scores on measures of hopelessness, suicidal motivation, and suicidal preparation on the two subscales indicated by the rotated factor loadings. Results showed that use of two subscales did not enhance prediction of the criteria beyond what could be obtained with a single total score. Overall, these results suggest that the Psychache Scale is composed of a single underlying construct representing psychological pain with an artifactual dimension reflecting an alternate response format, and the scale is therefore best utilized as a single summed score.

#42

*Clinical Psychology***PREDICTING OUTCOMES IN PIVOTAL RESPONSE TREATMENTS FOR AUTISM SPECTRUM DISORDERS**Kristin Fossum, *Dalhousie University*; Isabel Smith, *IWK Health Centre*

**Abstract** The current study sought to examine potential outcome predictors in the Nova Scotia Early Intensive Behavioural Intervention program for children with Autism Spectrum Disorders. The study was designed to address a number of problems identified in intervention research with this population. Twenty-nine children with ASD, ages three to five years of age were included in the study. It was hypothesized that initial changes functional speech, as well as, previously established predictors of intervention outcome (i.e., child age, cognitive abilities and severity of autism symptoms), would predict more comprehensive communi-

cation changes over six months of intervention. In addition, the study assessed potential collateral changes associated with the intervention. While none of the variables were found to predict communication outcome in this small sample of children with ASD, clear changes were evidenced in both the intervention targets (i.e., functional speech) and in receptive and expressive communication from baseline to six months. In addition, significant decreases in challenging behaviour were evidenced. These changes are noteworthy given that the intervention is less intensive and costly than other behavioural interventions evaluated throughout the literature. The implications of these findings and potential alternative predictors (e.g., affect) are discussed.

#43

*Clinical Psychology*

**PATTERNS OF USE, MOTIVATIONS FOR AND ACUTE SUBJECTIVE EFFECTS OF TOBACCO USE IN EARLY PSYCHOSIS PATIENTS**

Heather Fulton, *Dalhousie University*; Sean Barrett, *Dalhousie University*; Sherry Stewart, *Dalhousie University*; Kim Good, *Dalhousie University*; Ron Leslie, *Dalhousie University*; Alissa Pencer, *IWK Health Centre*; David Whitehorn, *Dalhousie University*; Heather Milliken, *Dalhousie University*

Many explanations have been put forth (e.g. the Self Medication Hypothesis) to explain the high rates of tobacco use by patients with psychotic illnesses. Studies examining tobacco use by these individuals, however, have typically only involved chronically ill patients. Consequently, it is unclear whether the high rate of tobacco use by this population is attributable to a desire to self-medicate for the symptoms of their psychotic illness, a desire to manage side effects of their medication, or some other factor. The present study compared tobacco use patterns, motivations for use and subjective effects while using tobacco as reported by early psychosis patients and age- and gender-matched controls. Results suggest that early psychosis patients initially try tobacco at an earlier age than controls, and use it more frequently later in life. Patients also used tobacco on significantly more days in the past month than control participants. Controls felt "less happy" when using tobacco, while early psychosis patients reported "no change" in their feelings of happiness during use. The present data suggest that differences in tobacco use are present before patients develop their disorder, and differences in subjective feelings about tobacco use may help explain differing rates of use.

#44

*Clinical Psychology*

**MESURE DE L'INTELLIGENCE ÉMOTIONNELLE CHEZ LES PERSONNES ÂGÉES AVEC L'AIDE DU TEST D'INTELLIGENCE ÉMOTIONNELLE MAYER-SALOVEY-CARUSO**

Marie-Eve Gagnon, *Université Laval*; Janel Gauthier, *Université Laval*

L'intelligence émotionnelle (IE) est un concept relativement nouveau en psychologie qui suscite beaucoup d'intérêt. Une carence peut toutefois être identifiée au niveau des données concernant les personnes âgées. À titre d'exemple, seulement 0,22% de l'échantillon utilisé pour normaliser le Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT; Mayer, Salovey, Caruso, 2002), un test d'habiletés développé spécifiquement pour mesurer l'IE, étaient âgés de plus de 65 ans (J. Yip, communication personnelle), ce qui soulève des questions quant à son utilisation avec cette population. Cette recherche avait pour objet d'évaluer la validité de la version française du MSCEIT chez les personnes âgées et de comparer de façon exploratoire les scores obtenus dans ce groupe à ceux présentés par les auteurs du test dans leur manuel d'administration pour différents groupes d'âges. Cent vingt-quatre personnes âgées de 65-85 ans ont complété le MSCEIT, un questionnaire mesurant la validité apparente du MSCEIT et un questionnaire portant sur la compréhension des consignes et des tâches. Les analyses révèlent que la cohérence interne du test est élevée (alpha de Cronbach = 0,93) et que l'ensemble de l'échantillon perçoit le MSCEIT comme une mesure en lien avec l'IE. L'évaluation a également soulevée certaines difficultés importantes en lien avec la compréhension des directives de certains sous-tests. Le MSCEIT semblerait demander un niveau excessif de concentration pour plusieurs personnes âgées. Ces facteurs pourraient partiellement expliquer les résultats significativement inférieurs du groupe au MSCEIT ( $p < 0,0001$ ). Des recommandations sont alors proposées pour améliorer la validité des résultats des personnes âgées au MSCEIT.

#45

*Clinical Psychology*

**ANXIETY, PERFECTIONISM AND EATING DISORDER SYMPTOMS IN EATING DISORDER NOT OTHERWISE SPECIFIED**

Yvonne Chen, *McMaster University*; Aislin Graham, *McMaster University*

More than two thirds of patients struggling with an eating disorder also struggle with at least one form of anxiety disorder (Kaye et al., 2004) and the link between perfectionism and eating disorders has also been well established. The relationship found between perfectionism and eating disorders in previous research could be in large part due the fact that patients struggling with eating disorders also often struggle with anxiety disorders. The present study considered whether perfectionism contributed uniquely to eating disorder symptoms in Eating Disorder Not Otherwise Specified- Restrict (EDNOS-R) sample ( $n=47$ ). Perfectionism, as measured by the Multi-Dimensional Anxiety Scale for Children, was correlated with body dissatisfaction but not bulimic symptoms and drive for thinness. The anxiety symptoms assessed by MASC were each significantly correlated with a drive for thinness, body dissatisfaction, and bulimic symptoms. Given that perfectionism accounted for little additional variability after other symptoms and forms of anxiety were controlled, it appears that the relationship between perfectionism and eating disorders may in part be a reflection of the fact that anxiety is related to eating disorders. Alternatively, perfectionism may be associated with eating disorders specifically through the development of body dissatisfaction for EDNOS-R patients.

#46

*Clinical Psychology*

**THE INITIAL DEVELOPMENT OF AN ADHD INDEX FOR THE PERSONALITY ASSESSMENT INVENTORY**

Albert Gouge, *Northern Ontario Assessment and Resource Centre*; Alana Homes, *Northern Ontario Assessment and Resource Centre*

The Personality Assessment Inventory (PAI) is a broad measure of psychopathology employed in a variety of clinical populations. The clinical experience of many psychologists has indicated a correlation between several scales of the PAI and the likelihood of an ADHD diagnosis, despite the lack of specific PAI ADHD scales or indexes. These scales include the Schizophrenia: Thought Disorder (SCZ-T), Mania: Activity Level (MAN-A), Anxiety: Cognitive Symptoms (ANX-C), Borderline: Self-Harm (BOR-S), and the Positive Impression (PIM) subscales of the PAI. The Connors Adult ADHD Rating Scale – Self-report: Long Version (CAARS-S: L) is a 66 item self report inventory developed to be used in the assessment of adult ADHD. The correlations between these PAI subscales and the indexes of concurrently administered CAARS-S: L were examined in a large sample of post secondary students referred and assessed with respect to learning difficulties ( $N = 136$ ). Large and significant correlations were demonstrated between these PAI scales and the various index scores of the CAARS, most specifically the ADHD Index and the DSM-IV ADHD Symptom Index. Multiple regression analyses were employed to examine the relationship between the previously mentioned PAI scales and the CAARS indexes. Based upon these analyses an ADHD index for the PAI was developed for use as an ADHD screening tool in post secondary student populations. Elevated T Scores on the PAI ADHD Index would indicate the need for further investigation regarding attentional deficits.

#47

*Clinical Psychology***EATING DISORDER RISK AND THE EVALUATION OF ATTRACTIVENESS**

*Aislin Graham, McMaster University Children's Hospital; Karin Humphreys, McMaster University; Yvonne Chen, McMaster University Children's Hospital; Sherry Van Blyderveen, McMaster University Children's Hospital*

Individuals with eating disorders place undue influence on weight and shape when evaluating their self worth and attractiveness. This study investigates whether this excessive influence is applied to the evaluation of others. Participants were presented with images of men and women's faces, varying in attractiveness, each randomly paired with bodies of varying weight. Participants rated each face-body pair for overall attractiveness. The degree of importance individuals placed on body weight when evaluating attractiveness, as well as which body weight participants favoured, were determined. Measures of participants' eating disorder risk and body mass index were also obtained. Surprisingly, individuals with a high-risk for eating disorders did not show a thin preference when evaluating others, and did not place greater emphasis on body weight when making attractiveness judgments. Highly symptomatic individuals preferred heavier bodies in others. The present study suggests that individuals with eating disorders perceive the world around them correctly and do not idealize thinness in others. This contrasts with their faulty self-perceptions, in which they perceive themselves as heavier than they actually are. Given this discrepancy, changing the faulty self-perceptions within individuals who display eating disorder symptoms will be a relevant focus for eating disorders treatment.

#48

*Clinical Psychology***COGNITIVE FUNCTIONS AND SOCIAL INFORMATION PROCESSING IN CHILDREN WITH PSYCHOPATHIC TRAITS**

*Vanessa Hamill, University of Western Ontario*

Psychopathy is a term used to describe people who charm and manipulate their way through life. Cardinal features of psychopathy include deficits in the affective (e.g., lack of empathy), interpersonal (e.g., short lived relationships), and behavioral (e.g., aggression) domains. Recent findings suggest that characterizations that define adult psychopaths likely manifest in childhood (Frick, 1998). Several research groups have identified these characterizations (e.g., lack of empathy, thrill and adventure seeking) in children who present with callous-unemotional (CU), or pre-psychopathic traits (e.g., Frick et al., 2003; Kruh, Frick, & Clements, 2005). The present study will examine cognitive functions and social information processing abilities in a group of children with and without CU traits. Eighty boys between the ages of 10 and 13 years will be recruited from two children's mental health agencies. Data collection will begin in December 2007. Parents will complete the Antisocial Process Screening Device and the Child Behavior Check-List. Children will complete behavior measures tapping into socio-cognitive (e.g., go-no/go task) and social information processing abilities (e.g., facial affect recognition). It is hypothesized that children who display CU traits will have deficits on all behavioral tasks, and will be more aggressive than children without CU traits.

#49

*Clinical Psychology***AN EXAMINATION OF MEASURES OF RUMINATION, COPING STYLES, AND MOOD SYMPTOMATOLOGY**

*Lauren Haubert, University of Calgary; Brenda Key, University of Calgary; Jennifer Kowalsky, University of Calgary; Tavis Campbell, University of Calgary*

Although rumination (i.e., passively dwelling on negative feelings) has been strongly implicated in the phenomenology of depression, definitions of rumination and measures of the construct vary substantially. Previous research on the Ruminative Responses Subscale (RRS) of the Response Styles Questionnaire (Nolen-Hoeksema & Morrow, 1991), and the Stress-Reactive Rumination Scale (SRRS; Robinson & Alloy, 2003), has demonstrated mixed support for their factor structures, and associations with other coping measures and mood symptomatology are poorly understood. The current study examined the factor structures of the RRS and SRRS, as well as associations between the obtained factors and symptoms of depression and anxiety. In addition to the RRS and SRRS, the Beck Depression Inventory-II, State-Trait Anxiety Inventory, Mastery Scale, Ego-Resiliency Scale, and Destructive Anger Behaviour-Verbal Rumination Subscale were administered to 292 undergraduate students. An exploratory factor analysis revealed a five factor solution for the RRS that explained 55.66% of the variance in RRS scores, and a similar analysis of the SRRS yielded a five factor structure which explained 63.02% of variance. Correlational analyses among the measures, and the derived

factors for the RRS and the SRRS, differed in some ways from previous research that has provided mixed evidence for these measures' factor structures. Strengths and limitations of the current study, and clinical and theoretical implications of the results will be addressed. Possible avenues for future research in the area of ruminative coping styles will be proposed. Nolen-Hoeksema, S., & Morrow, J. (1991). A prospective study of depression and posttraumatic stress symptoms after a natural disaster: the Loma Prieta earthquake. *Journal of Personality and Social Psychology*, 61, 115-121. Robinson, S. M., & Alloy, L. B. (2003). Negative cognitive styles and stress-reactive rumination interact to predict depression: A prospective study. *Cognitive Therapy and Research*, 27, 275-291.

**#50** **RUMINATION AND REFLECTION: EXPLORING THE RELATIONSHIPS BETWEEN COGNITIVE AND BEHAVIOURAL COPING IN REMITTED DEPRESSED WOMEN**  
*Clinical Psychology* Lauren Haubert, *University of Calgary*; Keith Dobson, *University of Calgary*

Rumination has been linked to the onset and maintenance of depression in women. Recent research, however, suggests that current conceptualizations of rumination may consist of two distinct factors, namely brooding and pondering, considered to be maladaptive and adaptive, respectively. Few studies have examined the relationships between these cognitive styles, mood, and other behavioural coping styles in depression. In this study, 70 remitted/recovered depressed women completed self-report measures of rumination, reflection, cognitive and behavioural avoidance, problem-solving, acceptance, worry, metacognition, and depressive and anxious symptoms. Participants were also randomly assigned to either a rumination, reflection, or distraction induction. Individuals in the rumination induction showed significantly greater decreases in their mood from pre- to post-induction than those in the reflection or distraction conditions. Correlational analyses revealed that self-reported rumination was more strongly associated with worry and avoidance, and more weakly associated with acceptance and problem-solving, than reflection. Correlations of reflection with depression and anxiety were lower than those for rumination, but still significant for depression. Strengths and limitations of this study, and implications for theoretical models of rumination and future research, will be discussed.

**#51** **PARENTING GOALS AND CHILD BEHAVIOUR: INFLUENCE OF PARENT AND CHILD GENDER**  
*Clinical Psychology* Catherine Horvath, *University of Ottawa*; Catherine Lee, *University of Ottawa*;  
 Sarah Bellefontaine, *University of Ottawa*; Veronica Asgary, *University of Ottawa*

Parents' socialization practices vary by child gender (Cassano, Perry-Parish, & Zeman, 2007). Furthermore, parenting goals (desired results driving parents interactions with their children) are related to parental behaviour (Hastings & Grusec, 1998). However, little research has been conducted that examines possible relationships between parenting goals and child behaviour and potentially moderating variables, such as parent and/or child gender. In the current study, 130 mothers and fathers completed an interview about their parenting goals (the Parenting Goals Measure; Hastings & Grusec, 1998) and about their children's adjustment (the Child Behavior Checklist; Achenbach & Rescorla, 2000). It was hypothesized that parent gender and child gender would influence parenting goals and parental ratings of child behaviour. The association between parenting goals and child internalizing and externalizing behaviours was examined to determine whether there were variations by either, or both, child and parent gender. The implications of these findings to clinical work with parents of children with internalizing and externalizing behaviour problems is discussed.

**#52** **YOUTH THERAPIST STRATEGIES TO ENHANCE CLIENT HOMEWORK COMPLETION**  
*Clinical Psychology* Carolyn Houlding, *Children's Centre Thunder Bay and Lakehead University*; Fred Schmidt, *Children's Centre Thunder Bay and Lakehead University*; Diane Walker, *Children's Centre Thunder Bay*

Lack of client follow through on therapeutic homework is a longstanding issue in treatment with children, adolescents and their families. This study examined the strategies youth therapists used to enhance therapeutic homework completion in clients of a child and adolescent mental health service. Thirty two youth therapists participated in this mixed method study. All participants completed a 'Follow Through Strategy' survey (based on Kazantzis, MacEwan, & Dattilio, 2005). Thirteen participants completed semi-structured interviews. These were analysed using Phenomenological Descriptive Analysis (Collaizzi, 1978). Data from both the 'Follow Through Strategy' and interviews revealed therapists predominantly relied on implicit and minimally directive strategies to encourage homework completion. They were less likely to report use of structured and pre-emptive approaches. Directions for future studies are described.

**#53** **STUDENT MENTAL HEALTH: ASSOCIATIONS WITH ACADEMIC AND NON-ACADEMIC SELF-REGULATED FUNCTIONING**  
*Clinical Psychology* Andrew Howell, *Grant MacEwan College*; Amanda Sheptycki, *Grant MacEwan College*;  
 Sarah Mageean, *Grant MacEwan College*

Keyes (2005) operationalized flourishing as elevated emotional, psychological, and social well-being. In past research, we revealed that flourishing has achievement-related correlates reflective of self-regulated functioning among undergraduate students. Specifically, students classified as flourishing, relative to those classified as moderately mentally healthy or as languishing, were less likely to adopt an entity view of ability or to procrastinate and were more likely to endorse mastery-approach goals, to report high self-control, and to obtain high grades. In the current research, we extended the nomological net of flourishing to additional achieve-

ment-related domains and to non-academic domains reflective of self-regulated functioning. Results from a sample of 247 undergraduates show that flourishing correlates positively with self-reported academic delay-of-gratification, academic help-seeking, and use of cognitive and meta-cognitive learning strategies, and that flourishing is associated inversely with self-reported compulsive eating, compulsive buying, and aggression. The association of flourishing with indices of self-regulated functioning in health- and relationship-related domains will also be examined.

#54

*Clinical Psychology*

#### **CHARACTERISTICS OF WORK-RELATED DIFFICULTIES IN A SHARED MENTAL HEALTH CARE SERVICE**

Janelle Jarva, Northern Ontario School of Medicine; Sara Robillard, St. Joseph's Care Group; John Haggarty, St. Joseph's Care Group

Mentally ill individuals are more likely to be unproductive and may have more of an impact on society for low productivity while at work, than from low productivity while away from work (Dewa et al., 2004). No known previous studies have examined the characteristics of individuals with mental health-related work difficulties entering into a shared care service. The Shared Mental Health Care Service (SMHCS) employs psychiatrists, psychologists, nurses, and social workers, who work with the family physicians to provide mental health care to patients in a primary health care setting. Of a larger group of individuals ( $N = 2220$ ) seeking SMHCS services, approximately 14% report having work-related issues, as indicated by their family physician. The purpose of this study was to examine and compare the characteristics of those individuals who are experiencing mental health-related work difficulties to those without these difficulties. These characteristics include total number of psychiatric symptoms, and psychosocial problems, diagnosis, severity of illness, etc. The study is the first to compare those experiencing work difficulties and those who are not among a sample of individuals seeking shared mental health services, and the results will aid clinicians in the understanding of the mental health issues of this population.

#55

*Clinical Psychology*

#### **WHAT HAPPENS AFTER DAY TREATMENT?: LONG-TERM CLINICAL OUTCOME FOR CHILDREN WITH DISRUPTIVE BEHAVIOUR DISORDERS**

Susan Jerrott, IWK Health Centre; Sharon Clark, IWK Health Centre; Isabel Fearon, Dalhousie University

Disruptive Behaviour Disorders (DBD) are among the most commonly diagnosed mental health disorders of childhood. Early onset behaviour problems have been shown to be relatively stable over time and to be predictive of poor adult outcome. Day treatment programs have been suggested as a cost-effective treatment option for children with DBD and there is evidence to support their short-term effectiveness in reducing problem behaviours and improving academic performance. However, there is as yet insufficient evidence to judge their efficacy in reducing the long-term effects of these chronic disorders. The present study examined long-term outcomes (30-50 month post-discharge) in a sample of children under 12 years of age with DBD following completion of a 14-week Cognitive-Behavioural day treatment program. Previous studies by the present authors using standardized parent-report measures indicated a significant improvement in child symptomatology and parenting stress on completion of this program. In the present study, long-term outcome is evaluated in terms of standardized measures of child symptomatology and parenting stress, service utilization, and placement stability. Implications for service delivery to children with DBD and their families are discussed.

#56

*Clinical Psychology*

#### **THE ABILITY OF HEALTHY YOUNG ADULTS TO ENGAGE IN PURPOSEFUL SLOWING OF REACTION TIME: IMPLICATIONS FOR THE OBJECTIVE ASSESSMENT OF MALINGERING**

Andrew Johnson, University of Western Ontario; Philip Vernon, University of Western Ontario

One potential problem in the neuropsychological assessment of individuals who have sustained a head injury is "malingering" (attempting to appear more impaired than one truly is). Measurement of reaction time has been demonstrated to be sensitive to information processing speed deficits resulting from brain injury, and so it is relevant to investigate the extent to which individuals can fake sufficient "slowness" as to suggest a mild deficit in information processing speed, without appearing so slow as to suggest malingering. In the present study, 45 right-handed participants (26 men and 19 women) were asked to perform a computer-based reaction time battery at three different speeds: 100%, 75%, and 50%. Participants consistently responded significantly slower than requested, in both of the "slowed" conditions. This suggests that individuals can make appreciable alterations to the speed with which they respond to visual stimuli, but cannot do so with any degree of accuracy. It is unlikely, therefore, that an individual would be capable of malingering on a test of reaction time, in an attempt to appear (for example) mildly impaired by brain injury. Further research in this area may yield norms that might be applied to the creation of tests of malingering.

#57

*Clinical Psychology*

#### **WHAT IS THE VALUE OF KNOWLEDGE TRANSLATION? A CONTENT ANALYSIS OF FUNDED CIHR OPERATING GRANTS**

Debbie Johnson Emberly, IWK Health Centre; Ian Graham, Canadian Institute of Health Research: VP Knowledge Translation Portfolio; Jacqueline Tetroe, Canadian Institute of Health Research

Objective: To undertake a content analysis of funded Canadian Institutes of Health Research (CIHR) open access grant proposals to examine the types and budgets of knowledge translation (KT) activities proposed. Methods: A random sample ( $N=400$ ) of funded

grant proposals from funding years 2000/01 and 2005/06 was generated from the total funded operating grants in each of the four CIHR themes. Variables abstracted included characteristics of the grant, investigators, and budget and type of KT activities Results: Overwhelmingly, the KT activities identified were end of grant diffusion activities, e.g., conference presentations, publication. The percentage of grants that identified KT as a specific objective within the proposed research increased from an average of 10% in 2000/01 to an average of 30% in 2005/06. However, this increase was not consistent across themes. The biomedical theme demonstrated a decrease in budget for KT activities over time. The health systems/services and population health themes demonstrated the greatest increase in KT budget and activities. Discussion: Innovative integrated KT activities are emerging from the health systems and population health themes, e.g., involvement of stakeholders, website dissemination, which have the potential to reach more stakeholders for less cost than traditional methods of dissemination of research findings. Implications of these findings are discussed in the context of the mandate of CIHR and the science of KT.

#58

*Clinical Psychology*

**DEPRESSION AND RECOLLECTIONS OF PARENTAL NEGLECT AND OVERPROTECTION: THE ROLE OF GENDER AND BORDERLINE PERSONALITY TRAITS**

Gelareh Karimiha, *University of Waterloo*; Uzma Rehman, *University of Waterloo*

Negative childhood experiences are closely linked to adult depression. The current study investigated whether the relationship between depressive symptoms and recollections of care and overprotection in childhood would be mediated by borderline personality traits. Data were collected from 68 women and 69 men who participated in a larger study examining various inter- and intrapersonal predictors of depression. Depressive symptoms were measured with the Beck Depression Inventory, while a subscale of the 10-item Millon Clinical Multiaxial Inventory (MCMI) was used to measure borderline personality traits. Recollections of childhood care and overprotection were assessed with the Parental Bonding Instrument. Results revealed that for women, borderline personality traits fully mediated the relationship between depression and recollections of childhood overprotection, and partially mediated the relationship between depression and recollections of childhood care. For men, childhood recollections were unrelated to depressive symptoms. These results point to important gender differences in the role of negative childhood experiences in adult depression, and shed light on the differential mechanism through which such experiences may lead to depression among women.

#59

*Clinical Psychology*

**RATINGS OF AGGRESSIVE BEHAVIOURS IN PSYCHIATRIC INPATIENTS BEFORE AND AFTER AN INDEX COURSE OF ELECTROCONVULSIVE THERAPY (ECT)**

Kimberly Kreklewetz, *Simon Fraser University*; Grant Iverson, *British Columbia Mental Health and Addiction Services (BCMHAS)*; Brian Brooks, *British Columbia Mental Health and Addiction Services (BCMHAS)*; Nirmal Kang, *British Columbia Mental Health and Addiction Services (BCMHAS)*

Patients are generally referred for electroconvulsive therapy (ECT) as treatment for severe psychiatric illnesses. Many patients also have co-existing aggressive behaviours. This study investigates whether aggressive behaviours decrease in adult psychiatric inpatients ( $N = 33$ ) following an index course of ECT. Aggression was measured with the Aggressive Behaviour subscale of the Riverview Psychiatric Inventory (RPI; Haley, Iverson, & Moreau, 2002). A sizable proportion of inpatients referred for ECT exhibited aggressive behaviours. More than 27% of patients were rated as moderate or greater on the physical assault item of the RPI. For temper outbursts and threatening/intimidating behaviour, moderate or greater ratings were found in 42% and 45% of inpatients, respectively. In contrast, following ECT, moderate or greater ratings were found in 12.1% for physical assault, 30.4% for temper outbursts, and 21.2% for threatening/intimidating behaviours. Both parametric and non-parametric data analyses indicated that these aggressive behaviours were significantly lower following an index course of ECT. Unlike previously published case studies, this study examined the effects of ECT on aggression in a larger clinical sample and utilized a standardized rating scale of aggression. ECT appeared to have a positive effect, at least after one index course, on reducing aggressive behaviours.

#60

*Clinical Psychology*

**DIALECTICAL BEHAVIOUR THERAPY WITH SUICIDAL ADOLESCENTS**

Kristine Lake, *Children's Centre Thunder Bay*; Christine O'Shaughnessy-Start, *Children's Centre Thunder Bay*; John Biancospino, *Children's Centre Thunder Bay*; Leanna Marshall, *Children's Centre Thunder Bay*

For professionals providing mental health treatment to adolescents, suicidal behaviour is a very serious issue. In a recent press release, The World Health Organization reported that worldwide suicide rates have increased by 60%, placing suicide among the three leading causes of death for individuals aged 15 to 34. Unfortunately, due to the lack of methodologically sound studies in this area, the search for effective interventions intended to address suicidal behaviour has yielded disappointing results. Many of the psychosocial treatments studied to date, including problem-solving therapy, intensive intervention plus outreach, emergency card, inpatient behaviour therapy, and antidepressant therapy, have not proven to be more effective than control conditions. However, Dialectical Behaviour Therapy (DBT) appears to be one intervention that has shown some promise in the treatment of suicidal adolescents. This mixed-method pilot study will evaluate the effectiveness of the first adolescent DBT program to be implemented in Thunder Bay, Ontario. Qualitative data, in the form of semi-structured interviews, will be gathered throughout the course of treatment from adolescent clients and their caregivers in order to gain an understanding of their perspectives and experiences with DBT. In addition, psychometric measures intended to assess client functioning will be administered prior to beginning treatment, upon completion of the 16-week multi-family group, and again six months following completion of the group. Preliminary results will be available by spring, 2008.



#61

*Clinical Psychology***GAMBLER OR NON-GAMBLER, THAT IS THE QUESTION**

Daniel Lalande, *Université Laval*; Emmanuelle Bastille-Denis, *Centre québécois d'excellence pour la prévention et le traitement du jeu*; Cathy Savard, *Centre québécois d'excellence pour la prévention et le traitement du jeu*; Christian Jacques, *Centre québécois d'excellence pour la prévention et le traitement du jeu*; Isabelle Giroux, *Université Laval*

Although it may seem obvious to define a non-gambler, the literature shows that this isn't necessarily the case. Researchers don't all use the same operational definition of a non-gambler. This may be due in part to the fact that this population hasn't received much attention. Knowing more about non-gamblers may however help us better understand problem gambling. The goal of the present study was to compare gamblers and non-gamblers in regard to their sociodemographic characteristics. Data from the latest prevalence study in the general adult population of Quebec (2002) was used. The sample consists of 8534 adults who answered a telephone survey inquiring about their general gambling habits, possible gambling problems, other related problems and general information. For the present study, participants were categorized according to their frequency of participation in different forms of gambling over the last 12 months: 1) 'pure' non-gamblers; having not participated in any form of gambling, 2) non-gamblers (excluding lottery); having not participated in any form of gambling except lottery, scratch tickets and draws, 3) gamblers; having participated in at least one form of gambling aside from lottery, scratch tickets and draws. Logistic regression analyses show that age, gender, income, religious affiliation and having had a strong urge to gamble following a stressful life event significantly increase the likelihood of belonging to the non-gamblers group. These findings may be a first step toward identifying protective factors against problem gambling. Future studies are required to evaluate their usefulness.

#62

*Clinical Psychology***DAY SERVICES FOR YOUTH: AN INTER-AGENCY TREATMENT PROGRAM FOR YOUTH EXPERIENCING BEHAVIOURAL, EMOTIONAL, AND/OR ACADEMIC DIFFICULTIES**

Laura Lang, *Annapolis Valley Health*; Julia Feldstein, *Acadia University*

The Day Services for Youth (DSfY) program is a school-based intervention program, for adolescents aged 12-15, who exhibit difficulties that preclude success in school, at home, or in the community at large. DSfY is a three month program where students are removed from their home school, offered intensive intervention, and gradually re-integrated into their school of origin. The program assumes a "strengths-based" approach to intervention, focusing on encouraging competencies and positive potential. Staffing of the program consists of a teacher, educational assistant, psychologist, community support worker, clinical psychology student, and two youth workers. An outreach component to the program has also been established, involving monthly drop-in groups and summer programs. The focus and objectives of the program include working collaboratively with partnering agencies, offering intensive intervention to youth and their families, and strengthening relationships within the home, school, and community. The purpose of the current evaluation was to examine whether the program was able to adhere to the aforementioned goals and to assess program strengths and weaknesses. Results demonstrated clinically significant changes on self-report measures of aggressive behaviour, ADHD, and oppositional defiance. Similar significant results were found via parent-report measures.

#63

*Clinical Psychology***THE CENTRALITY OF SELF-HARM REASONS: CONCEPTUALIZING SELF-HARM USING A MODIFIED MODEL OF THE THEORY OF PLANNED BEHAVIOUR**

Stephen Lewis, *Dalhousie University*; Darcy Santor, *University of Ottawa*

Historically, self-harm has been conceptualized using a number of observable features (e.g., degree of harm) and then further understood by elucidating key concomitants (e.g., abuse). While these approaches yield important information regarding the clinical presentation of and who is at risk for self-harm, they do not contribute to the understanding of why people self-harm. To address this, a number of recent research efforts have examined self-harm reasons. These approaches are promising, but might be limited as they do not investigate lethal and non-lethal reasons in tandem and seldom report psychometric properties of the assessment measures used. Furthermore, no efforts to date have synthesized self-harm reasons within a comprehensive motivational model of behaviour. The present study attempted to overcome these limitations by examining self-harm reasons using a newly developed measure and integrating these reasons into a modified model of the theory of planned behaviour (TPB). Results indicated that self-harm reasons meaningfully and reliably grouped together using the new measure. Findings further supported a modified TPB model of self-harm incorporating the resultant reason factors. Overall, findings have empirical and clinical implications that will be discussed and the new measure and modified TPB model offer new, albeit preliminary, ways to conceptualize self-harm.

#64

*Clinical Psychology***SELF-REPORTED PSYCHOPATHOLOGY IN PARENTS OF CHILDREN WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD) AND OPPOSITIONAL DEFIANT DISORDER (ODD)**

Krista Luedemann, *University of Ottawa*; Catherine M. Lee, *University of Ottawa*

There has been a growing recognition of the link between parental psychopathology and child psychopathological symptoms. This study was designed to examine self-reported psychopathology in mothers and fathers of children in three groups of families: those with children with attention-deficit/hyperactivity disorder combined type (ADHD-C), children with ADHD-C and comorbid oppositional defiant disorder (ADHD-C/ODD) and nondisordered children. Thirty-five families in each group will be recruited through clinics, mental health professionals and community announcements. Parents complete the Adult Self-Report Form for Ages 18-59

(ASR Achenbach & Rescorla, 2003), including depressive problems, antisocial problems, and substance use and the Conners' Adult Attention Rating Scale-Screening Version (CAARS-SV) assessing symptoms of ADHD. Preliminary results on the first 17 families indicate that compared to parents of nondisordered children, higher numbers of mothers and fathers of disordered children report clinically significant symptoms. It is expected that data will be analyzed for 50 families. Data will be presented separately for mothers and fathers.

**#65** **SPECIFICITY OF CHILDHOOD MALTREATMENT AND DEPRESSOTYPIC ORGANIZATION IN YOUNG ADULTS**  
*Clinical Psychology* Margaret Lumley, University of Guelph

The purpose of the current study was to examine particular experiences of childhood maltreatment as potential developmental precursors to a depressotypic cognitive organization (i.e., tightly connected negative schemas and loosely connected positive schemas) in a sample of young adult men and women ( $N = 124$ , mean age = 18.19). The relation between childhood maltreatment (i.e., father emotional maltreatment, mother emotional maltreatment, physical abuse, and sexual abuse) and depressotypic organization was assessed using a computer task in which participants plotted a series of cognitive schema contents (e.g., "I am a failure") on a 2-dimensional grid along the dimensions of self-descriptiveness (high vs. low) and valence (positive vs. negative). Childhood maltreatment was assessed using the Childhood Experiences of Care and Abuse Questionnaire. As hypothesized, all forms of maltreatment were significantly related to a depressotypic cognitive organization. However, father emotional maltreatment and physical abuse emerged as the strongest predictors in a multivariate context. Results here suggest that emotionally abusive fathers may have a potent and detrimental effect on children's development and organization of core beliefs about self.

**#66** **VALIDATION OF THE SOCIAL ANXIETY – ACCEPTANCE AND ACTION QUESTIONNAIRE**  
*Clinical Psychology* Meagan MacKenzie, Wilfrid Laurier University; Nancy Kocovski, Wilfrid Laurier University

Mindfulness based interventions, such as Acceptance and Commitment Therapy are increasingly being examined by clinical researchers. Complaint-specific treatment outcome measures are necessary to evaluate the efficacy of these novel therapeutic techniques. This research was conducted to provide support for the validity of the Social Anxiety – Acceptance and Action Questionnaire (SA-AAQ). This scale was developed to measure nonjudgmental acceptance of social anxiety symptoms. It was hypothesized that the SA-AAQ would demonstrate convergent validity with measures of social anxiety and mindfulness and divergent validity with a measure of depression. The sample consisted of 341 undergraduates (277 females) who completed the SA-AAQ, social anxiety measures, mindfulness measures, a depression inventory, an impulsivity inventory and a social desirability scale. As expected, the SA-AAQ correlated negatively with measures of social anxiety and positively with measures of mindfulness. Additionally, the SA-AAQ was less associated with measures of depression than measures of social anxiety. The SA-AAQ was also correlated negatively with some aspects of impulsivity. This study provides support for the use of the SA-AAQ as a measure of acceptance of social anxiety symptoms. These results suggest that this measure may be useful in evaluating treatment outcome in socially anxious populations.

**#67** **RELIGIOUS COMMITMENT, EMOTIONAL WELL-BEING AND THE ROLE OF OBSESSIONALITY IN YOUNG ADULTS**  
*Clinical Psychology* Jeffrey Maguire, University of New Brunswick; David Clark, University of New Brunswick

Cultural factors can have an influence on emotional adjustment and well-being. Whether there is a relationship between obsessiveness and religiosity compared to other symptom domains is not well understood. The present study investigated whether fundamentalist Christians exhibit greater difficulty with obsessional thoughts and beliefs than low religious students. Sixty-six students from an Atlantic Canadian Bible College as well as 59 high and 55 low religious UNB students completed a battery of questionnaires. A series of ANOVAs revealed that fundamentalist Christians scored significantly higher than the low religious students on the Clark-Beck Obsessive-Compulsive Inventory (CBOCI) Obsessions subscale but not on the CBOCI Compulsions subscale, BDI, BAI or PSWQ. With regard to obsession relevant beliefs, the fundamentalist group was significantly higher than low religious students on the Obsessional Belief Questionnaire's Responsibility/Threat and Importance/Control Beliefs subscales. These findings indicate that obsessional beliefs about the importance of taking control of unwanted thoughts are specifically elevated in highly religious Christian students. Indeed, the failure to find significant group differences on other measures suggests that elevated obsessiveness in the religious individual is not due to heightened negative emotionality, general distress or maladjustment.

**#68** **USE OF THE BASIS-32 TO TRACK CLIENT CHANGE IN A COMMUNITY MENTAL HEALTH SETTING**  
*Clinical Psychology* K. Amanda Maranzan, Lakehead University; Peter Voros, Thunder Bay Regional Health Sciences Centre and Lakehead University

The current emphasis on effective psychotherapy treatments has resulted in an increased interest in psychotherapy outcome research and the development of sensitive and reliable outcome measures. The Behaviour and Symptom Identification Scale-32 (BASIS-32) is one such measure and is used by our community mental health program to track client change. Our program provides individual and group psychotherapy to adult outpatients who present with one or more serious mental illnesses. Treatment typically consists of 15 individual sessions and/or 8 group sessions with a broad emphasis on cognitive-behavioural and problem-

solving strategies. Clients complete the BASIS-32 at intake and at each treatment session. To determine treatment efficacy, we used a Reliable Change Index to identify changes in ratings of psychiatric symptomatology and social functioning over three timeframes in 107 persons with a serious mental illness. As expected, the greatest amount of reliable change occurred between the time of intake and last appointment (50% of clients demonstrated true improvement and 2% demonstrated true deterioration on the BASIS-32 total score) while the least amount of reliable change occurred between intake and time of first appointment (6% of clients demonstrated true improvement and 2% demonstrated true deterioration on the BASIS-32 total score).

#69

*Clinical Psychology***DIFFERENCES IN CHILDREN'S ATTRIBUTIONS FOR THEIR MOTHERS AND FATHERS**

Clarisa Markel, *University of British Columbia*; Kathy Chan, *University of British Columbia*;  
Kailee Penner, *University of British Columbia*; Charlotte Johnston, *University of British Columbia*

Previous studies show that children's attributions about parenting and family functioning are associated with child adjustment. However, to our knowledge no study has looked at differences between the attributions that children make about their mothers and fathers. In this study, 8–11-year-old boys completed the Children's Attribution Measure assessing their attributions for parenting by their mothers and fathers. Boys rated the degree to which ability, task difficulty, effort, or the child caused parents' behaviors. Preliminary results with  $N=13$  (a sample of 50 is anticipated) show that positive parenting behaviors are equally attributed to ability for mothers and fathers. However, boys attribute negative parenting behaviors more often to a lack of ability in mothers,  $F(1, 12) = 7.16, p = .02$ . Similarly, positive parenting behaviors are equally attributed to the task for mothers and fathers. However, negative parenting behaviors are more often attributed to task difficulty in mothers than fathers,  $F(1, 12) = 9.72, p = .009$ . Differences such as these in children's perceptions of their relationships with their mothers and fathers may contribute to our understanding of parent-child or inter-parent conflicts and their links to child behavior problems.

#70

*Clinical Psychology***MOTIVATIONAL ENHANCEMENT FOR OBSESSIVE COMPULSIVE DISORDER: PRELIMINARY FINDINGS ON ENHANCED TREATMENT EFFICACY**

Randi McCabe, *McMaster University*; Karen Rowa, *McMaster University*; Martin Antony,  
*Ryerson University*; Lisa Young, *St. Joseph's Health Care*; Richard Swinson, *McMaster University*

Obsessive compulsive disorder (OCD) is a pervasive and impairing anxiety disorder characterized by recurrent, unwanted thoughts and/or the presence of repetitive behaviors typically aimed at reducing distress. Although exposure and response prevention (ERP) is considered the "gold standard" psychological treatment for OCD, the majority of treatment completers achieve only a partial recovery (Eddy, Dutra, Bradley, & Westen, 2004). Addressing treatment concerns, motivation, and level of commitment prior to ERP is likely to increase a patient's motivation to engage in and persist with treatment, thus enhancing treatment efficacy. This study examines the efficacy of motivational enhancement in augmenting ERP treatment outcome. Data collection is ongoing and preliminary data will be presented. Participants ( $n=17$ ) were randomly assigned to receive either three sessions of motivational enhancement or three sessions of relaxation therapy (control intervention). Preliminary findings suggest that the motivational enhancement intervention is associated with increased confidence to overcome OCD and increased readiness to engage in active treatment. In addition, a trend was observed for enhanced treatment outcome in the motivation group as reflected in reduced OCD symptom severity post ERP compared to the control group.

#71

*Clinical Psychology***EFFECTIVENESS OF TWO NEW INTERVENTIONS FOR REDUCING EATING AND BODY IMAGE CONCERNS IN WOMEN**

Amanda McMahan, *Lakehead University*; Monique Mercier, *Lakehead University*;  
Loretta Blanchette, *Lakehead University*; Ron Davis, *Lakehead University*

Body dissatisfaction is prevalent and associated with psychiatric disorders and distress in women. Research demonstrates a multifactorial nature of body image; revealing perceptual, socio-cultural, behavioural, cognitive, and affective contributors and consequences. Mindfulness practice, which has already been incorporated into a number of successful psychological treatments, has yet to be integrated into empirically tested body image treatment programs. However, the practice's emphasis upon awareness, non-judgement, description, and non-reactivity suggests it has potential to address the many dimensions of body image. The Turning Points 2 (TP2; Davis et al., 2004) series is also a multifactorial program which, when administered in a group discussion format, has been shown to reduce eating and body image concerns in young women (Bone et al., 2005). However, the clinical utility of each of these promising programs when administered individually are unknown. In the present study, women were randomly assigned to either a mindfulness based program or TP2. The effectiveness of each of these self-guided, two-week programs was assessed according to the degree of change on the Eating Disorder Examination Questionnaire alongside several other measure of psychopathology. Comparisons among the programs and their respective influences upon eating behaviours and body image are discussed.

#72

*Clinical Psychology***AN EXAMINATION OF ALTRUISM IN OCD AND DEPRESSION: UNDERSTANDING SYMPTOMATOLOGY**

Gregory Mendelson, *Concordia University*; Chris Parrish, *Concordia University*;  
Adam Radomsky, *Concordia University*

Individuals with obsessive-compulsive disorder (OCD) have an inflated sense of responsibility, hypothesized to promote and maintain compulsive checking behaviour. OCD sufferers may also exhibit elevated levels of altruism, particularly if their concerns relate to protecting others. In contrast, individuals with Major Depressive Disorder (MDD) may exhibit egoistic traits relative to others, given the self-focused nature of many MDD concerns. The current ongoing study addresses the following questions: Do OCD sufferers report more altruism than depressed or non-clinical participants? Are higher levels of compulsive checking associated with higher levels of altruism? Are higher levels of perceived responsibility associated with higher levels of altruism? Three participant groups were recruited for this study: individuals with OCD, individuals with MDD, and non-clinical control participants. Standardized self-report measures of checking, perceived responsibility and altruism, as well as an interview-based measure are used to compare levels of these variables across groups. Preliminary analyses indicate that individuals in the OCD group reported high levels of altruism, perceived responsibility and checking, relative to established means for non-clinical respondents. Final results will be discussed in terms of cognitive-behavioural models of, and treatments for, OCD and depression.

#73

*Clinical Psychology*

#### **STAGE OF CHANGE AS A PREDICTOR OF PSYCHOLOGICAL DISTRESS AND EXPRESSED INTEREST IN A BODY IMAGE IMPROVEMENT PROGRAM**

Monique Mercier, *Lakehead University*; Ron Davis, *Lakehead University*;  
Amanda McMahan, *Lakehead University*

It has been demonstrated that approximately half of university women experience dissatisfaction with the weight or shape of their bodies (Donato, 2004). We investigated psychological distress, disordered eating attitudes and behaviours, and body mass index (BMI) as a function of one's stage of change regarding body image. Furthermore, we examined if being in the action stage was predictive of expressed interest in a pilot body image improvement program. Participants were 266 female undergraduate students who completed an online battery of questionnaires pertaining to psychological well-being, eating attitudes and behaviours, and body image. Those individuals in the action stage had significantly higher mean scores relative to the other stages on the variables of psychological distress, eating disorder symptoms, as well as significantly higher BMI. Relative to the other stages, those in the action stage were also significantly more likely to express interest in a body image improvement program. Additionally, those individuals who expressed interest in the body image improvement program had higher mean scores on psychological distress, eating disorder symptoms, and BMI. This study poses the potential application of the stage of change model in future research involving body image issues.

#74

*Clinical Psychology*

#### **THE RELATIONSHIP BETWEEN ALCOHOL DEPENDENCE AND DISORDERED EATING BEHAVIOURS AND COGNITIONS**

Erin Moss, *University of Calgary*; Kristin von Ranson, *University of Calgary*

Research has found that up to 49% of bulimic women report current or past alcohol misuse, while up to 40% of alcohol-misusing women report current or past bulimia nervosa. Although parallels have been drawn between eating disorders (EDs) and substance use disorders as diagnostic categories, few studies have examined ED symptoms in individuals with substance use disorders. To evaluate the degree to which women with alcohol dependence (AD) evidence ED symptoms, this study examined Minnesota Eating Behaviours Survey (MEBS) scores in women with diagnoses of AD ( $n = 28$ ), comorbid ED and AD ( $n = 21$ ), and no history of an ED or AD (controls;  $n = 39$ ). We hypothesized that: (1) the comorbid group would score higher than the AD and control groups, and (2) the AD women would score higher than the control group. On the MEBS total score and subscale scores, the comorbid group scored significantly higher than the AD and control groups (all  $p < .01$ ), while the AD group scored significantly higher than the control group (all  $p < .001$ ). These findings suggest that women with AD exhibit a moderate level of ED symptomatology that is intermediate between individuals with comorbid diagnoses and those with no ED or AD history. Consideration of ED symptoms may be an important component in the assessment and treatment of substance use disorders in women.

#75

*Psychoanalytic and  
Psychodynamic  
Psychology*

#### **DEFENSE MECHANISM CHANGE OVER A 5-YEAR PSYCHOANALYTIC TREATMENT FOR AVOIDANT PERSONALITY DISORDER**

Trevor Olson, *University of Saskatchewan*; Michelle Presniak, *University of Saskatchewan*;  
John Porcerelli, *Wayne State University*; V. Barry Dauphin, *University of Detroit Mercy*

In 2007, Porcerelli and colleagues published the first systematic case study of psychoanalytic treatment of Avoidant Personality Disorder (AvPD). Although results indicated that clinically significant changes were achieved on several outcome variables, defense mechanisms were not included in the original study. Thus, the present study examined defenses over the course of therapy. Transcripts from 21 sessions were coded using the Defense Mechanism Rating Scales (DMRS). Coders were blind to the chronological order of the transcripts, the diagnosis of the patient, and the results from other outcome measures. Results indicated that the adaptiveness of defense use as assessed by the DMRS Overall Defensive Functioning scale dropped from initial assessment (4.60) to Year 1 of therapy (4.22). A steady increase in defensive adaptiveness was observed from Year 1 (4.22) to Year 4 (5.08), followed by a drop in adaptiveness prior to termination in Year 5 (4.44). Defense use at follow-up was the most adaptive of all ratings (5.61). Change of specific defense levels and other outcome variables will be discussed. In conclusion, this study empirically demonstrated the pattern of defense change over a course of psychoanalytic therapy for an individual with AvPD. This pattern was consistent with theoretical expectations and unique to defense mechanisms when compared to other outcome measures.

#76

*Psychoanalytic and  
Psychodynamic  
Psychology***DEFENSE MECHANISMS: CAN THEY HELP US IN DIFFERENTIATING  
ANTISOCIAL AND BORDERLINE PERSONALITY TRAITS?**Michelle Presniak, *University of Saskatchewan*; Trevor Olson, *University of Saskatchewan*;  
Michael MacGregor, *University of Saskatchewan*

In recent years, there has been a renewed interest in the empirical study of defense mechanisms and the role they play in psychopathology. For example, recent research demonstrates that defenses can be helpful in differentiating between similar mental disorders. One group of disorders that can be complicated to differentiate diagnostically due to overlapping criteria, high comorbidity, and little divergent validity are Cluster B personality disorders. This difficulty is especially true for Borderline Personality Disorder (BPD) and Antisocial Personality Disorder (APD). The goal of the current research was to examine the utility of defenses for differentiating between a nonclinical sample high on BPD traits and a sample high on APD traits. Personality was assessed with the Personality Assessment Inventory (PAI). Based on scores from the PAI, participants were divided into a high BPD group and a high APD group. Defenses were assessed through self-, observer-, and projective-report measures. The utility of defenses for differentiating between the two groups was analyzed using discriminant function analyses. Results showed that correct classification could be achieved based on defense use. Results from specific defenses as well as differences between defense assessment measures will be discussed.

#77

*Psychopharmacology***CANNABINOID RECEPTOR MODULATION OF BRAIN FOS-IMMUNOREACTIVITY**Jordan Scantlebury, *Dalhousie University*; Shadna Rana, *University of Waterloo*;  
Marc Schaus, *Wilfrid Laurier University*; Paul Mallet, *Wilfrid Laurier University*

The cannabinoid CB1 receptor inverse agonist rimonabant and the putative CB1 neutral antagonist O-2050 differentially affect locomotion and water consumption, but not food consumption, in rats. The nature of this difference at the neuroanatomical level has not yet been described. We characterized Fos-immunoreactivity (Fos-IR; a marker of neural activation) induced by rimonabant and O-2050 in 26 distinct brain regions in male Sprague-Dawley rats. Forty-eight rats were given rimonabant (1, 3, or 10 mg/kg), O-2050 (3 or 10 mg/kg), or vehicle intraperitoneally and perfused 2-h later. Fos-IR was determined in diaminobenzidine immunoperoxidase stained 50  $\mu$ m coronal sections using light microscopy. Preliminary results suggested that O-2050 enhanced Fos-IR significantly in regions associated with locomotion, anxiety, feeding, and reward, whereas rimonabant had no effect on Fos-IR, despite previous reports to the contrary. To ensure the functionality of rimonabant in our paradigm, we assessed the ability of rimonabant and O-2050 to reduce Fos-IR induced by the cannabinoid receptor agonist  $\Delta^9$ -THC. Twenty-four additional rats received intraperitoneal injections of 5 mg/kg  $\Delta^9$ -THC alone, or combined with 10 mg/kg rimonabant or 3 mg/kg O-2050, and were perfused 2-h later. Tissues have been collected, and Fos-IR quantification is in progress.

#78

*Psychopharmacology***ANALYSIS OF EMPIRICAL RESEARCH ON AUGMENTATION STRATEGIES FOR  
UNIPOLAR DEPRESSION**Craig Yury, *University of Nevada, Reno and Queen Elizabeth II Health Sciences Centre*;  
David Antonuccio, *University of Nevada School of Medicine Department of Psychiatry and  
Behavioral Sciences*; Jane Fisher, *University of Nevada, Reno*

Treatment of depression with a single pharmaceutical agent has a low success rate, and often several agents are tried or combined to increase efficacy. Augmentation can be defined as the addition of one or more medications to an existing antidepressant monotherapy. This study examined the extent of empirical research on augmentation strategies for unipolar depression and the effectiveness of augmentation strategies. Valenstein et al. (2006) detailed the frequency of antidepressant augmentation strategies utilized in Veteran's Administration mental health settings with a diagnosis of unipolar depression and an antidepressant prescription during the fiscal year 2002. An in depth literature review was conducted based on the results of Valenstein et al.. More than 40% of the most popular classes of augmentation strategies, and more than 55% of the most frequently prescribed combinations of drugs used for augmentation for unipolar depression have no published scientific support. A meta-analysis was conducted from the data obtained from the literature review. Of the 22 studies identified in the literature review, 13 studies contained sufficient data to calculate an effect size. Mean estimated effect size of all 13 studies calculated with random effects is 0.1782 with a 95% confidence interval of -0.2513 – 0.6076.

#79

*Psychophysiology***ASSESSMENT OF MAGNO-, PARVO-, AND KONIOCELLULAR VISUAL STREAMS  
IN MIGRAINE**James Brazeau, *Lakehead University*; Michael Wesner, *Lakehead University*

Migraine headache is considered one of the most common chronic pain conditions. Recent scientific evidence suggests that abnormal functioning of the trigeminovascular system underlies the pathophysiology of the disorder. The visual system is of particular interest in migraine due to the fact that visual auras, photophobia, and visual triggers, are apparent in patients. Recent evidence has suggested that both retinal and cortical visual dysfunction is present in migraine patients. The majority of the research has focused on aspects of vision that are specific to one of the three visual streams. To date, no study has sought to specifically assess visual performance across the three main parallel processing streams: the magnocellular, parvocellular, and koniocellular streams. We made use of sophisticated psychophysical measures to selectively measure visual performance in two main migraine patient groups (Mi-

graine With and Without Aura) and compare these measurements to non-migraine controls. Results of the study are discussed in terms of their relevance to the pathophysiology, assessment, and treatment of migraine headaches.

#80

*Psychophysiology*

**ESTROGEN AND WORKING MEMORY IN HEALTHY YOUNG FEMALES:  
A BEHAVIOURAL AND ERP STUDY**

Annie-Claude David, *Hôpital Douglas*; Miglena Grigorova, *Hôpital Douglas*; Natalie Phillips, *Concordia University*

The literature on estrogen indicates that high estrogen enhances working memory (WM) in women. This study investigated variation in WM as a function of estrogen level in 10 young healthy free-cycling women. Participants were tested on the n-back task, which systematically increases WM load, during menstruation (low estrogen) and ovulation (high estrogen). Behavioral and event-related brain potentials were recorded. P300 amplitude should decrease and latency should increase with WM load. Performance accuracy decreased as WM load increased and was poorer during the low estrogen versus high estrogen condition; however, there was no significant interaction of cycle by working memory load. Reaction time increased when working memory load was maximal and this effect was greater during low estrogen. No difference in P300 latency was found in the parietal region (CPZ) during high estrogen compared to low estrogen where latency was found to increase as WM load increased. Finally, P300 amplitude in anterior regions decreased less when memory load was maximal during high level of estrogen. These results indicate that WM might be sensitive to estrogen level in young women, such that performance is slower and less accurate when estrogen is low. These effects were largely reflected in brain activity. Our results extend previous findings and could have implications in hormone based treatment.

#81

*Psychophysiology*

**INTELLIGENCE AND SENSORY DISCRIMINATION USING THE MISMATCH NEGATIVITY**

Michael Houlihan, *St. Thomas University*; Robert Stelmack, *University of Ottawa*; Stefan Troche, *University of Bern, Switzerland*; Thomas Rammsayer, *University of Bern, Switzerland*

The scientific study of general intelligence has its roots in the seminal work of Francis Galton and Charles Spearman. Their work on the nature of intelligence started to point the direction of sensory discrimination ability as an important contributor to overall general ability. Advances in computer technology and brain visualization techniques have allowed for the reconceptualization of the relation between sensory discrimination and intelligence in terms of brain processes. In this study, the mismatch negativity (MMN) was used as a measure of automatic detection of a change in an auditory stimulus sequence. Intellectual ability was assessed using the Multidimensional Aptitude Battery and a series of trail making tests. The MMN was elicited using frequency deviant and duration deviant tones. Within each of these conditions, three levels of deviation were used in which the difficulty of the discrimination was varied. Structural equation modeling indicated a significant contribution of frequency discrimination to general intelligence but the duration discrimination did not.

#82

*Substance**Abuse/Dependence*

**A DISCURSIVE ANALYSIS OF SELF-ESTEEM IN THE CONTEXT OF  
ADDICTIONS TREATMENT**

Emily Doyle, *University of Calgary*

Self-esteem is one of the oldest constructs in western social science. Since 1890 over 23,000 books, chapters, articles have been devoted to accounting for it. Most psychological research to date has defined and operationalized self-esteem in terms of outcome measures and standardized test scores, focusing mainly on presumed causes or correlates of self-esteem. Absent from the literature is research into differences in understanding and uses of self-esteem in clinical settings. This study reports on the use of discourse analysis to explore how clients and counsellors talk about self-esteem in the context of addictions treatment. Ten participants attending addictions treatment took part in structured interviews inquiring about their perceptions of self-esteem's role in substance abuse and recovery. Text from the interviews (client discourse) was compared and contrasted with text from the treatment centre's standardized self-esteem workshop (counsellor discourse). Results suggest that the counsellor discourse failed to attend to the breadth, depth, and variety of client experiences and contexts present in client discourses. Without mutually constructed understandings of self-esteem between client and counsellor the therapeutic value of such interventions can be questioned. Clinical suggestions for promoting and working from shared understandings of self-esteem are offered.

#83

*Substance**Abuse/Dependence*

**COMPUTERIZED BRIEF INTERVENTION AND CONTINGENCY MANAGEMENT FOR  
SMOKING CESSATION IN METHADONE-MAINTAINED OPIATE-DEPENDENT  
INDIVIDUALS**

Heather Durdle, *University of Windsor*; Steven Ondersma, *Wayne State University*; David Ledgerwood, *Wayne State University*

Brief interventions (BI) and contingency management (CM) have both shown varying degrees of success in reducing addictive behaviours, but few studies have combined the two interventions. In an exploratory trial, smokers ( $N = 48$ ) from a methadone maintenance clinic were randomly assigned to either: 1) computer-delivered BI only; 2) computer-delivered BI plus CM; or 3) a control condition. Breath carbon monoxide (CO) and state motivation were measured three times weekly for five weeks and at one-month post-treatment. Overall results suggested better effects for the BI plus CM group than the control group, with the BI only group

falling in the middle on most outcomes. BI plus CM was associated with the clearest effects on breath CO ( $d = .47$  at one-month follow-up, with significantly more during-treatment CO readings below 10 ppm). BI only was associated with smaller effects on breath CO ( $d = .17$  at follow-up). With respect to motivation, the BI only group expressed the largest degree of motivation throughout the study period. Results suggest that the addition of CM to BI may have positive effects on smoking behaviour, but may also negatively impact internalization of behaviour change.

#84

Substance  
Abuse/Dependence

**ÉVOLUTION DE LA PERCEPTION DES PERSONNES SIGNIFICATIVES  
DE L'ENVIRONNEMENT RELATIONNEL ET DE LA MANIFESTATION  
PSYCHOPATHOLOGIQUE CHEZ DES ADOLESCENTS EN TRAITEMENT  
D'UNE CONSOMMATION ABUSIVE DE SUBSTANCES PSYCHOTROPES**

*Gabriel Fortier, Université du Québec à Chicoutimi; Claude Dubé, Université du Québec à Chicoutimi; Nathalie Martel, Université du Québec à Chicoutimi; Martin Dallaire, Université du Québec à Chicoutimi; Jean-François Tremblay, Université du Québec à Chicoutimi; Nathalie Morasse, Université du Québec à Chicoutimi*

Le traitement de la toxicomanie vise fondamentalement la réduction de la consommation de substances psychotropes. L'effet du traitement sur la perception par l'adolescent des personnes significatives de son environnement relationnel et sur la psychopathologie est peu investigué. Cette étude descriptive vise à observer, durant le traitement intensif de la toxicomanie, l'évolution de la perception par l'adolescent des personnes significatives de son environnement relationnel et l'expression concomitante de la psychopathologie. Quatorze participants ont été recrutés (15,5 ans ET : 1,019) et évalués, à trois reprises durant l'application du traitement. Instruments utilisés : l'inventaire sociodémographique pour la collecte de diverses informations, le PEP pour l'estimation de la propension des participants à échanger sur des situations personnelles avec six personnes significatives (mère, père, amis et adultes) et le SCL-90-R pour la psychopathologie. Les résultats indiquent un accroissement significatif de la propension à échanger particulièrement avec la mère et le père. De plus, il y a une réduction de l'expression de la psychopathologie pour l'ensemble des adolescents. Par contre, cette réduction est variable en fonction de la psychopathologie observée au cours des trois phases du traitement. La discussion souligne l'effet du traitement sur ces paramètres.

#85

Substance  
Abuse/Dependence

**THE "DYSFUNCTIONAL FAMILY": AN INVESTIGATION OF THE SYMPTOM SPECIFICITY  
AND FAMILY ENVIRONMENT OF ADULT CHILDREN OF ALCOHOLISM AND ABUSE**

*Shawn Gates, York University; Navneet Dhami, York University; Maxine Wintre, York University*

This study investigates the impact of being raised in an alcoholic/abusive environment and the development of the adult children of alcoholism (ACOA) syndrome. The specificity of the ACOA syndrome (physical, emotional, cognitive and behavioral symptoms attributed to being raised by an alcoholic parent[s]) is examined to determine whether it is specific to ACOAs or to growing up in a dysfunctional family environment in general. Potential differences in the experience of the syndrome are also examined in terms of the family role (i.e., hero, scapegoat, lost child, mascot) filled by an adult while a child/adolescent. In doing so, the family roles construct is extended to individuals from non-alcoholic abusive home environments by investigating whether they utilize these coping mechanisms and whether these roles influence the experience of negative symptomology in adulthood. The concepts of parenting styles (Baumrind, 1971, 1989), parent-child reciprocity (Youniss, 1980, 1983, 1985) and spousal reciprocity (Wintre, Gates, & Churchill-Keating, 2006) are examined in terms of their relationship with symptoms related to experiences of parental alcoholism/abuse. Data were collected from four groups (ACOA, abuse without alcoholism, abuse with alcoholism, controls) of clinical and university-student adults. Findings are discussed in terms of clinical and methodological implications.

#86

Substance  
Abuse/Dependence

**THE RELATIONSHIP OF PERSONALITY AND ENVIRONMENTAL VARIABLES TO  
THE ADULT CHILD OF ALCOHOLISM (ACOA) ROLE**

*Navneet Dhami, York University; Shawn Gates, York University; Maxine Wintre, York University*

Black (1982) described adaptive roles undertaken by children, which are perceived to be beneficial for survival in an alcoholic family that is unfortunately plagued by "inconsistency and unpredictability" (Black, 1989). Alcoholic families lack any structure that is normally provided by a non-alcoholic home environment. These adopted roles are perceived to bring stability to a chaotic family unit (Minuchin et al., 1975). The commonly observed roles investigated in this study include: Hero, Lost Child, Mascot, and Scapegoat. It has been suggested that previous studies have not found a difference in personality between ACOAs and non-ACOAAs because researchers have relied on college age participants (Lyon & Seefeldt, 1995). The present study examines the environmental factors (i.e., parenting styles and parent-child reciprocity) and personality characteristics that can contribute to the adoption of particular family roles. Data were collected from approximately 320 participants, age 25-60 years, who fall into four groups: 1) alcoholic, 2) abusive, 3) alcoholic and abusive, 4) normal. Analyses include the examination of the role of environmental factors and personality by performing correlations, ANOVAs, and regression analyses with ACOA roles as the dependent variable. Results will be discussed in terms of their research, clinical, and practical implications.

#87

Substance  
Abuse/Dependence

**DRINKING MOTIVES PREDICT DAILY MOOD - ALCOHOL CONSUMPTION  
RELATIONSHIPS IN UNDERGRADUATES**

*Valerie Grant, Dalhousie University; Sherry Stewart, Dalhousie University; Cynthia Mohr, Portland State University*

Individuals with different drinking motives show distinctive patterns of alcohol use and problems. Compared to external motives, internal/emotional motives (coping and enhancement) are related to heavier drinking and more alcohol-related problems. It is important to determine the unique drinking triggers associated with each emotional motive, as they could provide the basis for targeted interventions. Using the Modified Drinking Motives Questionnaire - Revised, which separates coping-anxiety and coping-depression motives, we investigated whether motives moderated relationships between daily mood and subsequent drinking. Undergraduates ( $N = 117$ ) provided daily reports of mood and alcohol consumption online for 3 weeks. Hierarchical linear modelling analyses revealed that, as hypothesized, stronger coping-depression motives predicted stronger daily depressed mood - alcohol consumption slopes. Also consistent with expectation, stronger coping-anxiety motives predicted stronger anxious mood - alcohol consumption slopes. Conformity motives also predicted stronger anxious mood - alcohol consumption slopes. Unexpectedly, higher enhancement motives did not predict stronger positive mood - alcohol consumption slopes. Surprisingly, conformity motives did moderate the relationship between daily positive mood and alcohol consumption, but only when alcohol was consumed away from home.

#88

Substance  
Abuse/Dependence

### LE LIEN ENTRE LES RÉCEPTEURS CB1, LES ENDOCANABINOÏDES, LE CANNABIS ET LA DÉPRESSION

Julien Lemay, Université D'Ottawa

L'ouvrage courante avait comme but, d'explorer comment les récepteurs CB1 et leurs agonistes pourraient être responsable, en partie, de la baisse des monoamines dans le système nerveux central. Si l'une de ses hypothèses est vraie et que les récepteurs CB1 modulent réellement à un tel point les monoamines; il se peut que les récepteurs CB1 aient un rôle dans la détection et le traitement de pathologies, dont la dépression, dans le futur. D'après mon analyse d'articles existants, les récepteurs CB1 ont tout simplement une courbe dose-réponse avec un profil qui subit une hausse suivit d'une chute. Alors, avec une faible dose d'un agent canabinomimétique agoniste, il y aurait une augmentation de monoamines due à l'inhibition du système GABA et les effets inhibiteur des monoamines des CB1 (s'ils sont présents à cette dose) seraient moins importants que cette augmentation. Une augmentation des monoamines serait observée juste qu'à ce que l'on dépasse un seuil théorique ou ces deux effets s'annulent; après ce point, les effets inhibiteurs des récepteurs CB1 sur les monoamines seraient plus importants. Les répercussions en recherche seraient assez importantes aussi; négliger la demi-vie de 8h-10 jours du cannabis ne serait plus acceptable puisqu'il ne s'agit plus d'une réponse "boolean" au cannabis mais une réponse qui dépend de la dose présente dans le système.

#89

Substance  
Abuse/Dependence

### PERSONALITY AND TOBACCO USE BY EARLY PSYCHOSIS PATIENTS AND AGE- AND GENDER- MATCHED CONTROLS

Brittany MacGillivray, Dalhousie University; Heather Fulton, Dalhousie University; Sean Barrett, Dalhousie University; Kim Good, Dalhousie University; Ron Leslie, Dalhousie University; Sherry Stewart, Dalhousie University; Alissa Pencer, IWK Health Centre; David Whitehorn, Dalhousie University; Heather Milliken, Dalhousie University

Psychotic illnesses affect more than one percent of the population and can have profound implications on affected individuals' lives. A high proportion of these individuals also smoke tobacco; a behaviour associated with considerable morbidity (e.g., lung cancer). Previous studies have investigated personality as a possible factor predisposing these individuals to use tobacco, however little research to date has compared personalities of individuals with psychotic illnesses to tobacco-using controls. Further, minimal research has been conducted examining how personality may affect patterns of use and co-abuse of tobacco with other substances (e.g. using tobacco and alcohol together). The present study will examine patterns of tobacco and other substance use (using the Time Line Follow-back method) in relation to personality (using the Substance Use Risk Profile Scale) in early psychosis patients and age- and gender-matched controls. It is hypothesized that early psychosis patients with an impulsive personality type will be more likely to use tobacco with other substances, and they will do this more frequently than impulsive personality type controls or patients with different personality types. Findings from the present study will help to better understand the high rates of tobacco use in these disorders and identify possible predisposing factors for this behaviour.

#90

Substance  
Abuse/Dependence

### HUMAN ABUSE LIABILITY OF THE SMOKING CESSATION DRUG VARENICLINE IN SMOKERS AND NONSMOKERS

Shelley McColl, Decisionline Clinical Research; Aaron Burstein, Pfizer Global Research and Development; Karen Reeves, Pfizer Global Research and Development; Clare B Billings, Pfizer Global Research and Development; Marilyn Stolar, Pfizer Global Research and Development; Edward Sellers, Decisionline Clinical Research

Varenicline is an alpha 4 beta 2 nicotinic acetylcholine receptor partial agonist developed for smoking cessation. This study evaluated varenicline's human abuse potential in smokers ( $n=23$ ) and nonsmokers ( $n=22$ ) using a randomized, double-blind, placebo controlled, double dummy crossover design with 5 treatment periods: amphetamine 15 mg and 30 mg, varenicline 1 mg and 3 mg, and placebo. Following each treatment, participants were assessed on measures of abuse liability: Visual Analog Scales (VAS) of drug effect, the Addiction Research Center Inventory (ARCI, Cole version), and the Monetary Value Procedure (MCP). Positive drug effects for varenicline 3 mg were similar to placebo and significantly lower than amphetamine in smokers and nonsmokers. Unpleasant effects such as nausea were reported strongly for varenicline 3 mg in both participant groups. For 1 mg varenicline, the overall patterns were similar to 3 mg, with the exception of nonsmokers who showed isolated positive effects which were balanced



by negative drug effects. Results suggest that varenicline has pharmacological effects and a dose response profile that is different from that expected for known drugs of abuse. In conclusion, varenicline is unlikely to be abused.

#91

Substance

Abuse/Dependence

**ALCOHOL USE MOTIVES AND PERSONALITY RISK FACTORS AMONG ADOLESCENTS WITH INTERNALIZING AND EXTERNALIZING MENTAL HEALTH DISORDERS PRESENTING TO A MENTAL HEALTH CENTRE**

*Melissa McGonnell, Dalhousie University; Alissa Pencer, IWK Health Centre and Dalhousie University; Sherry Stewart, Professor, Departments of Psychiatry, Psychology, and Community Health and Epidemiology Dalhousie University*

In adolescents, there is high co-morbidity between alcohol use disorders and both internalizing and externalizing mental health disorders. Theoretically, motives for alcohol use and personality risk factors should be associated, and be different for adolescents with these two types of mental health disorders. This study recruited adolescents aged 12-19 presenting for mental health services at the IWK Health Centre in Halifax, Nova Scotia. Participants completed a number of self-report instruments including the Brief Child and Family Phone Interview: Paper Version (BCFPI), the Substance Use Risk Profile Scale (SURPS), and the Drinking Motives Questionnaire – Revised (DMQ – R). Preliminary analyses revealed strong endorsement of social motives and the predicted group x drinking motive interaction. Internalizers scored higher on coping and enhancement motives (drinking to regulate mood), and externalizers scored higher on social and enhancement motives (drinking for positive reinforcement). Predictions regarding personality risk factors included that externalizing disorders would be associated with impulsivity while internalizing disorders would be associated with hopelessness and/or anxiety sensitivity. Implications for motivation-matched interventions for alcohol problems among adolescents presenting with internalizing vs. externalizing mental health disorders are discussed.

#92

Substance

Abuse/Dependence

**PERSONALITY, MOTIVATION AND PATTERNS OF MISUSE OF PRESCRIPTION ANXIOLYTICS AND SEDATIVES**

*Megan McLarnon, Dalhousie University; Jessica Meisner, Dalhousie University; Christine Darredeau, Dalhousie University; Sean Barrett, Dalhousie University*

Anxiolytic and sedative medications have important therapeutic uses and are widely prescribed in the treatment of anxiety and insomnia. In addition to their beneficial effects, these substances have psychoactive properties that render them vulnerable to misuse (O'Brien, 2005). Despite indications that recreational use of anxiolytics and sedatives is growing, there is a dearth of information available regarding the factors related to their misuse. Existing research has suffered from inconsistency in the operational definition of misuse (Compton & Volkow, 2005). Specific personality characteristics (e.g. Conrod et al., 2000) and differing motives for use (Griffiths & Johnson, 2006) are thought to be related to vulnerability for problematic substance use. The current study investigates anxiolytic and sedative misuse in an adult Canadian sample of prescribed and non-prescribed users using a battery of structured interview and self-report measures. Use for intoxicating effect, as opposed to therapeutic effect, will be the basis for defining misuse. It is expected that distinct clusters of users will be characterized based on patterns and contexts of use, demographics, personality, psychiatric symptoms, and motivation for use. Identification of the predictors and correlates of anxiolytic and sedative misuse will be essential in understanding this important public health issue.

#93

Substance

Abuse/Dependence

**SOCIAL CONTEXT PATTERNS OF PRESCRIBED AND NON-PRESCRIBED STIMULANT MEDICATION MISUSE**

*Jessica Meisner, Dalhousie University; Megan McLarnon, Dalhousie University; Christine Darredeau, Dalhousie University; Sean Barrett, Dalhousie University; Department of Psychology and Psychiatry*

The misuse of prescription stimulant medications, which are primarily used in the treatment of Attention-Deficit/Hyperactivity Disorder (ADHD), has been depicted as a growing phenomenon in national surveys (e.g., NSDUH, 2006) and scientific literature. In attempting to characterize this issue, many studies have used unitary conceptualizations of misuse that fail to differentiate between non-prescribed and prescribed misuse, motives for misuse (i.e., intoxicating vs. therapeutic), social contexts (e.g., alone in a university residence vs. a party with multiple users) and patterns of misuse (e.g., co-administration with other substances). This study aims to provide an exhaustive characterization of stimulant medication misuse, recognizing misuse as a heterogeneous phenomenon. Using a structured face-to-face interview technique (Barrett et al., 2005), participants (an adult Canadian sample) will be asked to provide detailed information regarding their history of prescription stimulant use and other recreational drug use. In addition, participants will complete questionnaires in to regards to their demographic information, personality characteristics, and psychiatric symptoms. It is expected that there will be distinct clusters of stimulant medication 'misusers' differentiated on the basis of motives for misuse and the social context of misuse.

#94

Substance

Abuse/Dependence

**ENERGY DRINK USE AND MISUSE IN NS UNIVERSITY STUDENTS**

*Stephen Price, Dalhousie University; Christine Darredeau, Dalhousie University; Heather Fulton, Dalhousie University; Sean Barrett, Dalhousie University*

Energy drinks (ED's, i.e. caffeine + taurine, e.g. Red Bull) are being aggressively marketed to young adults and have become the fastest growing segment of the beverage industry. Research has shown that substances are not usually used in isolation, but fre-

quently used in combination with other substances (e.g. Barrett et al., 2006). There is a growing concern that many ED users are combining this beverage with alcohol and that this may lead to social problems, such as increased alcohol consumption, injury, and driving while intoxicated (O'Brien et al., 2007). Undergraduate students will be interviewed about their specific motivations for ED use, their lifetime substance and ED use, as well their patterns of substance and ED use in the seven days preceding the interview. Participants will also complete self-report questionnaires (demographics, an ADHD checklist, and a personality inventory). Analyses will be conducted to examine differences in substance use patterns and the relationships these patterns have with ED consumption. Regression will be used in an attempt to determine predictors of ED misuse. Results of this study will provide further insight into problems associated with ED/ alcohol use in the context of simultaneous substance use in university students.

#95

Substance

Abuse/Dependence

**SEX DIFFERENCES IN DEPRESSION - SUBSTANCE USE DISORDER  
COMORBIDITY IN A SAMPLE SEEKING ADDICTIONS TREATMENT**

Brigitte Sabourin, *Dalhousie University*; Sherry Stewart, *Dalhousie University*

Although depression and substance use disorders (SUD) are highly co-morbid, there is a paucity of research examining sex differences in clinical severity associated with depression - SUD comorbidity. The present ongoing study aims to explore sex differences in severity of psychopathology associated with co-occurring depression, and co-occurring independent depression (i.e. occurring either before the onset of the SUD or during a period of abstinence) among individuals seeking SUD treatment. Clients first presenting for addictions treatments are invited to complete the Psychiatric Diagnostic Screening Questionnaire (PDSQ; a self-report measure that screens for various DSM-IV Axis I disorders). Analyses on data collected to date revealed that women, but not men, were more likely to suffer from depression even when abstaining from alcohol or drugs, an indication of independent depression. Also, for women, but not for men, independent depression was associated with a higher number of anxiety disorders, and with a more severe SUD presentation. Findings indicate that women seeking addictions treatment who suffer from co-morbid independent depression present a more severe clinical picture than either their male counterparts or non-depressed SUD women. The complex relationship between depression and SUD, especially in women, needs to be recognized in treatment planning and delivery.

#96

Substance

Abuse/Dependence

**EFFECTS OF PRENATAL AND CURRENT MARIJUANA EXPOSURE ON  
VISUOSPATIAL WORKING MEMORY USING FMRI**

Rebecca Schnare, *University of Ottawa*; Carmelinda Longo, *University of Ottawa*;  
Andra Smith, *University of Ottawa*

Functional magnetic resonance imaging (fMRI), in young adults from the Ottawa Prenatal Prospective Study (OPPS), has been used to reveal long lasting effects of prenatal marijuana exposure on visuospatial working memory. The OPPS is a longitudinal research project which has followed participants over 20 years, and has collected data on potentially confounding lifestyle variables (including current drug use), to permit the examination of the neurobehavioural and developmental effects of prenatal drug exposure on the offspring. This population of subjects provides a unique opportunity to investigate the effects of smoking marijuana on visuospatial working memory while controlling for prenatal exposure to marijuana as well as many other lifestyle variables. It also allows for a comparison of the effects of marijuana exposure at two different but very influential and critical times in neurodevelopment. This poster will present fMRI and performance results from thirty-one OPPS offspring between 18-22 years of age (16 prenatally exposed and 15 nonexposed, and 9 users and 20 non-users) as they performed a visuospatial 2-back task. Multiple regression analyses will be performed, and results will be discussed with respect to age of marijuana exposure.

#97

Substance

Abuse/Dependence

**MINDFULNESS AND EMOTION REGULATION AMONG YOUTH WITH PROBLEM  
SUBSTANCE USE**

Lisa Vettese, *Ryerson University*; Jenny Rogojanski, *Ryerson University*; Wing Ling Li, *Ryerson University*; Tony Toneatto, *Centre for Addiction and Mental Health*

To elucidate the role of mindfulness in emotion regulation in substance abuse, this study examined the interrelationships among mindfulness, emotion regulation, and addictive severity in a sample of youths with problem substance use.  $N=81$  clients ages 16 to 24 were assessed at intake to a youth addictions service of a large urban addictions and mental health treatment center. Correlational analyses showed mindfulness, as measured on the Kentucky Inventory of Mindfulness Skills, as well as the subscales Act with Awareness and Accept Without Judgment, to relate to lower addictive severity, and higher scores on the Difficulties with Emotion Regulation Scale. Regression analyses were also conducted examining the contribution of mindfulness and addictive severity to emotional regulation difficulties at intake to treatment. These findings indicate that mindfulness, and in particular, problems on particular mindfulness sub-skills, relate to emotion regulation difficulties among young adults with problem substance use.

#98

Substance

Abuse/Dependence

**MINDFULNESS AND SELF-EFFICACY IN COPING WITH SUBSTANCE URGES**

Lisa Vettese, *Ryerson University*; Homan Allami, *Ryerson University*; Taryn Moss, *Ryerson University*; Jon Stea, *Ryerson University*; Tony Toneatto, *Centre for Addiction and Mental Health*

This study explored the role of mindfulness in self-efficacy in dealing with substance use urges among individuals. Approximately 80 youth age 16-24 seeking treatment for problem substance use were assessed at intake and over the course of brief substance use treatment for their mindfulness skills using the Kentucky Inventory of mindfulness skills, for self-efficacy in coping with substance urges on the Drug Taking Confidence Questionnaire, and severity of impulsive and addictive behavior on the Behavior and Symptom Identification Scale. It was expected that greater mindfulness skills would be related to better self-efficacy in coping with substance use urges, which in turn, would predict drug using behaviour. Data will be presented testing the hypothesis that mindfulness would predict better self-efficacy, which in turn would account for lower addictive severity at intake to treatment. These results are expected to demonstrate the potential utility of mindfulness in enhancing self-efficacy in coping with drug urges, and corresponding substance use behavior.

#99

*Developmental Psychology*

**YOUNG CHILD WITNESSES' IDENTIFICATION ACCURACY USING THE FAST ELIMINATION LINEUP PROCEDURE**

Laura Melnyk, *University of Western Ontario*; Kathleen Halabecki, *University of Western Ontario*

We examined whether the fast elimination procedure improved children's identification accuracy. Thirty-two young children (24-42 months), 30 preschool children (44-71 months), and 35 adults briefly interacted with a male "target." The participants were then shown a target-present or target-absent lineup and were asked to make two judgments: In Judgment 1, they were asked to identify which male looked most like the target. Next, in Judgment 2, they were asked whether their selection was indeed the target. In target-present lineups, only 20% of the young children correctly selected the target, compared with 38% of the preschool children and 80% of the adults (Judgment 1). When asked the Judgment 2 question ("Is this really the magician?"), the children had difficulty in rejecting a foil, with comparable false identifications rates (45% for young children, 38% for preschool children,  $z < 0.37$ ). Across age groups, the children's rate of false identifications decreased from Judgment 1 (73%) to Judgment 2 (42%),  $z = 2.49$ ,  $p < .01$ , indicating that the two-judgment process of the false elimination lineup does reduce false identifications. For the target-absent lineups, we compared the rate of false identifications of the selected foil at Judgment 2 ("Is this really the magician?"). The young children and preschool children were more likely to make a false identification than the adults (65% vs. 45% vs. 10% respectively),  $z = 3.33$ ,  $p < .001$ . The data indicate that the fast elimination lineup may reduce children's false identifications, but that this procedure still yields high false identification rates.

6/12/2008 — 1:00 PM to 1:55 PM — NOVA SCOTIA A, Marriott second floor

**Keynote**

**Speaker/Conférencière de la section**

*Psychologists in Education*

**SECTION PROGRAM**

**THE PSYCHOLOGIST AS A CHANGE AGENT: ALIGNING RESEARCH AND PRACTICE EFFORTS TO BUILD CAPACITY FOR SCHOOL SYSTEMS TO IMPROVE STUDENT OUTCOMES**

Ruth Ervin, *University of British Columbia*

There is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than the creation of a new order of things... —Niccolo Machiavelli, *The Prince* (1513). Those words capture the complexities and challenges associated with the adoption of a new way of doing things. Any psychologist working to advocate a new practice within a school setting knows there is nothing routine, common, or simple about practice change. For shifts in typical practices to be adopted and sustained, most psychologists recognize it is important to address how new practices (e.g., implementing a tiered, problem-solving process at a school-wide level) fit within existing organizational structures and systems. However, the process of introducing or changing practices in a specific local setting and how to go about this (i.e., implementation science) is newly developing, and many psychologists are concerned that they lack the broader skill sets required to facilitate school. Although more research is needed to fully appreciate how new practices are adopted and sustained and what factors facilitate or hinder this process, the existing literature offers guidance (Ervin & Schaughency, in press). This presentation will discuss the need for psychologists to function as agents of change in building capacity for schools to address the growing severity, complexity and diversity of student needs.

6/12/2008 — 1:00 PM to 1:55 PM — NOVA SCOTIA B, Marriott second floor

**2008 CPA Education and Training Award/Prix de l'éducation et de la formation**

**"STEPS TOWARDS AN EVOLUTIONARY PERSONALITY PSYCHOLOGY"**

David Zuroff, *McGill University*

David Zuroff was born in 1949 in NYC and raised in Merrick, Long Island. He graduated with a BA in physics from Harvard University in 1971 and in 1977 received his Ph.D. in clinical psychology from the University of Connecticut, where he profited from the mentorship of Conrad Schwarz and Julian Rotter. He then taught at Quinnipiac College for two years. During this time he began to collaborate with Sidney Blatt of Yale University, who became a close colleague and friend. He moved to SUNY-Binghamton in 1979 and then to McGill University in 1982, where he is now Professor of Psychology. Throughout his career at McGill

he has enjoyed extraordinary colleagues and a succession of remarkably talented undergraduate and graduate students. At present his major research interests are personality vulnerability to depression, common factors in psychotherapy, and evolutionary personality psychology. He has been married to his high school sweetheart, Debbie Moskowitz, since 1971. Together they have produced two children and multiple publications.

The distinguished personality theorist Julian Rotter argued that an ideal personality theory would provide both a theory of personality processes and a descriptive language of individual differences, and that the individual differences variables would be directly linked to the process theory. This goal continues to elude theorists, as the classic personality theories are riddled with conceptual and measurement problems, and the Five Factor Model lacks anchoring in a process theory.

My research program uses evolutionary psychology as the conceptual foundation to develop a personality theory that meets Rotter's criteria. The process theory is provided by Bugental's (2000) model of five social domains (attachment, social rank, reciprocity/exchange, multi-member coalitions, and mating), each served by a system of evolved psychological mechanisms that generate flexible social behavior. Within each domain, differences in the structure and functioning of the system define dimensions of individual differences.

I will describe the development and validation of new measures of individual differences in the social rank domain (dominant leadership, coalition building, and ruthless self-advancement) and the social exchange domain (equitable trading and hard-nosed management). The ultimate goal is to be able to describe people in terms of a comprehensive set of personality variables that span the five domains of evolved social behavior.

6/12/2008 – 1:00 PM to 1:55 PM – HALIFAX A, Marriott second floor

#### Symposium

#### **PRESIDENT'S NEW RESEARCHER'S AWARD SYMPOSIUM/SYMPOSIUM POUR LES RÉCIPENDAIRES DU PRIX DU NOUVEAU CHERCHEUR**

*Thomas Hadjistavropoulos, CPA President; Marie-Christine Ouellet, McGill University; Martin Drapeau, McGill University*

#### A

#### **INSOMNIA FOLLOWING TRAUMATIC BRAIN INJURY: IMPACTS, CORRELATES AND TREATMENT WITH COGNITIVE-BEHAVIOUR THERAPY**

*Marie-Christine Ouellet, McGill University*

Beyond deficits of a cognitive nature, traumatic brain injury (TBI) may lead to a variety of psychological complications. Our research has shown that approximately half of all TBI survivors report sleep difficulties and that one-third fulfill the DSM-IV criteria for an insomnia syndrome causing significant distress in their daily lives. Despite its importance, insomnia has received very limited scientific or clinical attention, with the consequence that most sufferers remain untreated. Our results suggest that problems such as pain, fatigue and depression are closely linked to insomnia after TBI. Furthermore, psychological factors such as maladaptive habits, thoughts, and attitudes may interact with neurological dysfunction and lead to the development or exacerbation of sleep problems. We showed that certain psychological factors can be modified successfully in a short cognitive-behavioural therapy (CBT) in order to improve sleep quality. It may sometimes be assumed that individuals having sustained TBI will not benefit from CBT because of impaired awareness, memory problems or attention deficits. This research shows that CBT is indeed feasible following TBI. Since CBT for insomnia has been shown to have more durable effects than pharmacotherapy alone, there is a need to make this type of intervention more accessible in rehabilitation settings.

#### B

#### **ASSESSING COGNITIVE ERRORS AND COPING IN VIVO: THE NEXT STEP IN FACILITATING PROCESS RESEARCH IN CBT**

*Martin Drapeau, McGill University*

Decades of research have convincingly demonstrated that psychotherapy is effective in helping individuals to cope with mental disorders and achieve mental health. However, much less is known about how psychotherapy works and how it could be improved. This is particularly true in cognitive behavioral therapy (CBT). While early CBT studies have focused on carefully describing and demonstrating its efficacy, relatively few have furthered our understanding of the processes behind its success, thus limiting our capability to improve its delivery and efficacy. A difficulty in doing such research lies in finding or developing measures that enable clinical researchers to identify key cognitive constructs in vivo, namely cognitive errors and coping patterns. The CE and CAP rating systems (Drapeau et al., 2005; Perry et al., 2005) are, to the best of our knowledge, the first two observer rated measures of cognitive errors (CEs) and coping action patterns (CAPs). Unlike self report questionnaires, these observer rated measures document CE and CAPs as they occur or are reported by a patient. As such, they can offer a new perspective on the psychotherapeutic processes involved in CBT.

6/12/2008 — 1:00 PM to 1:55 PM — HALIFAX C, Marriott second floor

**Conversation**  
**Session/Séance de**  
**conversation**  
*Students in Psychology*

**LIGHT AT THE END OF THE TUNNEL: GRADUATE SCHOOL AND BEYOND**  
Becki Cornock, *University of Manitoba*; Kelty Berardi, *University of Windsor*;  
Sarah Bertrim, *University of Windsor*; Nicola Fitzgerald, *Centre for Addiction and Mental Health*;  
Sarah Kibblewhite, *Centre for Addiction and Mental Health*; Tammy Whitlock,  
*London Health Sciences Centre*

Are you a graduate student in clinical psychology? Ever wonder if you will make it through to the end of the term, never mind graduate? Do you find yourself struggling with the constant juggling of classes, research, practica, and internship applications, not to mention a family life, social life, and the impending real world (i.e., more applications, job interviews, licensure, and the EPPP!)? Learning from those who have been through the stressful experiences you are facing can help in the navigation of academic, career, and personal hurdles. It can also help to provide you with the reassurance that you can reach the light at the end of the tunnel. We are six colleagues who all started in the same clinical program at the same time just over seven years ago and we would like to invite you to join us for an informal conversation session to discuss the challenges of graduate school and beyond. We will discuss our various paths, which have resulted in diverse career choices (including adult, child, neuropsychological, and general practices in hospital, rehabilitation, community, academic, and private settings) and will also share what we feel are some of the key factors in our success.

6/12/2008 — 1:00 PM to 1:55 PM — ATLANTIC SUITE, Marriott second floor

**Conversation**  
**Session/Séance de**  
**conversation**  
*Counselling Psychology*

**INTERPROFESSIONAL COLLABORATION IN HEALTH CARE: CLIENT POSITIONING AND PERSPECTIVES**  
Nathan Pyle, *University of Calgary*; Nancy Arthur, *University of Calgary*

Interprofessional collaboration is emerging as a preferred framework of service delivery in health care in response to complex client needs, labour force shortages, and escalating costs of care. Although considered a cornerstone in interprofessional education and practice initiatives, the role of clients in interprofessional models remains ambiguous. Often operating under the principles of client-centered practice, clients have frequently been passive participants to the unfolding interprofessional process. This presentation will address clients' participation in interprofessional collaboration through reviewing key issues in the professional literature and several models of practice. We will also introduce selected findings from a research project involving clients and interprofessional collaboration. Participants will be invited to discuss their experiences and recommendations for supporting client involvement in interprofessional initiatives.

6/12/2008 — 1:00 PM to 1:55 PM — MARITIME SUITE, Marriott second floor

**Conversation**  
**Session/Séance de**  
**conversation**  
*Brain and Behaviour*

**FROM MOLECULES TO MIND: USING MULTIPLE APPROACHES TO INVESTIGATE PSYCHOLOGICAL PHENOMENA**  
Rahia Mashoodh, *Dalhousie University*; Heath Matheson, *Dalhousie University*

One of the major challenges facing contemporary research in Psychology and Neuroscience is the increase in specialization and decrease in communication between subfields of these respective disciplines. Researchers in disparate fields rarely rely on each other to inform their own investigations. For instance, advancements in molecular biology or ethology are rarely applied to social disorders. In this conversational session we plan to address this challenge by discussing the need to conduct research at many levels (from molecular neuroscience to cognitive psychology) to broaden our understanding of the topics at hand and increase the efficiency with which we gain insight into psychological problems. Topics will include: How are particular phenomena studied at each level? How can the methods and results at each level instruct each other? What are limits of the methods and results within each field? What sorts of investigations can bridge extant knowledge gaps? These questions will be addressed by appealing to a number of potential topics including language, learning, memory, social behaviours and their connections to various psychopathologies (e.g. mood and autism spectrum disorders).

6/12/2008 — 1:00 PM to 2:55 PM — ACADIA A, Marriott main floor

**Conversation**  
**Session/Séance de**  
**conversation**

**THE 5TH REVISION OF THE ACCREDITATION STANDARDS AND PROCEDURES FOR DOCTORAL PROGRAMMES AND INTERNSHIOPS IN PROFESSIONAL PSYCHOLOGY**  
Karen Cohen, *Canadian Psychological Association*; Peter Henderson, *The Rehabilitation Centre*; Arcangelo Caputo, *Canadian Psychological Association*

The 5th revision of the CPA Accreditation Standards and Procedures is near completion. The 5th revision has streamlined procedures, improved clarity of text, and reduced redundancies. The Panel invites all of its stakeholders to join us for a consultation session and provide feedback on the changes thus far.

6/12/2008 — 1:00 PM to 2:25 PM — ACADIA B, Marriott main floor

**Symposium**  
*Health Psychology*

**CURRENT RESEARCH IN HEALTH ANXIETY**

*Sherry Stewart, Dalhousie University; Simon Sherry, Dalhousie University; Kerry MacSwain, Dalhousie University; Melissa Kehler, University of Regina; Margo Watt, St. Francis Xavier University*

Health anxiety is characterized by health-related fears and beliefs, arising from catastrophic misinterpretations of somatic signs and symptoms (e.g., pain, gastrointestinal distress, cardiorespiratory complaints) as being indicative of serious illness (e.g., cancer). Severe or clinically significant health anxiety; involving intense fear, disease conviction, and functional impairment, may meet diagnostic criteria for hypochondriasis (Asmundson, Taylor, & Cox, 2001). The proposed symposium involves a panel of researchers investigating various aspects of health anxiety and hypochondriasis. The first paper will describe a new model of health anxiety from an interpersonal perspective and report on the findings of a preliminary investigation of this new model, the Interpersonal Model of Hypochondriasis (IMH). The second paper will report on the findings of a study which examined gender differences in the various dimensions of hypochondriasis. The third presentation will describe the development and validation of a new measure of cognitive aspects of health anxiety, the Health Cognitions Questionnaire (HCQ). The final presentation will report on an investigation of the learning history origins of two known risk factors for health anxiety and pain. Finally, an expert in the area of health anxiety will provide an integrative discussion of the findings from this new area of research.

**A THE INTERPERSONAL MODEL OF HYPOCHONDRIASIS**

*Simon Sherry, Dalhousie University; Sherry Stewart, Dalhousie University; Sarah Doucette, Dalhousie University; Julia Hussman, Dalhousie University; Dayna Sherry, Queen Elizabeth II Health Sciences Centre; Nicolle Vincent, Dalhousie University*

Hypochondriasis is a common problem that involves anxiety about health and beliefs one has a disease. Extant models of hypochondriasis have advanced our understanding of this phenomenon by focusing on cognition and behavior (Taylor & Asmundson, 2004). Much less, however, is known about the personality traits and interpersonal processes that play a role in hypochondriasis. In an effort to begin filling this void, the Interpersonal Model of Hypochondriasis (IMH) is presented as a framework intended to bring greater clarity and coherence to our understanding of the personality traits and interpersonal processes that maintain hypochondriasis. The IMH both integrates and extends previous research on hypochondriasis (Noyes et al., 2002). According to the IMH, anxious attachment (i.e., a persistent fear one will be abandoned by significant others) is a key contributor to, and a maintenance factor for, hypochondriasis. Anxious attachment is hypothesized to drive the vicious cycle of worry, reassurance-seeking, interpersonal conflict, and alienation typical of hypochondriasis. Data from a preliminary test to the IHM are presented. These data stem from a structured daily diary study of romantic couples. The strengths, weaknesses, and clinical implications of the IMH are discussed.

**B ARE THERE GENDER DIFFERENCES IN MEAN LEVELS OF HYPOCHONDRIASIS?**

*Kerry MacSwain, Dalhousie University; Simon Sherry, Dalhousie University; Sherry Stewart, Dalhousie University; Margo Watt, St. Francis Xavier University; Heather Hadjistavropoulos, University of Regina*

Hypochondriasis involves persistent anxiety about illness and beliefs that one has or may contract an illness. Hypochondriasis is distressing to the sufferer and costly to society, and research is needed to better understand, assess, and treat hypochondriacal concerns. For example, it is unclear whether extant models of hypochondriasis generalize across gender. Drawing on theoretical accounts and empirical studies, the present study hypothesized that women (relative to men) would report significantly higher levels of reassurance-seeking related to hypochondriacal concerns. To test this hypothesis, 535 undergraduates completed the Multidimensional Inventory of Hypochondriacal Traits (Longley, Watson, & Noyes, 2005), a valid and reliable self-report questionnaire measuring four core dimensions of hypochondriasis: alienation, reassurance-seeking, somatic absorption, and worry about health. As hypothesized, women reported significantly higher levels of reassurance-seeking than men. The observed gender difference was moderate in magnitude and is consistent with research suggesting women may be more likely than men to attempt to regulate distress by engaging in support seeking. Results from the present study will be discussed with reference to current etiological models of hypochondriasis and may be useful in promoting clinical services that are sensitive to gender-linked diversity.

**C DEVELOPMENT AND VALIDATION OF THE HEALTH COGNITIONS QUESTIONNAIRE (HCQ)**

*Melissa Kehler, University of Regina; Heather Hadjistavropoulos, University of Regina; Donald Sharpe, University of Regina; Michelle Bourgault-Fagnou, University of Regina; Jennifer Janzen, University of Regina*

According to the cognitive-behavioural model of health anxiety, individuals with health anxiety misinterpret physical sensations as signs of serious physical illness. The level of threat that is experienced is predicted to be a function of four core beliefs: 1) probability of illness, 2) awfulness of illness, 3) ability to handle illness, and 4) adequacy of available resources. Despite the key role of these beliefs in the health anxiety model, a questionnaire measuring these beliefs does not yet exist. In this presentation, we will describe the development and validation of the Health Cognitions Questionnaire (HCQ). Using the Internet, participants from across Canada ( $n = 195$ ) completed the HCQ, along with measures of health anxiety, anxiety, depression, physical and emotional functioning, and coping. Factor analysis of the HCQ revealed four factors: Awfulness of Illness, Vulnerability to Illness, Difficulty Coping with Illness, and Medical Inadequacy. All four of the beliefs correlated with health anxiety. Multiple regression analysis showed the four factors accounted for substantial variance in health anxiety, but Beliefs about Vulnerability to Illness and Difficulty Coping with Illness had unique predictive power. During the presentation, further findings in support for the HCQ will be highlighted along with future research directions and clinical implications.

**D SPECIFICITY OF CHILDHOOD LEARNING EXPERIENCES RELATED TO ANXIETY SENSITIVITY AND ILLNESS/INJURY SENSITIVITY: IMPLICATIONS FOR HEALTH ANXIETY AND PAIN**

Margo Watt, *St. Francis Xavier University*; Sherry Stewart, *Dalhousie University*; Roisin O'Connor, *Dalhousie University*; Erin Moon, *Dalhousie University*; Lesley Terry, *St. Francis Xavier University*; Patricia Furer, *University of Manitoba*

Health anxiety refers to preoccupation with and fear of bodily sensations arising from catastrophic misinterpretations about significance of these sensations (Hadjistavropoulos et al., 2004). Some researchers have suggested a role for health anxiety in chronic pain (e.g., Rode et al., 2001). Constructs theoretically relevant to development of both health anxiety and chronic pain are anxiety sensitivity (AS) and illness/injury sensitivity (IS) (Cox et al., 1999; Vancleef et al., 2006), two of three "fundamental fears" proposed by Reiss (1991). Whereas the learning history origins of AS have been examined in a series of studies (Stewart et al., 2001; Watt & Stewart, 2000; Watt et al., 1998), no studies have examined the origins of IS. This retrospective study compared the relative specificity of learning experiences related to the development of AS and IS in a sample of 192 undergraduates (143W; 49M). Structural equation modeling supported non-specific paths from both anxiety-related and aches/pains-related childhood learning experiences to AS, and a more specific path from aches/pain-related childhood learning experiences to IS. Results suggest that the developmental antecedents of IS are more specific to learning experiences around aches and pains, whereas the developmental origins of AS are more broadly related to learning experiences around bodily sensations.

6/12/2008 — 1:00 PM to 1:55 PM — ACADIA C, Marriott main floor

**Keynote** **A FEW VERY SMALL STEPS**  
**Speaker/Conférencier** Stephen Wong, *Correctional Service of Canada*  
**de la section**  
*Criminal Justice*  
*Psychology*  
**SECTION PROGRAM**

Forensic clients who have extensive violent histories and suffer from personality disorders such as psychopathy present major challenges to criminal justice agencies and decision makers. Thanks to the dedication of many forward-looking researchers and practitioners in criminal justice psychology, "what works" is gradually replacing the "nothing works" mantra. However, "Does anything work?" is still a question often raised by those tasked with managing and treating offenders at very high risk to re-offend, who are difficult to manage while incarcerated, and are resistant to treatment, such as those with psychopathic disorders, those who are members of gangs, and those who had committed serious violent acts while incarcerated. Some of these individuals are held in custody under the most restrictive conditions imaginable. This presentation will describe treatment outcome evaluations based on work done to provide treatment and management services to these very challenging forensic clients.

6/12/2008 — 1:00 PM to 2:55 PM — COMPASS BOARDROOM, Pedway to the Casino second floor

**Committee Business** **ETHICS**  
**Meeting** Carole Sinclair, *The Hincks-Dellcrest Treatment Centre*

6/12/2008 — 1:30 PM to 2:55 PM — TUPPER ROOM, Marriott main floor

**Symposium** **IS DECEPTION IN EXPERIMENTAL RESEARCH BAD FOR PARTICIPANTS?**  
*Social and Personality* **NEW DATA AND METHODOLOGICAL/THEORETICAL CONSIDERATIONS**  
*Psychology* Josee Jarry, *University of Windsor*; Cheryl Aubie, *Capital Health Eating Disorder Clinic*;  
 Robert Ferguson, *University of Windsor*; Katherine Krawiec, *University of Windsor*

The use of deception in psychology experimental research recently has been a topic of intense debate. The use of deception in research is considered entirely unethical by some while others argue its necessity to obtain valid data, itself a moral obligation to human well being. This debate is especially relevant when deception is of an ego-threatening nature. Previous research has shown that having participated in deceptive research does not appear to have negative consequences in terms of participants' assessment of psychological research and their willingness to participate again. However, there are no available data on the immediate effect of debriefing on variables such as mood and anxiety following deceptive experimental manipulations of an ego-threatening nature. In this symposium, we review the theoretical and philosophical arguments regarding the use of deception in research. We also present data on the effect of deception debriefing on the mood and anxiety of participants who took part in experimental manipulations involving deception with varying levels of ego-threat.

**A DECEPTION IN EATING BEHAVIOUR RESEARCH**

*Cheryl Aubie, Capital Health Eating Disorder Clinic; Sara Robillard, St. Joseph's Care Group*

Deception is often necessary to gather valid data in psychological research. However, a number of governing bodies discourage the use of deception. In the CPA Code of Ethics, informed consent is subsumed under the highest ethical principle, Respect for the Dignity of Persons. The 1998 Tri-Council Policy Statement (TCPS) requires researchers to justify the use of deception to their Research Ethics Board (REB). The TCPS requires REBs to consider the scientific merit of the research to decide whether to allow deception. However, the guidelines for evaluating scientific merit are unclear and standards are not uniform across REBs. REBs may be overly conservative in their approval of deceptive research, basing decisions solely on potential negative consequences for participants rather than on scientific merit. Excessive conservatism in the use of deception may limit the possibility for scientific growth in some areas of study that are virtually impossible to explore when participants are fully informed of the purpose of the research. Eating research is one of these areas. Findings from eating-related research have extensively benefited clinical work with eating disorders sufferers. Such a contribution would not have been possible without deceptive research, highlighting the ethical dilemma posed by deception. This issue will be explored, using eating-related research as the example.

**B PARTICIPANTS ARE NOT NEGATIVELY AFFECTED BY EGO-THREATENING DECEPTION WHEN CAREFUL DECEPTION DEBRIEFING IS USED**

*Josee Jarry, University of Windsor; Catherine McKeown, University of Windsor; Katie Leblang, University of Windsor*

The goal of this study was to test the impact of a self-esteem threat combined with exposure to thin models on the body image of female participants. Participants were randomly assigned to either receive a self-esteem threat in the form of false failure feedback or to receive no feedback following completion of an alleged cognitive test. This test was described as highly predictive of academic and professional success. After receiving failure feedback, participants experienced significantly elevated negative mood as well as lowered positive mood, performance self-esteem and social self-esteem compared to participants who received no feedback. Participants' mood was measured again after careful deception debriefing. Results showed that, after debriefing, there were no significant differences between participants who had received the self-esteem threat and those who had received no feedback. These results show that deception is not inherently damaging to participants and highlight the effectiveness of careful and sensitive debriefing when participants must be deceived to preserve the validity of the data.

**C THOROUGH DEBRIEFING CAN EFFECTIVELY COUNTER INCREASED DISTRESS CAUSED BY DECEPTIVE MANIPULATION**

*Robert Ferguson, University of Windsor; Josee Jarry, University of Windsor*

The purpose of this study was to investigate the impact of varying types of interpretations of intrusive thoughts on the severity of obsessive-compulsive symptoms. All participants completed an intrusive thought provocation procedure by which they wished harm to a loved one. They then were given varying information about the meaning of having the intrusive thought, depending on the experimental condition to which they had been randomly assigned. Specifically, one group was given false information indicating that having the intrusive thought meant something negative about their character or moral values. A second group of participants was given accurate information that normalized having the intrusive thought and the control group was not given any information after completing the intrusive thought provocation procedure. Results revealed that participants in the negative interpretation and control conditions reported more severe distress prior to debriefing. However, after a thorough debriefing procedure, there was no significant difference in levels of distress between the three experimental groups. This study provides further evidence for the effectiveness of detailed debriefing procedures when using experimental research that requires a distressing and deceptive manipulation.

**D THE EFFECT OF DEBRIEFING AFTER DECEPTION IN A STUDY OF THE EFFECTS OF EXPOSURE TO THE MALE MEDIA IDEAL ON MEN**

*Katherine Krawiec, University of Windsor; Josee Jarry, University of Windsor*

The current study will examine the impact of deception debriefing on men having participated in a study investigating the effect of exposure to the male media ideal on male body image, mood, self-esteem, and muscle-building behaviour. In this study, the effectiveness of debriefing after deception will be measured. Deception first will be used in the cover story. Participants will be told



that they are involved in a marketing study on the effectiveness of sporting goods advertisement. Then, they will be randomly assigned to view advertisements containing a male with a mesomorphic physique or an average physique and asked to rate these advertisements. Deception will be used again to measure the effect of muscular versus average advertisement on muscle building behaviour. The experimenter will pretend that another student needs help with a quick study on muscle building behaviour and is having difficulty finding volunteers. Participants will be asked whether they would be willing to help and will be explained that they will simply have to choose a weight and do however many biceps curls they wish to do. Participants' affect and state self-esteem will be measured immediately after viewing the images and after the debriefing. Data on the effect of the debriefing will be presented.

**6/12/2008 — 2:00 PM to 2:55 PM — NOVA SCOTIA A, Marriott second floor**

**Section Business Meeting PSYCHOLOGISTS IN EDUCATION**  
*Psychologists in Education* Joseph Snyder, *Concordia University*

**SECTION PROGRAM**

Section business meeting followed by a reception.

**6/12/2008 — 2:00 PM to 2:55 PM — NOVA SCOTIA B, Marriott second floor**

**2008 CPA Gold Medal Award/Prix de la médaille d'or** **WHITHER PSYCHOLOGY? THROUGH THE PRISM OF PAIN**  
Kenneth Craig, *University of British Columbia*

Kenneth D. Craig, PhD, is a Professor Emeritus (Psychology) at UBC. Born and raised in Calgary, but long residing in Vancouver, he studied at Concordia University, UBC, Purdue University and the Oregon Health & Sciences University. He has served as President of CPA, the British Columbia Psychological Association and the Canadian Pain Society, and is on the Council of the International Association for the Study of Pain. He was Editor of the Canadian Journal of Behavioural Science and presently is Editor-in-Chief of Pain Research and Management. CPA distinctions include the Donald O. Hebb Award for Distinguished Contributions to Psychology as a Science and awards for Distinguished Contributions to Education and Training, and Psychology as a Profession. He received the CIHR Senior Investigator Award, the Canada Council I.W. Killam Research Fellowship, the Canadian Pain Society Distinguished Career Award, and the American Pain Society Jeffrey Lawson Award for Advocacy in Children's Pain Relief. Research with treasured colleagues and students has focused on pain assessment, nonverbal communication, and pain in children and people with communication limitations.

Psychology affords remarkable opportunities to advance understanding of the human condition and to ameliorate distressing challenges of life, with pain offering prospects of major advances in professional and public health practices. Chronic debilitating pain is of epidemic proportion, as it is suffered by 20 to 30% of the Canadian population, and stories of inadequately controlled acute pain are legion. Psychology has an edge in the search for innovative insights and interventions, because pain is best understood as comprising complex thoughts, feelings, and sensations. Early studies demonstrating a potent impact of social interventions led to preoccupation with how one could best understand the pain experience of others. Facial expression became a focus, particularly because it has social credibility and provides access to pain experience in underserved populations with communication limitations. Our current focus is upon pain empathy, as judgements of other's pain can be capricious, yet determine care provided. Automatic, reflexive expression of pain appears to provoke more spontaneous empathetic reactions, whereas deliberate, controlled expression, for example, self report, often is treated with incredulity. A comprehensive model is emerging that extends beyond narrow biomedical and intrapersonal formulations to support a central role for psychology in combating the major challenge of pain.

**6/12/2008 — 2:00 PM to 3:25 PM — HALIFAX A, Marriott second floor**

**Conversation Session/Séance de conversation** **THE MENTAL HEALTH COMMISSION OF CANADA: UPDATE AND RELEVANCE TO PSYCHOLOGY**  
Lorraine Breault, *University of Alberta*; Andy Cox, *IWK Health Centre*; Patrick McGrath, *IWK Health Centre*; John Service, *Mental Health Commission of Canada*

The Mental Health Commission of Canada was a recommendation in the Senate Committee's Report on mental health entitled *Out of the Shadow's At Last* and was announced by the Prime Minister in August, 2007. The purpose of the Commission is to be a catalyst for change using as tools, among other things, the development of a national mental health strategy, a ten year program to help reduce stigma and discrimination against people with mental health problems and to improve knowledge exchange in mental health. It is essential that psychology be involved. The conversation hour will be an opportunity to learn more about the Commission and to give feedback to Commission members. Lorraine Breault is a CPA Fellow and a Commission

Board member, Andy Cox is a Commission Board member, Pat McGrath is a CPA Fellow and member of the Commission's Science Advisory Committee and John Service is the former Executive Director of CPA and the Commission's Chief Operating Officer.

6/12/2008 — 2:00 PM to 3:55 PM — HALIFAX B, Marriott second floor

**Workshop/Atelier  
de travail**

*Industrial and  
Organizational Psychology*

**SECTION PROGRAM**

**OCCUPATIONAL STRESS PREVENTION AND INTERVENTION**

Joseph Hurrell, Jr., *St. Mary's University*; E. Kevin Kelloway, *supervisor*

Occupational stress represents a widespread, highly deleterious and enormously costly problem in North America. For example, in a 2004 Human Solutions™ survey of a representative sample of the Canadian workforce, nearly 79% of the respondents reported that they “always” or “sometimes” experienced stress in their jobs. Occupational stress can clearly play a major role in the etiology of a wide-variety of both physical and psychological disorders (including heart disease and depression) and has staggering individual, organizational and national costs. The Conference Board of Canada, for example, has estimated that workplace stress costs the Canadian economy \$12 billion annually. However, despite the ever burgeoning literature on the nature, causes and physical and psychological consequences of occupational stress, surprisingly little is known regarding how to prevent it or to intervene when it occurs. The purpose of this workshop is to provide state-of-the-art information regarding the nature and efficacy of both individually and organizationally targeted approaches to preventing job stress and intervening, when it's present, to reduce individual and organizational costs. Individually targeted approaches to be discussed in the workshop include: health promotion activities, stress management training, relaxation and meditation techniques, and cognitive behavioral therapy. Various types of organizationally targeted approaches including both psychosocial and socio-technical interventions will also be considered. Workshop participants will gain a basic understanding of the diverse approaches to occupational stress prevention and intervention that exist and will be in a better position to choose, develop and/or implement an effective occupational stress program.

6/12/2008 — 2:00 PM to 3:25 PM — HALIFAX C, Marriott second floor

**Symposium**

*Students in Psychology*

**MULTI-SITE INVESTIGATIONS INTO VARIABLES RELATED TO UNDERGRADUATES' SUCCESS**

Maxine Wintre, *York University*; Elizabeth Flynn-Dastoor, *Wilfrid Laurier University*; Thanh-Thanh Tieu, *Wilfrid Laurier University*; Navneet Dhami, *York University*; Megan Ames, *York University*; Ashley Morgan, *York University*

This exciting symposium draws on a multi-site, multi-cohort, longitudinal project conducted at six different Canadian university campuses. The universities differ in student population size (9,700 students to 51,000 students), ethnic (55% - 100% Canadian born) and racial diversity (3% -40% visible minority), percentage of students living in residence (15% - 89%), as well as size of city or town where the campus is located. The project is also informed by theories not typically associated with the transition to university but applicable to this developmental age group, including: Youniss' (1985) theory on the transformation of late adolescents' perceptions of reciprocity with their parents; Berzonsky's (1990) identity processes; Henderson's (1913) the goodness of fit as updated by Eccles et al, (1993); Simpsons (1949) Diversity Index; and Arnett's (2000, 2006) theory of emerging adulthood. Topics examined include: changes in relationships with parents change as a function of university type and student residence; the relationship between identity processes and time management and student adjustment to university; ethnicity and student adjustment to university; attachment as a moderator of the experience of a group intervention to ease the transition to university; and the long term consequences of dropping out of one's first choice of university and transferring schools.

**A**

**LONGITUDINAL CONTEXT EFFECTS ON PARENTAL RECIPROCITY AMONG UNIVERSITY STUDENTS**

Elizabeth Flynn-Dastoor, *Wilfrid Laurier University*; Michael Pratt, *Wilfrid Laurier University*; S. Mark Pancer, *Wilfrid Laurier University*

The purpose of the present study was to examine development in parent-child relationships, in particular a more mature level of reciprocity, over the first three years of university. The importance of variations in the university context was also examined by including students from either commuter-based or residential universities, and who lived either in residence or at home for each type of campus. An initial sample of 737 students from six different Canadian university campuses (three residential and three commuter) completed surveys prior to beginning university and at four time points during their first three years of university. Measures included in the present study were the Perceptions of Parental Reciprocity scale (Wintre et al., 1995), and the Student Perceptions of University Support Scale. ANOVA and multiple regression analyses indicated that students who lived in residence at a residential university made the most gains in reciprocity in their relationships with parents, and that the relationship between type of university attended and reciprocity in the relationship with parents was mediated by students' perceptions of support in the university envi-

ronment. Results of this study thus suggest that the climate of campus life has a differential impact on what the residence experience means for students living on campus.

**B** **I PLAN TO SUCCEED: A LONGITUDINAL STUDY OF TIME MANAGEMENT, IDENTITY, AND UNIVERSITY ADJUSTMENT**  
 Thanh-Thanh Tieu, Wilfrid Laurier University; S. Mark Pancer, Wilfrid Laurier University

Time is a precious commodity, how we choose to spend our time can have a great impact upon our lives. For students, the significant relationship between time management skills and grade point average (Lahmers & Zulauf, 2000) could impact academic performance and ultimately their success. Research has shown that a clear sense of one's goals and roles is related to stronger time management skills (Macan, Shahani, Dipboye, & Phillips, 1990). Therefore, having a clear sense of one's identity could be related to positive time management skills. The present research was designed to test a model of the relationships between students' identity processing style, time management skills and university adjustment over students' first year of university. In this longitudinal study it is hypothesized that time management skills will fully mediate the relationship between identity and adjustment. Correlations between the variables of interest show significant relationships between the time management skills, identity and first year adjustment. Structural equation modeling (SEM) will be used to test a model of the relationship between identity processing style, involvement, and adjustment to university.

**C** **STUDENT'S VISIBLE MINORITY STATUS & ETHNIC DIVERSITY OF THEIR SCHOOL POPULATION**  
 Navneet Dhami, York University; Maxine Wintre, York University

The person-environment fit model proclaims that adjustment is dependent on the interactions between individuals and their contexts (Magnusson & Stattin, 1998). Research shows that students who experience ethnic congruency in the transition from high school to university have better school adjustment and GPA than their peers who attended ethnically incongruent schools (Adnan & Felner, 1995). The present study focuses on examining visible minority and second generation students at five Canadian university sites. Data were collected from approximately 2700 participants entering their first year as undergraduates at ethnically diverse campuses or more homogenous campuses (i.e., mainly Caucasian students). The study investigates: a) pre-university differences between minority students who chose to attend primarily homogenous Caucasian schools versus ethnically diverse schools; b) whether ethnically diverse students have more positive experiences at ethnically diverse or more homogenous schools than other groups and c) whether ethnically diverse students adjust better at more ethnically diverse schools than those at homogeneous schools. Analyses include one and two way ANOVAs, with student ethnic minority and school ethnic mix as the between subject variables and controlling for both gender and high school GPA. Results will be discussed in terms of their research, clinical and practical implications.

**D** **THE ROLE OF ATTACHMENT IN MODERATING THE EXPERIENCE OF A GROUP INTERVENTION TO EASE THE TRANSITION TO UNIVERSITY**  
 Megan Ames, York University; Michael Pratt, Wilfrid Laurier University

The present research focused on how attachment styles (Bartholomew & Shaver, 1998) might predict first-year students' responses to a transition to university group intervention, implemented at three different university sites. Volunteer participants ( $N = 148$ ) were randomly assigned to questionnaire-only control or intervention groups at each school. Each intervention group consisted of eight students and two facilitators who met weekly for nine weeks at the beginning of first semester to discuss issues relevant to the transition. Attachment styles (secure, preoccupied, dismissing, fearful), attendance at group meetings, rated reactions to the groups, and several measures of student adjustment to university were collected by questionnaire at the end of the intervention in November and again in March. Results indicated that, as hypothesized based on previous group research (Mikulincer, 2003), dismissing students were less likely to attend and to report enjoying the intervention groups, whereas secure students were more likely to report having positive experiences. Nevertheless, the more dismissing students appeared to benefit from the intervention as much as others on several adjustment measures: loneliness, university adjustment, depression. Attachment styles thus may play an important role in moderating students' group experiences in such intervention programs, and might have implications for their continuing participation.

**E** **STUDENTS' PERCEPTIONS OF TRANSFERRING TO A SECOND UNIVERSITY: A NEGATIVE OR POSITIVE EXPERIENCE?"**  
 Ashley Morgan, York University; Maxine Wintre, York University

In the past, students who left university prior to completing a degree were thought of as failures, but current research is dispelling this "drop-out myth." Wintre, Bowers, Gordner, and Lange (2006) found that 29.4% of leavers had actually transferred to another university, and another 29.4% had transferred to a college. Therefore, the majority of "drop-outs" may be students who are transferring to a different post-secondary institution. The present study begins to address the lack of information on transfer students' experiences. Ninety-six transfer students from a large Canadian, multi-ethnic, commuter university were contacted and interviewed over the phone. The data from the interviews are primarily descriptive, including demographic information, adjustment to both the previous and current universities, expectations regarding graduating from both the previous and current universities, reasons for leav-

ing the previous university, the decision to transfer, who the student consulted, satisfaction with their decision to transfer, reasons for choosing the current university, and perceived fit or match with both the previous and current universities. Initial results indicate that the majority of students believe that the decision to transfer “was the best thing” for them, dispelling the myth that transferring schools is a negative experience in the long run.

**6/12/2008 – 2:00 PM to 2:55 PM – SUITE 207, Marriott second floor**

**Editorial Board Meeting**      **CANADIAN JOURNAL OF EXPERIMENTAL PSYCHOLOGY**  
*Simon Grondin, Université Laval*

**6/12/2008 – 2:00 PM to 3:55 PM – ATLANTIC SUITE, Marriott second floor**

**Workshop/Atelier de travail**      **EVIDENCE-BASED GROUP TREATMENT FOR ANXIETY IN YOUTH IN A CLINICAL SETTING**  
*Clinical Psychology*      *Cheryl Gilbert MacLeod, IWK Health Centre; Alissa Pencer, IWK Health Centre; Alexa Bagnell, Dalhousie University and IWK Health Centre*

Anxiety disorders are the most prevalent mental health concern in children and adolescents, affecting up to 13% of youth. Current research has shown that Cognitive Behaviour Therapy (CBT) is effective for up to 80% of children and adolescents with anxiety disorders. However, much of this research has been conducted in academic settings and the effectiveness of the same treatments in a clinical, and therefore heterogeneous population fraught with real world constraints, is relatively untested. This workshop will provide an overview of how a multidisciplinary team at a secondary/tertiary care centre for children and adolescents has successfully implemented evidence-based group CBT for youth with a range of anxiety disorders (often with co-morbid mental health problems). This workshop will help participants learn how to successfully implement evidence-based treatments for anxiety in a clinical setting. The care path and treatment protocol (Cool Kids©) will be reviewed, along with examples of its use with different anxiety disorders (e.g., Social Anxiety Disorder, Separation Anxiety Disorder, Generalized Anxiety Disorder, Panic Disorder, Anxiety Disorder NOS). Obstacles to implementing the treatment in clinical settings will also be discussed. Finally, outcome data demonstrating the effectiveness of the groups in a clinical setting will be presented.

**6/12/2008 – 2:00 PM to 3:25 PM – MARITIME SUITE, Marriott second floor**

**Symposium**      **ISSUES AND CONTROVERSIES IN POLICE PSYCHOLOGY**  
*Criminal Justice Psychology*      *Dorothy Cotton, Correctional Service of Canada; John Tivendell, Université de Moncton; Richard MacLennan, University of Regina*

As police psychology is emerging area of practice in Canada, there are many areas in which standard protocols and procedures are undeveloped, unclear, or controversial. At the same time, there is tremendous scope for psychologists to be involved in research and practice related to policing. This symposium will include presentations in several areas of police psychology including forensic, organizational, clinical and operational issues. Individual papers will address the phenomenon of suicide among police officers; issues related to bias free policing; the role on interviewing and competencies in police selection; and Organisational efficacy and Employment Engagement

**A**      **ORGANISATIONAL EFFICACY AND EMPLOYMENT ENGAGEMENT: COULD THE KEY BE ORGANISATIONAL IMAGE?**  
*John Tivendell, Université de Moncton*

The pressure on an organisation to increase its productivity, i.e. both its efficiency and its effectiveness, is usually well documented (e.g. APSC, 2005). Police services are no different and are thus expected to do more with, at best, the resources they have today. Some of the commonly suggested drivers of organisational productivity include introducing new financial incentives, new time and labour saving technologies and/or introducing new human resource management programs (HRM) such as a team structure or participative decision making. However most of the scientific literature suggests that the impact of financial incentives is short lived, that new technologies and procedures usually add to job demands (remember the paperless office) and some recent studies at least question the validity and the impact on organisational productivity of all those Human Resource management programs (HRM) we have witnessed in the last 90 years (Wall & Wood, 2005). Is this new concept of Employee Engagement (EE; Thackray, 2005) a better predictor of an organisation's productivity or just the next ex flavour of the month? The following will report on the results of two recent studies which are discussed in terms of practical management alternatives

**B**      **RESEARCH & ANALYSES FOR BIAS FREE POLICING**  
*Richard MacLennan, University of Regina*

Racial profiling research is concerned with a potential over-representation of members of some ethnic groups in contact with the police. It is suggested that there may be numerous reasons for this excessive police contact, including three broad categories of: a) intentional factors, b) unintended factors, and c) factors beyond police control. Some discussion is also made of the complexity of untangling such factors in behavioural science research. A brief review is then undertaken on some of the racial profiling research conducted in the US. Although more limited, this is followed by a review of some of the controversy surrounding racial profiling in a Canadian context, with a more detailed analysis of a data collection project for this purpose conducted in Kingston, Ont. Some of the problems in racial profiling research are then discussed, along with suggestions for potentially improving this research. This discussion is further broken down into four main areas: data collection, measurement issues, the “benchmark” problem, and the lack of inferential statistical analyses to appropriately interpret the results. As an alternative to racial profiling research using police contact data, several other research paradigms are proposed, which may more directly evaluate race relations in policing.

**C** **POLICE SUICIDES: MYTH OR BONA FIDE OCCUPATIONAL HAZARD?**  
*Dorothy Cotton, Correctional Service of Canada*

One only has to type “police suicide” into any internet search engine to become aware of the industry that has built up around the phenomenon of suicide in police officers. Popular culture would have you believe that the rate of suicide is much higher among police officers than in the general public. But the data—particularly Canadian data—do not necessarily support this point of view. This paper will review what we know, what we think we know, and what we do not know about police suicides including examining aspects of police culture that may contribute to the problem and possible strategies of change.

6/12/2008 — 2:00 PM to 3:55 PM — ACADIA C, Marriott main floor

**Workshop/Atelier de travail** **MAKING IT WORK: SHORT-TERM PSYCHODYNAMIC THERAPY WORKGROUP IN A CLINICAL HEALTH SETTING**  
*Psychoanalytic and Psychodynamic Psychology* *Sarah Hillis, Saskatoon Health Region; Laurene Wilson, Saskatoon Health Region; Michael Sheppard, University of Saskatchewan; Michelle Presniak, University of Saskatchewan*

The Department of Clinical Health Psychology, Saskatoon Health Region formed a working group, to contribute to the evidence that short-term psychodynamic approaches are best practice with a health population. The foundation of this workgroup was theory review and current clinical evidence from randomized control trials. From that, the group set out to examine current approaches of video review (e.g., McCullough’s recommendations; Defense-Q) and to determine the most efficient and effective means to assess elements of the model, mechanisms of change, and indicators of positive change. This workshop will share the evolution of this process and recommendations, with illustrative case material.

6/12/2008 — 2:00 PM to 3:25 PM — ALEXANDER ROOM, Marriott main floor

**Oral Paper** **INTERNATIONAL**  
**Session/Séance de présentation orale** *Thomas Teo, York University*  
*History and Philosophy of Psychology*

**A** **A POST-POSTMODERN CONCEPTUALIZATION OF UNITY IN PSYCHOLOGY**  
*Jason Goertzen, York University*

The unity of psychology is often seen as a failed dream of the Modern era. Unity is defined as homogeneous grand theory: If unity were to be achieved psychologists would study the same phenomena, use the same methods, never disagree, etc. Arguably, some or most of these goals were in fact goals of Modern era thinkers. In today’s intellectual climate, however, grand theories are frowned upon and unity-related pursuits are seen as naïve and a continuation of past failures. However, at the other extreme, concerns about the fragmentation of psychology continue and are even increasing. Critiques regarding postmodern relativism also continue to abound and the problem of evaluation presents psychologists with real, practical dilemmas. In this paper, drawing on Lyotard and a model of dialectical pluralism, while critiquing E. O. Wilson’s consilience approach, I will argue that we can take some insights of postmodernism seriously while at the same time pursue integrative knowledge as a counter to postmodern relativism. This integrative knowledge is unlike Modern unity attempts, however, in that it is contingent, dynamic, and never final nor absolute. This post-postmodern conceptualization of unity is in contrast to Modern versions and provides a new perspective for understanding the unity-disunity debate in psychology.

**B** **SOME IMPLICATIONS OF INTERNATIONALIZING PSYCHOLOGY FOR THE DISCIPLINE’S HISTORIOGRAPHY**  
*Richard Walsh-Bowers, Wilfrid Laurier University; Thomas Teo, York University; Angelina Baydala, University of Regina*

The recent movement toward internationalizing psychology (Brock, 2006), in which scholars are de-centring universalized U.S. psychology, poses consequences for instructors in the history of psychology course and for authors of history of psychology textbooks. The history course is widely taught in the U.S., but course content is predominantly American, judging by the popular textbooks employed. But typically only those European figures with an influence in the U.S. are covered. In effect, the history of the U.S. discipline is conflated with Psychology's global history. Yet many American psychologists had little impact overseas. For example, because European psychologists never abandoned mental processes and their approaches to psychology, the "cognitive revolution" is a non-event from a European perspective (Danziger, 1994). When instructors and authors consciously adopt an international approach, an enhanced appreciation of the diversity and uniqueness of contributions to the discipline internationally results. Another consequence is recognition of how intertwined academic and applied psychology has been since the origins of the discipline. I discuss the implications of internationalizing psychology for instructors and authors in terms of the practical principle of selection of historical material.

**C** **A PSYCHOLOGY WITHOUT CAUCASIANS**  
 Thomas Teo, York University

In the second half of the nineteenth century, Friedrich Albert Lange (1828 -1875) proclaimed a psychology without a soul as the only promising research strategy. For more than a hundred years it has been the credo of natural-scientific psychology to rid the discipline of all metaphysical concepts. Thus, it is astonishing that current psychology still operates in thousands of studies with the concept of a Caucasian. Research on the concept shows that the term is unscientific and based on a false origin myth. I will trace the history of the Caucasian myth, analyzing the works of Christoph Meiners (1747-1810) and Johann Friedrich Blumenbach (1752-1840) who derived the idea of a Caucasian variety from the mountain Caucasus. Blumenbach argued that the first human beings and the most beautiful people lived there. I will trace the myth in its cultural-political and scientific contexts. I will challenge the notion that "even if the concept is unscientific we all know what it means" because the Caucasian concept used in such a way imposes uniformity and reinforces thinking in homogenous race groups when geographic data do not support this notion. It is concluded that the nonsensical concept of a Caucasian should be abandoned.

6/12/2008 — 2:00 PM to 2:55 PM — COMPASS ROOM , Pedway to the Casino second floor

**Conversation** **CONSTRUCTIONS OF 'MOTHERING': IMPLICATIONS FOR MENTAL HEALTH**  
**Session/Séance de** **CARE PROVISION**  
**conversation** **Lianne Fisher, Brock University; Dawn Shickluna, OISE at the University of Toronto**  
*Women and Psychology*

"Mothers" and (their) "children" are fraught categories. Often, both categories are seen as homogeneous groups whose relationships are extreme and essentialized: either filled with tension and strife, or the opposite, the embodiment of loving-kindness. Frieden called the mother/child relationship the "problem that has no name." Critiques of mothering including hooks' anti-racist critique (2000), have generally not been expanded to address the "mothering" features reported and treated by the greater care-providing community. Both in our interactions with mothers as our friends, clients, and peers, as well as in our engagement with writing and academic discussions about mothers, we encounter "motherhood" as pathologized. Many cultural policies still discriminate against women, children, and mothering (e.g., see Ocean, 2005). Despite much work that has been done, "mothering" requires a more substantive critical approach to transform the theoretical and practical treatment and support of those who undertake mothering in its many guises. We will present some of the theoretical issues we grapple with in engaging with motherhood. Our aim is to promote a dialogue that will enhance our understanding of the social construction of mothering and extend a critical understanding of the connections between mothering and pathology within psychological and medical services.

6/12/2008 — 2:30 PM to 3:55 PM — ACADIA B, Marriott main floor

**Symposium** **MODERN ISSUES IN METHODOLOGY AND MEASUREMENT FOR PSYCHOLOGICAL**  
*Clinical Psychology* **RESEARCH**  
**David Flora, York University; Laura Mills, York University; Victoria Savalei, University of British Columbia; Lori Gray, University of Windsor; Fuschia Sirois, University of Windsor**

Recent advances in quantitative methodology have substantially changed the way researchers approach measurement and data analysis. This symposium addresses issues such as how applied psychologists utilize advances in quantitative methodology, how to analyze structural equation models with incomplete, nonnormal data with small sample sizes, the social dynamics of survey responding, and the use of computational linguistics analysis in text-based responses.

**A** **QUANTITATIVE METHODOLOGY RESEARCH: DOES IT MAKE IT ON THE**  
**READING LIST OF APPLIED PSYCHOLOGISTS**  
**Laura Mills, York University; Eva Abdulla, York University; Robert Cribbie, York University**

This study investigated how applied psychology researchers utilize articles on advances in quantitative methodology. Study one investigated top-tier psychology journals to determine the frequency of references related to quantitative methodology. Results indicate that for a two year span (2005 – 2006) across six journals, the mean total citations was 71 while of those, the mean number of quantitative methodology references was 1 or less. Overall, articles that indicated no statistical references had a higher frequency than articles which indicated any other number of statistical references. These frequencies varied by journal and are discussed. Study two investigated citations of articles published in quantitative methodology journals. From the years 1993, 2003, and 2004, frequency of citations was recorded along with whether the destination article was quantitative or applied in nature. Type and number of citations differ significantly by the source of the quantitative article.

**B ANALYZING STRUCTURAL EQUATION MODELS WITH INCOMPLETE NONNORMAL DATA WITH SMALL SAMPLE SIZES**

*Victoria Savalei, University of British Columbia*

Incomplete data are common in applied research, and much has been written about ways to approach the problem. In structural equation modeling (SEM), the FIML approach (also called direct ML or raw ML) is increasingly recommended as most appropriate. However, real life data are often nonnormal as well as incomplete. As if the occurrence of incomplete nonnormal data is not problematic enough, a third complication often co-occurs: that of small sample sizes. As is well known, the SEM methodology is asymptotic, and in particular the test statistics may require medium to large sample sizes to converge to their supposed chi-square distributions. The focus of the present work is to propose and study test statistics that are more appropriate for incomplete nonnormal data in small sample sizes. The proposed statistics are incomplete data extensions of the residual-based corrected statistic and the residual-based F statistic, which have been found to work well in simulation studies with small samples and complete nonnormal data (Bentler, 1999; Nevitt, 2004). The residual-based statistic has been extended to incomplete nonnormal data by Yuan and Bentler (2000), but its small sample modifications have not been extended or studied. An extensive Monte Carlo study is carried out to evaluate the performance of the new small sample statistics, and their performance is found to be satisfactory

**C SURVEYS AS SOCIAL ENCOUNTERS: EVIDENCE FROM APPLIED RESEARCH**

*Lori Gray, University of Windsor*

Increasing attention has been allotted to the social dynamics that underlie survey responses. While methodological and statistical aspects of survey design have been of paramount importance in advancing the field, these issues are inseparable from the larger social context within which survey questions are asked. Surveys function as social encounters in which participants apply principles of conversation to arrive at a pragmatic meaning for each item and subsequently, construe a suitable response. The social dynamics that underlie survey responses are purported to exist even when the researcher is physically absent and commonly account for differences between open and closed-ended questions (Sudman, Bradburn, & Schwarz, 1996). This presentation strives to ascertain whether the concept of surveys as social encounters holds in an applied sample. The presentation will focus on results obtained from an anonymous and confidential internet survey completed by 352 Canadian emergency service providers (e.g., firefighters, paramedics, police officers). Participants were asked about their organizational environment, trauma exposure, and traumatic stress symptoms in both closed- and open-ended response formats. Evidence for surveys as social encounters will be presented in light of similarities and differences in responses obtained from open-ended and closed-ended items.

**D QUANTIFYING MEANING: A COMPUTATIONAL LINGUISTICS ANALYSIS APPROACH TO UNDERSTANDING TEXT-BASED RESPONSES**

*Fuschia Sirois, University of Windsor*

In traditional quantitative measurement, constructs are assessed using scales proposed to tap the latent dimensions that comprise the trait, belief, or attitude in question. However, in certain areas of psychology, such as health, using this approach may impede new insights into experiences with a particular illness, stressor, or behaviour by restricting both the depth and breadth of response possibilities. Qualitative methods are often employed to overcome this limitation but at the cost of limited generalizability. One way to optimize the benefits of both approaches is to use computational linguistics analysis (Pennebaker, 2007). This approach allows for a flexible analysis of a large number of text based responses by extracting and counting content and style words to differentiate and compare groups of people. Themes can also be extracted from word groups and analyzed as factors that reflect distinct meaning units. Using text-based responses from 980 adults from the community, and from adults from two chronic illness groups, different methods of linguistic analysis were employed and their results compared to those obtained from traditional scales. Overall, the linguistic analyses provided a more meaningful evaluation of the experiences examined. Other uses for linguistics analysis, including within subjects changes over time, are discussed.

6/12/2008 – 3:00 PM to 4:55 PM – NOVA SCOTIA CD, Marriott second floor

Poster/Affiche

POSTER SESSION “C”/ PRÉSENTATION PAR AFFICHAGE

Clinical Neuropsychology, Clinical Psychology (Child), Counselling Psychology, Traumatic Stress Neuropsychologie clinique, Psychologie clinique (enfant), Psychologie du counseling, Stresse Traumatique

## #1

*Clinical Psychology***EXECUTIVE AND ALERTING ATTENTION ARE IMPAIRED IN CHILDREN WITH ADHD**Jennifer Mullane, *The Hospital for Sick Children*; Penny Corkum, *Dalhousie University*; Raymond Klein, *Dalhousie University*; Elizabeth McLaughlin, *IWK Health Centre*; Michael Lawrence, *Dalhousie University*; Meredith Pike, *University of Guelph*

Recently, theorists have sought to understand the inattentive symptoms in children with Attention Deficit/Hyperactivity Disorder within a well-validated cognitive neuroscience model of attention known as the Attention Network Theory. It has been predicted that Alerting (i.e., maintaining an alert state) and Executive (i.e., interference control) attention are impaired in ADHD while Orienting (i.e., movement of attention in space) attention is intact in this population. Very little research has directly examined this question in a single sample of children with this disorder. Twenty-five children with ADHD Combined Type (19 M, 6 F, M age = 9.20 yrs), 20 children with ADHD Predominately Inattentive Type (12 M, 8 F, M age = 9.58 yrs), and 45 typically developing (TD) children (31 M, 14 F, M age = 9.41 yrs) were given the Attention Network Test to test the predictions made by this model. Children with the Combined Type of ADHD did not significantly differ from those with the Inattentive Type on any of the three networks. As hypothesized, children with ADHD showed significantly less efficient performance than their TD peers on measures of Alerting and Executive attention but did not differ in Orienting attention. These results support the predictions made by proponents of the Attention Network Theory and highlight that aspects of attention are in fact impaired in children with ADHD.

## #2

*Clinical Psychology***THE DISMISSABILITY OF NON-EROTIC THOUGHTS DURING SEXUAL ACTIVITY**Andrea Nelson, *University of Waterloo*; Christine Purdon, *University of Waterloo*; Madelaine Burley, *University of Waterloo*

According to Barlow's model of sexual dysfunction, anxiety in sexual situations leads to attentional focus on sexual performance at the expense of the erotic cues, which compromises sexual arousal. This experience will enhance anxiety in future sexual situations, and non-erotic thoughts relevant to performance will receive attentional priority. Previous research with student samples (Purdon & Holdaway, 2006; Purdon & Watson, 2007) has found that people experience many types of non-erotic thoughts in addition to performance-relevant thoughts, and that, consistent with Barlow's model, the frequency of and anxiety evoked by these thoughts is associated with sexual functioning. The current study replicates and extends these findings in a community sample by examining mood state before and during sexual activity with a partner and the extent to which participants are able to dismiss their non-erotic thoughts. As per Barlow's model, it was expected that greater negative affect and less positive affect before and during sexual activity would predict greater frequency of non-erotic thoughts. Greater negative affect during sex was also expected to be associated with greater difficulty dismissing the thoughts. All three factors were expected to predict poorer sexual functioning and satisfaction. Theoretical and clinical implications will be discussed.

## #3

*Clinical Psychology***NEUROTICISM AS A PREDICTOR OF DEPRESSION IN ADOLESCENTS: A LONGITUDINAL STUDY**Evan Newton, *McGill University*

This study examined the role of neuroticism in predicting depression, longitudinally. Little research has been done examining neuroticism in children and adolescents, and to our knowledge, this is the first study to examine neuroticism as predictor of depression longitudinally in a sample of adolescents. The goal of this study was to examine if neuroticism interacted with higher levels of stress to predict depression over several follow-up intervals in a sample of adolescents. The effect of neuroticism in predicting anxiety was similarly examined, as well as sex differences. The sample was drawn from a Montreal high school. 160 students, grades seven through eleven, completed the study. The sample received four follow-ups over a six-week course. In line with our hypotheses, the interaction between neuroticism and depression was significant in predicting depression. This stress-diathesis model also held for anxiety.

## #4

*Clinical Psychology***PROBLEM GAMBLING AS THE PRIMARY VERSUS SECONDARY REASON FOR SEEKING ADDICTION TREATMENT**An Nguyen, *Lakehead University*; John Jamieson, *Lakehead University*; Dwight Mazmanian, *Lakehead University*; Sara Craig, *Lakehead University*; Nancy Black, *St. Joseph's Care Group*

The Catalyst database, maintained by the Ontario Centre for Addiction and Mental Health, was used to examine problem gamblers who entered treatment for addiction in Thunder Bay between 2003 and mid-2006. Comparisons were made between those who presented for treatment of gambling as their primary problem ( $n = 138$ ), those who presented for a substance addiction ( $n = 280$ ) with gambling as a secondary problem, and those who had only a substance addiction ( $n = 2,178$ ). Clients with gambling as the primary problem had a lower rate of substance-use comorbidity (20.6%) and were significantly more likely than the other two groups to be female, widows or widowers, employed or on retirement income, older, better educated, and without any legal problems. The secondary gambling clients were much more similar, demographically, to the substance addiction only clients than to the primary gambling clients. The distinction between those with a primary versus a secondary gambling problem appears to be important for identifying two quite different types of problem gamblers.



## #5

*Clinical Psychology***LINKS BETWEEN PRESCHOOL AGGRESSION, SOCIAL-INFORMATION PROCESSING, AND GENDER**Sara O'Neil, *University of Windsor*; Rob Clark, *University of Windsor*; Rosanne Menna, *University of Windsor*

This study is among the first to examine the link between social-information processing and aggression among preschoolers. Thirty aggressive and 30 non-aggressive preschoolers were presented with a series of situations in which one child was harmed by another child. Children were asked to infer the intentions of the protagonist and asked how they would respond if they were in the situation. In situations that were aggressive, no significant group differences were found. In ambiguous situations where the intentions were unclear, aggressive children were significantly more likely to make hostile attributions and to say that they would respond aggressively, compared to their non-aggressive peers. Aggression and social-information processing was moderated by gender. Aggressive girls were significantly more likely to say that they would respond aggressively, compared to their peers, but they were not more likely to make hostile attributions. Aggressive boys made significantly more hostile attributions than their peers, but they were not more likely to say that they would respond aggressively. This study is the first to show this moderating effect of gender on the relation between aggression and social-information processing in preschoolers. The implications for social-information processing theory are discussed and suggestions for interventions are made.

## #6

*Clinical Psychology***AN INVESTIGATION OF PAIN RESPONDING AND COPING IN A SAMPLE OF YOUNG ADULT PAIN REPORTERS**Sarah Oulton, *St. Francis Xavier University*; Margo Watt, *St. Francis Xavier University*; Lesley Terry, *St. Francis Xavier University*

Men and women tend to respond to pain differently (Keogh, 2006) and adopt different strategies for coping with pain (Unruh, 1996). To date, little is known about the prevalence of pain among undergraduates and how undergraduates who report chronic pain (i.e., pain persisting longer than three months) respond to and cope with pain. Mass screening of first-year undergraduates revealed that 30% of students ( $n=199$ ) reported pain persisting longer than three months as measured by a brief Pain History Questionnaire (McWilliams, 2007). A subsample of these pain reporters (25M, 25F) was administered an acute pain induction task (e.g., cold pressor task) and assessed for pain threshold, tolerance, and recovery time. Following the task, participants were queried as to what strategies they employed for coping with the acute pain. Coping with chronic pain was assessed with the Chronic Pain Acceptance Questionnaire (Geiser, 1992) and Chronic Pain Coping Inventory (Jensen, Turner, Romano, & Strom, 1995).

## #7

*Clinical Psychology***FAMILY HISTORY, ALEXITHYMIA AND PERCEIVED EMOTIONAL REACTIVITY**Laura Paret, *University of Guelph*; Heidi Bailey, *University of Guelph*; Jessica Grummitt, *University of Guelph*

Alexithymia is an understudied personality trait that may mediate the link between inadequate parenting and psychological disorders. The purpose of the present study is to see if family history (parental emotional neglect, overprotectiveness, or normative control group) interacts with reported symptoms of alexithymia and emotional reactivity to stimuli. (1) Participants will complete the Toronto Alexithymia Scale, which assesses difficulty identifying feelings, difficulty describing feelings, and externally oriented thinking. (2) Participants will view pictures selected from the International Affective Picture System that differ on emotional valence and arousal. Their ratings of their emotional experience will be compared to associated normative ratings for those pictures. A strength of this study is its assessment of perceived emotional reactivity relative to normative data, without relying on language-based self-report. Previous studies have supported that parental overprotection and perceived lack of affection (i.e. neglect) are associated with degree of alexithymia. It is unclear however if those with alexithymia will show less variability in emotional reactivity to pictures in general, or have blunted emotional reactions only to pictures rated as highly arousing, or to just those rated as positively valenced. Data collection is underway and will be completed December 2007.

## #8

*Clinical Psychology***FACIAL AND VOCAL EMOTION RECOGNITION IN HIGH-FUNCTIONING AUTISM SPECTRUM DISORDERS**Justin Patterson, *Dalhousie University*; Shannon Johnson, *Dalhousie University*

It has been proposed that individuals with an Autism Spectrum Disorder (ASD) have deficits in recognizing emotions exhibited by others and that this impairment contributes to the social dysfunction in ASDs. However, previous studies of emotion recognition in ASD have yielded conflicting results. Contradictory findings may be due, in part, to inclusion of ASD participants from a wide range of functional levels in some studies. In this study, we examined facial and vocal emotion recognition in a group of 26 high-functioning children and adolescents diagnosed with an ASD and 21 typically developing controls. Participants viewed a series of faces depicting emotional expressions and listened to a set of nonsensical vocalizations, each expressing a specific emotional tone. For both tasks, emotional stimuli were presented one at a time and participants selected an emotional label following the presentation of each item. Analyses will involve group comparisons of overall emotion recognition accuracy for each task, as well as accuracy and response times for each type of emotion. We expect the ASD group to show lower emotion recognition accuracy than controls for both facial and vocal tasks. Findings will be discussed in light of previous studies of emotion recognition in ASD.

#9

*Clinical Psychology***PSYCHOMETRIC PROPERTIES OF THE TORONTO ALEXITHYMIA SCALE (TAS) IN A MOTOR VEHICLE ACCIDENT SURVIVOR POPULATION**Daniel Peluso, *University of Regina*; Patrick Welch, *University of Regina*;  
R. Nicholas Carleton, *University of Regina*; Gordon Asmundson, *University of Regina*

Alexithymia is a state characterized by cognitive and affective deficits in the understanding and processing of emotion. The 20-item version of the Toronto Alexithymia Scale (TAS), a popular self-report questionnaire for measuring alexithymia, has demonstrated internal reliability and construct-validity (Swift et al., 2006); however, the factor structure remains undetermined (Muller et al., 2003). Although most studies utilizing exploratory (EFA) and confirmatory factor analysis (CFA) have supported the original 3-factor model, some studies have suggested unitary, 2-factor, alternative 3-factor, and 4-factor models (Kooiman et al., 2001). The discrepancies may be artifacts of translation, as the studies have spanned at least nine different languages; however, the inconsistencies persist across the English version as well. The current study examined TAS scores - completed as part of an ongoing study - from a sample of motor vehicle accident survivors receiving rehabilitation at a tertiary center ( $N=113$ ; 69.9% women; Mean age=38.4;  $SD=13.1$ ). Several precedent models were tested with CFA; none yielded satisfactory fit indices. Accordingly, an EFA using Costello and Osborne's (2005) recommendations was performed. The results of the EFA suggested a 2-factor, 10-item model that accounted for 51% of the variance. Results, implications, and directions for future research are discussed

#10

*Clinical Psychology***THE DIFFERENTIAL CONSEQUENCES OF GUILT AND SHAME PRONENESS FOR SOCIAL FUNCTIONING**Maggie Penfold, *University of Manitoba*; Edward Johnson, *University of Manitoba*

The present research contributes to literature that seeks to differentiate between the influence of shame and guilt on various outcomes. Although shame and guilt both involve negative self-evaluations, they are distinguished by the scope of the evaluation. Recent conceptualizations regard shame as a negative global evaluation of the self that leads to social withdrawal, avoidance, and hostility; whereas guilt is thought to reflect a limited negative evaluation of one's behavior in a given situation, having the effect of motivating pro-social behavior and approach (repair) tendencies (Tangney & Dearing, 2002). In a sample of undergraduate students ( $N=160$ ) shame and guilt proneness were examined as predictors of later self-esteem, loneliness and avoidance behaviors. Results of regression analyses revealed that shame but not guilt was significantly predictive of a decrease in self-esteem, increased loneliness, and a higher incidence of avoidance behaviors in the academic, identity, and social domains. Guilt on the other hand was negatively related to loneliness and was predictive of a lower incidence of avoidance behavior in the social domain. The findings support efforts to differentiate shame and guilt as distinct self-conscious affective states with very different consequences for social functioning.

#11

*Clinical Psychology***MARITAL SATISFACTION AND PARENTING ALLIANCE IN RELATION TO CHILD DIFFICULTIES**Kailee Penner, *University of British Columbia*; Clarisa Markel, *University of British Columbia*;  
Kathy Chan, *University of British Columbia*; Charlotte Johnston, *University of British Columbia*

This study investigates the relationships among parents' marital satisfaction, parenting alliance (cooperation, communication, and mutual respect between parents), and their perceptions of their son's behavioral difficulties. Looking at a community sample of 8- to 11-year-old sons and their parents, this poster will report on parent ratings (mother,  $N=39$ ; father,  $N=35$ ; full sample of 50 pairs is anticipated) on the Dyadic Adjustment Scale (DAS), the Parenting Alliance Measure (Pam), and the Strengths and Difficulties Questionnaire (SDQ). Preliminary results show significant positive associations between both mothers' and fathers' marital satisfaction and parenting alliance ( $r=.72, p < .001$ ;  $r=.46, p=.006$ , respectively). Although there were no significant associations between mothers' or fathers' marital satisfaction and perceptions of their son's behavioral difficulties, a significant negative association was found between mothers' ratings of parenting alliance and perceptions of their son's behavioral difficulties ( $r=-.44, p=.006$ ). However this association was not found for fathers. It is hoped that the final findings of this study will illuminate the role of both marital satisfaction and parenting alliance as associated with child problems, and guide intervention efforts for parents and children.

#12

*Clinical Psychology***THE SELF-MANAGEMENT CORRELATES OF SOCIAL ANXIETY**Alexander Penney, *Memorial University of Newfoundland*; Peter Mezo, *Memorial University of Newfoundland*

Self-management (Kanfer, 1970) is composed of 3 interdependent facets: self-monitoring (SM), self-evaluating (SE), and self-reinforcing (SR). Currently, a self-management model for anxiety isn't available. Forty-five undergraduates completed the Self-Control and Self-Management Scale (SCMS; Mezo, 2005), 3 social anxiety measures and a social desirability measure. SM, SE and total SCMS scores negatively correlated with the social anxiety measures. A validated cutoff score separated participants into low and high anxiety groups. Independent t-tests revealed the high anxiety group had significant deficits in SE and overall self-management. The role of these results in the development of a self-management model for anxiety is discussed.

## #13

Clinical Psychology

**COPING STYLES IN SOCIAL PHOBIA**

Melissa Persadie, Anxiety Treatment and Research Centre; Karen Rowa, Anxiety Treatment and Research Centre; Randi McCabe, Anxiety Treatment and Research Centre; Martin Antony, Ryerson University; Richard Swinson, Anxiety Treatment and Research Centre

The current study investigated styles of coping in Social Phobia (SP) using the Coping Style Questionnaire for Social Situations (CSQSS). This measure assesses the coping styles of monitoring (i.e., seeking out threat-related information) and blunting (i.e., distracting from threat-related information) in social situations. This measure showed strong psychometric properties in a non-clinical population, but no studies have investigated it using a clinical population, though these styles are important to understand for the cognitive behavioural therapy (CBT) of SP. Participants included 44 individuals with a primary diagnosis of SP. Participants completed the CSQSS, three measures of SP symptom severity, and two anxiety-provoking behavioural tasks. Results suggested monitoring and blunting subscales are internally consistent. Blunting and monitoring scores were positively related to scores of social phobia symptom severity, with a stronger relationship between blunting (vs. monitoring) scores and severity scores. In comparison, total monitoring scores showed stronger correlations with anxiety ratings during stressful behavioural tasks as compared to blunting scores. Finally, individuals identified as high monitors ( $N = 11$ ) or high blunters ( $N = 10$ ) were compared on anxiety ratings from the behavioural tasks, and high monitors had significantly higher anticipatory anxiety before.

## #14

Clinical Psychology

**CONFIRMATORY FACTOR ANALYSIS OF ADOLESCENT ADHD SYMPTOMS FROM PARENT AND ADOLESCENT REPORTS**

Ashley Pitch, York University; Maggie Toplak, York University; David Flora, York University; Linda Iwenofu, York University; Karen Ghelani, The Hospital for Sick Children; Umesh Jain, Centre for Addiction and Mental Health; Rosemary Tannock, The Hospital for Sick Children

Attention-Deficit/Hyperactivity Disorder (ADHD) is one of the most diagnosed childhood mental disorders. Although often enduring throughout adolescence, the symptom profile has not been as well studied as the symptom presentation in childhood. The purpose of this study was to use confirmatory factor analysis (CFA) to examine the symptoms of adolescents referred for attentional difficulties. Two hundred and one adolescents and their parents were interviewed using a semi-structured diagnostic tool, the Schedule for Affective Disorders and Schizophrenia for School-Age Children—Present and Lifetime Version (K-SADS-PL). Parent and adolescent data were examined separately. CFA was used to test four potential factor structures: a correlated two-factor model of Inattention (INA) and Hyperactivity/Impulsivity (H/I); a correlated three-factor model of INA, H, and I; a bifactor two-factor model of a general INA-H-I factor plus two factors of INA and H/I; and a bifactor three-factor model of a general INA-H-I factor plus three factors of INA, H, and I. Results indicated that the bifactor two-factor model best accounts for adolescent symptoms, suggesting that INA and H/I are distinct constructs, but only after controlling for the general factor. These results will clarify the symptoms of ADHD in adolescence, providing implications in the areas of diagnosis, classification, and treatment.

## #15

Clinical Psychology

**PATTERNS OF SERVICE USE WITHIN A CHILDREN'S MENTAL HEALTH AGENCY**

Graham Reid, University of Western Ontario; Juliana Tobon, University of Western Ontario; Barrie Evans, Madame Vanier Children's Services; Alan Leschied, University of Western Ontario; Vicky Wolfe, Child and Adolescent Centre; Jeff St Pierre, Child and Parent Resource Institute; Jeff Carter, Madame Vanier Children's Services; Shannon Stewart, Child and Parent Resource Institute; Evelyn Vingilis, University of Western Ontario; Charles Cunningham, McMaster University

A gap exists between our existing acute-illness models of care and the natural history of psychopathology, which suggests problems such as Attention-Deficit Disorder are chronic conditions. Examining current patterns of service use is one step in addressing this gap. Visit data were obtained from one mental health agency in Ontario (for children age 4-11 at first visit, with at least 5 years of potential data;  $N = 447$ ). Using multi-level latent class cluster analyses, a 4-cluster solution was identified. The intensity and type of services were examined. Cluster 1, "Minimal care" (49%), had the lowest number of outpatient visits in year 1 and no visits thereafter. Cluster 2, "Acute" (27%), had a high number of outpatient visits in year 1 and few visits thereafter. Cluster 3, "Intensive" (15%), had the highest number of outpatient visits in years 1 and 2, and received out-patient and residential care during year 3 with some visits thereafter. Cluster 4, "On-going" (9%), had a low number of outpatient visits in years 1 and 2, with increased levels of out-patient services for the following three years, and had the highest days in residential care in year 3. Overall 24% of children had patterns of care lasting more than 1 year, suggesting a substantial number of children may require on-going care. New methods of identifying and caring for these children and families are needed.

## #16

Clinical Psychology

**NERVOUS CONDITIONS IN PARENTS OF YOUNG CLINICALLY-REFERRED HIGH RISK CHILDREN: MATERNAL WARMTH, CONTROL AND SENSITIVITY**

Julia Rick, University of Western Ontario; Shannon Stewart, Child and Parent Resource Institute; Christine Cullion, Child and Parent Resource Institute; Melissa Currie, Child and Parent Resource Institute

Research has suggested that anxious/nervous parents are less warm and positive toward their children, more critical, and promote less autonomy than non-anxious/nervous parents (Rutherford, 2004). Whether this risk factor leads to co-morbid difficulties in behaviourally disordered children is unknown. Participants included 66 families with clinically referred children between the ages of

2 ½ to 6 years. Standardized measures were administered designed to assess demographics, parenting stress and depression. Groups were identified based on parental self-report: 1) Parents with a "Nervous Condition" (e.g., generalized anxiety disorder; phobia), severe enough to require treatment and/or hospitalization (NP;  $n=17$ ); and 2) Parents with no history of "Nervous Condition" (NHP;  $n=49$ ). Parent and child were videotaped during free play and clean up tasks to determine parental warmth, sensitivity and control during naturalistic parent-child interactions. Results indicated that NP were less likely to be oriented and proximal to their child during both free play and clean up sessions, compared to NHP. NP were less likely to display negative control during clean up, compared to NHP. Children of NP were more likely to display more externalizing and total problems, compared to NHP. Clinically relevant implications for the treatment of young children with mental health problems are discussed.

#17

*Clinical Psychology*

### THE EFFECT OF PARENTING STRESS ON PARENT AND TEACHER RATINGS OF DISRUPTIVE BEHAVIOR DISORDERS

Breanne Ricketts, *Saint Mary's University*; Isabel Fearon, *Dalhousie University*

The relationship between parenting stress and parent-teacher concordance with regard to child disruptive behavior in a clinically referred group of children was examined. Findings showed a low level of agreement between parent and teacher ratings of disruptive behavior as well as a positive, significant correlation between parenting stress and child symptomology. Results also indicated that as parenting stress increased, concordance between parents and teachers decreased. Findings suggest that clinically elevated levels of parenting stress may distort parental perception of child disruptive behavior, which may decrease the concordance level between parents and teachers. Low concordance and correlations between parent and teacher ratings is a problem when a child's treatment plan or diagnostic status depends on ratings from these informants.

#18

*Clinical Psychology*

### PSYCHOLOGICAL RESPONSES TO THREE DIMENSIONAL BODY SHAPE EXPOSURE IN FEMALE UNIVERSITY STUDENTS

Julie Riendeau, *Lakehead University*; Ron Davis, *Lakehead University*; Loretta Blanchette, *Lakehead University*

Evidence suggests that women and girls experience considerable dissatisfaction with their body size and shape and a particular desire to be thinner. We experimentally investigated the psychological responses of women to two dimensional (2D) or three-dimensional (3D) body image exposure. Seventy female undergraduate students were randomly assigned to view life-size images of themselves in 2D or 3D as well as to receive one of two sets of instructions (nonjudgmental self-description [NSD] versus no instruction). Body dissatisfaction (BD), length of time engaged in mindful activity, and self-reported mood were assessed throughout the experiment. among participants with dispositionally low-shape concerns, exposure to 3D images produced significantly lower BD compared to their 2D counterparts. among participants with high-shape concerns, BD decreased significantly from pre- to post-exposure among those viewing their images in 2D with NSD instruction. Conversely BD decreased significantly from pre- to post-exposure among participants in the 3D condition who simply viewed their images without instruction. Findings of the present study suggest that 3D body image exposure is a viable method for reducing BD in dispositionally high-shape concerned individuals. The superiority of no instruction among participants with high-shape concerns when viewing their images in 3D may be attributed to the negation of negative body schemas and automatic thoughts by the novelty of 3D exposure. Further research is required to determine the underlying mechanisms of 3D body image exposure and the ways in which it exerts its effects.

#19

*Clinical Psychology*

### SHARED MENTAL HEALTH CARE UTILIZATION IN A FAMILY PHYSICIAN OFFICE

Sara Robillard, *St. Joseph's Care Group*; Janelle Jarva, *Northern Ontario School of Medicine*; John Haggarty, *St. Joseph's Care Group*

The vast majority of patients with psychological problems are seen initially and sometimes solely by their family physician (Buszewicz, Pistrang, & Barker et al, 2006). Shared mental health care provides enhanced services within the family physician's office and the defining characteristic is the recognition that no single provider can meet all the patients' needs. 1545 consecutive mental health consultations were conducted from 2001 to 2007. All prospective data was collected including demographic, psychiatric, psychosocial, medical and physical illness behaviour characteristics for patients. At referral, family physicians identified depressed mood as the primary problem, anxiety symptoms as secondary, and panic symptoms/attacks as tertiary. The most prevalent psychosocial symptoms identified included marital, common-law, or partner problems, followed by bereavement and parent/child issues. Finally, chronic pain, followed by significant medical or physical illness was identified as the medical or physical symptom most important to the client's presentation or potential treatment plan by the family physician. Quantitative analyses of program demographics reveal ongoing utilization, likely because it enhances the family physician's ability to provide optimal mental health care. The results are continually used for tailoring the program for greater clinical care.

#20

*Clinical Psychology*

### POST-EVENT PROCESSING IN SOCIAL PHOBIA

Karen Rowa, *Anxiety Treatment and Research Centre*; Randi McCabe, *Anxiety Treatment and Research Centre*; Martin Antony, *Ryerson University*; Richard Swinson, *Anxiety Treatment and Research Centre*

Cognitive behavioural models of Social Phobia (SP) suggest that people with SP ruminate about their performance in social situations, which serves to enhance anxiety. The current study examined post-event rumination in SP. Forty two participants with SP

(mean age 37; 64% female) were asked to complete two anxiety-provoking tasks. After completing each task, participants were randomly assigned to either a (1) focus condition where they were instructed to focus on their performance on the task or a (2) distract condition where they were asked to complete a simple distraction task. After the focus or distract manipulation, participants rated their levels of anxiety about completing the original task, and completed questionnaires about the degree to which they ruminated about their performance on the tasks. Participants were also contacted the following day to provide further ratings of their level of anxiety and degree of post-event rumination. Results suggested no differences between groups in terms of immediate or next day anxiety levels. However, individuals who reported a higher degree of rumination about their performance the following day (despite experimental condition), reported higher levels of post-event anxiety. The implications of these results for the cognitive behavioural model of social phobia will be discussed.

**#21***Clinical Psychology***THE INTERPERSONAL ASPECTS OF PERFECTIONISM AND SUICIDE IN YOUTH: A TEST OF THE SOCIAL DISCONNECTION MODEL**

Heather Roxborough, *University of British Columbia*; Simon Sherry, *Dalhousie University*;  
Paul Hewitt, *University of British Columbia*; Carmen Caelian, *University of British Columbia*;  
Gordon Flett, *York University*

The social disconnection model (SDM) has indicated that the interpersonal aspects of perfectionism are linked with suicide (Hewitt, Flett, Sherry & Caelian, 2006). The current study tested a component of the SDM (Hewitt, et al., 2006) by determining whether the interpersonal aspects of perfectionism and suicide outcomes in youth are mediated by experiences of being bullied, a marker of social disconnection. The interpersonal perfectionism trait of socially prescribed perfectionism (SPP) and the interpersonal expression facets of perfectionistic self-presentation (PSP), suicide outcomes, and experiences of being bullied were measured in a heterogeneous sample of youth psychiatric outpatients aged 8 to 21 (88 males, 70 females) using the Child and Adolescent Perfectionism Scale (Flett, et al., 2000), the Junior Form of the Perfectionistic Self-Presentation Scale (Hewitt et al., 2007), bullying ratings, and multiple measures for suicide ideation, risk, past attempts, and risk of future suicide attempts. The current study found evidence in support of the SDM; the PSP facet, nondisplay of imperfection, and suicide outcomes were mediated by experiences of being bullied. Findings will be discussed as will the implications of interpersonal aspects of perfectionism and social disconnection in suicide outcomes for youth.

**#22***Clinical Psychology***EXAMINING THE UTILITY OF A RECREATIONAL RESPITE PROGRAM IN REDUCING STRESS IN PARENTS OF CHILDREN WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER**

Tamara Ruzic, *University of Regina*; Kristi Wright, *University of Regina*; Shelley Stulberg,  
*Regina Qu'Appelle Health Region*; Stephanie Kaiser, *University of Regina*

Research suggests that parents of children with mental health disorders have higher incidences of stress, physical illnesses, mental illnesses, and substance use. Of particular salience to the current project are the needs of parents of children with attention deficit/hyperactivity disorder (ADHD). More frequent and intense parent-child relational disruptions are observed within families with children with ADHD than families without children with diagnosed disorders. Respite care is one of the community services that may maintain and enhance the functioning of families of children and youth with mental health disorders. Given the latter, the current project was designed to provide parents with indirect respite by offering a structured athletic activity for a group of 10-12 children (ages 7-12) with ADHD twice per week for 13 weeks. Parent/child demographics, levels of parental perceived stress, and child psychopathology were measured at baseline and at completion of program. Individual positive and negative targeted behaviours were recorded during each session. It is anticipated that participation in this program will result in (1) decreased levels of parental perceived stress; (2) decreased levels of child psychopathology; (3) decreased frequency of targeted negative child behaviours; and (4) increased frequency of targeted positive child behaviours.

**#23***Clinical Psychology***I FEEL FAT, NOT SAD**

Yvette Scattolon, *Capital Health Eating Disorder Clinic*; Cheryl Aubie, *Capital Health Eating Disorder Clinic*

There is ample evidence to suggest that individuals with eating disorders have impairments in emotional processing. The bulk of research in this area has focused on exploring alexithymia, which is characterized by a diminished ability to identify and describe feelings. Over the last two decades, the field of emotional intelligence (EI) has expanded beyond the concept of alexithymia to explore other aspects of emotional processing. Mayer, Caruso, & Salovey (1997) have proposed an ability-based definition of emotional intelligence that consists of four hierarchical branches: perception, appraisal, and expression of emotion; emotional facilitation of thinking; understanding and analyzing emotions; and management of emotions. To date, no research has been conducted connecting these branches of EI specifically to eating disorders. In the present study, EI was explored in individuals with eating disorders using Mayer et al.'s EI ability scale (MSCEIT, 2002). Further, the correlation between EI factors and symptoms associated with eating disorders such as depression, anxiety, and dissociation were also explored. Participants included adults who were diagnosed with an eating disorder and who were undergoing treatment at an outpatient Eating Disorder Clinic. It was hypothesized that individuals with eating disorders have lower emotional intelligence than the general population and that lower emotional intelligence is associated with increased symptomatology such as dissociation. Preliminary results will be summarized and future treatment implications for improving the EI of individuals with eating disorders will be discussed.

**#24**  
*Clinical Psychology*

**ADHD AS A RISK FACTOR FOR ADOLESCENT GAMBLING**

Stacey Schell, *University of Guelph*; *Laura Wood*, *Trent University*; *James Parker*, *Trent University*; *Sohail Khattak*, *The Kid's Clinic*

Examined emotional intelligence (EI) and gambling behaviour in 120 adolescents diagnosed with ADHD, and a matched community sample. All participants completed the youth version of the Emotional Quotient Inventory (EQi:YV), and the South Oaks Gambling Screen-Revised for Adolescents (SOGS-RA). The ADHD group had significantly lower levels of EI compared to the community sample, but the proportion of nonproblem, at-risk, and problem gamblers did not differ between these groups. The ADHD sample was divided based on the presence of comorbid diagnoses, (e.g. depression, anxiety disorder), and examination of these different groups revealed that adolescents with ADHD and an additional diagnosis had significantly higher gambling scores than those with only ADHD or ADHD and a learning disability (LD). Additional analyses revealed that, compared to the community sample, there were significantly greater proportions of at-risk and problem gamblers among the group with ADHD and an additional diagnosis. Adolescents with ADHD and a comorbid disorder also had significantly higher overall gambling scores compared to the community group. The results suggest that the presence of a comorbid disorder in adolescents with ADHD significantly increases risk for development of gambling problems, although the exact causes remain unclear.

**#25**  
*Clinical Psychology*

**ASSESSING ASPERGER SYNDROME: A PRELIMINARY STUDY OF TWO NEW MEASURES**

Jessica Schroeder, *York University*; *Jonathan Weiss*, *Centre for Addiction and Mental Health*; *Carly McMorris*, *York University*; *Lisa Hancock*, *York University*; *James Bebko*, *York University*

Background: There is significant variability in adjunct measures used to assist in diagnosing and in determining the severity of Asperger syndrome. Research is needed to further evaluate the features of the disorder and to identify potential measures for the assessment of symptom severity. Method: This study will examine how well the Krug Asperger's Disorder Index (Krug & Arick, 2003), a measure that was created to differentiate between Asperger syndrome and high-functioning autism, correlates with current diagnosis, and with another measure of Asperger syndrome. In addition, scores on the measures will be correlated with estimates of intellectual functioning (WASI), receptive language (PPVT), expressive language (EOWPVT-2000), and autism symptom severity (CARS). These measures will be used with 20 children (6-16 years of age) with a diagnosis of either high-functioning autism or Asperger syndrome. Conclusion: This study will contribute to current understanding of the features of Asperger syndrome, the validity of the diagnosis, and the efficacy of the two Asperger measures reviewed. Funding: CIHR-NAAR Autism Spectrum Disorders Strategic Training Program (JAH-PI), SSHRC, CIHR

**#26**  
*Clinical Psychology*

**COGNITIVE VULNERABILITIES TO DEPRESSION IN AN INTERPERSONAL AND STRESS GENERATION CONTEXT**

Lorna Scott, *University of New Brunswick*; *David Clark*, *University of New Brunswick*

Recent epidemiological evidence has indicated that depression is on the rise in Canada, particularly among young adults. Researchers have therefore become increasingly interested in understanding the factors that contribute to a person's susceptibility to depression. 59 participants from the University of New Brunswick completed measures of depression (BDI-II), the cognitive personality vulnerabilities of sociotropy and autonomy (Personal Style Inventory), and interpersonal problems (as rated by self and roommate; Inventory of Interpersonal Problems – 64) at Time 1, and then again in 10 weeks time, as well as participating in a structured life event stress interview. Multiple regression analyses revealed that aspects of the relationship between stress, personality style, and interpersonal behaviours are transactional in nature in the prediction of depression scores. These results support previous findings which have linked personality, interpersonal problems, and depression.

**#27**  
*Clinical Psychology*

**THE STRUCTURE AND CONTENT OF THE SELF-SCHEMA INTERACTS WITH STRESSFUL LIFE EVENTS TO PREDICT DEPRESSIVE SYMPTOMS AT ONE YEAR FOLLOW-UP**

Pamela Seeds, *University of Western Ontario*; *David Dozois*, *University of Western Ontario*

According to Beck's cognitive theory of depression, depressive self-schemas are hypothesized to develop in early childhood and remain dormant until triggered by a later stressful life event (Beck, 1967). These self-schemas can be described both in terms of their content (i.e., what type of information is stored within them) and structural (i.e., how the information contained within them is organized) characteristics. To date, few studies have concurrently examined both the content and structure of the self-schema in the context of a diathesis-stress model of depression. A sample of undergraduate students ( $n=65$ ) completed measures of cognitive organization, dysfunctional attitudes, and depressive symptomatology twice, one year apart. Consistent with Beck's model, content of the self-schema (i.e., dysfunctional attitudes) interacted with negative life events during the intervening year to prospectively predict depressive symptoms at time 2, controlling for depressive symptoms at time 1. Similarly, organization for negative self-referent information interacted with negative life events to prospectively predict depressive symptoms at time 2. These results suggest that both the content and structure of the self-schema may be important in characterizing cognitive vulnerability to depression. Results will be discussed with respect to early intervention and prevention of depression.

#28

*Clinical Psychology***SELF-SCHEMA ORGANIZATION AND COGNITIVE REACTIVITY TO A NEGATIVE MOOD PRIME***Pamela Seeds, University of Western Ontario; David Dozois, University of Western Ontario*

This study investigated the effect of cognitive organization of the self-schema on cognitive reactivity to negative mood changes. Two hundred and three undergraduate students completed a two-hour assessment, including measures of the organization of self-referent information, depressive symptomatology, dysfunctional attitudes, and mood state, as well as a negative mood induction procedure. Participants with more tightly interconnected negative self-referent schemas and/or more diffusely interconnected positive self-referent schemas were expected to show greater reactivity to a negative mood induction (i.e., greater changes in dysfunctional attitudes) relative to individuals with less interconnected negative schemas and/or more tightly interconnected positive schemas. Analyses indicated that none of the cognitive organization variables predicted cognitive reactivity to negative mood changes. The implications of these results are discussed as they pertain to cognitive organization as a vulnerability factor for depression. As well, limitations and areas for future improvements for research into these constructs are suggested.

#29

*Clinical Psychology***PARENTS' PERSPECTIVES ON THEIR CHILD'S MENTAL HEALTH PROBLEM***Dianne Shanley, University of New England and University of Western Ontario; Judith Brown, University of Western Ontario; Graham Reid, University of Western Ontario; Jann Paquette-Warren, University of Western Ontario*

Parents' perceptions of their child's mental health problems have been largely unstudied. This qualitative study described how parents view the cause and evolution of their child's mental health problem. 24 parents currently seeking help for their child's mental health problem were interviewed. Data were analyzed using the phenomenological method. The overarching themes of complexity, ownership and disbelief described parents' overall perceptions of their child's problems. In addition, parents described a multitude of causes responsible for their child's problems, far more than previous research has identified. Four patterns describing how parents integrated the presence of multiple causes were presented. Finally, four themes revealing how parents viewed the evolution of their child's problem were presented. Findings highlighted 1) the importance of implementing a theoretical framework to understand parent's perceptions of mental health problems, namely illness perception theory, and 2) the utility of implementing patient-centered care approach when treating children's mental health problems.

#30

*Clinical Psychology***WHAT IS CYBERSEX?***Krystelle Shaughnessy, University of New Brunswick; Lindsay Walsh, University of New Brunswick; E. Sandra Byers, University of New Brunswick*

Researchers have begun investigating online sexual activity, also called cybersex. However, they have been inconsistent in their operational definitions of OSA and have not investigated whether participants view these behaviours as "having sex". Yet, recent findings indicate that students attach different meanings to the term having sex (Randall & Byers, 2003) suggesting differences in the meaning attached to various OSAs. Undergraduate participants ( $N=222$ ) first provided a written definition of "cybersex". Next, they indicated whether items on a list of OSAs meant "having sex". Finally, they indicated their involvement in each of the OSAs, and completed measures of sex attitudes. Content analysis of the written definitions revealed that participants defined cybersex as OSAs that were partnered, interactive, and detailed. Although the majority of both male (70.4%) and female (58.8%) participants did not endorse any OSAs as sex, consistent with the content analysis, partnered OSAs were most frequently considered sex. Men reported engaging in more types of OSA than women ( $t = 8.34, p < .000$ ) but there were no gender differences in OSA definitions ( $t = -1.61, p = .11$ ). Predictors of OSA definitions and experiences were also examined. Implications of participants' definition of cybersex for researchers are discussed.

#31

*Clinical Psychology***DOES TALKING HELP? THE EFFECTS OF MARITAL STATUS AND DEPRESSION ON CHANGES IN MOOD IN RESPONSE TO MARITAL PROBLEM-SOLVING DISCUSSIONS***Ravinder Sidhu, University of Waterloo; Uzma Rehman, University of Waterloo*

The aim of the present study was to determine whether marital satisfaction and depression interact to predict affect concerning marital problem-solving discussions. A total of 76 married couples were recruited for participation. Subjects were administered the SCID and BDI to assess for depression symptomatology and severity, as well as the DAS to assess marital satisfaction. The couples then engaged in two problem-solving discussions: one in which they discussed an area that the wife would like her husband to change in, and one where they discussed the husband's topic of change for the wife. Ratings of affect were obtained prior to each discussion. Results indicate that participants showed an increase in mood from before the first problem-solving discussion to before the second discussion, suggesting that problem-solving communication can improve mood. For husbands, this increase in mood was predicted by their level of depression only, with higher levels of depression predicting smaller mood increases. For wives, there was an interaction between marital satisfaction and depression. Specifically, higher levels of depression predicted a smaller increase in mood, but only for those wives who were high in marital satisfaction. These findings help to elucidate the impact of depression in a relationship context and can thus inform couples therapy.

#32

*Clinical Psychology***THE INFLUENCE OF THERAPIST STYLE ON CLIENT EMOTIONAL PROCESSING**Terence Singh, *University of Windsor*; Antonio Pascual-Leone, *University of Windsor*;  
Leslie Greenberg, *York University*

The majority of the literature exploring the contributions of the therapist to the process of psychotherapeutic change has examined the therapist's contribution to the change process in relation to treatment outcome, or within the broader context of an intervention program. In contrast, relatively little attention has been given to the therapist's interventions as they occur moment-by-moment within a therapy session, and the impact that these micro-interventions have on the client. The aim of the present study is to identify styles of therapeutic intervention that increase the likelihood of clients' productive emotional processing within productive sessions of psychotherapy. In the current study, observable therapist interventions were examined moment-by-moment as they occurred within 34 sessions of experiential therapy. Therapy segments were coded using process rating scales that articulated the content, style, and quality of experiencing of therapist interventions. Client emotional processing was assessed using the Experiencing scale (Klein et al., 1986). Subsequent content analyses revealed several polythetic classes of therapeutic intervention style. The influence of each style of therapeutic intervention on client emotional process was examined. These relationships, and the manners in which they vary over the course of a therapeutic session, will be discussed.

#33

*Clinical Psychology***PERSONALITY AND DRINKING MOTIVES: MODERATING EFFECTS OF MALADAPTIVE COPING BEHAVIOURS**Caitlin Smith, *Dalhousie University*; Roisin O'Connor, *Dalhousie University*;  
Sherry Stewart, *Dalhousie University*

Gray's (1976) motivational model attributes behaviour to individual differences in the Behavioural Inhibition (BIS) and the Behavioural Activation (BAS) systems. BAS and BIS have been implicated in risk for alcohol misuse (Fowles, 1994), yet the mechanisms of these risk pathways remain unclear. Individuals with a strong BIS over attend to aversive stimuli, hence experience anxiety, and may be at risk for drinking to cope, particularly if adaptive emotion coping skills are unavailable. Individuals with a strong BAS seek out reward and are motivated to experience positive affect, thus may be at risk for drinking because of alcohol's mood enhancing effects. This risk pathway may be strongest for those who lack adaptive, alternative skills for achieving positive mood. Accordingly, we hypothesized that a strong BIS and BAS will be associated with coping and enhancement drinking motives, respectively, but only when emotion coping skills are maladaptive. Our current ongoing laboratory study (target  $N = 84$ ) uses self-reports to assess university students' BAS/BIS, drinking motives, and emotion coping skills. Examination of the preliminary data collected to date provides support for the hypotheses. BIS and BAS were associated with elevated coping and enhancement drinking motives, respectively, but only when the skills to regulate negative emotionality were maladaptive ( $ps < .06$ ).

#34

*Clinical Psychology***EVALUATING THE EFFICACY OF POPULAR PARENTING SELF-HELP BOOKS USING CURRENT EVIDENCE-BASED PARENTING PRINCIPLES**Geoff Sorge, *York University*; Maggie Toplak, *York University*

An estimated 80 percent of psychotherapists recommend the use of parenting self-help books to parents of disruptive children (Arkowitz & Lilienfeld, 2006). Furthermore, parents may turn to self-help books for advice instead of seeking the help of a professional. However, these books are not subjected to any type of evaluation; thus, the effectiveness of such books is completely unknown. This study subjected the 15 top-selling parenting self-help books to a preliminary evaluative process. A coding scheme was developed to include strategies and principles endorsed by three evidence-based parenting programs (Incredible Years, Parent-Child Interaction Therapy, and Parent Management Training). Two independent coders reviewed each of the 15 books to determine whether the strategies and principles endorsed by the evidence-based programs were also endorsed in the parenting books. Preliminary analyses indicate that many of the discipline and limit setting strategies in the evidence-based approaches are endorsed by the parenting books, but strategies to build the parent-child relationship are not. According to evidence-based therapies, both of these approaches are critical for the effective management of children's behaviour.

#35

*Clinical Psychology***INTRUSIVE MEASURES DURING RESIDENTIAL TREATMENT: AN INNOVATIVE AND CLINICALLY RELEVANT APPROACH TO ASSESSMENT, DATA COLLECTION AND CLINICAL PROGRAMMING**Shannon Stewart, *Child and Parent Resource Institute*; Christine Cullion, *Child and Parent Resource Institute*; Claire Wallace-Piccin, *Child and Parent Resource Institute*; Toni Swart, *Child and Parent Resource Institute*; Greg Fry, *Child and Parent Resource Institute*; Erin O'Keefe, *Child and Parent Resource Institute*; Melissa Currie, *Child and Parent Resource Institute*

Use of intrusive measures with children/youth is contentious and highly relevant to children's mental health in light of reported risk of injury that may result from procedures to children/youth in distress (Day, 2000). Research has detailed how organizations have lowered intrusive measures after tracking use over time. Data on 87 residential clients is presented to demonstrate the utility of information related to secure isolation, restraints, PRN usage and its relationship to demographics and pre-admission behavioural indices on the Brief Child and Family Phone Interview. A negative correlation was found between the frequency of PRN's with the following BCFPI subscales: Internalizing ( $r = -.26$ ), Managing Anxiety ( $r = -.28$ ), Quality of Relationships ( $r = -.26$ ) and School ( $r = -.24$ ). No significant relationship was found when comparing the BCFPI with the frequency of restraints. A negative correlation was



found between the frequency of SI's and the following BCFPI subscales: Internalizing ( $r=-.28$ ), Managing Anxiety ( $r=-.35$ ) and the Total Mental Health Domain ( $r=-.29$ ). Strategies to implement "best practice" approaches within organizations to deal with highly aggressive and destructive behaviours in children/youth are discussed. Results are discussed in the context of maintaining a stable trajectory of improvement for clients in a residential setting with implications for policy, quality assurance and clinical programming.

#36

*Clinical Psychology*

### REFERRAL DIFFERENCES FOR BOYS AND GIRLS: SIMILARITIES AND DIFFERENCES IN SYMPTOMATOLOGY

Shannon Stewart, *Child and Parent Resource Institute*; Christine Cullion, *Child and Parent Resource Institute*; Tammy Schepens, *Child and Parent Resource Institute*; Erin O'Keefe, *Child and Parent Resource Institute*; Melissa Currie, *Child and Parent Resource Institute*

Research has suggested different patterns of severity for mental health issues among boys and girls (Weis et al., 2005). A gender paradox found suggests that girls with certain emotional and behavioural problems, although more rare, fare worse over time, compared to boys with the same disorder (Loeber & Stouthamer, 1998). There appears to be a higher threshold for problem behaviours in girls compared to boys (Baker et al., 2005). Consequently, girls' referrals for specialized assistance may not occur until the problem has become pervasive and severe. Symptomatology of boys ( $n=192$ ) and girls ( $n=61$ ) were compared at referral to Child Parent Resource Institute (a tertiary care facility for children/youth with complex mental health needs) based on the Ontario-mandated Brief Child and Family Phone Interview (BCFPI). Results suggested that girls displayed higher levels of total mental health problems, attention symptoms, conduct difficulties, externalizing behaviours, mood, self-harm, and lower levels of cooperation compared to boys. Girls' family situation, social participation and quality of relationships were more dysfunctional than boys'. Although a smaller portion of referred are girls, girls tend to more severely disturbed than boys. Findings have implications for screening, early intervention and specialized service provision for girls with mental health needs.

#37

*Clinical Psychology*

### SELF-GENERATED MOTIVES FOR GAMBLING: RELATIONS TO GAMBLING INVOLVEMENT, GAMBLING PROBLEMS, AND CO-MORBID PSYCHOPATHOLOGY IN TWO POPULATION-BASED SAMPLES OF GAMBLERS

Sherry Stewart, *Dalhousie University*; Raymond Klein, *Dalhousie University*; Sean Barrett, *Dalhousie University*; Daniel McGrath, *Dalhousie University*

Motivational models of addiction have proven useful in understanding certain addictive behaviours, such as alcohol use; however, they have not been extensively investigated in the gambling area. In the present study, the utility of classifying gamblers into gambling motives groups was examined based on self-generated responses to an open-ended question about their primary reason(s) for gambling. Secondary data analyses were performed on gambling prevalence studies conducted in Newfoundland and Alberta. Participant responses were coded in the context of Coopers' (1994) motivational model for alcohol use, adapted for gambling behaviour. Categories for primary gambling motives included: coping (e.g., distract from problems), enhancement (e.g., for excitement), social (e.g., do things with friends), and other. Preliminary results indicate that coping-motivated gamblers are characterized by a greater severity of gambling problems on the 9-item CPGI problem gambling index than enhancement-motivated or socially-motivated gamblers. In the context of gambling, results also suggest that additional categories may be required to address gamblers primarily motivated by recreation or external reinforcement (e.g. money). Demographic information, psychiatric symptoms, gambling activities, other substance use, and implications for treatment programs for gambling motives groups are discussed.

#38

*Clinical Psychology*

### COGNITIVE VULNERABILITY TO DEPRESSION IN ADOLESCENTS IN URBAN AND RURAL HUNAN, CHINA: A MULTI-WAVE LONGITUDINAL STUDY

Darren Stolow, *McGill University*; John Abela, *McGill University*

Epidemiological studies suggest that the prevalence of depression in China has risen in recent decades – particularly among adolescents. With respect to adolescents, China currently has the 2nd highest suicide rate in the world. Further, among Chinese young adults aged 15–34, suicide accounts for 19% of all deaths making it the leading cause of death among this segment of China's population. Despite such alarming statistics, scant research has examined models of the etiology of depression in adolescent samples in mainland China. The current multi-wave longitudinal study tested the vulnerability-stress hypothesis of the hopelessness theory of depression in Chinese adolescents in both urban and rural settings. More specifically, we examined whether high levels of negative cognitive styles conferred vulnerability to depressive symptoms following the occurrence of negative events. In line with the hopelessness theory, higher levels of negative cognitive styles were associated with greater increases in depressive symptoms following increases in negative life events. Results replicated across urban and rural samples suggesting that the cognitive vulnerability-stress model proposed by the hopelessness theory of depression may be applicable to two distinct demographics of China's youth population.

#39

*Clinical Psychology*

### A CLOSER LOOK AT THE ASSESSMENT OF BASIC LANGUAGE AND LEARNING SKILLS TRACKING SYSTEM: RELIABILITY, VALIDITY AND ITS USE IN TRACKING PROGRESS OF CHILDREN WITH AUTISM

April Sullivan, *York University and IWK Health Centre*; Adrienne Perry, *York University*; Nancy Freeman, *Toronto Partnership for Autism Services, Surrey Place Centre*; James Bebko, *York University*

The Assessment of Basic Language and Learning Skills (ABLLS; Partington & Sundberg, 1998) is a fine-grained assessment tool and curriculum for children with autism and developmental disabilities, and it is used by 57% of professionals who work in this area (Carr, 2006). The ABLLS can be a useful supplement to standardized assessment results by providing a more detailed analysis of skill acquisition. However, the ABLLS has not been standardized on typical children and traditional psychometric properties, such as reliability and validity, have not been explored. This poster outlines a three-part study. The first study explores developmental trajectories on the ABLLS for 14 typically developing children between 5 and 49 months of age. The second part explores inter-rater reliability of the ABLLS among a sample of 5 preschool children with autism, and convergent validity with standardized measures for 83 children (68 with autism/PDD-NOS and 14 typically developing). The third part of this study uses data from the ABLLS and standardized measures to clarify developmental trajectories of 75 children with autism enrolled in intensive behavioural intervention programs. Overall, the results indicate that the ABLLS is a valid and reliable tool for detecting changes in development, but the sensitivity of this tool varies by age and skill area.

#40

*Clinical Psychology*

### **LE TROUBLE OBSESSIONNEL-COMPULSIF ET LA QUALITÉ DE VIE: IMPACT D'UNE THÉRAPIE BASÉE SUR LES INFÉRENCES ET FACTEURS CLINIQUES ASSOCIÉS**

Annie Taillon, *Centre de Recherche Fernand-Seguin*; Kieron O'Connor, *Centre de Recherche Fernand-Seguin*

Le trouble obsessionnel-compulsif (TOC) est l'un des troubles anxieux les plus répandus. Le niveau de qualité de vie des personnes atteintes de TOC est en général plutôt faible mais peut-être amélioré à l'aide d'un traitement approprié (Bystritsky et al., 1999). Il n'existe toutefois pas de consensus quant aux variables cliniques qui seraient reliées à l'amélioration du niveau de qualité de vie en cours de traitement. L'objectif principal de la présente étude est donc d'évaluer si l'amélioration pré/post thérapie de la qualité de vie est corrélée avec la modification du niveau de symptômes obsessionnels-compulsifs et dépressifs au cours de cette même période. Une thérapie basée sur la modification des processus de raisonnement erronés ayant déjà été démontrée comme efficace pour le TOC, soit l'Approche Basée sur les Inférences (ABI; O'Connor et al., 2005), a été utilisée. Les résultats préliminaires révèlent que la thérapie ABI spécialisée au TOC semble efficace pour diminuer les symptômes obsessionnels-compulsifs et dépressifs et améliorer le niveau de qualité de vie. La diminution des symptômes obsessionnels-compulsifs ne s'accompagnerait toutefois pas nécessairement d'une amélioration équivalente du niveau de qualité de vie. À l'opposé, la diminution des symptômes dépressifs s'accompagnerait d'une amélioration équivalente du niveau de qualité de vie.

#41

*Clinical Psychology*

### **EVALUATION OF CLINICAL PSYCHOLOGISTS' ASSESSMENTS OF STUDENTS WITH LEARNING DISABILITIES (LD)**

Mahin Tavakoli, *Carleton University*

The archival files of clinical psychologists' reports, stored by the Carleton University's Paul Menton Centre for students with disabilities were used in this study. Thirty-seven randomly selected assessment reports of students with LD, first diagnosed at age 7-35, were examined. The results of the study showed that in order to assess students' cognitive abilities, information processing abilities, and achievement, respectively 50%, 76%, and 49% of the psychologists used more than one instrument. This paper will elaborate on the following aspects of assessment instruments and reports: (1) the most frequently used instruments for assessing students cognitive abilities, processing abilities, and their achievement; (2) the instruments that were used for assessing both cognitive abilities and information processing purposes; (3) the implications of using various measurement instruments to assess both information processing and cognitive abilities; (4) the strengths and shortcomings of the assessment reports provided by clinical psychologists; and, (5) recommendations for improving the quality of documentation and assessment strategies.

#42

*Clinical Psychology*

### **GROUP THERAPY FOR ENCOPRESIS: INTEGRATING NARRATIVE AND BEHAVIORAL APPROACHES**

Michael Teschuk, *University of Manitoba*

The most common current pediatric treatment approach for encopresis typically combines medical management (e.g. laxatives) with behavior therapy techniques to establish regular bowel habits (McGrath, Mellon, and Murphy, 2000). For children in whom the problem has become chronic and severe, however, additional therapeutic interventions are often required. In our tertiary care hospital setting, we have developed a family-based, group treatment approach specifically aimed at assisting children and families with chronic and treatment resistant encopresis. We utilize the externalizing metaphor of "beating sneaky poo" (White, 1984), in combination with a "team" approach, to facilitate behaviour change and treatment adherence. Treatment components and effectiveness data will be presented.

#43

*Clinical Psychology*

### **CHILDHOOD LEARNING EXPERIENCES RELATED TO PAIN ANXIETY IN YOUNG ADULT PAIN REPORTERS**

Jennifer Threader, *St. Francis Xavier University*; Margo Watt, *St. Francis Xavier University*; Lesley Terry, *St. Francis Xavier University*

Pain has physiological, psychological and environmental factors, which impact how people experience pain. Chronic pain, defined as pain lasting longer than three months (Geertzen et al., 2006), is a growing health problem affecting 31% of the Canadian population (LaChapelle, 2004). It has been found that psychological factors including pain-related anxiety and early childhood learn-

ing experiences influence the onset, experience and maintenance of chronic pain behaviors (e.g. Vowles et al., 2004). Chronic pain sufferers reveal greater pain-related anxiety relative to matched comparison groups. Also, chronic pain sufferers report classical conditioning, operant conditioning and vicarious conditioning experiences prior to age 18 that has influenced their pain reporting in adulthood. Despite these findings, little research has investigated persistent pain reporting in a non-clinical sample. The present research project investigated pain reporting among Psychology 100 students at St. Francis Xavier University; from a sample of 658 (212 M, 446 W) students, 199 (57 M, 142 W) reported pain lasting longer than three months on the 6-item Pain History Questionnaire. Of these 199 students who report chronic pain, 90 (45 M, 45 W) were recruited to participate in a follow up study to fill out self-report measures including the LHQ, PASS-20, the ASI and AS.

**#44 ROMANTIC ATTACHMENT, COGNITIVE DISTRACTIONS, AND SEXUALITY AMONG COUPLES**

*Clinical Psychology*

*Sylvie Tousignant, Université de Sherbrooke; Audrey Brassard, Université de Sherbrooke; Yvan Lussier, Université du Québec à Trois-Rivières*

Romantic attachment theory conceptualizes romantic love in terms of three behavioral systems: attachment, caregiving, and sex (Mikulincer & Shaver, 2007). Both dimensions of attachment insecurity, anxiety and avoidance, are associated with lower sexual satisfaction (Fricker & Moore, 2002). Cognitive distractions during sex have been negatively associated with sexual arousal (Elliott & O'Donohue, 1997), whereas attachment anxiety has been linked with intruding thoughts during sex (Birnbaum, 2007). The goal of this study was to examine the links between attachment anxiety and avoidance, cognitive distractions, and various aspects of sexuality. A sample of 70 French-Canadian heterosexual couples aged 18 to 35 years completed self-reported measures of romantic attachment, cognitive distractions, and experience of sexuality in their relationship. Cognitive distractions were related to sexual difficulties, as well as attachment anxiety and avoidance for both partners. Women's reports of cognitive distractions were associated with their avoidance of and compliance to sexual activities. Moreover, men's reports of sexual intercourse were inversely related to their partner's cognitive distractions during sex. Implications of these findings for the prevention of couple sexual dysfunction and dissatisfaction are discussed.

**#45 VULNERABLE NARCISSISM AND THE DISTINCTIVENESS OF DEPRESSIVE PERSONALITY DISORDER**

*Clinical Psychology*

*Shona Tritt, Concordia University; Andrew Ryder, Concordia University; Angela Ring, Concordia University; Aaron Pincus, Pennsylvania State University; Michael Bagby, Centre for Addiction and Mental Health*

Depressive personality has recently been added to DSM-IV as a diagnosis needing further study. Its distinctiveness from other personality and temperamental styles remains unclear, although there is evidence that depressive personality – compared to other depression-spectrum disorders – is characterized by high self-consciousness, high gregariousness, and low tender-mindedness. This combination resembles vulnerable narcissism, a pattern of shyness and inhibition in combination with grandiosity and entitlement. The relation between depressive personality and vulnerable narcissism was assessed in 100 university students. Vulnerable narcissism was correlated with two measures of depressive personality ( $r_s = .55$  and  $.53$ ), an association that remained after controlling for other temperaments ( $r_s = .21$  and  $.22$ ). These results suggest that vulnerable narcissism may be a distinguishing feature of depressive personality.

**#46 PROFESSIONAL KNOWLEDGE REGARDING SELECTIVE MUTISM: A SURVEY OF FAMILY PHYSICIANS AND PAEDIATRICIANS**

*Clinical Psychology*

*Melanie Vanier, IWK Health Centre; Erika Brady, IWK Health Centre*

Selective Mutism, once considered very rare, has a prevalence rate as high as two percent among young children. Recent research based on parent report suggests that physician detection of, and knowledge regarding treatment of, this condition is limited. This study extends previous work by directly assessing physician knowledge regarding Selective Mutism in the Maritime provinces. 109 family physicians and 65 paediatricians completed survey questions about their knowledge of risk/causal factors, associated conditions, cases seen, and case management and treatment. Preliminary results suggest that surveyed family physicians and paediatricians demonstrate knowledge that is in some ways consistent with current research-based understanding of Selective Mutism. For instance, the majority of family physicians and paediatricians identified a shy temperament as a risk factor for Selective Mutism. However, in other ways, misconceptions were shown. As examples, the majority of family physicians and paediatricians identified traumatic events, child abuse, and family dysfunction as likely risk/causal factors for Selective Mutism. In addition, a substantial minority of family physicians and paediatricians believed that Autistic Spectrum Disorder is an associated condition of Selective Mutism. These and other results will be discussed in terms of implications for early detection and appropriate intervention.

**#47 PERFECTIONISM, APPEARANCE SCHEMAS, AND SYMPTOMS OF BODY DYSMORPHIC DISORDER**

*Clinical Psychology*

*Jennifer Vriend, Dalhousie University; Simon Sherry, Dalhousie University; Paul Hewitt, University of British Columbia; Dayna Sherry, Queen Elizabeth II Health Sciences Centre; Gordon Flett, York University; Andrea Wardrop, University of British Columbia*

Perfectionism is linked to various difficulties where body dissatisfaction figures prominently, including symptoms of body dysmorphic disorder (BDD; i.e., a preoccupation with an imagined flaw in physical appearance). Research suggests trait perfectionism (Hewitt & Flett, 1991) is related to BDD (Bartsch, 2007). However, in the present study a different perspective on the link between perfectionism and BDD was tested. Specifically, nondisplay of imperfection (i.e., a self-presentational style involving concern over behavioural displays of imperfection) was hypothesized to contribute incrementally to the understanding of BDD beyond established contributors to BDD (e.g., trait perfectionism). A mediational model was also tested where dysfunctional appearance schemas were expected to mediate the link between nondisplay of imperfection and BDD. In testing these hypotheses, 96 community members and 118 undergraduates completed measures of perfectionism, appearance schemas, and BDD. As expected, in both samples, nondisplay of imperfection predicted BDD beyond established contributors to BDD. In both samples, the relation between nondisplay of imperfection and BDD was also partially mediated by appearance schemas. Results suggest nondisplay of imperfection is a concomitant of BDD. Longitudinal research is needed to clarify whether nondisplay of imperfection is an antecedent of BDD.

#48

*Clinical Psychology*

#### **A BEHAVIOUR MANAGEMENT GROUP FOR PARENTS OF A CHILD WITH AN AUTISTIC SPECTRUM DISORDER**

Jennifer Vriend, *Dalhousie University*; Melanie Vanier, *IWK Health Centre*; Erika Brady, *IWK Health Centre*; Shannon Johnson, *Dalhousie University*

The purpose of this study is to evaluate the effectiveness of a group-based behaviour management program for parents of children diagnosed with an autistic spectrum disorder (ASD). Participants consisted of 10 mothers who had a child between the ages of 5 and 10 years old with an ASD. The intervention involved 6 weekly 2-hour sessions. Each session targeted a specific behaviour management technique (e.g., positive behaviour support, differential reinforcement) and consisted of a warm-up phase, homework review, trouble shooting, an explanation of the targeted behaviour management technique, role modeling, in-session exercises, discussion, and homework planning. Mothers completed pre- and post-intervention self-report questionnaires to assess their perceived level of stress and competency as well as a questionnaire about their child's behaviour. We will compare responses on questionnaires completed prior to the program with those completed immediately after the program, as well as responses at a one month follow-up. We expect that results will indicate decreased parental stress, increased parental self-competency, and decreased child behaviour problems. The potential clinical role of behaviour management groups for parents of a child with an ASD will be discussed.

#49

*Clinical Psychology*

#### **RELATIONS BETWEEN ANXIETY SENSITIVITY AND WEATHER-RELATED FEARS**

Margo Watt, *St. Francis Xavier University*; Emma MacDonald, *St. Francis Xavier University*

Anxiety sensitivity (AS) refers to fear of arousal-related sensations based on belief that these sensations portend dire consequences (Reiss & McNally, 1985). High AS is recognized as a diathesis for anxiety disorders, including panic and posttraumatic stress disorder (Reiss & McNally, 1985; Taylor, 1999). Little research has examined role of AS in specific phobias; none has examined role of AS in fears related to natural environment (e.g., weather). Participants in the present study included 196 undergraduate students (135F, 61M) who completed a series of questionnaires including the Anxiety Sensitivity Index (ASI; Peterson & Reiss, 1992) and an author-constructed Weather Experiences Questionnaire (WEQ). Preliminary results indicate that high (vs. low) AS individuals (i.e., those scoring one standard deviation above and below the sample mean, respectively) report significantly more fears related to unusual weather, consider themselves significantly more likely to be injured or die as a result of bad weather, and are significantly more worried about climate change in general. Interestingly, high (vs. low) AS individuals also report more experience with significant weather events ( $X^2 = 9.70, p < 0.002$ ). Results are discussed in terms of "severe weather phobia" (Westenfeldt, 1996) and the relevance of such investigations in light of current concerns about climate change.

#50

*Clinical Psychology*

#### **THE ROLE OF CHILDHOOD MALTREATMENT AND ROMANTIC RELATIONSHIPS IN DEPRESSION**

Rebecca Wells, *University of Waterloo*; Uzma Rehman, *University of Waterloo*

Numerous studies have shown a link between childhood maltreatment and depression in adulthood. The present study will test a model of depression in which childhood maltreatment, including physical, emotional, and sexual abuse and neglect, interacts with romantic relationship history and relationship satisfaction to influence depressive symptoms. The model will be tested in both males and females to determine if gender differences exist. Participants completed the Childhood Trauma Questionnaire (Bernstein & Fink, 1997), a dating questionnaire, a modified version of the Quality of Marriage Index (Norton, 1983), and the Beck Depression Inventory II (Beck, Steer & Brown, 1996). Cross sectional data from 590 undergraduate students will be used to test the hypothesis that the association between depressive symptoms, childhood maltreatment and romantic relationship history is mediated by current relationship satisfaction. Longitudinal data collected at one month ( $n = 288$ ) and one year ( $n = 79$ ) follow-ups will be used to test the hypothesis that changes in relationship satisfaction interact with childhood maltreatment and relationship history to predict changes in depressive symptoms. Understanding the role of childhood maltreatment and the number and quality of romantic relationships in the onset and maintenance of depressive symptoms can help to inform approaches to both the prevention and treatment of depression.

#51

*Clinical Psychology***STRESS, COPING, AND DEPRESSIVE SYMPTOMS IN YOUTH: AN EXAMINATION OF THE TRIPARTITE MODEL***Jennifer Welsh, Lakehead University; Dwight Mazmanian, Lakehead University*

The extent to which adult models of depression can be applied to children and adolescents is an issue of considerable significance for researchers and clinicians. The present study examined the relationships among components of the tripartite model of depression (Clark & Watson, 1991), stress levels, and coping style (Nolen-Hoeksema, 1994) in a sample of 213 adolescents between the ages of 12 and 19. Participants completed the Children's Depression Inventory, Positive and Negative Affect Schedule – Children, Children's Response Styles Scale, and the Problem Questionnaire. Data analyses revealed that: 1) high negative affect (NA) was significantly related to ruminative coping ( $p < .05$ ), while low positive affect (PA) was not ( $p > .05$ ), 2) parent and peer stress levels were both significant predictors of NA and PA scores ( $p < .01$ ), and 3) depression was significantly related to high NA, low PA, and both parent and peer stress levels (all  $ps < .01$ ). These results provide some support for the application of the tripartite model and other models of adult depression to youth.

#52

*Clinical Psychology***COMORBIDITY OF ADHD IN CHILDREN WITH SYMPTOMATIC TRAUMA***Tammy Whitlock, University of Windsor; Joseph Casey, University of Windsor*

Even in the absence of a PTSD diagnosis traumatic experiences in childhood have been shown to affect neurobiological, emotional, behavioural, cognitive, and interpersonal development (Carrion et al., 2001; De Bellis et al., 2005). Children who have experienced trauma are often more likely to be diagnosed with ADHD than PTSD (Famularo, et al., 1996). The goal of the present study was to determine the proportion of children with symptomatic trauma who also meet diagnostic criteria for ADHD. A sample of 32 children of both genders aged 7-14 years with confirmed trauma exposure or ADHD were recruited. Diagnoses of ADHD, symptomatic trauma, or both were given based on results from the Trauma Symptom Checklist for Children and parent/teacher versions of the Conners' Rating Scale-Revised. The majority of children with symptomatic trauma (67%) met diagnostic criteria for ADHD (13 times greater than expected within the general population). Comorbidity of ADHD and symptomatic trauma was present in children who experienced both acute and chronic trauma, all types of trauma represented in the sample, and across referral sources. The majority of children were being treated for ADHD, while psychosocial symptoms following trauma were overlooked. Findings have implications for identification and treatment of children and suggest the need for regular screening of trauma symptoms.

#53

*Clinical Psychology***READINESS FOR CHANGE AMONG FAMILY CAREGIVERS OF OLDER ADULTS WITH DEMENTIA: VALIDATION OF THE UNIVERSITY OF RHODE ISLAND CHANGE ASSESSMENT SCALE***Ursula Wiprzycka, OISE at the University of Toronto; Corey Mackenzie, University of Manitoba*

Despite negative mental and physical health consequences among family caregivers of older adults with dementia, services aimed at reducing their stress are underutilized. This study examined caregivers' readiness to engage in help-seeking endeavors by assessing the psychometric properties of a widely used measure of change readiness. Participants ( $n = 102$ ) completed the University of Rhode Island Change Assessment (URICA) scale and measures of distress, coping, social support, help-seeking attitudes, service familiarity, and service use. The URICA demonstrated good reliability ( $\alpha = 0.82$ ) and moderate criterion validity. Exploratory factor analysis supported retention of four factors, although confirmatory factor analysis suggested a reasonably poor fit to the intended four-factor structure. The results indicate that the existing model allows assessment of differential help-seeking profiles among dementia caregivers, but a modified version of the URICA may improve its ability to predict mental health service use for this at-risk population. Implications for using a modified version of the URICA to determine which caregivers will seek help will be discussed. Incorporating measures of caregivers' readiness to seek help in the planning phase of treatment represents an important new direction for improving their access to mental health services, and enhancing treatment outcomes.

#54

*Clinical Psychology***"ATTACKING DEPRESSION: KICKBOXING AS AN ADJUNCT TO AND IN VIVO EXAMPLE OF COGNITIVE BEHAVIOURAL THERAPY INTERVENTIONS"***Andrea Woznica, Markham Stouffville Hospital; Jessica Cooperman, Markham Stouffville Hospital; Marina Veprińska, Markham Stouffville Hospital*

Adolescents struggling with mood disorders can be a difficult population to engage in therapy and successfully treat. Often, teens agree to try strategies at home; however, many fail to follow through. The purpose of this study was to evaluate the effectiveness of a Cognitive-Behavioural Therapy (CBT) program for adolescents that incorporates group exercise as an integral, behavioural component of treatment. A total of 53 adolescents (ages 15-19; 42% boys) were drawn from a hospital-based child and adolescent clinic. All group members met criteria for a mood disorder diagnosis. The program ran for 12 weeks with a maximum of 8 teens per group. Group sessions were held twice weekly: the first session involved the teaching of CBT strategies while the second session consisted of a choreographed kickboxing class at a local gym. Initial findings suggest that the group was effective. Post-group depression scores on the Children's Depression Inventory (CDI) were significantly lower than pre-group scores. In addition, 49% of participants indicated a shift in their commitment to help themselves. Results are discussed in the context of engaging teens in therapy and increasing the likelihood of applying CBT strategies.

#55

*Clinical Neuropsychology***THE MAMMILLARY BODIES AND MEMORY: A CASE EXAMPLE IN SUPPORT OF THE DISTINCTION BETWEEN RECOLLECTION AND FAMILIARITY**

*Catherine Burton, Calgary Health Region; John Fisk, Queen Elizabeth II Health Sciences Centre and Dalhousie University; Sultan Darvesh, Queen Elizabeth II Health Sciences Centre and Dalhousie University; Renn Holness, Queen Elizabeth II Health Sciences Centre and Dalhousie University*

The exact role of the mammillary bodies in memory has remained elusive due to the rare occurrence of isolated, bilateral lesions to these structures. We describe a 61-year-old woman, admitted to hospital following the subacute onset of memory failure and confusion. Clinical examination revealed severe anterograde amnesia. MRI with contrast demonstrated an enhancing lesion in the region of the mammillary bodies bilaterally, suggestive of malignancy. Despite reduction in size following a two-week course of steroid treatment, repeat MRI revealed persistence of the tumour. Neuropsychological testing that same day revealed isolated impairments of immediate and delayed free recall and yes/no recognition, in addition to some impairments of executive functions. Performance on forced choice recognition was within normal limits as was her performance on tests of other verbal abilities, visual spatial abilities and processing speed. These findings are in keeping with the Dual Process Theory of episodic memory described by Aggleton and Brown (1999), in which "recollection" is ascribed to the integrity of the circuit of Papez, whereas "familiarity" is ascribed to the integrity of the perirhinal cortex - medial dorsal thalamus - prefrontal cortex circuit. This case illustrates the importance of circuits involving mamillary bodies in recollection in episodic memory.

#56

*Clinical Neuropsychology***PREDICTING SUBJECTIVE MEMORY DECLINE FOLLOWING TEMPORAL LOBE EPILEPSY SURGERY**

*Sherri Carter, Queen Elizabeth II Health Sciences Centre; Jaime Williams, Queen Elizabeth II Health Sciences Centre; Jeannette McGlone, Dalhousie University*

Memory ratings decline for <10% of temporal lobe epilepsy patients after surgical resections (see Williams, Martin and McGlone, submitted). This retrospective study examined 5/ 64 surgical epilepsy cases who reported significant postoperative memory decline on the Memory Observation Questionnaire (MOQ) determined by reliable change indices. Better pre-surgical memory performance and absence of mesial temporal sclerosis (MTS) were predicted. Cases were matched on age, sex, and full scale IQ (Average range), and then compared on objective memory, mood, and psychosocial adjustment. Wilcoxon tests revealed trends for higher pre-surgical memory performance and greater objective memory loss for those with increased memory complaints post-surgery, although findings did not reach .05 level of significance in this small sample (i.e., WMS Percent Delayed Recall - Stories,  $p = .08$  and Verbal Paired Associates,  $p = .07$ ). Contrary to expectations, neuropathology revealed 4/ 5 cases with MTS. Pairs did not differ on depression or psychosocial adjustment yet case review revealed adverse clinical outcomes for those with more memory complaints. Taken together, these findings concur with Lineweaver et al. (2004), suggesting that for those with normal pre-surgical memory abilities, greater complaints following surgery may coincide with actual memory decline and be a marker of poorer post-surgical outcome.

#57

*Clinical Neuropsychology***EPISODIC MEMORY, EXECUTIVE, AND SEMANTIC INDICES IN HEALTHY AGING AND AMNESTIC MILD COGNITIVE IMPAIRMENT**

*Patricia Ebert, Capital District Health Authority; Nicole Anderson, KLARU, Baycrest*

amnesic mild cognitive impairment (amCI) is a transitional stage between normal aging and Alzheimer's disease (AD). While semantic deficits have been identified in AD, their presence in amCI is under debate. Fifty-nine older adult volunteers underwent neuropsychological screening. Based on their results, 44 were classified as healthy aging and fifteen as amCI. Diagnosis of amCI was based on finding one or more memory scores below expected compared to general cognitive performance while non-memory scores remained normal. Three composite indices were derived: an episodic memory index (WMS-R: LMI, Verbal PA I, Visual PA II, and CVLT LDFR), an executive index (CVLT perseverations, FAS fluency, WAIS-III DS backward, TMT B), and a semantic index (Animal fluency, Mill Hill Vocabulary). Raw scores were standardized within the healthy aging group and averaged to obtain the indices. amCI scores were standardized to the healthy aging group. As per group selection, the episodic memory index was lower in amCI ( $z = -1.4$ ) than in healthy aging ( $z = 0.0$ ;  $t(57) = 8.3$ ,  $p < 0.001$ ). Executive indices did not differ between groups ( $t(57) = 1.8$ , ns) while the semantic index was lower in amCI ( $z = -0.8$ ) than healthy aging ( $z = 0.0$ ;  $t(57) = 3.4$ ,  $p = 0.001$ ). This study supports other findings of early semantic change in amCI.

#58

*Clinical Neuropsychology***THE FRONTAL SYSTEMS BEHAVIOR SCALE AND COGNITION IN MULTIPLE SCLEROSIS**

*Teisha Gunness, The Ottawa Hospital and Adler School of Professional Psychology; Lisa Walker, The Ottawa Hospital and University of Ottawa*

Cognitive impairment occurs in approximately 50 % of people with multiple sclerosis (Rao et al., 1991). The Frontal Systems Behavior Scale (FrSBe) is a questionnaire measuring frontal system dysfunction via three theoretically derived subscales: Apathy, Disinhibition and Executive Functioning (Grace & Malloy, 2001). The FrSBe is sensitive to behavioural change in MS (Chiaravalloti & DeLuca, 2003). The current study measured whether the FrSBe correlated with cognitive performance on neuropsychological

tests. Nineteen out-patients with MS (15 relapsing-remitting, 3 secondary-progressive, 1 primary progressive) with a mean disease duration of 6.21 years ( $SD = 5.81$ ) and a mean age of 44.84 years ( $SD = 7.88$ ) completed a battery of cognitive tests. It was hypothesized that Apathy scores would negatively correlate with measures of initiation, and Executive Dysfunction scores would negatively correlate with traditional measures of executive functioning. Pearson correlation coefficients were calculated with Bonferroni correction for multiple comparisons. Hypotheses were not confirmed; however, analyses revealed that Apathy positively correlated with Trails B total time ( $r = .730, p < .01$ ); Executive Functioning and Disinhibition were negatively correlated with Digit Span backward ( $r = -.576, p < .01$ ;  $r = -.673, p < .01$ ), respectively. Results were discussed in the context of theories of executive functioning.

**#59** **EFFECTS OF CONTINUOUS POSITIVE AIRWAY PRESSURE (CPAP) TREATMENT OF OBSTRUCTIVE SLEEP APNEA ON DAILY FUNCTIONS, MOOD, AND QUALITY OF LIFE**  
*Clinical Neuropsychology*  
 Esther Lau, Dalhousie University; Gail Eskes, Dalhousie University; Debra Morrison, Dalhousie University; Margaret Rajda, Dalhousie University; Kathy Spurr, Dalhousie University

Obstructive sleep apnea (OSA) is characterized by nighttime disrupted breathing, hypoxemia and fragmented sleep, daytime sleepiness, and functional deficits. Here, we report the outcomes of CPAP treatment on nighttime sleep, daytime sleepiness, and psychosocial variables. Thirty patients with moderate to severe OSA and compliant on CPAP were studied with an overnight polysomnographic sleep study, measures of sleep quality, sleepiness, mood, functional outcomes, and quality of life (QoL). CPAP significantly improved respiratory disturbance index, oxygen saturation, sleepiness, functional outcomes and QoL. After treatment, the number of patients with abnormal scores fell from 71% to 28% on the Epworth Sleepiness Scale, from 83% to 28% on the Pittsburgh Sleep Quality Index, and from 79% to 38% on the Functional Outcomes of Sleep Questionnaire. Sleepiness was a significant predictor of mood, affective states, functional outcomes and QoL, while subjective sleep quality predicted functional outcomes and QoL. CPAP appears to be effective in improving sleep and daytime outcomes, although it does not appear to be consistently effective for all patients. Residual sleepiness and issues in sleep quality continue to affect psychosocial domains of patients with OSA. Research supported by the Nova Scotia Health Research Foundation.

**#60** **NEUROCOGNITIVE OUTCOMES OF PATIENTS WITH OBSTRUCTIVE SLEEP APNEA TREATED WITH CONTINUOUS POSITIVE AIRWAY PRESSURE**  
*Clinical Neuropsychology*  
 Esther Lau, Dalhousie University; Gail Eskes, Dalhousie University; Debra Morrison, Dalhousie University; Margaret Rajda, Dalhousie University; Kathy Spurr, Dalhousie University

Obstructive sleep apnea (OSA) is characterized by nighttime disrupted breathing and hypoxemia, daytime sleepiness and changes in cognition and mood. The reversibility of cognitive deficits after treatment with continuous positive airway pressure (CPAP) is controversial. We report analyses of an ongoing study of the outcomes of CPAP treatment on attention and executive function. Thirty-two patients with moderate to severe OSA and compliant on CPAP treatment were studied with working memory tasks, neuropsychological testing, and overnight polysomnographic sleep study and compared to 20 healthy controls. CPAP improved nighttime respiratory disturbance index, oxygen saturation and daytime sleepiness ratings. Treated patients showed a significant reduction, however, on tests of working memory (verbal and spatial 2-back tasks and working memory span), as compared to controls. Patients also performed worse on neuropsychological measures of attention, executive function, and psychomotor speed. While CPAP is an effective treatment for sleep disturbances and daytime sleepiness, cognitive deficits, especially executive function may be more resistant to treatment in OSA. These results have implications for current treatment protocols and patient education strategies. Research supported by the Nova Scotia Health Research Foundation.

**#61** **ASSISTING WITH CLARIFICATION OF DIAGNOSTIC HETEROGENEITY USING THE WISCONSIN CARD SORTING TASK IN ADULTS WITH SEVERE MENTAL ILLNESS**  
*Clinical Neuropsychology*  
 Gillian Macdonald, University of Windsor; Annunziata Marcoccia, University of Windsor; Saadia Ahmad, Hotel-Dieu Grace Hospital

There are a broad range of cognitive deficits associated with mental illnesses such as schizophrenia and bipolar disorder. Specifically, deficits in executive functioning are a prominent feature of schizophrenia. The Wisconsin Card Sorting Task (WCST) is a commonly used measure to assess executive dysfunction. Research in the area of executive functioning has found that people with schizophrenia and bipolar disorder perform poorly on this measure (Goldberg, Weinberger, Pliskin, & Berman, 1989). Although there is a paucity of research in this area, studies comparing overall performance patterns on the WCST have found little variation in performance between schizophrenia and bipolar disorder. However, more in-depth analysis of response patterns has not been conducted. The current study was designed to elucidate the underlying dysfunction that influences response patterns on the WCST. A cluster analysis was conducted using 125 patients from a local hospital suffering from psychosis spectrum disorders and mood and anxiety disorders. Cluster solutions were externally validated using the DSM-IV. Findings revealed cluster solutions based on underlying symptomatology and are discussed within the framework of differential diagnosis for those with severe mental illness.

**#62** **THE CLINICAL DIAGNOSIS OF MALINGERING**  
*Clinical Neuropsychology*  
 George Mallia, Private Practice

The differential diagnosis of malingers is essential to ensure accurate diagnosis, maintain health care costs, and assist arbiters in legal decision-making. Spurred on by the considerable growth in medicolegal referrals, research on malingering has experienced

a considerable increase during the last 15 years. Significant progress has been achieved in the development of various detection procedures. Improved sensitivity and specificity has been realized. The theoretical review will examine detection models of malingering, explanatory models of malingering, issues related to research methodology, and the clinical data psychologists ought to evaluate in order to maximize diagnostic accuracy. The literature demonstrates that psychologists who carefully evaluate psychological assessment data are able to identify malingerers from honest responding clients with considerable success.

**#63 NEUROSARCOIDOSIS AND ASSOCIATED NEUROPSYCHOLOGICAL SEQUELAE:  
ARARE CASE OF ISOLATED INTRACRANIAL INVOLVEMENT**

*Clinical Neuropsychology*

*Matias Mariani, University of Windsor*

We present a case study of an individual diagnosed with isolated neurosarcoidosis, a rare granulomatous condition of unknown aetiology. Although the extant medical literature on this disease is adequate, no study has focused on the neuropsychological sequelae involved with such an inflammatory disorder. The case described herein is of a 57-year-old woman who participated in a neuropsychological evaluation after complaining of recurring cognitive difficulties. Results of the assessment revealed moderate difficulties in effortful word retrieval and unstructured verbal recall, as well as some mild mental rigidity and slowing, and subtle difficulties with attention. Her profile was suggestive of generalized lesions as well as more focalized lesions in the left fronto-temporal regions, consistent with her MRI scans. The results are discussed in terms of diagnostic implications.

**#64 MEMORY OUTCOMES AFTER TEMPORAL LOBE EPILEPSY SURGERY: SELECTIVE  
AMYGDALOHIPPOCAMPECTOMY VS. ANTERIOR TEMPORAL LOBE RESECTION**

*Clinical Neuropsychology*

*Jeannette McGlone, Dalhousie University; Sherri Carter, Queen Elizabeth II*

*Health Sciences Centre; Jaime Williams, Queen Elizabeth II Health Sciences Centre*

There is no consensus whether cognitive effects such as memory loss are minimized if neurosurgeons remove a smaller than larger region of the temporal lobe. We present retrospective data on 16 patients who underwent selective amygdalohippocampectomy (SAH) versus 48 with anterior temporal lobe (ATL) resections for control of temporal lobe epilepsy. Demographics and medical histories were similar (i.e., age of onset, seizure frequency, medications, side of surgery, seizure outcome). There was no significant between-group difference on objective memory scores, except trends for SAH to have lower post-op Wechsler Paired Associate scores than ATL ( $p < .10$ ). There was no difference on subjective memory ratings using the Memory Observation Questionnaire (MOQ) pre-op or post-op. Within-group ANOVAs (pre to one-year post surgery) showed that objective and subjective scores did not decline significantly after surgery. Interestingly, ATL patients rated memory change more positively than SAH patients (mean difference on MOQ-SA t score of 8.8,  $T_{2,18.2} = 2.1, p < 0.06$ ); a finding that was also seen in the relatives' ratings (MOQ-RA, MD = 9.2,  $T_{2,51} = 2.3, p < 0.05$ ; MOQ-RB, MD = 22.4,  $T_{2,52} = 2.0, p < 0.06$ ). In this non-randomized sample, subjective memory outcomes favoured the larger ATL than smaller SAH resections.

**#65 L'ÉTUDE DE LA FLUENCE VERBALE CHEZ LES PATIENTS ATTEINTS DE LA  
MALADIE D'ALZHEIMER EN PHASE INITIALE**

*Clinical Neuropsychology*

*Sarah Pakzad, Université de Moncton; Paul Bourque, Université de Moncton;*

*Zafar Javed, M.D., Geriatric; Marie-Lyne Lussier, Étudiante*

Certains chercheurs proposent l'utilisation des tests de fluence verbale comme moyen de dépistage des premiers signes de démence (Marczinski et Kertesz (2006), Rouch-Leroyer, Fabrigoule, Letenneur, Amieva, Commenges, Orgogozo et Dartigues (1999) et Saylor, Antoine, Diaz, Kuslansky et Kluger (2004)). Pour la présente étude, nous avons examiné les caractéristiques des détériorations de chaque forme de fluence verbale (alphabétique et catégorielle) chez 25 patients atteints de la Maladie d'Alzheimer (MA) au stade initial, âgés de 61 à 83 ans, par rapport aux 25 sujets normaux du même âge. L'objectif étant d'examiner la particularité des réponses de ces patients face à ce test et de mieux comprendre la légitimité d'utilisation de ce test, parmi d'autres, dans le diagnostic précoce de la MA chez une population à risque. Nos résultats indiquent une détérioration de la fluence verbale catégorielle chez les patients atteints de la MA alors que les sujets normaux semblent être moins performants pour la fluence verbale alphabétique. D'autres résultats de cette recherche seront discutés.

**#66 THEORY OF MIND DEFICITS IN SCHIZOPHRENIA: TRAIT CHARACTERISTIC,  
CONSEQUENCE OF SPECIFIC MEDICATIONS, OR BOTH?**

*Clinical Neuropsychology*

*Iouliia Savina, Université de Montréal; Richard Beninger, Queen's University*

Research has established that theory of mind (ToM), the ability to attribute mental states to oneself and others, is impaired in schizophrenia. Activations of the medial prefrontal cortex are associated with ToM test performance; typical and atypical antipsychotics differentially affect c-fos expression in this region. We therefore hypothesized that ToM performance in individuals with schizophrenia would differ depending on specific antipsychotic medication. Eighty-four patients were assigned to medication-based groups: various typical medications; Clozapine; Olanzapine; and Risperidone. The Control group was 24 healthy volunteers. ToM functioning was assessed with picture-sequencing, second-order ToM stories, and a Faux-Pas test. The Olanzapine and Clozapine groups performed similarly to Controls on ToM tasks. The Typical and Risperidone groups performed worse than the other groups on ToM tasks. Additional follow up analyses of 74 remitted patients showed results similar to the full patient sample. These findings suggest that ToM deficit in schizophrenia may not be exclusive to acute psychotic states and may be related to maintenance



medication. We are currently analyzing ToM performance by symptom clusters within the medication groups and anticipate interaction effects between positive/negative symptom clusters and medication treatment on ToM performance.

**#67 THE RELATIONSHIP BETWEEN INTERVENTIONS AND NARRATIVE PROCESSES FOR CRITICAL INCIDENTS**

*Counselling Psychology*

Calli Armstrong, *McGill University*; Jennifer Janzen, *McGill University*;  
Marilyn Fitzpatrick, *McGill University*; Lynne E. Angus, *York University*

Productive therapy includes three types of narratives: external (descriptions of events), internal (descriptions of emotional experiences), and reflexive (analysis of events or experiences) (Angus, Levitt, & Hardtke, 1999). In successful psychotherapy, therapists help clients balance these modes of processing, often by shifting the narratives from external to reflexive and internal modes. This presentation explores the question: What is the relationship between narrative process modes and therapist interventions during relationship building incidents in early therapy? Participants included 24 therapist trainees and 24 volunteer clients. Transcripts of client identified critical incidents were coded as external, internal, and reflexive modes using the Narrative Process Coding System (NPCS; Angus, Hardtke, & Levitt, 1996), and as interpretations (defence and transference) or supportive interventions (acknowledgements, clarification, questions, associations, reflections, work-enhancing strategies, support strategies, and contractual agreements) using the Psychodynamic Intervention Rating System (PIRS; Cooper & Bond, 1992; 2002). Results indicate the types of interventions associated with shifts in modes of processing. Implications for researchers and clinicians relative to the role of different interventions in shifting narrative processes are discussed.

**#68 ATTITUDES TOWARD INFIDELITY: THE ROLE OF ATTACHMENT STYLE AND PERSONALITY TRAITS**

*Counselling Psychology*

Michelle Behr, *Trinity Western University*; Cory Pedersen, *Kwantlen University College*;  
Oscar Astete, *Kwantlen University College*; William Szliveszter, *Kwantlen University College*

When considering infidelity research, we find that a) attachment styles are related to patterns of infidelity (Allen and Baucom, 2004), and that b) personality traits influence attitudes toward infidelity (Orzeck & Lung, 2005). Furthermore, there is literature to suggest that attachment style and personality traits are related to each other (Shaver & Brennan, 1992). We explored these variables through an online survey where 200 participants were asked to answer questions on standardized scales designed to assess attachment style, personality, and attitudes toward infidelity. Specifically, we used the Fraley, Waller, and Brennan (2000) Experiences in Close Relationships Revised (ECR – R) scale, The Relationships Issues Scale (Boekhout, Hendrick, & Hendrick, 2003), and a 40-item scale for personality factors (Botwin, Buss, & Shackelford, 1997). Recruitment for this study was achieved through online forums and specific sites dedicated to fostering healthy relationships. Multiple hierarchical regression and possibly path analysis techniques will be employed for statistical analysis once data collection is complete. Knowledge of the combined influences of individual personality variables and attachment styles may help to build a more composite view of attitudes toward infidelity, informing the treatment methods used to help heal indiscretions.

**#69 GRADUATE STUDENTS' TRAINING AND KNOWLEDGE IN CHILDHOOD SEXUAL ABUSE**

*Counselling Psychology*

Diane Bell, *OISE at the University of Toronto*; Lana Stermac, *OISE at the University of Toronto*

This study assessed the current training and knowledge of childhood sexual abuse among graduate student counsellors. Participants were 32 graduate students from Toronto with an average age of 34 years. Twenty-six females, five males and one undeclared filled out a questionnaire about their knowledge and training of childhood sexual abuse at graduate school. The questions covered three main areas: preparation, practices and general knowledge including definitions of childhood sexual abuse and false memory syndrome. Results of the study revealed that although the average hours of instruction received from graduate schools about childhood sexual abuse was four, ten participants did not receive any training at all. Two-thirds of the sample had not sought training outside graduate school. While most participants thought that childhood sexual abuse is a prevalent problem that resulted in impaired adult functioning, two-thirds of the sample did not feel prepared by their graduate program to treat clients with abuse histories. Conclusions from this study suggest that some graduate students are still being poorly prepared by graduate programs to treat clients with histories of childhood sexual abuse. Direct implications/applications of this research point to possible changes in the curriculum regarding students' training and knowledge of childhood sexual abuse.

**#70 HOW SIMILAR ARE COUNSELLORS' AND CLIENTS' PERCEPTIONS OF THE SEVERITY OF PRESENTING CONCERNS AT INTAKE?**

*Counselling Psychology*

Sharon Cairns, *University of Calgary*; Stewart Engelberg, *Trent University*

Counsellors routinely make appraisals about the severity and complexity of clients' presenting issues when they conduct an intake assessment. However counsellor and client perceptions do not always agree (Sharkin, 2003; Stewart & Cairns, 2002). In this study participating clients attending an initial intake session at a post-secondary counselling centre completed the Clinical Outcomes in Routine Evaluation Outcome Measure (CORE-OM; Barkham et al., 2001) and their counsellors completed the Presenting Issues Form (Cairns, 2006), which included a severity scale based on the DSM-IV-TR (APA, 2000) Global Assessment of Functioning. Correspondence between the severity scale and the CORE-OM total score and risk subscale will be analyzed. Implications for counselling practice will be discussed.

#71

*Counselling Psychology***YOUNG WOMEN'S DECISION TO PURSUE A CAREER IN THE TRADES**Ashley Cavanaugh, *Trinity Western University*

There is scant research done on young women interested in pursuing a career in the trades, specifically male-dominated trades (e.g. electrician, plumber) despite increased awareness about opportunities for advancement and high income in these careers. The purpose of this study was to examine personal, academic and background factors influencing young women's interest in entering a career in the trades. The sample included 264 female students in grades 11 and 12 in Ontario. Results showed that only a small percentage of the sample was interested in a career in the trades and the only significant predictor for interest in pursuing a career in the trades is academic performance (GPA). Even controlling for the effects of SES, grade, personal values, perceptions of competence in a variety of domains (academic, global self worth and work), GPA remained a significant predictor of interest in a career in the trades (Wald = 10.61,  $P = .001$ ; Exp(B) = 1.09). For this sample of young women in high school, it seems that they are confirming the stereotype that careers in the trades are only for those who are unable to succeed academically. At the same time, it must be recognized that other, unexamined, factors are also likely to affect young women's decision to enter careers in trades, with the variables accounting for only a moderate amount of the variance (Nagelkerke R-squ = .172).

#72

*Counselling Psychology***WEIGHT APPRAISALS: HOW TO EXAMINE THE INFLUENCE OF SEXUAL ORIENTATION AND GENDER OF THE APPRAISER AND APPRAISEE**Maren Conrad, *University of Calgary*; Shelly Russell-Mayhew, *University of Calgary*; Kevin Alderson, *University of Calgary*

Body image dissatisfaction, a significant and growing social problem in Western culture (Stice & Bearman, 2001) and around the world (Becker, 2004), has been linked to unhealthy eating patterns (Stice, Schupak-Neuberg, Shaw, & Stein, 1994), mental health issues like depression (Stice & Bearman), and eating disorders. Recent research suggests that the ideal female body is becoming thinner and the ideal male body larger (Spitzer, Henderson, & Zivian, 1999). Though the interactions of sexual orientation, gender, and body image have been well studied, little attention has been paid to their impact on judgments of other's bodies (Cohen & Tannenbaum, 2001). This research investigates the influences of sexual orientation and gender on the way women and men judge overweight bodies. Preliminary results will be presented from eight focus groups, grouped by gender and sexual orientation, aimed at exploring the influence of these factors on judgements of overweight people. The results will be discussed in relation to established theories of body image and judgements that create a foundation for future studies exploring the influence of gender and sexual orientation on body acceptance and attraction. Resulting knowledge will help drive developments in counselling and teaching about what influences the way people think about their bodies and those of others.

#73

*Counselling Psychology***ROMANTIC PARTNERS AND UNIVERSITY STUDENTS' CAREER PLANNING**Jose Domene, *Trinity Western University*; Michelle Behr, *Trinity Western University*; Ashley Cavanaugh, *Trinity Western University*; Serita McLelland, *Trinity Western University*; Jessica Nee, *Trinity Western University*

Because many young adults are simultaneously engaged in the process of forming long-term romantic relationships and transitioning from educational setting into the world of full-time work, the intersection of these two developmental tasks is worthy of exploration. The present study addresses this issue, exploring how couples in university work together to plan for their future careers. Two specific questions were addressed: (a) how do emerging adult couples jointly negotiate and work to achieve their various goals; (b) what specific goals for their future career do these couples formulate? The sample consisted of 6 couples in relationships lasting at least one year, with a mean age was 23.3 years, and with at least one member in the final year of university/trade school. The action project method, a social constructionist form of qualitative research, was used to collect and analyze the data. Major findings were: (a) career development was conceptualized as a mutual phenomenon, rather than an individual one; (b) partners were very actively involved in each others' career decision-making; and (c) a wide range of goals emerged, including making an occupational choice, improving finances, deciding where to live/relocate, and finding the right balance between work and relationship. Implications of these findings for university and other career-counselling programs will be discussed.

#74

*Counselling Psychology***PATTERNS OF MATERNAL INVOLVEMENT IN YOUTHS' CAREERDEVELOPMENT: SIMILARITIES AND DIFFERENCES ACROSS GENDERS**Jose Domene, *Trinity Western University*; Krista Socholotiuik, *Trinity Western University*; Richard Young, *University of British Columbia*

This study explored patterns of similarity and difference in mothers' engagement in joint career development projects with their daughters versus their sons during young adulthood. The action-project method was used to explore similarities and differences in the career development activities of mothers and their young adult children (10 mother-daughter dyads, 8 mother-son dyads), from a range of ethnicity and SES backgrounds. The data set included interviews, video-taped observations, and self-report diaries collected over six months per dyad. A team-based, discursive analytical strategy was used to identify individual themes and dominant. A complex pattern of similarities and differences emerge between sons' and daughters' engagement with their mothers, around their career development. Mother-daughters: goals included successfully transitioning to university, career exploration, and negotiating appropriate levels of independence for the daughters; barriers included lack of time, geographic separation and perceiving that each other had a negative attitude; both contributed equally to interactions. Mother-sons: goals included career exploration, pro-

motion of independence, and improving/maintaining the mother-son relationship; barriers were lack of time and mothers' perceptions that sons had a negative attitude; mothers took the lead and contributed more in joint interactions.

#75

*Counselling Psychology*

### **SOURCES OF WORKPLACE STRESS AND LEVELS OF BURNOUT IN CANADIAN COUNSELLORS**

*Sarah Flynn, University of Western Ontario; Jason Brown, University of Western Ontario; Susan Rodger, University of Western Ontario*

For any professional, the experience of work-related stress and burnout is a serious concern. Individuals in occupations that involve an intense emotional element, such as counselling, are particularly affected by stress and burnout. The present study established levels of counsellor burnout, compassion fatigue, and compassion satisfaction in 76 counsellors living in Ontario, using the Professional Quality of Life Scale (ProQOL). This study also examined how four independent variables (i.e. the domain of counselling, professional experience, case load, and the amount of engagement in self-care) affect counsellors' burnout levels. The counsellors in this sample were significantly less burned out than the ProQOL normed sample and showed significantly more compassion satisfaction than the ProQOL normed sample. As hypothesized, burnout and compassion satisfaction were negatively correlated. It was also determined that experience in the field of counselling and working in the private sector of counselling are protective factors for burnout in counsellors, whereas frequent engaging in self-care is not a protective factor for burnout. This study also determined specific sources of stress that arise in the counselling profession and particular client behaviours that cause counsellors stress.

#76

*Counselling Psychology*

### **THE JOURNEY FROM DELINQUENCY: AN ADOLESCENT'S LIVED EXPERIENCE**

*Esther Graham, Campus Alberta Applied Psychology; Shelly Russell-Mayhew, University of Calgary*

The overall intent of this phenomenological, qualitative case study was to hear the voice of the adolescent and to provide further impetus for research on adolescent delinquency and resilience. The study explored an adolescent's journey towards healthier development and was guided by the following question: "How does an adolescent who was characterized as delinquent at one point in time, journey towards healthier development?" Using semi-structured interviews, an adolescent, her mother, and a teacher were interviewed numerous times over the course of a three month period. Analysis of data revealed six prominent roles: the role of parents and family, the role of peers, the role of age, the role of school, the role of faith, and the role of self. Within these roles 18 themes emerged and captured the adolescent's journey. The findings suggest that many of the prominent variables found in Rachel's journey are familiar to quantitative research. However, as Rachel's teacher reflected, adolescent development is "...similar to a chemistry experiment". Many distinct variables are combined to produce a healthy, functioning adolescent. A deeper, richer description of healthy adolescent development is required for the fullness of knowledge to be reached. The implications of such knowledge will not only impact adolescents and their families but those who implement counselling intervention.

#77

*Counselling Psychology*

### **CHILDREN'S PERCEPTIONS OF A PSYCHO-EDUCATION PROGRAM ABOUT PARENTAL MENTAL ILLNESS: AN EVALUATION OF "KIDS IN CONTROL"**

*Karen Hamill, University of British Columbia; Lynn Miller, University of British Columbia*

Children of parents with mental illness (COPmI) are often referred to as 'invisible' in the literature due to a lack of recognition by mental healthcare professionals, educators, and researchers. This is particularly concerning given that COPmI have higher rates of mental illness, developmental delays, behavioural problems, lower academic achievement, and poorer social relationships compared to the general population. This study is in response to calls within the academic community to empirically validate prevention programs for COPmI to determine whether they are of benefit to the participants and whether wider dissemination is warranted. The study evaluated the "Kids in Control" program using Flanagan's (1954) critical incident technique to explore the subjective experiences of 15 participants in the program. It is anticipated that the preliminary results will address the following: (1) helpful and unhelpful aspects of the program, (2) areas for program improvement, and (3) knowledge of COPmI's issues and needs.

#78

*Counselling Psychology*

### **KNOWLEDGE, ATTITUDES, AND USE OF TRADITIONAL, COMPLEMENTARY AND ALTERNATIVE MEDICINE AMONG PSYCHOLOGY STUDENTS IN CANADA – A NATIONAL SURVEY**

*Maya Hammer, OISE at the University of Toronto*

This study examined knowledge, attitudes, and use of traditional, complementary, and alternative medicine (TCam) among psychology students in Canada through an online survey. Participants were recruited from a purposive, cross-sectional sample of approximately 1200 student members of the Canadian Psychological Association student listserv. The survey consisted of questions eliciting information regarding students' awareness and use of 15 TCam modalities (e.g., Aboriginal Healing, Traditional Chinese Medicine, Breathing/Relaxation Techniques, and Yoga), attitudes toward TCam use in psychology, previous training in TCam, perceived training needs for TCam in psychology, as well as demographic characteristics. The survey was validated using Cronbach's alpha. Descriptive statistics summarized responses and Pearson's correlations were conducted to provide insight into potential relationships between variables. Results from the survey depict current attitudes of students about the use of TCam in psychology, which will inform the development of curriculum for research and clinical training programs offered in psychology departments

across Canada. Further, it may initiate discussion around professional guidelines related to incorporating TCam in psychological research and practice.

**#79** **WHEN SEX HURTS: COUPLES' EXPERIENCES OF FEMALE SEXUAL PAIN**  
*Counselling Psychology* Natalie Hansen, University of British Columbia; Marla Buchanan, University of British Columbia

The experience of pain during or after sex is a common phenomenon among women; however, little is known about its impact on members in a couple relationship. Framed by a biopsychosocial perspective of pain, a narrative method was employed to answer the following research question: What are couples' experiences of recurrent physical pain on the part of the female partner during or immediately following sexual contact? Eight Canadian participants (four men and four women) were recruited from the community and shared their stories of female sexual pain in individual narrative interviews. The range of age of the participants was 23 to 37, and the participants varied on marital status, socioeconomic status, and cause of sexual pain. Holistic and thematic analyses were conducted. The findings were represented in two parts: First, as eight stories, written by the researcher based on a holistic analysis of the transcripts, and second, as across-narrative themes. The themes were: Adapting to a different sexual relationship, shifts in sexual self-view, challenges to creating a family, difficulties with dealing with medical professionals, and coping. The findings have implications for counselling psychology professionals as well as for other health professionals who serve women and couples experiencing female sexual pain.

**#80** **FACTEURS LIÉS AU CHOIX ET AU CHANGEMENT DE PROGRAMME D'ÉTUDES UNIVERSITAIRES**  
*Counselling Psychology* Lise Lachance, Université du Québec à Chicoutimi; Louis Richer, Université du Québec à Chicoutimi

De plus en plus de jeunes adultes entreprennent des études collégiales ou universitaires alors qu'ils sont indécis face à leur choix professionnel. Cette réalité, qui traduit une certaine forme d'imaturité vocationnelle, peut amener des étudiants à effectuer des changements dans leur cheminement académique et s'avérer un obstacle à leur réussite scolaire. Ce projet vise à connaître les motivations à l'origine de l'inscription d'étudiants universitaires à un programme d'études de premier cycle et à comprendre le processus menant à un changement de celui-ci. Tous les étudiants de l'UQAC inscrits au premier trimestre d'un programme de baccalauréat à temps plein sont informés du projet. Le registraire transmet aux chercheurs l'information relative au changement de programme de ceux ayant donné leur consentement. Quinze étudiants ont été rencontrés en entrevue semi-dirigée. L'analyse du contenu des entrevues a permis de dégager les thèmes abordés et d'en extraire le sens. Les causes inhérentes au changement de programme d'études sont multiples. Les principales concernent un désintérêt pour le programme initialement choisi et le sentiment de pouvoir atteindre leurs objectifs professionnels en s'inscrivant à un programme qui les attire davantage. La discussion traite du processus d'orientation des étudiants et mène à des recommandations visant à favoriser leur réussite scolaire.

**#81** **THE RELATIONSHIP BETWEEN PARENT-INFANT BED-SHARING AND MARITAL SATISFACTION FOR FIRST-TIME PARENTS**  
*Counselling Psychology* Rosemary Messmer, University of British Columbia; Lynn Miller, University of British Columbia

The relationship between parent-infant bed-sharing and marital satisfaction for first-time parents during the transition to parenthood will be examined. Women ( $n=250$ ) in cohabitating, heterosexual relationships who have given birth between 6 and 18 months prior to their participation in this study will complete measures through a survey method. Participants will complete Norton's (1983) Quality of Marriage Index to assess relationship satisfaction, and a Sleeping Arrangement Questionnaire designed to assess occurrence of bed-sharing behaviours and whether the reason for bed-sharing is intentional or reactive to an infant sleep problem. Participants will also complete measures assessing known covariates of marital satisfaction, including the Iowa Fatigue Scale (Hartz, Bentler, & Watson, 2003), the Beck Depression Inventory – II (Beck, Steer, & Brown, 1996), and the Infant Characteristics Questionnaire (Bates, Freeland, & Lounsbury, 1979). Regression analyses will determine whether occurrence of bed-sharing significantly predicts variation in marital satisfaction while controlling for covariates of marital satisfaction. Moderation regression analyses will determine whether reason for bed-sharing interacts with occurrence of bed-sharing to enhance prediction of marital satisfaction. Implications for parents and health care professionals will be discussed.

**#82** **EXPLORING PSYCHOLOGISTS' USE OF SPIRITUALITY IN CLINICAL PRACTICE**  
*Counselling Psychology* Corrie Mollins, University of Calgary; Helen Massfeller, University of Calgary

Abstract There has been a resurgence of interest in and integration of spirituality into psychotherapy. This study examined the beliefs surrounding the use of spirituality in psychotherapy among psychologists currently practicing in the southern Alberta region ( $n=12$ ). A mixed-method design was used to gain an understanding of how psychologists personally conceptualize spirituality, and also how these individuals address spirituality issues with their clients in private practice. The quantitative data collected included demographic information, as well as responses to the Spiritual Well-Being Scale (SWBS) and the Spiritual Involvement and Beliefs Scale-Revised (SIBS-R). A qualitative interview was conducted in a semi-structured format, and two vignettes were presented to explore how these psychologists approached issues related to spirituality in an ethically appropriate manner, in accordance with the Canadian Code of Ethics. We will discuss the results of this research and their implications for future research.

**#83**  
Counselling Psychology

**CLIENT INVOLVEMENT IN PSYCHOTHERAPY: FACTOR STRUCTURE OF CLIENT SELF AND OTHER RATINGS**

*Eric Morris, McGill University; Marilyn Fitzpatrick, McGill University*

While psychotherapy process research has established a reliable relationship between observer ratings of client experiencing and outcome, to date relatively little attention has been focused on how clients assess their own involvement. The Comprehensive Scale of Psychotherapy Session Constructs (CSPSC; Eugster & Wampold, 1996) has the potential to illuminate client perspectives on both their own and their therapists' involvement in sessions but it has not previously been validated. The self-report, client involvement component of the CSPSC consists of 15 items, and uses a 6-level Likert response format to assess their own involvement and their perceptions of the involvement of their therapist. In the present study, exploratory and confirmatory factor analytic techniques were used to examine the factor structure of the CSPSC on a sample of 105 volunteer counseling clients. Goodness-of-fit indices indicated that the resultant model was a good fit to the observed sample data, with three interpretable factors emerging from the analysis: a client factor, an engaged therapist factor, and a disengaged therapist factor. The results of the study suggest that client involvement may be multi-faceted and that clients may separate positive and negative aspects of therapist behaviors. Implication of the work and suggestions for the potential uses of the CSPSC-Involvement scale are presented.

**#84**  
Counselling Psychology

**SOCIAL CONSTRUCTIONIST APPROACHES TO COUNSELLING: INSIGHTS FROM DISCURSIVE AND GROUNDED THEORY ANALYSES**

*Kate Nielsen, University of Calgary; Tom Strong, University of Calgary; Lara Schultz, University of Calgary; Katie Turner, University of Calgary*

Increasingly, mental health practitioners are using social constructionist approaches to counselling. These approaches involve the discretionary and somewhat improvised use of particular conversational practices. Little research shows how these practices are enacted and completed between clients and counsellors or how clients and counsellors experience these practices. This SSHRC funded research examined how conversational practices associated with narrative and solution-focused approaches are used and experienced by clients and counsellors. Thirty-three volunteering clients and eighteen volunteering counsellors with training and supervision in narrative and solution-focused approaches participated in videotaped, single hour consultations on lifestyle issues. Passages with the conversational practices of interest were identified and discourse analysis was used to elucidate the actions and utterances of the clients and counsellors. Clients and counsellors also independently returned to view their participation in the passages and answer questions about their experiences using the practices. These retrospective comments were transcribed and analyzed using grounded theory. The findings provide insight into how conversational practices are used in social constructionist counselling and suggest how counsellors can enhance their collaboration with clients in using these practices.

**#85**  
Counselling Psychology

**COUNSELLING AND TRADITIONAL HEALING: EXPLORING AN INTEGRATIVE MODEL**

*Olga Oulanova, OISE at the University of Toronto; Roy Moodley, OISE at the University of Toronto*

Given that mainstream mental healthcare inadequately addresses the psychological needs of indigenous clients, there is revival in the use of traditional healing practices among Canadian Aboriginal communities. As a result of this recent resurgence, therapeutic benefits of Aboriginal healing are receiving much attention in counselling research. In evaluating interventions with Aboriginal clients an argument is repeatedly made for incorporating indigenous healing practices. However, concrete recommendations are missing on how to utilize traditional healing conjointly with Western counselling. To address this limitation, we interviewed Canadian mental health workers who routinely carry out such integration. These individuals employ both Western psychological interventions and Aboriginal traditional practices. Qualitative data from discussions of their integrative efforts were analyzed via the Grounded Theory approach. We propose an explanatory model for ways in which integration of Aboriginal traditional healing and Western counselling is presently carried out in the context of Canadian mental health. We discuss these findings with regard to providing adequate psychological services for Aboriginal clients. Broader implications for the role of culturally-grounded helping approaches in the mainstream mental healthcare system are also addressed.

**#86**  
Counselling Psychology

**THE BRIDGES PROJECT: EDUCATION AND COMMUNITY-BUILDING FOR SURVIVORS OF WOMAN ABUSE**

*Susan Rodger, University of Western Ontario*

The poster will present results to date of a program of research that, using feminist and social justice frameworks, examines and evaluates an alternative secondary school education program for women who have experienced abuse. The Bridges Project offers women who do not have their high school diploma a supportive learning program that takes place at a local adult (secondary school) education facility and features a small class of women only, a woman teacher, and supports such as group and individual counselling, transportation, advocacy, a curriculum modified to be emotionally safe, and attention to physical and emotional safety. The program uses Relational-Cultural Theory (e.g. Robb, 2006) as the framework to identify and evaluate outcomes, develop research questions and systematically examine the violence-related barriers to educational success for abused women, who drop out of secondary school studies at two to three times the rate of other adult students (Raphael, 1998). Results from the first 2 years of this 3-year project will be presented, including both qualitative (writing and interviews) and quantitative analyses with measures of trauma symptoms, depression, self-efficacy and social networks. This project is supported through the University of Western Ontario and funding from the Social Sciences and Humanities Research Council (SSHRC).

**#87** **IMAGES AND IDEALS: COUNSELLING WOMEN AND GIRLS IN AN "THIN-IS-IN" CULTURE**  
*Counselling Psychology* Reana Saraceni, University of Calgary; Shelly Russell-Mayhew, University of Calgary

Research suggests that the prevalence of ultra thin female images portrayed in the media encourages female weight preoccupation. The current study analyzed body measurements, weights, and heights of Playboy centerfolds across four decades from 1960 to 1999. Significant results show that bust and hip sizes have decreased relative to waist sizes, producing a more tubular body shape. Weights have not varied significantly, whereas heights have increased an inch with each decade. The total percent of Playboy centerfolds meeting criteria for Anorexia Nervosa is 45.3%, and none of the models were either at, or above 100% of their expected weight. Analyzing body mass index (BMI) indicates that there is less body weight variability in the 1990 than the 1960s, suggesting female body weight standards have become more and more restrictive. This research provides strong support for the cultural expectation that women's body standards continue to approach unrealistic proportions. This has serious health implications for women who make comparisons to these ideals. Although Playboy centerfolds likely epitomize the female ideal, they do not represent the typical model that women compare themselves to most. Consequently, the body standard ideals are even thinner for women than this study is able to substantiate.

**#88** **EMBODIED GROUP THERAPY**  
*Counselling Psychology* Dawn Shickluna, OISE at the University of Toronto

The infusion of the Cartesian mind-body split throughout Western culture is longstanding and the investment in this split has formed the foundation of western psychotherapy where the mind is treated as separate from the body. Unfortunately, literature that pays attention to the necessity of understanding the body as an integral part of pain and healing is rare. Nevertheless, despite the scant attention given to this topic, there is a slowly emerging literature in psychology involving discussions of the body in therapy. With a focus on group therapy, I will explore the role of the body in psychotherapy and argue that we need to consider and validate the body in therapy as a source of knowledge and as a site for healing. More specifically, I am interested in how incorporating the body allows us to take the theoretical model of group psychotherapy offered by Irving Yalom a step further.

**#89** **OLDER WOMEN'S NARRATION OF THEIR EXPERIENCE(S) OF CREATING VOICE THROUGH THE PROCESS OF ETHNOPERFORMANCE**  
*Counselling Psychology* Marianna Terrett, University of British Columbia

Through the process of interweaving Mienczakowski's (1996, 2002) ethnodrama and Fel's (1998) and Gaorian's (1999) performative inquiry, a space opened up within which five women aged seventy-one to eighty-nine collaboratively empowered themselves. Performing voice evolved through collaboration, being in a safe environment, performative inquiry, and debriefing/discussion. The goal of performed ethnography was to move participants into spaces of agency. During six videotaped performance ethnography workshops, the participants performed their struggle while living and exploring the process of constructing, reconstructing and narrating their stories of being muted or silenced. Using Arvay's (1998) holistic (whole story and content) narrative analysis method, I undertook four readings to discover content, narrator identity, narrator struggle, and the silence or oppression society placed on each narrator. The analysis uncovered six stories performed in common: loss of physical health, strength, and energy; wanting to care for and be cared for; fear of becoming a burden; challenging and being challenged; love of learning; and experiences of loneliness, exclusion and invisibility.

**#90** **AN ANALYSIS OF INFORMATION ON PRACTICA AND INTERSHIPS AT UNIVERSITY COUNSELLING CENTRES IN CANADA**  
*Counselling Psychology* Jennifer Volsky Rushton, Dalhousie University; Victor Day, Dalhousie University; Sandra MacRae, Dalhousie University

During the 2006/2007 academic year, information was gathered on practica and internship opportunities at university counselling centres across Canada. Data on 50 counselling centres was collected from websites and via email enquiries. Nineteen centres offered internships and 31 offered practica. Only three of the 19 internships are listed on the APPIC website. Data was collected on the configuration of counselling centre services, the type of students accepted, the length of placements and the amount of supervision given. Results showed great diversity amongst centres, which is beneficial to students looking for specific training experiences. However, the amount and type of information about practica and internships was variable, making it difficult for students to research and compare opportunities. The use of the term "internship" was also inconsistent. Results suggest a need for more easily accessible information and more consistency of language in descriptions of internships and practica. A template for presenting information on training opportunities is proposed.

**#91** **ADULT ATTACHMENT, INTERPERSONAL PERCEPTIONS, THE WORKING ALLIANCE AND OUTCOME IN PSYCHOTHERAPY**  
*Counselling Psychology* William Whelton, University of Alberta; Michelle Emmerling, University of Alberta

Change in therapy generally requires that the client feel that they have a caring and helpful relationship with their therapist, a bond called the working alliance (Horvath & Greenberg, 1989). The working alliance has been consistently identified as a central predictor of positive outcome in therapy (Martin, Garske, & Davis, 2000); it is a goal-oriented relationship to which both the thera-

pist and client must contribute. The relationship history and interpersonal patterns of some clients makes the construction of an effective working alliance a difficult challenge. Recent research has linked enduring patterns of attachment in adults to both psychological symptoms and to struggles in the process of therapy (e.g., Mallinckrodt & Chen, 2004). However, the detailed measurement of the processes underlying any interpersonal difficulties in therapy remain difficult and elusive. Attachment styles may be fueling certain types of interpersonal perceptions in the process of therapy, and these may be undermining the working alliance. In this study researchers examined the relationships among client attachment styles, client perceptions of the therapist, the working alliance and outcome in a sample of adults in a community mental health clinic over a period of eight months. Measures used included process measures like the Working Alliance Inventory, the University of Rhode Island Change Assessment Scale, and the Social Behavior Inventory. The outcome measures used were the General Health Questionnaire, the Inventory of Interpersonal Problems, the Multidimensional Scale of Perceived Social Support, and the Attachment Style Questionnaire. The results are discussed in terms of the challenge of establishing productive working alliances in therapy.

#92

*Counselling Psychology*

**A QUALITATIVE INQUIRY OF THE “GOOD GRIEF” WORKSHOP:  
CHILDREN’S GRIEF AND THE CREATIVE ARTS**

Angela-Elizabeth-Grace Wlasenko, *University of Saskatchewan*; Jennifer Nicol,  
*University of Saskatchewan*

In North America, 5% of children experience the loss of a parent by age 16, and even more lose an extended family member, making children’s grief a relevant issue for counsellors and counselling psychologists. Bereavement in early childhood has been implicated with depression and suicide attempts in later life. Without appropriate support and intervention, this population is at risk of negative outcomes, including complicated grief. Children’s grief differs from that of adults because they interpret and utilize different coping mechanisms. The ways children cope depend on many factors, including their own resilience and how they have coped with previous challenges. The creative arts have been shown to be beneficial when working with children in bereavement facilitation. The purpose of the study was to use a case study to investigate a group-delivered creative arts program for children who have experienced the death of a loved one in order to provide a rich description of the program, with the intent of identifying implications for the school context. Data was generated using multiple sources – observation-participation, field notes, artifacts, semi-structured interviews with various stakeholders – then analyzed to generate a detailed understanding of the “Good Grief” workshop. Results and implications for adapting the program for school settings will be presented.

#93

*Counselling Psychology*

**READING BETWEEN THE LINES: THE STORIES OF ADOLESCENTS AND YOUNG ADULTS  
EXPERIENCE WITH THE ONSET AND PERSISTENCE OF SELF-HARM BEHAVIOUR**

Mandy York, *University of Alberta*

While self-cutting and other self-injurious behaviours have been studied over many decades among various populations such as individuals with psychiatric and personality disorders, little research has been conducted among normative adolescent populations (Carlson, DeGeer, Deur, & Denton, 2005). This is alarming since recent statistics suggest it is during adolescence in which the increase of self-harm behaviour is the greatest (Favazza, 1998; Fowler, Hilsenroth, & Nolan, 2002) and when the behaviour typically begins (Favazza & Conterio, 1989). The rise of deliberate self-harm in adolescents may be the result of external influences such as the media, Internet, peer and group influence and subcultures that celebrate self-harm. Ten adolescents and young adults who have self-injured on more than one occasion will be recruited to share their stories with this behaviour. Particular focus will be on how participants began engaging in deliberate self-harm and the reasons behind what perpetuated its use. Interview transcripts will be analyzed using a narrative research approach (Emden, 1998) to uncover core stories and themes. The information gleaned from this study will contribute to the research literature on deliberate self-harm and may lead to the enhancement of prevention and treatment strategies for this detrimental problem.

#94

*Traumatic Stress*

**FURTHER EXAMINATION OF THE RELATIONSHIP BETWEEN SOCIAL ANXIETY  
AND TRAUMATIC LIFE EVENTS**

Kelsey Collimore, *University of Regina*; R. Nicholas Carleton, *University of Regina*;  
Gordon Asmundson, *University of Regina*

Traumatic life events have been implicated as risk factors for developing emotional disorders, including social anxiety disorder (SAD; Bandelow et al., 2004; Rapee & Spence, 2004). Although some studies indicate that traumatic events show little specificity and are not connected with specific disorders (Kessler, Davis, & Kendler, 1997), other studies demonstrate that particular types of trauma (e.g., sexual assault) are uniquely associated with SAD (Magee, 1999). The present study further assessed the relationship between different traumatic events (i.e., assaultive, nonassaultive) and various facets of social anxiety (SA). Undergraduate participants ( $n=310$ ) completed measures of social interaction anxiety, social performance anxiety, social avoidance and distress, along with a checklist of traumatic events as part of a larger study. Participants reporting a traumatic event were dichotomized based on whether they had experienced an assaultive ( $n=128$ ; 76.6% women,  $M_{age}=20.61$ ,  $SD=3.78$ ) or nonassaultive ( $n=131$ ; 77.1% women,  $M_{age}=20.05$ ,  $SD=2.91$ ) trauma. An analysis of variance was performed to assess differences in SA between the trauma types. No statistically significant differences were found on any measure of SA between the assaultive and nonassaultive trauma groups (all  $ps>.05$ ). These results are inconsistent with previous research where associations were found between assaultive trauma and SAD (e.g., Magee, 1999), and contrast studies reporting higher frequencies of traumatic experiences, including sexual assault and phys-

ical abuse, in people with SAD relative to healthy controls (e.g., Bandelow et al., 2004; Chartier, Walker, & Stein, 2001). Comprehensive results, implications, and directions for future research are discussed.

#95

*Traumatic Stress*

### THE EFFECTS OF PRIOR CHRONIC STRESS ON THE STRESS-RELATED FEEDING RESPONSE OF RATS

Michael Emond, *Laurentian University*; Vanessa Bassett, *Laurentian University*

The purpose of this study was to determine if prior chronic stress can affect food consumption in male Wistar rats exposed to a stressor in comparison to rats that were not pre-exposed to a stressor. During training, rats in the Prior Stress group ( $n = 8$ ) were given 30 minutes of restraint stress every day for two weeks; rats in the Control group ( $n = 8$ ) were handled every day but given no stressor. On test days, both groups of rats were exposed to either an acute novel noise stressor (98 dB fragmented tone) or no stressor, while being allowed to eat for 30 minutes. Food intake was measured and stress-related behaviours were observed and recorded. Results from the study showed that the Prior Stress group ate significantly less than the Control group when the stressor tone was present (Prior Stress = 3.84 g; Control = 5.41 g), while there was no differences between the groups when there was no stressor present (Prior Stress = 5.30 g; Control = 6.24 g). There was also an overall effect of the stressor on reducing food consumption. This finding demonstrates that prior exposure to stress sensitizes a rat so that it has an exaggerated reduction in food intake during a subsequent stressor. This suggests learning plays a role in creating the variability in stress-related eating.

#96

*Traumatic Stress*

### ORGANIZATIONAL STRESS: FACTOR STRUCTURE IN A SAMPLE OF EMERGENCY SERVICE PROVIDERS

Lori Gray, *University of Windsor*; Dennis Jackson, *University of Windsor*

Multiple measures of organizational stress have been circulated within the existing literature. While each measure possesses its own combination of strengths and weaknesses, evidence of the suitability and psychometric properties in special populations tends to be scant. Emergency service providers pose particular challenges, including the applicability of existing measures as well as the time constraints under which such measures can customarily be completed. The Job Stress Questionnaire (workload, role ambiguity, and utilization of skills subscales; Hamel & Bracken, 1986) as well as the autonomy subscale of the Psychological Climate Questionnaire (Strutton, Toma, & Pelton, 1993) were administered to over 300 emergency service providers. The results supported a four factor model (workload, role ambiguity, utilization of skills, and autonomy) with good internal consistency.

#97

*Traumatic Stress*

### FACTOR STRUCTURE OF THE ORGANIZATIONAL COMMITMENT SCALES AMONG A SAMPLE OF FIREFIGHTERS

Lori Gray, *University of Windsor*; Dennis Jackson, *University of Windsor*

Organizational commitment refers to the degree and type of psychological identification with an organization. Four types of organizational commitment are currently recognized in the existing literature: affective commitment, high-sacrifice commitment, low-alternative commitment, and normative commitment. Although these constructs seem highly applicable to emergency service providers, firefighters represent a unique population with elevated trauma exposure and camaraderie relative to the general population. Accordingly, it is unclear to what extent these findings can be expected to generalize to a sample of firefighters. The current study administered the Affective, Normative, and Continuance Commitment Scales - Revised (Allen & Meyer, 1990; Meyer & Allen, 1991; Meyer et al., 1993) to a sample of 264 Canadian firefighters. The results were consistent with a four factor model of organizational commitment. Each factor demonstrated good internal consistency and correlations with a number of other job dimensions in this sample.

#98

*Traumatic Stress*

### ATTITUDES TOWARD CONDUCTING RESEARCH WITH BEREAVED INDIVIDUALS

Debbie Inder, *Memorial University of Newfoundland*; Jennifer Buckle, *Memorial University of Newfoundland*

Despite the necessity of bereavement research, there are ethical debates about studying this population. Research ethics boards are sometimes reluctant to approve studies exploring the experiences of people dealing with grief, death, and trauma, frequently citing the potential vulnerability of these individuals. Alternatively, there is research to illustrate the general willingness of bereaved individuals to participate in research and their overall satisfaction with the research process. What is not known is the opinion of individuals who are not bereaved and not members of research ethics boards about conducting research with individuals who have experienced the death of a loved one. This study will address this question by investigating the opinions of undergraduate students regarding bereavement research. Undergraduate students attending Sir Wilfred Grenfell College, Memorial University of Newfoundland, participated in the study by answering a questionnaire designed to assess their opinions on a variety of aspects of bereavement research. Results will be presented within the context of perceptions of the bereaved, psychological research, and research ethics.

#99

*Traumatic Stress*

### EFFECTS OF DISTRESS AND CORTISOL LEVELS FOLLOWING TRAUMA REMINDERS ON MEMORY RECOGNITION

Kathy Michaud, *Carleton University*; Hymie Anisman, *Carleton University*; Kimberly Matheson, *Carleton University*



The relation between stressful or emotionally arousing experiences, memory processes, and cortisol reactivity in humans has been widely studied. In this regard, stressful experiences, emotional arousal and high cortisol levels appear to enhance memory for these experiences, but impair memory for material unrelated to such events. Although these results emerged from studies that involved laboratory-induced stressors, they may have implications for memory changes associated with post-traumatic stress disorder. The objective of this study was to determine whether memory effects would emerge if participants were reminded of their own previous traumatic history. Participants ( $n=157$ ) completed the Trauma Life Event Questionnaire (TLEQ), which served as a reminder of participants traumatic experiences, and completed a forced-choice memory task. Salivary cortisol levels were measured before and after the TLEQ, and following the memory task. Regression analyses indicated that high cortisol levels and high distress evoked by remembering a previous traumatic event predicted higher levels of memory recognition errors. No mediation or moderation effects between distress and cortisol were found. These findings suggest that emotional arousal evoked by intrusive memories, reflected by elevated cortisol levels, may interfere with cognitive processes to produce impoverished memory functioning.

## #100

*Traumatic Stress***SELF-HELP RESOURCES FOR VIOLENCE- AND DISASTER-AFFECTED POPULATIONS: NEW DEVELOPMENTS AND PRELIMINARY DATA**

*Kenneth Ruggiero, Medical University of South Carolina; Heidi Resnick, Medical University of South Carolina*

Disasters, interpersonal violence, and other potentially traumatic events affect millions of families worldwide on an annual basis. A substantial body of research indicates that such events elevate risk of a wide range of mental health and health-risk problems, including posttraumatic stress, depression, generalized anxiety, and substance abuse. The potential value to individuals and society of effective and widely disseminable self-help resources for these populations is therefore enormous. Web-based educational resources are of particular interest because they are increasingly being sought by consumers; research has supported their feasibility and utility; and because they can be delivered widely, efficiently, and at low cost. This presentation will introduce two interactive Web-based resources for traumatic stress populations being developed and evaluated by our research team. First, we will describe the development, feasibility assessment, and revision and ongoing evaluation of a Web-based intervention for disaster victims. Next, we will describe an ongoing effort to develop and evaluate Web-based resources for adolescents who experience interpersonal and community violence in the Washington DC area. Preliminary data support the feasibility and potential utility of this method of delivering education, and ongoing research aims to examine efficacy and cost-effectiveness.

6/12/2008 — 3:00 PM to 4:55 PM — NOVA SCOTIA A, Marriott second floor

**Workshop/Atelier de travail**

*Psychologists in Education*

**EXCELLENCE IN SCHOOL PSYCHOLOGY PRACTICA AND INTERNSHIPS**

*Judith Wiener, OISE at the University of Toronto; Mary Caravias, Toronto District School Board; Elizabeth Church, Mount Saint Vincent University; Barbara Holmes, University of British Columbia; Nancy Link, University of Toronto; Rebecca Mills, Stan Cassidy Centre for Rehabilitation; William Mckee, University of British Columbia; Juanita Mureika, New Brunswick School District 18; Donald Saklofske, University of Calgary*

The purpose of this workshop is to develop a shared understanding of the features of excellent school psychology practica and internship placements in the Canadian context. This workshop has four objectives: 1) to identify outcomes that should be expected for practicum students and interns in school psychology; 2) to describe the various components that should be included in school psychology practica and internships at different levels of training (i.e., MA, PhD); 3) to examine the problems that school districts face in setting up internships and ways to solve those problems including establishing consortia with hospitals and children's mental health centres; and 4) to explore the role of CPA accredited school psychology internships in achieving the goal of excellent school psychology training. Panelists from university school psychology training programs and school psychology departments in school districts will present their perspectives on the above issues. We will then involve the audience in putting together a set of recommendations for achieving excellence in school psychology practicum and internship training.

6/12/2008 — 3:00 PM to 4:55 PM — NOVA SCOTIA B, Marriott second floor

**Workshop/Atelier de travail**

*Developmental Psychology*

**PRACTICING INFANT MENTAL HEALTH IN A TRANS-CULTURAL CONTEXT: THE CASE OF SATELLITE BABIES**

*Yvonne Bohr, York University; Natasha Whitfield, York University*

Canadian children's treatment centres are challenged daily by poorly understood culture-specific customs and practices, while clinicians' concerns and proposed interventions are still almost always dictated by First World, Western psychological models. For example, traditional clinical services may be inadequate in addressing the challenges that some immigrants face when they decide to separate from their infants for economic reasons, sending the children overseas to be with members of extended family, and returning them home in time to begin school in Canada. A culturally sensitive approach will be introduced to assist psychologists who endeavor to treat the problems associated with separating children from their nuclear families in this context. Participants will gain an understanding of one controversial culture-specific practice, and obtain strategies and tools that could assist in moderating any

existing bias toward communities involved in the practice. The audience will be presented with an ecologically sound model that is designed to inform counseling practice. Participants will have an opportunity to discuss the challenges faced by mental health practitioners who work with trans-national, trans-cultural infants, and explore some of the solutions that emerge from the presented model. Illustrative case studies will be provided to encourage clinical discussion.

**6/12/2008 – 3:00 PM to 3:55 PM – ACADIA A, Marriott main floor**

**Conversation  
Session/Séance de  
conversation**

*Rural and Northern  
Psychology*

**MEETING THE ASSESSMENT AND TREATMENT NEEDS OF CHILDREN WITH  
ADHD IN A RURAL COMMUNITY: AN INTER-INSTITUTIONAL PARTNERSHIP  
AMONG MENTAL HEALTH, HEALTH AND EDUCATION**

*Penny Corkum, Associate Professor, Department of Psychology and Psychiatry, Dalhousie University; Melissa McGonnell, Dalhousie University; Margaret McKinnon, Colchester Regional Hospital; Marilyn MacPherson, Pediatrician, Truro Pediatrics; Tracey Williams, Pediatrician, Truro Pediatrics; David Jones, Chignecto Central Regional School Board; Dan Stephenson, Chignecto Central Regional School Board*

The Colchester-East Hants ADHD Clinic is a partnership between the Colchester East Hants Health Authority and the Chignecto-Central Regional School Board. The partnership was established in the spring of 2000 in response to the need for coordinated care for children with attentional disorders. The functions of the clinic include screening, assessment, diagnosis, intervention and research. While the clinic is headed by clinical child psychology, the professionals participating in client care include pediatrics, child psychiatry, and school psychology. The clinic serves children aged 6-12 years who reside within a rural area of NS. The Conversation Hour will consist of a brief overview of the ADHD Clinic highlighting the inter-institutional partnership. We will also review the results of our mixed methods program evaluation. The emerging themes resulting from this research will be highlighted including the successes and challenges. The last half of the Conversation Hour will be a facilitated discussion. Professional representation of all partners in our clinic will be involved, including clinical psychologists, school psychologists, physicians, and educators.

**6/12/2008 – 3:00 PM to 4:55 PM – TUPPER ROOM, Marriott main floor**

**Workshop/Atelier de  
travail**

*Social and Personality  
Psychology*

**INTER-RATER RELIABILITY AND AGREEMENT: A TRAINING WORKSHOP**

*Cailey Hartwick, University of Guelph; Michelle Wesley, University of Guelph;  
Troy Rieck, University of Guelph*

Inter-rater reliability and agreement estimates vary as a function of sample, scale, and rater characteristics. The purpose of this workshop is to provide an overview of current methods of assessing inter-rater reliability and agreement. The workshop will begin with a review of Classical Score Theory and Generalizability Theory. With this foundation, the workshop will then discuss the differences between inter-rater reliability and agreement, as well as considerations for individual and group ratings, response weighting, and low variance. The workshop will also provide applied and working examples of how to make use of Chi-Square, ANOVA, Spearman Brown, Finns  $r$ , Cohen's Coefficient Alpha, T-index, and Krippendorff's Alpha, to investigate inter-rater reliability or agreement.

**6/12/2008 – 3:00 PM to 4:25 PM – COMPASS ROOM, Pedway to the Casino second floor**

**Symposium**

*Women and Psychology*

**INTIMATE PARTNER ABUSE IN MINORITY GROUPS**

*Melissa St. Pierre, University of Windsor; Sobia Ali, University of Windsor;  
Surbhi Bhanot, University of Windsor*

This symposium will present an overview of the important and unique issues faced by researchers studying intimate partner abuse in minority groups. The discussion will start with an overview of the considerations and obstacles of conducting such research. The application of relevant social psychological theory (e.g. minority stress theory) will be elaborated. Next, the talk will become more focused as research findings on intimate partner violence in ethnic minority groups are presented. The findings of these studies will be discussed in the context of the unique methodological challenges associated with conducting this type of research. Finally, the discussion will turn to intimate partner abuse in male and female same-sex couples. How the Internet was used to effectively recruit and survey intimate partner abuse in same-sex relationships will be elaborated.

**A**

**NEGOTIATING THE ISSUES AND OBSTACLES OF CONDUCTING VIOLENCE  
AGAINST WOMEN RESEARCH WITH MINORITY GROUPS**

*Sobia Ali, University of Windsor*

Studying violence against women, being a sensitive and complex topic, has required careful and intricate consideration. Studying violence against women in minority communities becomes further complex and precarious; one must now also negotiate with the

complexities of research with minority groups. Issues which may not otherwise be foremost now become so and the researcher must contend with them without compromising the value of the research. The current review paper addresses such issues. More specifically, this review paper will discuss the difficulties of building and maintaining trust between minority group participants and researchers when studying sensitive material. Additionally, the importance of viewing minority groups as heterogeneous, thus consciously trying to avoid the harmful mistake of generalizing sensitive findings to an entire population, will be addressed. Finally, this paper will examine the difficult position of trying to negotiate with the threat of further stigmatizing an already stigmatized group, while simultaneously trying to gain knowledge in an attempt to remedy the problem of violence against women.

**B** **STUDYING INTIMATE PARTNER VIOLENCE IN ETHNIC MINORITY GROUPS**  
Surbhi Bhanot, *University of Windsor*

Intimate partner violence is a significant societal problem. According to recent statistics, 8 percent of Canadian women have experienced a violent physical, sexual, or psychological assault by an intimate partner within the past 5 years (Statistics Canada, 1999). While a significant body of literature has focused on intimate partner violence in dominant majority groups residing in Canada, there is a dearth of literature examining this phenomenon in minority groups. In this paper, I will review the findings of two studies which examined the intersection between culture and intimate partner violence in samples of ethnic minority women and men. The first examined how acculturation may influence attitudes towards intimate partner violence in men of South Asian ancestry. The second examined how North American cultural ideals about love may contribute to the development of, continuation of, and tolerance of intimate partner violence. In addition to providing a brief overview of this research, I will discuss the unique methodological challenges which may be associated with conducting intimate partner violence research with ethnic minority groups. I will further discuss the benefits of and necessity of conducting this type of research.

**C** **USING THE INTERNET TO EFFECTIVELY RECRUIT AND SURVEY PARTICIPANTS FOR A STUDY ON INTIMATE PARTNER ABUSE IN SAME-SEX CANADIAN RELATIONSHIPS**  
Melissa St. Pierre, *University of Windsor*

The primary focus of this paper is to elaborate on the various recruitment strategies (successful and unsuccessful) used in a recent study to reach rural and urban victims of same-sex partner abuse. A brief overview of the author's Master's thesis research on the exploration of barriers to help-seeking for victims of same-sex partner abuse will be provided. The benefits and drawbacks of using the Internet to conduct research with sexual minority groups will be discussed. Preliminary results suggest that the online survey developed for the author's Master's thesis research was successful in recruiting a large ( $N > 200$ ) and demographically diverse (e.g., participants are from British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, and Newfoundland) sample.

6/12/2008 — 3:30 PM to 4:25 PM — HALIFAX A, Marriott second floor

**Conversation** **INTRODUCING THE BREATHE FREEDOM STOP SMOKING PROGRAM**  
**Session/Séance de** Kevin Alderson, *University of Calgary*  
**conversation**  
*Health Psychology*

The Breathe Freedom program is based on a review of 4,000 journal article abstracts from 1967 to present, and a careful reading of nearly 100 of the most important published articles found in the psychological literature and in several current books. The program combines hypnotherapy and the two "best practices" treatments: behaviour therapy and pharmacotherapy. The session will review three components: 1. Overview of the program. 2. Available outcome data (first program being offered January 2008). 3. Brief description of the author's book on this topic entitled "'Breathe, Freedom': Lessons on Kicking the Crap Out of Cigarettes."

6/12/2008 — 3:30 PM to 5:25 PM — HALIFAX C, Marriott second floor

**Workshop/Atelier de** **IS A POSTDOC RIGHT FOR ME?**  
**travail** Lindsay S. Uman, *Dalhousie University*; Sara King, *IWK Health Centre*; Shannon A. Johnson,  
*Students in Psychology* *Dalhousie University*

After the long road to completing a PhD, it is difficult for many graduates to consider more training. However, there are many benefits to completing a postdoctoral (postdoc) fellowship for graduates considering both academic and clinical careers. The goals of this workshop are to provide information about: (a) what a postdoc entails, (b) different types of postdocs, (c) advantages and disadvantages of postdoctoral training, (d) the application and selection process, (e) funding options, and (e) implications for various career paths. This workshop will be delivered by three speakers at different stages of training: a senior graduate student contemplating postdoctoral training, a current postdoctoral fellow, and an early-career psychologist who completed a postdoc. The following benefits of postdoctoral training will be addressed: enhancing marketability, broadening your research domain, fostering independence, developing new skills and areas of expertise, and balancing personal and professional goals. Considerations for students in-

terested in clinical (non-academic) positions will also be addressed, along with a general comparison of Canadian and American postdocs. Attendees will leave this workshop with an enhanced understanding of the options available following a postdoctoral fellowship, and will be better prepared for making career decisions following graduate studies.

**6/12/2008 — 3:30 PM to 3:55 PM — MARITIME SUITE, Marriott second floor**

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Criminal Justice*  
*Psychology*

**PAROLE IN CANADA**  
*Renee Gobeil, Carleton University; Ralph Serin, Carleton University*

Relative to other components of the criminal justice system, parole has received relatively little research attention in recent years. As a result, the knowledge accumulated since the late 1990s in the areas of risk assessment and effective correctional programming are only beginning to be incorporated into parole decision-making. Considering the important “gatekeeper” role which parole board decisions represent, this lack of research is surprising. This presentation presents a history and stock-taking of parole in Canada, with a particular emphasis on areas currently ripe for empirical attention. Specifically, parole will be discussed in terms of content (risk assessment, legislatively mandated factors for consideration), process (decision-making strategies, actuarial and clinically derived decisions) and outcome (recidivism, effective correctional programs). Concrete examples will be provided from our program of research, which focuses on understanding the processes underlying parole decisions and developing a framework to guide parole board members in reaching decisions.

**6/12/2008 — 3:30 PM to 3:55 PM — ALEXANDER ROOM, Marriott main floor**

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Health Psychology*

**A POSITIVE PSYCHOLOGY OF HEALTH**  
*Stan Sadava, Brock University; Michael Busseri, Brock University; Danielle Molnar, Brock University; Colin Perrier, Brock University*

A review of research and concepts of subjective health relevant to the emerging positive psychology. Longitudinal research indicates that subjective ratings of health predict mortality and other outcomes, controlling for objective indicators. We contrast pathogenic and salutogenic models (World Health Organization), in which health is more than the absence of disease and disability. Several extant salutogenic models are reviewed, including models of resilience (Bonano, Masten), psychological wellbeing (Ryff), cognitive-affective model (Schimmack), subjective wellbeing (Diener) dynamic SWB (Shmotkin), complete health (Keyes). We review pertinent research, including work from our own lab, pertaining to person-centered versus variable-centered models of SWB, trajectories of stability and change, and SWB in relation to self-reported health. Finally we review work on adult attachment orientation (Mikulincer & Shaver), in which a secure attachment orientation affords a theory-driven model of social wellbeing (safe haven and secure base). In sum, the intersection of positive psychology and health psychology provides an opportunity to broaden and build our conception of health.

**6/12/2008 — 4:00 PM to 5:25 PM — HALIFAX B, Marriott second floor**

**Symposium**  
*International and*  
*Cross-Cultural Psychology*

**INVESTIGATING ACCULTURATION FROM TWO PERSPECTIVES: IMMIGRANT GROUPS AND THE RECEIVING SOCIETY**  
*Sarah Rasmi, University of Guelph; Kim Chuong, University of Guelph; Darcy Dupuis, University of Guelph; Shaha El-Geledi, Université du Québec à Montréal*

The presenters at this symposium discuss research involving a number of studies related to acculturation. The first part of the symposium examines the adjustment process for immigrant and international students in Canada. The second part proposes studies related to acculturation attitudes of individuals in the receiving society. The first presenter, K. Chuong discusses the results of a study exploring acculturation-specific and non-specific hassles facing multi-ethnic students. She describes the relationship between these hassles, coping strategies, psycho-physical distress and general psychological adjustment. S. Rasmi discusses her research regarding the impact of perceived parental acceptance-rejection on positive, negative and acculturative adjustment in three samples: 1) Anglo-Canadians in Canada; 2) Arab-Canadians in Canada; and 3) Arabs living in Egypt and Lebanon. D. R. Dupuis discusses an examination of the effects of mortality salience on acculturation attitudes toward immigrant groups that are either culturally similar or culturally dissimilar to Canadian society. Dupuis' discussion focuses on the acculturation attitudes of relevance to specific public and private life domains. The fourth presenter, S. El-Geledi discusses the stability of acculturation attitudes following a religious priming manipulation in samples of Québec Francophones and Ontario Anglophones.

**A** **DAILY HASSLES IN RELATION TO PSYCHOLOGICAL ADJUSTMENT AND DISTRESS AMONG IRANIAN IMMIGRANTS***Kim Chuong, University of Guelph; Saba Safdar, University of Guelph*

Daily general hassles are chronic background irritants that individuals may encounter in their everyday lives and have been found to have substantial influence on psychological distress (DeLongis, Coyne, Dakof, Folkman & Lazarus, 1982). Immigrants and members of minority ethnic groups, in addition of experiencing general hassles, encounter hassles that are specific to their minority status. These are referred as acculturation-specific hassles and reflect the chronic problems that minority-status members have with the larger society (outgroup hassles) and with their own ethnic groups (ingroup hassles). In the present study, we examined the influence of positive psychological functioning and perception of acculturation-specific, and general hassles on the psychophysical adaptation of Iranian immigrants in three different cultural contexts. A total of 238 Iranian immigrants living in the U.S., the U.K., and the Netherlands participated in the study. The results will be discussed in terms of the relation between positive psychological functioning, acculturation-specific and general hassles, and their contribution to psychophysical symptoms.

**B** **"SPARE THE ROD AND SPOIL THE CHILD": A COMPARISON OF PARENTAL WARMTH AND ADOLESCENT ADJUSTMENT ACROSS CULTURE***Sarah Rasmi, University of Guelph; Saba Safdar, University of Guelph*

Recent research has argued that although specific parenting techniques may vary as a function of culture, parental warmth is a universal phenomenon (e.g. Kagitcibasi, 1996; Rudy & Grusec, 2006; Vaszonyi, 2003) with predictable and unparalleled influence on children's adjustment later in life (Khaleque & Rohner, 2002). Using Rohner's (1975) Parental Acceptance-Rejection Theory, this study examined the differences in parenting practices from a cultural perspective, and the influence of these practices on adolescent adjustment. Three types of adjustment were included: positive (life satisfaction), negative (risky behaviour) and acculturative (socio-cultural adaptation). Data were collected from 450 students in three cultural samples, and consisted of people who self-identify as either: (1) Anglo-Canadians (at least second-generation Canadian; live in Canada), (2) Arab immigrants (born in a Middle Eastern country and moved to Canada as immigrants; Arab-Canadians), or (3) Arabs (born in a Middle Eastern country and live in Egypt or Lebanon). Results will be discussed in terms of similarities and differences in perception of parenting between Anglo-Canadians and Arabs in the Middle East. These groups will also be compared to Arab-Canadians to examine the influence of context on the perception of parental warmth and adolescent adjustment.

**C** **MORTALITY SALIENCE EFFECTS ON A RECEIVING SOCIETY'S ATTITUDES TOWARD THE ACCULTURATION OF IMMIGRANTS IN SPECIFIC LIFE DOMAINS***Darcy Dupuis, University of Guelph*

With hypotheses based in Terror Management Theory (TMT; Greenberg, Pyszczynski, & Solomon, 1986), the present experiment observes the role of mortality salience in affecting distinct domains of acculturation attitudes toward culturally similar and culturally dissimilar immigrant groups. Experimental research based in TMT has found that greater distancing from and derogation of dissimilar others tends to occur when mortality is salient. However, no published research has yet applied TMT based hypotheses to research in the area of acculturation attitudes. Four groups of participants were primed with either mortality salience or a control topic and were subsequently asked questions related to acculturation attitudes toward either Arab-Muslim immigrants (culturally dissimilar group) or British immigrants (culturally similar group). Using the Relative Acculturation Extended Model (RAEM; Navas, Garcia, Sanchez, Rojas, Pumares, & Fernandez, 2005) I examined Canadian citizens' perception of the reality of immigrants' acculturation strategies versus their view of the ideal immigrant acculturation strategies. Discussion will focus on mortality salience effects on acculturation attitudes within the domains of religious beliefs and customs, principles and values, social relations, family relations, consumer habits and economy, work, and politics and government.

**D** **RELIGIOUS PRIMING AS A TEST OF THE STABILITY OF ACCULTURATION ORIENTATIONS: COMPARING QUEBEC FRANCOPHONES AND ONTARIO ANGLOPHONES***Shaha El-Geledi, Université du Québec à Montréal; Richard Bourhis, Université du Québec à Montréal; Elisa Montaruli, Université du Québec à Montréal; Saba Safdar, University of Guelph*

Relative to Anglophones in Ontario, Québec Francophones (QF) have a double status: they are a majority of 80% in Quebec, but a minority of 23% in Canada and less than 2% in North America. As a result QF have had more ambivalent attitudes towards immigrants than more secure Anglophones in Ontario (Bourhis, 1994). This study compared the acculturation orientations of QF ( $N=348$ ) and Ontario Anglophones (OA;  $N=349$ ) following a religious priming manipulation. The same female experimenter (E) distributed the Host Community Acculturation Scale in the following four conditions: 1) E wearing civil western clothing with a western name; 2) E wearing civil western clothing with an Arabic name; 3) E wearing a hijab with an Arabic name; and 4) E wearing a niqab with an Arabic name. Results showed that QF felt less secure culturally, linguistically, and economically and felt more threatened by the presence of Arab Muslim immigrants and immigrants in general than OA. QF endorsed Segregationism more and Individualism less than did OA. However, the endorsement of each acculturation orientation by both QF and OA did not shift depending on the religious name/dress code of the experimenter attesting to the psychological stability of acculturation orientations. Results are discussed using the Interactive Acculturation Model (Bourhis et al., 1997).

6/12/2008 — 4:00 PM to 5:55 PM — SUITE 207, Marriott second floor

**Workshop/Atelier de travail**  
*Family Psychology*

**MAPPING POSITIVE INFANT-PARENT INTERACTIONS: A BRIEF COGNITIVE APPROACH TO THE PREVENTION OF RELATIONSHIP RUPTURES AND INFANT MALTREATMENT (THE MAP METHOD)**

*Yvonne Bohr, York University; Norma Sockett di Marco, Aisling Discoveries Child and Family Centre; Leigh Armour, Aisling Discoveries Child and Family Centre*

This workshop is designed to introduce participants to the MAP method, a theoretically supported treatment approach for parents and infants at risk for relational difficulties, through lecture, video-demonstrations and case examples. The MAP is a brief manual-based parent–infant assessment that integrates direct observation and video-recall methods of assessment with a cognitive treatment model. Cognitive restructuring is aimed at inappropriately negative, potentially risky attributions of parents when they are evident especially in the context of attachment behaviors. Parent–infant dyads take part in a series of structured, video-taped interactions, which are then used as a basis for the 3–4 session intervention. Clinician and parent collaborate to build upon the parent’s strengths as well as to recognize and modify the parent’s negative cognitions. The parent is encouraged to generate alternative, more benign and nurturing responses to attachment behaviors in particular. Potentially distorted perceptions of the power balance in the parent’s relationship with her child are addressed. Pre-treatment and post-treatment evaluations include observational and psychometric assessment of sensitivity, attributional style, potential for maltreatment, parental stress, confidence, depression and perception of child problems.

6/12/2008 — 4:00 PM to 4:55 PM — ATLANTIC SUITE, Marriott second floor

**Conversation Session/Séance de conversation**  
*Clinical Psychology*

**CLINICAL PRACTICE GUIDELINES FOR MENTAL HEALTH PROBLEMS IN IMMIGRANTS AND REFUGEES: WHAT CAN PSYCHOLOGISTS LEARN FROM RECENT EFFORTS IN FAMILY MEDICINE?**

*Andrew Ryder, Concordia University; Ghayda Hassan, Université du Québec à Montréal*

The growth of evidence-based practice across several health care disciplines has brought with it a plethora of clinical practice guidelines. In the mental health field, psychology and psychiatry have developed guidelines for a number of different diagnoses. Although these guidelines often acknowledge cultural variation, they tend to do so in a cursory manner. At the same time, clinicians are increasingly asked to deal with mental health problems that have an implicitly cultural component. The first objective is to describe a recent effort to generate evidence-based clinical practice guidelines for family physicians working with immigrants and refugees. The set of guidelines includes best practice recommendations for depression, anxiety and adjustment disorders, PTSD, family violence, and child neglect. The second objective is to describe the challenges faced in trying to adapt a rigorous and evidence-based approach when (a) the research database is small, (b) a large number of cultures are potentially involved, and (c) methods include both quantitative and qualitative (e.g., case study, ethnographic) approaches. The third, and most important, objective is to open a discussion with clinical and cross-cultural psychologists about the need for a similar effort in our discipline, and how that effort might benefit from lessons learned.

6/12/2008 — 4:00 PM to 5:55 PM — MARITIME SUITE, Marriott second floor

**Workshop/Atelier de travail**  
*Criminal Justice Psychology*

**INTRODUCING THE POLICE SCREENING PROTOCOL: A UNIFORM EVALUATION PROCEDURE FOR THE PRE-EMPLOYMENT SCREENING OF POLICE CANDIDATES**

*Jon Mills, Canadian Psychological Association*

The Police Screening Protocol (PSP) was developed over the course of providing clinical assessments for the pre-employment screening of police candidates in Ontario. It is the first systematic attempt to provide a uniform assessment procedure for the hiring of police officers. The PSP attempts to introduce a uniform evaluation procedure that (a) augments the quality and accountability of assessments and risk management psychologists provide to police services; (b) may help influence or define optimal or best-standards of practice; (c) can increase the uniformity of procedure across the selection process; (d) can increase fairness and the equal treatment of all candidates; and (e) can decrease the potential for bias and actual biased enactments of the assessor. Evidenced-based parameters of the PSP will be discussed along with clinical illustrations.

6/12/2008 — 4:00 PM to 4:55 PM — ACADIA C, Marriott main floor

**Conversation Session/Séance de conversation**  
*Psychoanalytic and Psychodynamic Psychology*

**THE DREAM AS A STRUCTURE OF BEING**

*Bonnelle Strickling, Langara College and Private Practice*

Dreams are a persistent feature of human life experience. All of us dream, many of us take our dreams seriously. Yet there is a curious reluctance among philosophers to include dreams as one of the structures of being. They have a unique role to play in providing us with a constant, sometimes disturbing, sometimes gentle reminder of the existence of the category of the involuntary. A great deal of anxiety gathers around this aspect of being, which includes all the elements of human life that are not accessible to our wills. Dreams are particularly apt reminders of those aspects. We go to sleep, and dreams are given to us in their paradoxical ordinariness and strangeness. The things that happen in dreams can be very peculiar, but since they happen so often, we grow accustomed to their oddness. Thus we are constantly reminded that life is not at all ordinarily, in an ordinary way. Depending on our attitude to dreams, our dreams can also provide us with the ongoing possibility of self-knowledge and insight, a light in the darkness that comes to all of us at various times in life. However, in order that this may be so, ways of meaning that are not consistent with those more familiar in waking life must be accepted. I will explore this philosophical reluctance and argue in favour of dreams as a significant structure of being.

6/12/2008 — 4:00 PM to 5:25 PM — ALEXANDER ROOM, Marriott main floor

**Symposium**

*Industrial and*

*Organizational Psychology*

**DEFINING AND OPERATIONALIZING ASPECTS OF A HEALTHY WORK ENVIRONMENT**

*Arla Day, Saint Mary's University; Krista Randell, Saint Mary's University; Michael Cannon, Saint Mary's University; Erica Carleton, Saint Mary's University; Kate Calnan, Saint Mary's University*

Despite the growing interest in developing healthy workplaces and the existence of high profile healthy workplace award programs (e.g., APA; NQI), the actual definition and operationalization of what constitutes a "healthy workplace" is unclear. Therefore, Randell & Tatarkiewicz discuss the development and validation of a Psychologically Healthy Workplace Scale. Balance between work and family is central to APA's conceptualization of a healthy workplace. In the second presentation, Cannon et al. argue that studying work-life integration may be valuable because it is more inclusive and focuses on how all aspects of one's life are integrated. Another aspect of a healthy workplace is job control. Although many scales conceptualize job control as a unidimensional construct, Carleton et al. argue in the third presentation that it may be better operationalized in terms of job centric control, control over interpersonal interactions, and distal influence. Finally, organizational justice has received much attention, and may be argued to be integral to a healthy work environment. In the last presentation, Calnan will discuss work developing a multi-faceted measure of the individual perception of injustice, namely sensitivity to injustice. The impact of these four constructs on the healthy workplace literature, as well as general organizational research, is discussed.

**A**

**HEALTHY WORKPLACES: PSYCHOLOGICAL VITAMIN C**

*Krista Randell, Saint Mary's University; Iwona Tatarkiewicz, Saint Mary's University; Arla Day, Saint Mary's University*

The pervasiveness and costs of work stress have been well documented in the occupational health literature. There has been a growing consensus that a healthy workplace is not solely about the absence of stressors but also the presence of organizational factors that lead to employee well-being. Despite this growing consensus, there is still little agreement among researchers regarding how to measure healthy workplaces, and there is currently no validated tool to measure this construct. Therefore, we developed and validated a scale to rate the extent to which workplaces are "psychologically healthy." We recruited 200 full-time employees from various occupations to complete an online survey including our new Healthy Workplace Scale, and scales assessing employee well-being, absenteeism, and intentions to quit. We assessed the reliability and factor structure of our new scale to ensure that it reliably measured our hypothesized 7-factor model. The validity of this scale was examined using construct and criterion-related strategies. It was expected that employees who reported working in healthy workplaces would have higher well-being, lower absenteeism, and lower intentions to quit than employees who reported working in unhealthy workplaces. This measure will allow organizations to evaluate their workplace practices and help provide data that will allow for normative comparisons.

**B**

**DEVELOPMENT & VALIDATION: WORK & LIFE INTEGRATION SCALE**

*Michael Cannon, Saint Mary's University; Heather Morrow, Saint Mary's University; Edie Knight, Saint Mary's University; Arla Day, Saint Mary's University*

Individuals face challenges in meeting the demands of work and everyday life. Several scales have been developed that assess work-family conflict and work-life balance (see Reiter, 2007, for an overview). However, research has not captured the diversity of familial arrangements common today and ignores the importance of "personal" time. Furthermore, balance insinuates even distribution of resources, which limits the utility of this construct. Therefore, our intent was to focus on a positive integration of existing work-life constructs, using a multi-faceted definition. We created and validated the Work and Life Integration Scale (WALIS), a comprehensive measure of one's ability to merge work and life facets successfully. Employees from a variety of occupations completed an online survey. We examined the factor structure and reliability of the WALIS, and we assessed the convergent validity of the WALIS with Carlson et al.'s Work Family Enrichment Scale (2005) and concurrent validity with the General Health Questionnaire (Goldberg & Williams, 1988) and the Job-related Affective Well-being Scale (JAWS; Van Katwyk et al., 2000). The WALIS is a contemporary measure that will provide an optimistic outlook of work/life integration. Future research and implications for practitioners and researchers are discussed.

C

**SEEKING CONTROL: OUR DEFINITION IN ORGANIZATIONS***Erica Carleton, Saint Mary's University; Diane LeBlanc, Saint Mary's University; Soo Sutherland, Saint Mary's University; Arla Day, Saint Mary's University*

Control over various aspects of one's job has been theorized to decrease stress in workers. Previous research diverges on the dimensionality of this construct: some studies yield a single factor (e.g., Karasek, 1979), whereas other studies yield several factors (e.g., Greenberger, 1981). An existing job control measure (Langille & Lebel, 2007) was reviewed and modified to fit a hypothesized three-factor model: job centric control, control over interpersonal interactions, and distal influence. The scale also was revised to assess the impact of information technology on control. Finally, in addition to using a 5-point Likert-type scale of agreement, an importance scale was included. The Revised Job Control Scale was tested with a cross-organizational sample of full-time workers. Cronbach's alpha and principal components analysis were conducted to investigate reliability and dimensionality. Multiple regression analyses were conducted to assess both convergent validity (Work Locus of Control; Spector, 1988) and discriminant validity (job satisfaction, turnover intentions, and Job Burnout Scale-General Survey; Maslach et al., 1996) of this promising new scale. The implications of a new multi-faceted scale of job control for organizational research are discussed.

D

**EMPLOYEES' SENSITIVITY TO INJUSTICE: VALIDATION OF THE SENSITIVITY TO INJUSTICE AT WORK SCALE***Kate Calnan, Saint Mary's University; Arla Day, Saint Mary's University*

Although there has been a lot of attention on the importance of organizational justice, few studies have examined individual differences in the perception of organizational justice, and specifically whether we can reliably assess employees' sensitivity to injustice (Boyes & Kilby, 2004; Schmitt, 1996). Therefore, we refined and validated the Sensitivity to Injustice at Work Scale (Boyes & Kilby, 2004) and examined the extent to which it was related to interpersonal and work factors. The SIWS comprised 2 components: fairness (i.e., the degree an individual perceives a situation or outcome as fair) and bothersome (i.e., the degree to which an individual feels a situation or outcome would bother them). Exploratory Factor Analyses were conducted for these 2 components. Preliminary results from 230 students indicated that the Fairness subscale was unidimensional, and the Bothersome scale was composed of 3 subscales: self-disadvantaged; other-disadvantaged; and self-advantaged (when others are disadvantaged). Individuals who were more sensitive to injustice tended to have higher equity ratings, be more honest, and more judgmental. Individuals who viewed the scenarios as unfair, and who were more bothered when they were unfairly advantaged tended to have lower narcissism scores and higher empathy scores. Implications for organizations and the justice literature are discussed.

6/12/2008 — 4:30 PM to 5:55 PM — HALIFAX A, Marriott second floor

**Symposium***Health Psychology***GUTS, GUMPTION, AND GO-AHEAD: PSYCHOLOGICAL ADJUSTMENT TO INFLAMMATORY BOWEL DISEASE***Fuschia Sirois, University of Windsor; Jennifer Voth, University of Windsor; Barat Wolfe, University of Windsor; Mary Gick, Carleton University*

With over 10,000 new cases diagnosed each year, the rates of inflammatory bowel disease (IBD; Crohn's disease and ulcerative colitis) in Canada are considered the highest in the world. Living with this painful, invisible, and potentially embarrassing chronic condition is a daily challenge for many people. Yet there is little research on the psychological factors that promote adaptive coping in this population. In this session we present three papers that explore how people cope with IBD and the factors that are linked to adjustment. Voth and Sirois examine how illness attributions are linked to coping styles in IBD patients. Results suggest that attributions of responsibility may promote adaptive coping and adjustment, perhaps through increased perceptions of control. Wolfe and Sirois compare Dunkel-Schetter et al.'s coping framework to IBD patients' accounts of what they do to cope with their illness. Using both deductive and inductive qualitative analysis, they find support for the five coping themes and note that passive coping strategies predominate. Finally, Sirois examines the hoped for and feared possible selves of people with IBD and links these to indicators of adjustment. Gick discusses the implications of these findings for understanding adjustment to IBD.

A

**TAKING RESPONSIBILITY: POSITIVE ADJUSTMENT TO INFLAMMATORY BOWEL DISEASE***Jennifer Voth, University of Windsor; Fuschia Sirois, University of Windsor*

Research on inflammatory bowel disease (IBD) has generally centered on pathology and treatment, with few studies describing the psychosocial experiences of IBD patients. There is no known cure for IBD and thus, many patients are left to their own devices to understand the origin of their symptoms and how to cope with their disease. Research suggests that attributions made by chronically ill patients about the causes of their disease influences how they cope and adjust to living with a chronic illness (Roesch & Weiner, 2001). This study investigated the relationships between two types of attributions (self-blame and taking responsibility), coping, and psychological adjustment in a sample of IBD patients. 290 patients completed measures of attributions, coping strategies and adjustment. Structural equation modeling analyses revealed that attributions indirectly related to adjustment when patients used avoidant coping strategies. Attributions were directly and indirectly associated with adjustment when either problem-focused or emotion-focused coping strategies were used. Specifically, taking responsibility for one's health was associated with adaptive



forms of coping and better adjustment, suggesting that taking responsibility may make patients perceive greater control over their illness and that there is a need for interventions focused on positively reframing attributions.

**B UNDERSTANDING THE COPING STRATEGIES OF PATIENTS WITH INFLAMMATORY BOWEL DISEASE: PASSIVE COPING OR SECONDARY CONTROL?**

Barat Wolfe, *University of Windsor*; Fuschia Sirois, *University of Windsor*

Research has indicated that active coping strategies may not be beneficial for chronic disease populations, including patients with IBD, and instead may lead to poor health-related quality of life. Research with other chronic disease populations suggests that patients adhere to five patterns of coping: seeking or using social support, focusing on the positive, distancing, cognitive escape-avoidance, and behavioural escape-avoidance (Dunkel-Schetter et al., 1992). The purpose of this study was to explore the coping strategies of IBD patients using these five patterns of coping as a conceptual framework. 291 patients (Mean age = 36 ± 12; 75% female) with IBD provided answers to qualitative questions, including, "How do you cope with your IBD?" A content analysis of the qualitative questions was conducted using NVivo 2.0; meaning units were deductively tagged for common themes and placed into categories reflecting Dunkel-Schetter et al.'s framework, and inductively tagged for emerging themes. The results indicate that IBD patients do follow the proposed pattern of coping, and that few patients also describe active, problem-focused coping strategies. The findings suggest that Dunkel-Schetter et al.'s framework is appropriate for IBD patients. Parallels with theories of secondary control are discussed in relation to the lack of active coping strategies described.

**C WHAT IS AND WHAT MAY NEVER BE: POSSIBLE SELVES AND INFLAMMATORY BOWEL DISEASE**

Fuschia Sirois, *University of Windsor*

In addition to dealing with the daily challenges of their illness, people with IBD must also cope with how this illness impacts their self-concept and goals. The unpredictable nature of this disease means that the future is also uncertain, and that some goals may have to be altered or abandoned. How people with IBD negotiate these threats to self may provide insight into the adjustment process. Possible selves are visions of the self for the future which can motivate and organize current goals and aspirations (Markus & Nurius, 1986), and may provide a roadmap for the adjusting self. To date, the possible selves of individuals with IBD have not been examined. The purpose of this study was to examine the nature of the hoped for and feared possible selves of people with IBD to understand which types of future selves may facilitate adjustment. Questions about possible selves were completed by 268 people with IBD (77.2% female, M age = 36.6 ± 12). NVivo 2.0 was used to inductively tag meaning units, and responses grouped according to the emerging themes. Results suggest that feared selves more often focus on illness themes, whereas hoped for selves show more variability. Relations of different possible selves to adjustment are discussed.

**D DISCUSSANT**

Mary Gick, *Carleton University*

Discussant

6/12/2008 — 4:30 PM to 5:55 PM — COMPASS ROOM, Pedway to the Casino second floor

**Symposium ENVIRONMENTAL PSYCHOLOGY, HEALTH, AND WELL-BEING**

*Environmental Psychology* Elizabeth Nisbet, *Carleton University*; Loraine Lavallee, *University of Northern British Columbia*; Reuven Sussman, *University of Victoria*; Diane Humphrey, *King's University College at The University of Western Ontario*; Jennifer Veitch, *NRC Institute for Research in Construction*

Environmental psychologists have an important role to play in encouraging behaviour that is healthy for individuals and for the planet. Human interactions with the environment have implications for personal well-being as well as ecological sustainability. The papers in this symposium examine how physical health and psychological well-being are interwoven with the condition of our natural and built environments. The first paper explores the application of health psychology theory to environmental actions, and the potential for encouraging and sustaining environmentally responsible behaviour by drawing on the similarities between these two domains. The second paper presents research on how specific barriers to sustainable landscaping practices shape conservation behaviour. The third paper reports findings on the influence of collectivist, individualistic, rural, and urban factors in a natural resources commons dilemma. The fourth paper describes cognitive and emotional responses to colour in the environment, and the implications for psychological well-being. The final paper presents research demonstrating how technological changes at the organizational level that influence individual control over lighting can benefit the individual, the organization, and the environment.

**A CAN HEALTH PSYCHOLOGY HELP THE PLANET? THE APPLICATION OF HEALTH BEHAVIOUR RESEARCH TO ENVIRONMENTAL ACTIONS**

Elizabeth Nisbet, *Carleton University*; Gick Mary, *Carleton University*

Environmental problems have serious consequences for our health. To improve human health, well-being, and quality of life we need to protect our environment and live sustainably. Researchers have identified the determinants of environmental attitudes and actions, but motivating and sustaining responsible behaviour is a challenge for all levels of government, business, educators, and policy makers. Despite the links between the environment and health, information and campaigns designed to promote sustainable behaviour are rarely framed in terms of human health. We discuss connections between health and environmental behaviour, and suggest how health psychology might inform both research on environmental actions and public policy strategies aimed at increasing sustainable behaviour. We propose potential areas for further study on the health-environmental behaviour link. We also discuss research, education, and public policy implications of framing environmental problems as human health issues, and promoting behaviour that is healthy for both the planet and human beings.

**B INCREASING CONSERVATION BY UNDERSTANDING MOTIVATION**

Loraine Lavallee, *University of Northern British Columbia*; Annie Booth, *University of Northern British Columbia*; Eric Rapoport, *University of Northern British Columbia*

Conservation advocates often assume that the public does not engage in conservation because people do not care enough about environmental issues. This assumption leads to public education initiatives that focus on increasing knowledge about the seriousness of environmental problems rather than on overcoming more specific barriers to behaviour change. In the present study we conducted a survey of residents of the city of Prince George, BC ( $N = 518$ ) examining (1) attitudes toward sustainable landscaping practices, (2) factors that currently motivate people's landscaping practices, and (3) perceived barriers to adopting sustainable practices. City residents expressed very positive attitudes about environmental conservation. Despite their positive attitudes, among seven different motives related to landscaping, residents ranked environmental conservation as having the least influence over their landscaping practices. Based on the factors that motivate their behaviour, sustainable landscaping practices should be linked to stronger motivations such as creating an attractive yard or decreasing health risks. The top three barriers to adopting sustainable landscaping practices were: lack of specific knowledge about the plants and techniques; resistance to changing an existing landscape, and expense.

**C CULTURAL BACKGROUND, COMMUNITY SIZE AND COOPERATION IN A COMMONS DILEMMA MICROWORLD**

Reuven Sussman, *University of Victoria*; Brandon Lum, *University of Victoria*; Michelle Gay, *University of Victoria*; Edward Chan, *University of Victoria*; Robert Gifford, *University of Victoria*

The over-exploitation of shared natural resources has consequences for humans and ecosystems. Choosing the common good over individual gain will allow for the preservation of these assets. Whether the harvesters of these resources are large corporations or individuals, their decision-making needs to be understood as a key component of resource management. In other contexts, members of collectivistic cultures have been found to be more cooperative with in-group members, and individuals from rural communities are also more cooperative than those from urban environments. This study investigated whether collectivist-culture and rural-based individuals will be more cooperative with other in-group members than individualist-culture and urban-based individuals in a simulated commons dilemma. Undergraduate students participated in a computer-based fishing microworld (FISH 3) in which they shared a limited pool of fish with 3 virtual fishers who appear to be friends (in-group scenario) or strangers (out-group scenario). The size and location of their home community and their post-session verbal reports about their harvesting strategies were recorded. Understanding the cultures and backgrounds of people who share limited pools of natural resources is crucial for planning efforts to convince people to act more sustainably and maintain a healthy environment.

**D COLOUR, EMOTION, COGNITION, AND WELLBEING**

Diane Humphrey, *King's University College at The University of Western Ontario*

Stone (2000, 2001) has found that the colour of the physical environment affects cognitive tasks. Skinner (2000) has shown that grades on undergraduate tests are influenced by the colour of the test paper. Currently, two of my honours thesis students are conducting studies concerning colour-emotion associations in drawings and in painting and pointing tasks. Previously, when participants of various ages (Humphrey, 2007) art training (Rivard), and cultures (Lalor, 2003) were asked to point to a colour, or name a colour, or select a coloured crayon to make an abstract drawing in response to named emotions the following associations emerged: anger; red, surprise; orange, happiness; yellow, disgust; green, sadness; blue, and fear; black. Representational drawings, however, have revealed no consistent overall use of colour (Wellington, 2001; Bond, 2003), but in Lasko's (2006) thesis girls' drawings showed use of colours in greater numbers, and also in more novel and more fluent ways. Willits (2007) found correlations between emotional ratings and self-disclosure responses when taken on a coloured surface. Thus we have links between emotion and colour, colour and cognition and emotion and self-evaluation. Future research will need to address the missing links between colour, emotion, cognition and psychological wellbeing.

**E ORGANIZATIONAL BEHAVIOURS TO SAVE ENERGY: THE CASE OF LIGHTING CONTROLS**

Jennifer Veitch, *NRC Institute for Research in Construction*; Cara Donnelly, *Carleton University*; Anca Galasiu, *NRC Institute for Research in Construction*; Daniel Sander, *NRC Institute for Research in Construction (retired)*

As part of the national strategy to reduce greenhouse gas emissions, Canadians need to reduce the energy used to heat, cool and light buildings. Individual behaviours can help, but larger reductions involve organizational behaviours such as adopting new technologies for building controls. The possibility that these technologies could adversely affect comfort and satisfaction can be a barrier to their adoption because reduced satisfaction could lead to unwanted costs for organizations. We conducted a field investigation of the effects of an individually-controllable lighting system on satisfaction with environmental conditions, job satisfaction, organizational commitment, and intent to turnover. In comparison to a conventional lighting system with no advanced controls, the new system resulted in higher environmental satisfaction, which in turn related to improved job satisfaction, higher organizational commitment, and reduced intent to turnover. Energy monitoring demonstrated that the new system produced large energy savings. In this instance, the new technology produced benefits for the environment, the occupants, and the organization. The role of organizational behaviour change to address environmental issues deserves more focused attention among environmental psychologists.

**6/12/2008 — 5:00 PM to 5:55 PM — NOVA SCOTIA A, Marriott second floor**

**Conversation  
Session/Séance de  
conversation  
Psychologists in  
Education**

**MEETING THE NEEDS OF SCHOOL PSYCHOLOGISTS IN CANADA III**  
Joseph Snyder, *Concordia University*; Juanita Mureika, *New Brunswick School District 18*;  
Don Saklofske, *University of Calgary*; William McKee, *University of British Columbia*

This discussion session is intended as a follow up to the conversation sessions held in the past two years. The focus of this particular session will be on how national organizations such as CPA and CASP can meet the needs of school psychologists in light of the regulatory bodies and professional organizations functioning at the province/territory level. A parallel session on school psychology identity deals with some of the other important issues brought up in recent sessions. All those with interest and involvement in Canadian school psychology are welcome to attend and encouraged to participate.

**6/12/2008 — 5:00 PM to 5:55 PM — NOVA SCOTIA B, Marriott second floor**

**Conversation  
Session/Séance de  
conversation**

**ACCREDITATION CONVERSATION SESSION**  
Peter Henderson, *The Rehabilitation Centre*; Arcangelo Caputo, *Canadian Psychological Association*

Teachers, trainers, and students are invited to talk about current issues, developments, needs, and concerns regarding training and accreditation of professional psychology programmes. An update on CPA Accreditation activities for the 2007-08 academic years will be presented, as well as Accreditation Panel initiatives for the coming year.

**6/12/2008 — 5:00 PM to 5:55 PM — ATLANTIC SUITE, Marriott second floor**

**Section Business Meeting CLINICAL PSYCHOLOGY**

*Clinical Psychology*

Deborah Dobson, *Calgary Health Region and University of Calgary*

**SECTION PROGRAM**

**6/12/2008 — 5:00 PM to 5:55 PM — TUPPER ROOM, Marriott main floor**

**Section Business Meeting SOCIAL AND PERSONALITY**

*Social and Personality  
Psychology*

Katherine Starzyk, *University of Manitoba*

**SECTION PROGRAM**

6/12/2008 — 5:30 PM to 5:55 PM — HALIFAX C, Marriott second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Counselling Psychology*

**THE WRITING CURE: THE CASE FOR THERAPEUTIC WRITING IN THE CLINICAL CONTEXT**

*Ronna Jevne, Professor Emeritus, University of Alberta; Helen Massfeller, University of Calgary*

A surge of interest in therapeutic writing is reflected in the increasing abundance of writing related books, self-directed journals, and credentialed training programs. Evidence continues to mount that writing has the potential to influence the immune system; significant health markers for specific conditions (i.e., asthma, arthritis, cancer); anxiety, depression and other stress-related symptoms; behavioral change such as performance, social comfort, time management and hostile ruminations. However, it has only recently been subjected to rigorous scientific scrutiny (Lepore & Smyth, 2002). A comprehensive narrative review will be conducted and reported to create a case for the intentional use of therapeutic writing in clinical counselling practice. Studies included will be identified by searching key databases such as PsycINFO, ERIC, Sociological Abstracts, CINAHL, reference lists and contacting experts in the area of therapeutic writing research. Studies will be selected that are English-language (since 1980) and full-text documents. All studies regardless of study design will be included. The evidence will be summarized, emphasizing the implications for clinical practice and the opportunities to fill existing knowledge gaps. Discussion will focus on the methodological issues that should be considered in future research and what topics require immediate attention.

6/12/2008 — 5:30 PM to 5:55 PM — ALEXANDER ROOM, Marriott main floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Psychology and Religion*

**RELIGION AS A UNIQUE CONTRIBUTOR TO PERCEIVED SELF-EFFICACY: THERAPEUTIC INTERVENTION STRATEGIES TO FACILITATE POST DISASTER RECOVERY**

*Brendan Guyitt, University of New Brunswick*

Studies of large scale disasters (e.g., Hurricane Andrew) have shown Albert Bandura's construct of perceived self-efficacy to be an important determinant of resilience and post disaster recovery. Consequently, psychology seeks to increase perceptions of self-efficacy and control in response to disaster. Individuals, however, often turn to religion instead of psychology when faced with such circumstances (Pargament, 1997). The approach of religion appears to directly contradict psychology's perspective, as it encourages the surrender of oneself to the present situation and the letting go of control. Upon closer examination, however, religion may actually provide means to increase one's perception of self-efficacy and control during times of disaster (Koenig, 2006). This discussion will review and synthesize relevant literature in the areas of perceived self-efficacy, perceived self-efficacy and disaster, religion and mental health, and religion and disaster. Three specific pathways will be outlined by which positive religious beliefs and behaviours may enhance one's perceived self-efficacy to cope with a disaster situation. Finally, specific cognitive-behavioural guidelines will be provided for psychologists in how to, when appropriate, recognize and facilitate pre-existing client religiosity as a unique source of perceived self-efficacy during post disaster recovery.

6/12/2008 — 6:00 PM to 7:55 PM — 44 NORTH RESTAURANT, Marriott second floor

**Reception/Réception**

**PRESIDENTIAL RECEPTION & CPA FOUNDATION SILENT AUCTION/RÉCEPTION PRÉSIDENTIELLE ET ENCHÈRES SILENCIEUSES POUR LA FONDATION DE LA SCP**

6/12/2008 — 8:00 PM to 12:00 AM — 44 NORTH RESTAURANT, Marriott main floor

**KITCHEN PARTY/PARTY DE CUISINE**



6/13/2008 – 8:00 AM to 8:55 AM – SUITE 207, Marriott second floor

**Section Business Meeting**      **ENVIRONMENTAL PSYCHOLOGY**  
*Environmental Psychology*      Frederick Grouzet, *University of Victoria*  
**SECTION PROGRAM**

6/13/2008 – 8:00 AM to 8:55 AM – ATLANTIC SUITE, Marriott second floor

**Section Business Meeting**      **TRAUMATIC STRESS**  
*Traumatic Stress*      Anne Dietrich, *Private Practice*  
**SECTION PROGRAM**

6/13/2008 – 8:00 AM to 8:55 AM – MARITIME SUITE, Marriott second floor

**Committee Business Meeting**      **EDUCATION & TRAINING**  
*Meeting*      Elizabeth Church, *Mount Saint Vincent University*

6/13/2008 – 8:00 AM to 8:55 AM – ACADIA A, Marriott main floor

**Section Business Meeting**      **INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**  
*Industrial and Organizational Psychology*      Steve Harvey, *Bishop's University*; Lori Francis, *Saint Mary's University*  
**SECTION PROGRAM**

6/13/2008 – 8:00 AM to 8:55 AM – ACADIA B, Marriott main floor

**Section Business Meeting**      **DEVELOPMENTAL PSYCHOLOGY SECTION BUSINESS MEETING**  
*Developmental Psychology*      Jennifer Sullivan, *St. Francis Xavier University*  
**SECTION PROGRAM**

6/13/2008 – 8:00 AM to 8:55 AM – ACADIA C, Marriott main floor

**Section Business Meeting**      **INTERNATIONAL AND CROSS-CULTURAL PSYCHOLOGY SECTION BUSINESS MEETING**  
*International and Cross-Cultural Psychology*      Saba Safdar, *University of Guelph*  
**SECTION PROGRAM**

6/13/2008 – 8:00 AM to 8:55 AM – ALEXANDER ROOM, Marriott main floor

**Section Business Meeting**      **CRIMINAL JUSTICE PSYCHOLOGY**  
*Criminal Justice Psychology*      Jean Folsom, *Correctional Service of Canada*  
**SECTION PROGRAM**

6/13/2008 – 8:00 AM to 8:55 AM – TUPPER ROOM, Marriott main floor

**Section Business Meeting**      **COUNSELLING PSYCHOLOGY**  
*Counselling Psychology*      Vivian Lalonde, *University of Calgary*  
**SECTION PROGRAM**

Members of the Section of Counselling Psychology are invited to attend this Annual General Meeting.

6/13/2008 — 9:00 AM to 9:55 AM — HALIFAX A, Marriott second floor

**Honorary President's  
Address/Allocution du  
président d'honneur**

**THE STUFF OF THOUGHT: LANGUAGE AS A WINDOW INTO HUMAN NATURE**  
*Steven Pinker, Harvard University*

Language is the main channel in which human beings share the contents of their consciousness. It thereby offers a window into human nature, revealing the hidden workings of our thoughts, our emotions, and our social relationships. I explore an example of each: semantics as a window into human concepts of space, time, substance, and causality; swearing and taboo language as a window into human emotion; and indirect speech—veiled threats and bribes, polite requests, and sexual come-ons—as a window into human social relationships. Steven Pinker is the Johnstone Family Professor in the Department of Psychology at Harvard University. He conducts research on language and cognition, writes for publications such as the New York Times, Time, and Slate, and is the author of seven books, including *The Language Instinct*, *How the Mind Works*, *Words and Rules*, *The Blank Slate*, and *The Stuff of Thought*. He has received numerous awards for his research, teaching, and books, including an honorary doctorate from his alma mater, McGill University, and designation by Time magazine in 2004 as one of the Hundred Most Important People in the World Today.

6/13/2008 — 10:00 AM to 10:55 AM — NOVA SCOTIA B, Marriott second floor

**The Family of Psychology  
Keynote  
Address/Conférence  
“La Famille de la  
Psychologie”**

**THE CULTURE CYCLE: OUR CULTURES, OUR SELVES, OUR CULTURES...**  
*Hazel Markus, Stanford University*

The ability to make cultures and then to be shaped by them is what we call the culture cycle and is what humans do better than any other species. We create and maintain social distinctions such as ethnicity, social class, and geographical region. The ideas and practices (i.e., cultures) associated with these distinctions shape how we think, how we feel, and how we behave. Each of these social distinctions is associated with patterns of ideas and practices about how to be a normatively “good” person and how to live the “good” life. To illustrate we focus on choice behavior. Choice is widely regarded as a universally powerful and psychologically significant act. Yet studies comparing North Americans who vary in social class and comparing North Americans with South and East Asians find compelling differences in the practices and meanings of choice. Choice based on individual preference is particularly motivating and powerful for people in middle class, North American cultural contexts but much less so for people in other cultural contexts. Middle class, North American contexts emphasize the significance of self-expression and self-determination, are arranged to require choice based on individual preference, and provide ample opportunity for such choice. Other cultural contexts with different ideas about what a person is and should be foster different types of selves.

6/13/2008 — 11:00 AM to 12:55 PM — NOVA SCOTIA A, Marriott second floor

**CPA Invited  
Speaker/Conférencier  
invité par la SCP  
*Traumatic Stress*  
SECTION PROGRAM**

**TRAUMA, ATTACHMENT AND THE BODY**  
*Bessel van der Kolk, Boston University School of Medicine*

In recent years there has been an explosion of knowledge about how experience shapes biology and the formation of the self. The study of trauma has probably been the single most fertile area within the disciplines of psychiatry and psychology in helping to develop a deeper understanding of the interrelationship between emotional, cognitive, social and biological forces that shape human development. Research in the area of trauma has opened up entirely new insights in how extreme experiences throughout the life cycle can have profound effects on memory, affect regulation, biological stress modulation and interpersonal relatedness. These findings, as well as the development of a range of new therapy approaches have led to new and often unexpected ways in which traumatized individuals can be helped to overcome their traumatic past. This lecture will present current research findings about post-traumatic responses at different developmental levels, and in various domains, and explore in depth the treatment implications of these findings. Objectives: 1) To learn about the recent advances in neurobiology of trauma 2) To learn how somatic experience contains the imprints of the traumatic experience and needs to be processed for a successful outcome.

6/13/2008 – 11:00 AM to 11:55 AM – NOVA SCOTIA B, Marriott second floor

**Section/CPA Invited  
Speaker/Conférencier  
invité par la SCP  
et la section  
Psychopharmacology  
SECTION PROGRAM**

**WHAT'S NEW AND WHAT SHOULD BE NEW IN THE PRESCRIPTIVE  
AUTHORITY (RXP) INITIATIVE**

Robert K. Ax, *Federal Correctional Institution in Petersburg*

The presenter discusses the prescriptive authority (RxP) movement from his perspective as a participant in the initiative since 1994. His career was in corrections and he accordingly views the RxP initiative as fundamentally a means of increasing access to treatment for underserved health care consumers. A brief review of RxP's history and consideration of a similar evolution in professional optometry's scope of practice provide a context for understanding the current state of affairs and RxP's future prospects in both the United States and Canada. Optometry was originally a drugless profession but optometrists now have the legal right to prescribe therapeutic pharmaceutical agents (TCAs) in all 50 states. In Canada, several provinces and one territory currently permit optometrists to prescribe TCAs. The training of 10 military psychologists in clinical psychopharmacology and RxP's endorsement by the American Psychological Association signaled its arrival as a mainstream professional issue in the mid-1990s. With the passage of laws in New Mexico (2002) and Louisiana (2004), properly credentialed psychologists in those states can now prescribe psychotropic medications. Lessons learned are discussed and practical suggestions made for moving the initiative forward internationally. These include recommendations for forming advocacy groups and possible modifications in the RxP training curriculum.

6/13/2008 – 11:00 AM to 12:55 PM – HALIFAX A, Marriott second floor

**Workshop/Atelier de  
travail  
Clinical Psychology**

**COGNITIVE-BEHAVIORAL TREATMENT FOR HEALTH ANXIETY AND FEAR OF DEATH**

Patricia Furer, *University of Manitoba*

Health anxiety refers to difficulties ranging from milder worries about somatic symptoms to full-blown hypochondriasis. For many individuals with health anxiety, worry about death and dying is a central issue. This workshop will provide a brief overview of assessment strategies to facilitate the identification of health and death anxiety and a careful review of treatment strategies for these problems. While there is an expanding literature describing and evaluating cognitive-behavioral treatment for somatization and hypochondriasis, the literature addressing treatment approaches for death anxiety is very sparse. Detailed information about the CBT program for health anxiety that we use at our center will be provided (Furer, Walker, & Stein, 2007). Treatment components that are emphasized include exposure to feared health problems and to themes related to death, response prevention, cognitive reappraisal, acceptance, and focusing on positive goals and enjoyment of life. Workshop attendees will receive client handouts developed at our center to facilitate their own clinical practice. These handouts provide educational material about the problem, description of the treatment components, clinically-based examples, and detailed homework assignments. Opportunity for case discussion and troubleshooting will be provided.

6/13/2008 – 11:00 AM to 11:55 AM – HALIFAX B, Marriott second floor

**Workshop/Atelier de  
travail  
Psychoanalytic and  
Psychodynamic Psychology  
SECTION PROGRAM**

**A LIVE SUPERVISION SESSION WITH A LACANIAN PSYCHOLOGIST**

Bruce Fink, *Duquesne University*; Dr. Jon Mills, *Canadian Psychological Association*

Jon Mills will present an ongoing clinical case including course of treatment to the noted Lacanian psychologist and analyst Prof. Bruce Fink for supervision. The case presentation will be critiqued and open for dialogue with the audience.

6/13/2008 – 11:00 AM to 12:55 PM – HALIFAX C, Marriott second floor

**Workshop/Atelier de  
travail  
Students in Psychology**

**EVALUATION - SKILLS IN DEMAND**

Chantal Langevin, *Health Canada*

With government accountability an ongoing interest, investments in evaluation are increasing. Consequently, there is a growing need to understand and conduct evaluation in community and government settings. This workshop is an introduction to evaluation for students and individuals with limited knowledge of the field, and should provide participants with basic familiarity of the process



for designing and implementing an evaluation. The workshop begins by discussing what evaluation is and its origin. With this background, participants consider the utility of evaluation. This discussion is followed by a presentation on two streams of evaluation – formative and summative. The evaluation framework used to design and implement an evaluation is explained, focusing on its main elements - the program profile, logic model, issues and indicators matrix, and methodologies. While reviewing the logic model, key evaluation concepts such as activities, outputs, and outcomes are explained. The workshop reviews the broad areas of interest in an evaluation, and participants consider specific questions and issues. The workshop concludes with examples of various methodologies that can be utilized during the implementation of an evaluation. An evaluation framework completed for a community program and evaluation concepts and practice in the federal government will supplement the workshop.

**6/13/2008 – 11:00 AM to 11:55 AM – SUITE 207, Marriott second floor**

**Editorial Board Meeting**      **CANADIAN PSYCHOLOGY**  
*John Hunsley, University of Ottawa*

**6/13/2008 – 11:00 AM to 11:55 AM – ATLANTIC SUITE, Marriott second floor**

**Keynote**      **TOWARD A PROACTIVE LEARNING FRAMEWORK IN CAREER PSYCHOLOGY**  
**Speaker/Conférencier**      *Charles Chen, OISE at the University of Toronto*  
**de la section**  
*Counselling Psychology*  
**SECTION PROGRAM**

Among the essential tenets that characterize the established and emerging theoretical models in the realm of vocational and career psychology, the concept of learning has always had its unique relevance, explicitly or implicitly, in the evolution of a number of major career development theories. This emphasis on learning is becoming even more important in our current world of work that is exemplified by globalization, knowledge economy, and the war for talents. This presentation attempts to elaborate on the role of proactive learning in adults' life-career development. To amplify one's learning experience, proactive learning draws attention to a comprehensive theoretical framework with innovative ideas to facilitate the learning process. Supported by key perspectives from several major learning theories, this presentation illustrates the newly proposed proactive learning framework (PLF). It addresses the critical importance of understanding the notion of learning, as well as ways to increase the quality of learning. In doing so, it will put forward a host of considerations that can help individuals make their lifelong learning a more proactive, constructive, and effective process for career management and development. Pertinent strategies derived from the PLF will be highlighted to inform better practice and interventions in vocational and career psychology.

**6/13/2008 – 11:00 AM to 12:25 PM – MARITIME SUITE, Marriott second floor**

**Workshop/Atelier de**      **CROSS CULTURAL APPLICATIONS FOR ETHICAL PSYCHOLOGICAL PRACTICE**  
**travail**      **WITH WOMEN**  
*Women and Psychology*      *Jean Pettifor, University of Calgary; Judi Malone, Athabasca University*

The purpose of this workshop is to explore the application of the CPA Guidelines for Ethical Psychological Practice with Women (2007) in working with women whose cultural values diverge from mainstream western values. Statements from the guidelines that address cultural issues will be highlighted. Cultural differences along a number of dimensions are described, such as, the individualist-collectivist orientation, male dominance re gender roles and family relationships, the dominance of a religious authority in matters of daily living, and the dominance of folklore and tradition over scientific evidence as the main source of knowledge. Small groups will be presented with vignettes involving culture-related dilemmas on how to serve the best interest of women clients. The first set will address situations that arise in this country. The second set will address dilemmas for western psychologists working in non-western countries. Collectively we will explore the benefits of using the new CPA guidelines for working with women across cultures. We will then explore how to balance respect for cultural beliefs that we may find unacceptable against our responsibility to work to change those aspects of society that violate our ethical principles.

**6/13/2008 – 11:00 AM to 11:55 AM – ACADIA A, Marriott main floor**

**Conversation**      **DEVELOPMENT AND IMPLEMENTATION OF THE CERTIFIED HUMAN**  
**Session/Séance de**      **RESOURCES PROFESSIONAL (CHRP) CREDENTIAL**  
**conversation**      *Cheryl Lamerson, Canadian Council of Human Resources Associations; Vic Catano,*  
*Industrial and*      *Saint Mary's University*  
*Organizational Psychology*

One of the hallmarks of a profession is a credential that members of the profession aspire to, reach, and maintain. During the late 1990s, Human Resources professionals in Canada decided to document the body of knowledge for the profession of Human Resources. With assistance of Human Resources Skills Development Canada (HRSDC) they conducted extensive job analysis, gathering information from HR professionals and business leaders. The job analysis resulted in a description of eight functional areas, 203 Required Professional Capabilities (RPCs), or competencies, and hundreds of individual knowledge, skills and abilities (KSAs). From this information, two exams were introduced in 2003, a National Knowledge Exam (NKE) and a National Professional Practice Assessment (NPPA). Individuals working in HR, who wish to have their qualification recognized, must take these two exams in order to earn the credential of Certified Human Resources Professional (CHRP). During 2006 and 2007, additional research has been conducted to update the functional dimensions and RPCs. This has resulted in seven functional dimensions and 187 RPCs. The research, development and implementation will be discussed.

6/13/2008 – 11:00 AM to 12:25 PM – ACADIA B, Marriott main floor

**Symposium**  
*Psychologists in Education*

**SCHOOL PSYCHOLOGY: SYSTEMS LEVEL CHANGE IN ACTION**

Laurie Ford, *University of British Columbia*; Jacqueline Brown, *University of British Columbia*; Theresa Andreou, *University of British Columbia*; Tim Schaufele, *University of British Columbia*

The face of school psychology training and service provision in Canada has changed significantly in the past 20 years. As the most highly trained mental health professionals in schools (Sheridan & Gutkin, 2000), the school psychologist is positioned to be at the center of assessment, prevention and intervention efforts for children and youth and their families in school and community contexts. As highlighted in the 2007 CPA Practice Guidelines for School Psychology in Canada, the school psychologist is engaged in activities at many levels including primary prevention programs, early identification and intervention, systemic intervention, consultation, and treatment for a wide array of developmental concerns. For many practicing school psychologists, with an expanded model for the provision of school psychology service comes the need for training in systems-level change. In recent years, the School Psychology program at the University of British Columbia has engaged in a series of program revisions designed to better prepare school psychologists for implementing and sustaining systems change efforts. The purpose this symposium is to highlight a number of projects that reflect this program focus on systems change. The papers in this symposium will illustrate four of the training and research efforts of students and faculty in the School Psychology program at UBC in the area of systems level change.

**A COMMUNITY CAPACITY BUILDING FOR UNIVERSAL SCREENING: THE KIDS FIRST PROJECT**

Laurie Ford, *University of British Columbia*; Carla Merkel, *University of British Columbia*; Sabrina Moraes, *University of British Columbia*; Janet Kidd, *University of British Columbia*; Jill Popovic, *University of British Columbia*

The Kids First Project is a community-driven interdisciplinary project on systems change. The university researchers in nursing and school psychology have become part of an ongoing effort to enhance services to young children in the Chilliwack, British Columbia community. The researchers are working with members of the community to implement and evaluate an early screening initiative. While many aspects of this early screening initiative were already in place in the community before this research project began, the university team brings skills in evaluation research that allows for an expanded evaluation of the screening program that might, otherwise, have been difficult for the community to implement without additional support and resources. The interdisciplinary approach which uses multiple methods and multiple data sources allows the researchers to gain insight into child characteristics such as physical, cognitive, social, emotional, behavioral, and language development; family characteristics such as parental mental health, parents' knowledge about child development, and parenting behaviours; and community characteristics such as neighbourhood safety and cohesion, and the community's capacity to effect change. This "community capacity building" is a key conceptual framework that guides the Kids First Project. Informed by this notion, we hypothesize that the implementation of a community-based developmental screening system may enhance the capacity of families and the community to support healthy childhood development, with subsequent benefits to the wider population of children in the community.

**B BUILDING SCHOOL TEAMS' CAPACITY TO PREVENT AND ADDRESS PROBLEM BEHAVIOUR THROUGH SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT**

Jacqueline Brown, *University of British Columbia*; Kent McIntosh, *University of British Columbia*

The presentation will describe the process of an ongoing project training school teams to support students with problem behaviour in schools through School-wide Positive Behaviour Support (SWPBS). SWPBS is an approach to achieving academic and social behaviour outcomes through instruction and changing environments to encourage prosocial behaviour. The approach combines school-wide systems to prevent problem behaviour with building capacity for local school personnel to assess and intervene with students to reduce problem behaviour and increase prosocial behaviour.

**C** **WHAT RTI MIGHT LOOK LIKE IN CANADA AND THE SHIFTING ROLE OF THE SCHOOL PSYCHOLOGIST**

*Theresa Andreou, University of British Columbia; Jennifer Tong, Catholic Independent School District Vancouver Archdiocese*

Today's schools are bombarded with demands to do more in an environment where time and resources are already stretched to capacity. Many argue that traditional service delivery models focused on psycho-educational assessments, i.e., discrepancy-based formulas, have failed to support young readers experiencing difficulties (Mellard, Deshler, & Barth, 2004; Vaughn & Fuchs, 2003). Response to treatment interventions (RTI) refers to implementing a multi-tiered support system for struggling students, then continuously monitoring their progress toward a specific academic and/or behavioral goal. If a child is unresponsive to multiple intervention attempts, then a disability is suspected. Despite significant empirical support for this model many remain skeptical about its large scale adoption (Scruggs & Mastropieri, 2002). The purpose of this paper is to explore the proposed effects of the RTI model. The findings of this research will help to identify in more detail the process of change and maintenance resulting from systematic RTI models of service delivery which could have further implications for policy, structure changes and redefinition of roles i.e., school psychologist within educational settings. Results from a case study in one school board as a proto-type in the first phases of RTI implementation will be highlighted

**D** **INVENTING THE FULL SERVICE SCHOOL PSYCHOLOGIST: A MASTERS LEVEL INTERNSHIP PROJECT**

*Tim Schaufele, University of British Columbia; Jennifer Geisreiter, University of British Columbia; Barbara Holmes, University of British Columbia; William McKee, University of British Columbia*

This paper describes a project where two masters level internship students have developed roles as full service school psychologists. The Catholic Independent Schools Vancouver Archdiocese have always contracted school psychology services based on a need for assessments for targeted funding requests. In a collaborative project the district administration, the university, and two school psychology interns developed a pilot in which each intern provides school psychologist services to three or four district schools. The model of service delivery provides for the full spectrum of services including: prevention, class-wide and school-wide screening, consultation and support for targeted interventions as well as more intensive assessment and intervention for students with significant and learning, social, emotional, and behavioral needs. The paper presented as a part of this symposium on systems change will describe the development and implementation of the project and results of the year-end evaluation.

6/13/2008 – 11:00 AM to 11:55 AM – ACADIA C, Marriott main floor

**Conversation  
Session/Séance de  
conversation  
Health Psychology**

**ISSUES IN RESEARCHING SIGNIFICANT HEALTH PROBLEMS IN LATE ADOLESCENTS AND YOUNG ADULTS**

*Lynne Robinson, Dalhousie University; Karen Joblin, Dalhousie University; Shali Manuel, Dalhousie University; Heather McPeake, Dalhousie University*

Late adolescents and young adults are a distinctive group and they pose specific research challenges. Recently, it has been suggested that this developmental stage (18-25) should be conceptualized as "emerging adulthood" because of the increasing length of the transition between adolescence and full-fledged adulthood. Significant health issues are relatively rare in this population, but when they do occur, are often not well-researched. This conversation is intended to provide a venue to review and discuss some of the challenges in carrying out research with this group, such as difficulty of access, difficulty of engaging participants and ethical issues in researching adolescents. The potential of reaching this population with new technologies will be raised. This session is intended an exchange of information between more experienced and less experienced researchers. The session will be led by an experienced researcher and graduate students working in this area. A bibliography will be distributed.

6/13/2008 – 11:00 AM to 11:55 AM – ALEXANDER ROOM, Marriott main floor

**Conversation  
Session/Séance de  
conversation  
Rural and Northern  
Psychology**

**LESSONS LEARNED IN CONDUCTING COMMUNITY-BASED RESEARCH**

*Melissa Tiessen, University of Manitoba*

Community-based research presents a unique set of challenges over and above the standard intricacies of conducting a university-based research project. This conversation session will highlight some of the key challenges of conducting community-based research, including setting realistic expectations, defining roles while maintaining flexibility, and developing positive relationships with community members. Real-life examples of these challenges will be drawn from the presenter's own experience conducting a community-based research project with two First Nations communities in Northern Manitoba. Through this discussion, it is hoped that

both individuals new to community-based projects and more experienced researchers can use the information to inform and enhance their own community-based work.

6/13/2008 – 11:00 AM to 12:25 PM – TUPPER ROOM, Marriott main floor

**Symposium**  
*Criminal Justice*  
*Psychology*

**JUSTICE BEYOND A REASONABLE DOUBT?: EXAMINING THE PSYCHOLOGICAL FACTORS LEADING TO RISKY RELEASES AND WRONGFUL CONVICTIONS**

Leanne ten Brinke, *Dalhousie University*; Sabrina Bellhouse, *Dalhousie University*;  
Marcus Juodis, *Dalhousie University*

We assume that our legal system can make fair and accurate decisions regarding the truthfulness of testimony, guilt or innocence of a defendant and which offenders are ready for successful release. However, the validity of these assumptions is uncertain. Although many believe that decision-makers are able to overcome normal biases to make rational decisions, recent wrongful convictions have cast doubt on this belief, suggesting that mistaken memories and intentional deception by witnesses have fooled judges and juries. This symposium will include talks that focus on mistaken memory, psychopathy and a model of faulty credibility assessment, all contributing to miscarriages of justice. First, the malleability of memory will be discussed in light of a study that found participants were prone to recalling negative public events that had never occurred. Next, data that speak to psychopaths' ability to manipulate the legal system to gain conditional release will be presented. The Dangerous Decision Theory will be proposed as a model for understanding the processes leading to faulty credibility assessments and wrongful convictions. Further, survey data regarding the beliefs Canadian judges hold about deception will be contrasted with empirical findings.

**A** **MISTAKES OF MEMORY: INDIVIDUAL AND CONTEXTUAL INFLUENCES ON DISTORTED RECOLLECTIONS OF EMOTIONAL PUBLIC EVENTS**

Sabrina Bellhouse, *Dalhousie University*; Stephen Porter, *Dalhousie University*

Recollections for highly negative emotional public events, such as the 9/11 terrorist attacks, have been found to be susceptible to considerable distortion (e.g., Ost, Vrij, Costall & Bull, 2002). Research thus far, however, has failed to contrast this level of distortion with recollections of positive public events. In this study, participants were asked whether they could recall 20 past public events ranging in emotionality (positive vs. negative) and veracity (true vs. false). Nearly all participants held recollections of false events, of which, more were negatively than positively valenced. Confidence in memories increased over time and dissociation was positively related with recalling false events. These findings support memory as a reconstructive process, which can be vulnerable to distortion, and influenced by individual and contextual factors. The memories of witnesses on the stand are likely vulnerable to distortion, influenced by similar factors. As such, even "honest, right-thinking" witnesses may unintentionally mislead the court in their decisions, possibly contributing to cataclysmic errors in judgment as acknowledged by Justice Cory in the inquiry into Thomas Sophonow's wrongful conviction (Wilson, 2003).

**B** **RISKY RELEASES: OFFENSE PROFILES AND CONDITIONAL RELEASE PERFORMANCE OF PSYCHOPATHIC SEXUAL OFFENDERS**

Marcus Juodis, *Dalhousie University*; Stephen Porter, *Dalhousie University*

Recent research suggests that sexual deviancy and psychopathy may interact to create a group of offenders with deviant sexual desires, and no conscience to inhibit their sexual offending. The present study explored the associations of psychopathy and sex offender subtype on criminal histories and probability of being granted conditional release among Canadian federal offenders ( $N = 310$ ). Offenders were split into groups based on prior sex offenses (non-sex offender, rapist, child molester, or mixed rapist/molester) and scores on the Revised Psychopathy Checklist (PCL-R; psychopath, non-psychopath). Psychopaths committed significantly more violent and non-violent, but not sex offenses. However, a significant interaction between psychopathy and offender subtype revealed that psychopathy was associated with a greater number of sex offenses within child molesters suggesting that the combination of these two conditions creates a particularly uninhibited offender. Additionally, psychopaths were two and a half times more likely to be released than non-psychopathic offenders. The findings from this study suggest that despite their extensive histories and poor performance on release, psychopaths are able to deceive parole board members into allowing their conditional release.

**C** **DANGEROUS DECISIONS IN THE COURTROOM: A THEORETICAL FRAMEWORK FOR UNDERSTANDING FAULTY CREDIBILITY ASSESSMENTS LEADING TO WRONGFUL CONVICTIONS**

Leanne ten Brinke, *Dalhousie University*; Stephen Porter, *Dalhousie University*

Numerous wrongful convictions have brought into question the ability of judges and juries to accurately evaluate witness credibility, including defendants. Dangerous Decisions Theory (DDT) offers a theoretical framework to build our understanding of the decision-making process that can culminate in such injustices. According to DDT, the reading of a defendant's face and emotional expressions play a major role in initiating a series of "dangerous" decisions concerning his/her credibility. Specifically, judgments of trustworthiness occur rapidly upon seeing a defendant's face, subjectively experienced as intuition. The initial judgment - which

may be unreliable - is enduring and has a powerful influence on the interpretation of incoming evidence concerning the defendant. Ensuing inferences will be irrational, but are rationalized by the decision-maker through his/her heuristics for identifying deceptive behaviour. These heuristics, as measured by a survey of Canadian judges suggests that decision-makers hold incorrect and highly variable beliefs about deception. Facilitated by a high level of motivation, a non-critical, tunnel vision assimilation of subsequent information about the target can culminate in a mistaken evaluation of guilt or innocence. Empirically based education and responsible expert testimony could serve to reduce such biases and improve legal decision-making.

**6/13/2008 – 11:00 AM to 11:55 AM – COMPASS ROOM, Pedway to the Casino second floor**

**Conversation  
Session/Séance de  
conversation  
Social and Personality  
Psychology**

**POSITIVE PSYCHOLOGY IN CANADA: RAISING THE PROFILE; MAKING A  
DIFFERENCE**  
*Patrice Karn, University of Ottawa; Maureen Gorman, Queen Elizabeth II Health  
Sciences Centre*

Although Positive Psychology is well recognized as a discipline in the U.S. and Britain, its status in Canada is less well recognized. The purpose of this session is to (1) discuss the status of positive psychology in Canada; (2) encourage positive psychologists to discuss their work and progress; (3) provide the opportunity to network with other positive psychologists and (4) create a higher profile for positive psychology in Canada.

**6/13/2008 – 12:00 PM to 1:55 PM – NOVA SCOTIA CD, Marriott second floor**

**Poster/Affiche**

**POSTER SESSION "D"/ PRÉSENTATION PAR AFFICHAGE**

Adult Development and Aging, Brain and Behaviour, Health Psychology, Family Psychology, Psychology and Religion, Sport & Exercise Psychology Développement adulte et vieillissement, Cerveau et comportement, Psychologie de la santé, Psychologie de la famille, Psychologie et religion, Psychologie du sport et de l'exercice

**#1**  
*Adult Development and  
Aging*

**SUCCESSFUL AGING: PREDICTORS AND OUTCOMES OF PURPOSE IN LIFE**  
*Tal Aviram, Concordia University; Carsten Wrosch, Concordia University*

Self-regulation theories assert that goals are important predictors of subjective well-being because they motivate adaptive behaviors (Carer & Scheier, 1998). People prefer pursuing goals that are both reachable and valued, which can constitute high levels of purpose in life. However, research has also shown that purpose is an individual characteristic that exerts a sharp decline with advancing age (Ryff & Keyes, 1996). One of the reasons for this reduction in purpose in older adulthood is the age-related increase of unattainable goals. In addition, research has shown that older adults can maintain their subjective well-being if they are able to adjust their unattainable goals (Wrosch et al., 2003). Thus, it would appear that goal adjustment capacities could preserve purpose and thereby predict subjective well-being in older adults. To understand the effects of purpose and goal adjustment on subjective well-being, 184 older adults were examined as part of the Montreal Aging and Health Study (MAHS). In support of the hypotheses, preliminary results suggest that purpose in life can act as a mediator between adaptive goal adjustment capacities and indicators of subjective well-being (e.g. depression, satisfaction with life). The importance of the findings for identifying pathways to successful aging will be discussed.

**#2**  
*Adult Development and  
Aging*

**COMPARING PARENT AND GRANDPARENT VALUE TEACHING: AN  
EXAMINATION OF CHILDREN'S STORIES**  
*Elise Bisson, Wilfrid Laurier University; Kate Cressman, Wilfrid Laurier University;  
Heather Lawford, Wilfrid Laurier University; Joan Norris, Wilfrid Laurier University;  
Michael Pratt, Wilfrid Laurier University*

Grandparent to grandchild value teaching is one of the core functions of grandparent storytelling (Norris, Kuiack, & Pratt, 2004). This study examined how these values are transmitted, and whether stories of parent value teaching differed from grandparent value teaching. Participants were 27 8-year-old children, who were asked to tell stories of when a parent and grandparent taught them an important value. These stories were coded for the child's level of acceptance of the value, whether the value was taught implicitly or explicitly, how much the children generalized the value to other situations, and the explicit presence of parent or grandparent quoted voice. The values were also coded as being moral or nonmoral in nature. The preliminary findings indicate that the proportion of moral versus non-moral stories was the same for parents and grandparents. The findings also indicate that grandparents tended to teach values by more implicit means when compared to parents ( $t(19)=2.062, p=0.053$ ). Finally, the findings indicate that the explicit use of grandparent voice is positively related to a generalization of the value to other situations ( $r=0.449, p<0.05$ ). Findings from the study highlight that grandparents are important and unique contributors to the moral socialization of children in the family.

FRIDAY / VENDREDI

**#3**  
*Adult Development and  
 Aging*

**A STUDY OF FEAR OF FALLING AND FUNCTIONAL ABILITY IN LONG TERM CARE**  
*Theresa Dever Fitzgerald, University of Regina; Thomas Hadjistavropoulos, University of Regina*

Injurious falls are common among older persons. Research with community dwelling seniors has shown that fear of falling is predictive of future falls, possibly because it can lead to avoidance of beneficial activity (which leads to deconditioning and functional limitations). For many seniors with dementia, who reside in long-term care (LTC), decisions about activity restrictions are made by nursing staff. As such, we hypothesized that, for such seniors, it is the nurses' fears about the possibility that a resident might fall that would be related to nurse-imposed activity restrictions as well as future falls and functional ability. Within the context of a three month longitudinal study, we assessed LTC staff fears about the possibility that residents might fall in reference to each of 84 patients with dementia. Consistent with our expectations, nurses' fears were predictive of patient activity restrictions (even after controlling for risk factors for falling). The expected relationship between activity restrictions and future patient functioning was also found. In the brief three months of this study, we did not find a relationship between nurse fears and patient falls. Further investigation of this relationship within the context of a longer longitudinal study is warranted.

**#4**  
*Adult Development and  
 Aging*

**PAIN, DEPRESSION AND FEAR OF FALLING: A COMMUNITY-BASED STUDY OF OLDER ADULTS**  
*Heather Eritz, Department of Psychology; Amanda Lints - Martindale, Department of Psychology; Thomas Hadjistavropoulos, University of Regina; Theresa Dever Fitzgerald, Department of Psychology*

Individuals suffering from depression often report increased levels of chronic pain, poor self-rated health and functional decline (Ostbye, Steenhuis, Walton & Cairney, 2000). Five hundred and seventy-one participants were administered the Geriatric Depression Scale (GDS; Yesavage et al., 1983) as part of a larger investigation of falls and pain among community dwelling seniors. A total of 54 seniors were identified as having elevated GDS scores. For comparative purposes, a subsample of non-depressed randomly selected seniors were extracted using SPSS ( $n=54$ ) from the larger group of participants. Overall, participants' mean age was 76.72 years ( $SD = 5.48$ ). A series of independent samples t-tests were conducted on the two groups to examine differences in pain (including measures of intensity and functional limitations for the current day and over the past week), medical risk factors for falling and fear of falling. Our results indicate that seniors with elevated scores on the GDS also scored significantly higher on all measures of pain, fear of falling, activity restriction and also have a higher number of medical risk factors compared to non-depressed controls. Our findings demonstrate the interrelationship among pain difficulties, concerns about falling and depression among older persons.

**#5**  
*Adult Development and  
 Aging*

**LONGITUDINAL EFFECTS OF LIFE REGRET ON RECENT RETIREES' QUALITY OF LIFE**  
*Jamie Farquhar, Concordia University; Carsten Wrosch, Concordia University; Dolores Pushkar, Concordia University*

Life regrets are a common psychological phenomenon experienced by 90% of adults (Wrosch et al., 2005). Although regret has often been associated with negative outcomes (e.g., depressive symptoms), there is individual difference in one's response to regret that requires further exploration. The purpose of our investigation is to examine how regret is related to changes in quality of life during the transition from work to retirement. In the current study, we examined a large sample of retirees ( $N = 397$ ) at two time points: recently following their retirement (T1; Mean years post retirement = 1.26,  $SD = .69$ ) and again one year later (T2). The variables of primary interest to our investigation were the level of opportunity and level of engagement retirees have to undo their regrets. We found that these variables are related to changes in several measures of quality of life, including life domain satisfaction and level of participation in voluntary activities (e.g., socializing, volunteering, reading). In addition, we found that 46.8% of retirees reported the same regret T2 as they did at T1, and that these retirees tended to experience more intensive regret emotions. The implications of these findings for successful aging are discussed.

**#6**  
*Adult Development and  
 Aging*

**THE EFFECTS OF A MULTIDIMENSIONAL PSYCHOLOGICAL INTERVENTION ON THE BEHAVIOUR OF PATIENTS WITH DEMENTIA**  
*Paulette Hunter, University of Regina; Thomas Hadjistavropoulos, University of Regina; Donald Sharpe, University of Regina; Lisa Lix, University of Manitoba; Mary Cheang, University of Manitoba*

Multidimensional psychosocial treatment programs have shown promise for improving mood and quality of life among long-term care residents with dementia. We implemented an 8-week multidimensional treatment program that included regular pain assessment, pleasant activities scheduling, an exercise program, and consultations concerning behavioural disturbance. Two-hundred and five long-term care residents in 16 long-term care units were randomly assigned to either treatment or control conditions (assignment was at the unit level). Assessment of pain, mood, and behavioural disturbance took place at baseline, post-intervention, and 1 month follow-up. Two-level hierarchical linear modeling (HLM) was used to model the relationship of condition to each outcome variable and to a baseline measure of dementia severity. The HLM results suggested that the treatment condition (i.e., treat-

ment vs. control) modified the effect of baseline levels of behavioural disturbance on follow-up. The implications of these results are discussed.

#7

*Adult Development and  
Aging*

**AN EXAMINATION OF THE FACTOR STRUCTURE OF THE PAIN ANXIETY SYMPTOMS SCALE-20 IN A SAMPLE OF OLDER ADULTS**

*Amanda Lints-Martindale, University of Regina; Thomas Hadjistavropoulos, University of Regina; Donald Sharpe, University of Regina*

Pain-related anxiety and avoidance are important predictors of rehabilitation outcomes. Conclusions concerning the factor structure of a well established measure of pain-related anxiety and avoidance (i.e., the Pain Anxiety Symptoms Scale -20 [PASS-20]; McCracken & Dhingra, 2002) are based on younger persons and may not be applicable to older adults who present with different types of stressors and pain conditions. The factorial solution that has been identified consists of the following four factors: Fear of Pain, Physical Anxiety, Cognitive Anxiety and Escape/Avoidance. In order to examine the factor structure of the PASS-20 in a sample of older persons, we administered the scale to 569 community-dwelling seniors (mean age = 76.6, *SD* = 5.6) who took part in a larger study on pain and falls. Confirmatory factor analysis was conducted to determine the suitability of a four factor solution (previously supported among younger adults) of the PASS-20. Our results confirm that the four factor solution of the PASS-20 is a good fit with our data. There were no statistically significant differences in measurement weights for men and women. The internal consistency was found to be high for the overall measure (.92), and adequate for the subscales (.75 to .86). We conclude that the four factor model of the PASS-20 represents a suitable fit for our sample of seniors.

#8

*Adult Development and  
Aging*

**CAREGIVER APPRAISAL: SEPARATING THE NEGATIVE FROM THE POSITIVE**

*Sarah Vernon-Scott, Lakehead University; Michel Bedard, Lakehead University*

Informal family caregivers of people with Alzheimer's Disease experience myriad challenges in their role. The way caregivers view their caregiving situation has important implications for their health. Caregiver burden has been well researched, but caregiver gain is a lesser-known construct. However, when asked, most caregivers can provide examples of what they have gained through providing care for a loved one (e.g., a positive relationship with the care recipient, a sense of mastery, a sense of reciprocity, change in outlook) How these two constructs relate to one another remains poorly understood. One may assume that if caregivers report a lot of burden, they will not report many gains. However, this assumption had never previously been empirically tested. Secondary analyses of data from the Resources for Enhancing Alzheimer Caregiver Health (*N*=1229) and the Canadian Study of Health and Aging (*N*=1129) databases were conducted to determine the nature of these two constructs. Through correlation, hierarchical regression and frequency analyses, the current research has established that these two types of caregiver appraisal are distinct constructs and not two ends of one bipolar continuum. Implications of these findings and direction for future research are discussed.

#9

*Adult Development and  
Aging*

**THE DEVELOPMENT AND INITIAL EVALUATION OF A MEASURE DESIGNED TO ASSESS CAREGIVER FEARS ABOUT CARE-RECIPIENT FALLS, PAIN, AND ASSOCIATED ACTIVITY RESTRICTION**

*Jaime Williams, University of Regina; Thomas Hadjistavropoulos, CPA President; Gordon Asmundson, University of Regina; Donald McCreary, University of Regina*

Older adults' fear of falling has been linked to increased risk of falls, possibly via avoidance and deconditioning (e.g., Delbaere et al., 2004). For seniors who have dementia and depend on others for care, caregiver fears about care-recipients falling may impact upon activity curtailment and falls. In the absence of measures to gauge such concerns, we developed a questionnaire of caregiver fears about care recipients possibly sustaining pain and falls. The measure was generated through interviews with 22 family caregivers of seniors with dementia and subsequently administered to 54 caregivers. Psychometric properties were assessed and the questionnaire was modified. Items were grouped into three subscales: fear of falling, fear of pain, and activity restriction imposed by caregivers to prevent falls and pain. The subscales had high internal consistencies (Cronbach's alpha ranged from .94 to .97). Administration to a third sample of 113 caregivers, along with related measures, indicated good concurrent validity. Although construct and predictive validity information are still required, our results indicate that this may be a useful tool for assessing caregiver fears about care-recipient falls and pain, and activity restriction. This tool allows us to test theoretical models linking fear of falling to falls within the caregiving context.

#10

*Brain and Behaviour*

**HORMONES AND EATING DISORDER SYMPTOMS: A ROLE FOR ESTROGEN RECEPTOR GENES?**

*Jessica Bird, Lakehead University; Kirsten Oinonen, Lakehead University; Meghan Richards, Lakehead University*

Research suggests a genetic component to eating disorders; certain genes have been implicated, although none consistently (Gorwood, Kipman & Foulon, 2003). Furthermore, links have been made between gonadal hormones and eating disorders (Schneider, 2006). This study examined the relationship between various hormonal genes and eating disorder symptoms. One-hundred-twenty-seven female participants completed a screening questionnaire which contained three subscales of the Eating Disorder Inventory-2, which measured both body dissatisfaction and eating dysfunction. Participants then provided a sample of DNA to be analyzed.

Examination of the TA repeat on the estrogen receptor alpha gene revealed a trend such that participants with homozygous long alleles had higher mean eating dysfunction scores when compared to those with homozygous short alleles. A significant association was found between an estrogen receptor beta genotype and body mass index (BMI). Women with short/long heterozygous alleles on the CA repeat had a significantly higher BMI when compared to those with homozygous short alleles. The number of repeats on particular regions of the serotonin transporter gene and the progesterone receptor gene were not related to eating disorder symptoms. These findings provide additional support for a role of estrogen and estrogen receptor genes in eating disorders symptoms and BMI.

#11

*Brain and Behaviour*

### **MILD HEAD INJURY AND EXECUTIVE FUNCTION AS PREDICTORS OF PHYSICAL AGGRESSION**

*Anthony DeBono, Brock University; Dawn Good, Brock University*

Head injury (HI) is a serious cause of neurological impairment as approximately 9 million individuals incur a head injury annually in North America. Of the 1.5 million who survive a HI, 80% are diagnosed as "mild". Unfortunately, a substantial percentage (15%) of individuals with a mild head injury (MHI) remain symptomatic 1-year following their injury. The neurobehavioural profile of orbitofrontal injury (common after impact injuries) predominantly consists of emotional dyscontrol resulting in antisocial levels of reactive aggression and marked impairments in decision-making often leading to intense responding potentially culminating in physical violence. The relation between MHI, executive dysfunction and physical aggression remains unclear due to an overall paucity of research in the field. This study examined these relationships using neuropsychological and psychological measures of behaviour and cognition. Fifty-four percent of 71 students who participated reported a previous MHI. The findings indicated that, independent of sex, executive dysfunction accounted for a significant amount of unique variance as did MHI status. Impaired judgement and frontal-lobe injury each were associated with increased reactive aggression. This finding mirrors the neurobehavioural profile of severe brain injury indicating a continuum of deficits from concussion to catastrophic neural injury.

#12

*Brain and Behaviour*

### **MILD HEAD INJURY AND FRONTAL LOBE DYSFUNCTION AS PREDICTORS OF DISINHIBITION**

*Angela Dzioundziak, Brock University; Dawn Good, Brock University*

The frontal lobe occupies the largest area of the neocortex and is most susceptible to damage during traumatic brain injury. Severe damage of the frontal lobe leads to uninhibited and maladaptive behaviour, also known as behavioural dyscontrol. It is possible that less serious head injuries, as in mild head injury (MHI), lead to similar but less obvious consequences given that 15% experience persistent neurocognitive and physical complaints. 72 university students participated – 54% reporting having experienced a previous MHI. Neuropsychological tests of frontal lobe executive function (EF) as well as measures of impulsivity – a self-report questionnaire, the Barratt Impulsiveness Questionnaire-11, and an experimental gambling judgment task, the "delay discounting" task – were used to investigate these subtle changes. All four measures of executive function produced a significant overall model for prediction of impulsivity. The contribution of each component varied depending on the impulsivity dimension chosen. Additionally, the MHI group demonstrated higher levels of behavioral disinhibition. Thus, even in a competent and capable population, MHI is associated with deficits in sustained attention and the ability to withhold responses.

#13

*Brain and Behaviour*

### **A MULTIMODAL APPROACH TO SURGICAL PLANNING IN TEMPORAL LOBE EPILEPSY**

*Jodie Gawryluk, Dalhousie University; Ryan D'Arcy, National Research Council, Institute for Biodiagnostics (Atlantic); David Clarke, Queen Elizabeth II Health Sciences Centre; Donald Weaver, Queen Elizabeth II Health Sciences Centre; Steven Beyea, National Research Council, Institute for Biodiagnostics*

Temporal lobe epilepsy (TLE) is the most common type of localized seizure disorder. In cases where drugs are ineffective, surgical intervention provides the best means of seizure control. The challenge in surgery is maintaining balance between removing the damaged tissue (to prevent seizure reoccurrence) and sparing the healthy tissue (to limit impairment). The problem is that pre-surgical planning for TLE must derive clinically relevant data from complex networks that support high level processing. The solution is to selectively evaluate the functional status of a region. This study utilizes an approach that combines high-field functional magnetic resonance imaging (fMRI) and high-density event-related potentials (ERPs). fMRI is used in a site-directed fashion to test for differences in activation across the anterior temporal lobe. ERPs are used in a process-specific fashion to evaluate perceptual and cognitive processing associated with the anterior temporal lobe. The first phase of the study characterizes the functional neuroanatomy of the TL in 20 individuals with TLE and 20 controls. The second phase evaluates pre- versus post-surgical results in individuals who have undergone surgery for TLE. The goal is to develop neurosurgical planning techniques that can be clinically implemented to improve functional outcome for individuals with epilepsy.

#14

*Brain and Behaviour*

### **THE EFFECT OF MOTOR TASK INTERFERENCE ON COGNITIVE PERFORMANCE AMONG PATIENTS WITH PARKINSON'S DISEASE**

*Jeffrey Holmes, University of Western Ontario; Andrew Johnson, University of Western Ontario; Mary Jenkins, University of Western Ontario; Sandi Spaulding, University of Western Ontario*



It has previously been demonstrated that the simultaneous performance of a cognitive task and a motor task can result in a marked deterioration in motor task performance. Quantification of the cognitive effects of this dual-task interference is, however, rare – and to date, no research has investigated the effect of gait initiation on cognitive performance. This study aims to present the effect of two motor tasks (upright posture and gait initiation) on a set of four speech tasks (numerical recitation, reciting the days of the week backwards, digit subtraction, and spontaneous monologue). Three groups were evaluated: individuals with idiopathic PD ( $n = 14$ ), age-matched controls ( $n = 14$ ), and younger controls ( $n = 14$ ). Results suggest a marked deterioration of function on the cognitive tasks during the performance of postural tasks, as compared with baseline cognitive performance. These findings suggest that the relationship between cognitive and motor function bears further examination, as this complex interaction between functional domains may significantly impact on the safety of individuals with Parkinson's disease, as well as healthy older adults.

#15

*Brain and Behaviour*

**THE EFFECT OF DEPTH CUES AND COLOUR IN GRAPHICAL DISPLAYS:  
A PHYSIOLOGICAL EXAMINATION**

Brandie Stewart, *University of New Brunswick*; Lisa Best, *University of New Brunswick*

Graphs have become increasingly important in all areas of science and education. With the advent of graphic design software, it has become popular to add colour and depth cues to graphs for aesthetic purposes. The purpose of this study was to determine if the addition of colour and depth cues lead to physiological differences. Event Related Potentials were recorded while participants viewed pie and bar graphs (there were four variations: 2D colour; 2D non-colour; 3D colour; 3D non-colour). It was hypothesized that three dimensional graphs would show greater latencies and amplitudes. It was also hypothesized that graphs with colour would show greater amplitudes in posterior sites. Overall, results indicated that the peak amplitudes in posterior sites were greater than those in anterior and medial sites. Graphs with depth cues produced overall higher amplitudes and longer latencies during late processing complexes. Lower amplitudes and shorter latencies were observed for graphs with colour. Overall, these results suggest subtle processing differences. It was interesting to note that the largest differences were found when two and three dimensional graphs were viewed and this finding supports previous behavioral research suggesting that three dimensional graphs are difficult to read.

#16

*Brain and Behaviour*

**2D:4D RATIO DIFFERENTIALLY RELATED TO EMOTION RECOGNITION IN  
ADULT MEN AND WOMEN**

Laurie Sykes Tottenham, *University of Regina*

Recent studies have suggested that sex differences in emotional abilities are related to prenatal testosterone (T) concentrations. Specifically, these studies have found complex emotional abilities, such as empathy, to be inversely related to prenatal T concentrations in young children. However, there is a dearth of research examining the relationship between prenatal T concentrations and emotional abilities in hormonally-normal adult populations. The current study examined the relation between relative prenatal T concentrations and basic facial emotion recognition in a sample of young adults from a university population. Relative prenatal T concentrations were determined using the 2D:4D ratio. In contrast to previous research demonstrating a negative linear relationship between prenatal T exposure and complex emotional abilities in children, the current study found a curvilinear relationship between relative prenatal T concentrations and basic facial emotion recognition in adults. A significant negative correlation was found between relative prenatal T concentrations and overall emotion recognition in males, whereas a positive correlation was found in females. In conjunction with previous research, this finding suggests that basic emotion recognition abilities and complex emotional abilities are differentially affected by prenatal T concentrations in females, but not males.

#17

*Brain and Behaviour*

**BIOLOGICAL CORRELATES OF AFFECT AND DEPRESSION IN YOUTH: DIGIT  
RATIO, LATERAL ASYMMETRY, AND FINGER RIDGE COUNT**

Jennifer Welsh, *Lakehead University*; Dwight Mazmanian, *Lakehead University*;  
Charles Netley, *Lakehead University*

Recent research findings have suggested a number of surprising links between some relatively small morphological features (presumed to be determined in utero) and a wide range of behaviours in human adults. For instance, relationships have been reported between digit ratio and sexual orientation, sociosexuality, spatial ability, athletic ability, trait physical aggression, and musical ability. Less is known about these biological markers and emotional functioning, particularly in youth. The present study evaluated the relationship between several prenatally determined biological indices (digit ratio, lateral asymmetry, and finger ridge count), and current mood and affect levels in a sample of 213 adolescents between the ages of 12 and 19. Analyses revealed that: 1) left digit ratio was significantly associated with depression scores ( $p < .05$ ), 2) lateral asymmetry (digits) was significantly associated with negative affect (NA) and depression scores ( $p < .05$ ), and 3) finger ridge count was not associated with either NA or depression scores. Some interesting differences were found when the sample was split by sex. These findings suggest that prenatal gonadal hormone levels may play an important role in subsequent mood and affect regulation.

#18

*Brain and Behaviour*

**THE SMELL OF FEAR: THE ASSOCIATED ENDOCRINE RESPONSES TO  
HUMAN FEAR**

Meaghan Wilkin, *Brock University*; Cameron Muir, *Brock University*

Fear is a highly individualized and subjective experience that has the ability to change internal hormone levels (Beck, Emrey & Greensburg, 2005). Animal models suggest that hormone changes can be communicated through the environment (Wyatt, 2003).

This suggests there is the potential for these hormones to have pheromonal properties. While exercising on a treadmill, human participants watched baseline, neutral and scary video clips. Saliva and underarm perspiration samples were collected after these three counterbalanced ten minute increments. The steroid hormones of cortisol, testosterone and 17 $\beta$ -estradiol were analyzed via enzyme immunoassay. It is believed that people, while watching scary stimuli, will show a significantly different hormone change compared to neutral stimuli situations. Females are expected to show greater fear response than males, in both subjective rating and hormonal change. Results indicate significant sex differences in fear responding. Also, trend effects of stimuli presentation on salivary cortisol levels are shown. Finally, a relationship between cortisol, testosterone, and estradiol secretion is noted.

#19

*Brain and Behaviour***LOCUS OF CONTROL AND ITS IMPACT ON STRESS-INDUCED HORMONAL MEASURES OF BEHAVIOUR***Kathy Wlodarczyk, Brock University; Dawn Good, Brock University*

Previous studies have implicated the role of the hypothalamic pituitary axis (HPA) and the hypothalamic pituitary gonadal axis (HPG) in performance on various tasks. The current study examined the relationship between locus of control and diurnal variation on cortisol and testosterone release in firefighter candidates ( $N = 48$ ). Subjects were exposed to physical stress by completing a standardized "candidate physical activity test" (CPAT), as well as psychological stress, elicited by an aptitude test, and were told that the results were determinants of a prospective job position as a firefighter. Twenty-one were tested in the morning; 27 were tested in the afternoon. Salivary cortisol and testosterone were collected and analyzed via an enzyme immunoassay technique pre- and post-stressor. As expected, our results demonstrated that the stress reactions, as measured by hormonal response, introduced a measurable anticipatory response and are influenced by diurnal variation. Interestingly, while compiled cortisol samples across all testing times did not correlate with locus of control, average pretest cortisol decreases as internalized locus of control increases. These results have implications relevant to the role that perceived sense of control has on physiological preparedness and response precipitated by physical and psychological stress.

#20

*Family Psychology***COPING FLEXIBILITY IN PRESCHOOL-AGED CHILDREN: THE ROLE OF MATERNAL EMOTION SOCIALIZATION, COPING SOCIALIZATION, AND COPING STYLES***Jaime Arseneault, University of Windsor; Kimberley Babb, University of Windsor; Katrina Smith, University of Windsor*

Previous research has demonstrated that mothers' socialization efforts and modeling of coping styles are related to their children's coping choices. The purpose of this study was to examine whether these relations also held for preschool-aged children's coping flexibility, and whether these associations were moderated by the quality of the mother-child relationship. Coping flexibility was defined as the ability to adapt coping strategies to match the controllability of a changing stressful situation. Four- and five-year-old children ( $N = 31$ ) participated in a vignette coping interview and their mothers completed measures of emotion socialization, coping socialization, coping flexibility, and mother-child relationship quality. Results showed that mothers' emotion and coping socialization were related to two key aspects of children's coping flexibility - the size of children's coping repertoires and their ability to generate situationally-appropriate coping choices. Mothers' coping flexibility was not related to children's coping flexibility, and mother-child relationship quality did not moderate the significant associations. Results are discussed in terms of the developmental progression of coping flexibility and recommendations are made for parenting behaviours that can help engender this skill in children.

#21

*Family Psychology***CROSS-CULTURAL FOSTER PARENTING: BENEFITS AND CHALLENGES***Jason Brown, University of Western Ontario; Natalie George, University of Western Ontario; David St. Arnault, University of Western Ontario; Jennifer Sintzel, University of Western Ontario*

Foster homes are widely used for placements of children in care. However, the cultural experiences of foster parents have received very little attention in the literature. In this paper we describe the results of interviews with 61 foster parents about their experiences fostering children who have different values, beliefs and traditions than their own. Results suggest that there are multiple benefits and challenges to cross-cultural fostering from the perspectives of foster parents, and that foster parents are interested to learn more about how their own values intersect with parenting practices.

#22

*Family Psychology***REWARDS OF PARENTING CHILDREN WHO HAVE A FETAL ALCOHOL SPECTRUM DISORDER***Jason Brown, University of Western Ontario; Jennifer Sintzel, University of Western Ontario; David St. Arnault, University of Western Ontario; Natalie George, University of Western Ontario*

There is a considerable amount of research on the challenges associated with parenting children who have disabilities, and little that focuses on positive aspects. In this study, 19 parents (birth, foster, & adoptive) of children who had been diagnosed with alcohol-related disabilities were interviewed about the rewards of parenting. Parents indicated that they saw the children's effort, growth, and accomplishment in a variety of domains as encouraging. Parents also reported feeling appreciated by the children. Results suggest that rewarding parenting experiences with children who have alcohol-related disabilities are multiple, diverse and, when compared to the parenting literature, indistinguishable from rewarding parenting experiences with children who do not have disabilities.

#23

Family Psychology

**GRIEVING: DEVELOPMENT OF THE ONGOING RELATIONSHIP SCALE (ORS)**Brian Chartier, *St. Thomas More College*; Tracey Waskowic, *University of Saskatchewan*

The development and piloting of a new scale entitled the Ongoing Relationship Scale (ORS) is described. Akin to previous measures (e.g., Field, Gal-Oz, & Bonanno, 2003) the ORS was specifically designed to assess the various ways in which bereaved individuals remain connected to a deceased loved one. However, unlike previous measures, the ORS assesses whether the bereaved individual perceives engaging in various ongoing behaviours to be positive (i.e., brings him or her comfort) or negative (i.e., does not bring him or her comfort). Items for the ORS were derived from the ten dimensions of grieving in Grund's (1998) Continuing Bond Scale. These dimensions represent commonly discussed features of grief in the literature. Participants for the study consisted of 73 undergraduate students from the University of Saskatchewan Participant Pool. The results indicate that the scale has sound psychometric properties with an overall internal consistency of 0.90 and acceptable concurrent and discriminant validity. Additional analyses examine the relationship between maintaining an ongoing relationship with a deceased person and closeness of the relationship prior to the deceased's death. Implications for grieving are discussed.

#24

Family Psychology

**PARENT-CHILD REMINISCING ABOUT LOVE AND HOPE DURING THE MIDDLE CHILDHOOD YEARS**Jacqueline Goodwin, *University of Windsor*; Julie Hakim-Larson, *University of Windsor*; Jaclyn Gillies-Maerz, *University of Windsor*; Jaclyn Howe, *University of Windsor*; Alison Spadafora, *University of Windsor*; Edina Deehan, *University of Windsor*; Melissa Bissonnette, *University of Windsor*; Amanda Choong, *University of Windsor*; Kamla Sudama, *University of Windsor*

Parental socialization of emotion has significant implications for children's understanding, regulation, and reaction to emotions and, in turn, for their social competence (Denham, 1998). Discussion of emotion in the form of narratives, or stories, help young children learn how their social world operates, and develop understanding of their role within that world (Saarni, 1999). Fivush (2007) suggests parent-child reminiscing (i.e., discussions about past, shared experiences) are particularly important because children learn to think and talk about the past as well as reflect on and better internalize emotion lessons shared via conversations about the past with adults. Maternal reminiscing styles have been linked to children's development of autobiographical skills, strategic memory, language/literacy skills, attachment, and understanding of self, other, and mind (Fivush, Haden, & Reese, 2006). However, calls have been made for reminiscing research to move beyond exploration of the preschool years and to include positive emotions (Eisenberg, Cumberland, & Spinrad, 1998; Fivush, Haden, & Reese, 2006). Thus, the current study of 44 mothers and their 6- to 8-year olds contributes new findings to the field by exploring the emotion and socialization themes, and narrative form and function that occur during parent-child reminiscing about child experiences of hope and love.

#25

Family Psychology

**LE COVOITURAGE INTRAFAMILIAL ET LES DYNAMIQUES FAMILIALES**Mathieu Gourde, *Université de Moncton*; Joane Normandeau, *Université de Moncton*

Le covoiturage donne lieu à des bienfaits économiques et environnementaux, mais qu'en est-il de son impact sur les composantes psychologiques des individus et des familles en général? La présente recherche vise à contribuer à l'identification des effets potentiels du covoiturage intrafamilial sur les dynamiques familiales. L'échantillon de 129 familles québécoises fut divisé en trois groupes (43 familles biparentales covoiturant, 43 familles monoparentales covoiturant, et 43 familles monoparentales covoiturant). Les dynamiques familiales sont mesurées à l'aide du FES (Family Environment Scale) pour les parents, et le CVFES pour les enfants. Tel que prédit, les enfants et les parents des deux groupes covoiturant présentent des scores significativement plus élevés sur les mesures de dynamiques familiales comparativement aux familles du groupe ne covoiturant pas. Toutefois aucune différence significative est révélée entre le groupe monoparental et biparental covoiturant, et cela en incluant l'effet contrôle de la covariable « nombre d'heures consacrées à des activités récréatives en famille ». Les données de la présente étude montrent que de s'adonner au covoiturage intrafamilial, une activité qui peut facilement s'insérer dans le quotidien des familles, semble favoriser davantage les dynamiques familiales, que le temps passé en famille à s'adonner à des activités ou loisirs structurés.

#26

Family Psychology

**FAMILIES FORMED OUTSIDE OF MARRIAGE: AN EXAMINATION OF FUTURE PARENTS' MENTAL HEALTH**Mylène Lachance-Grzela, *Université de Moncton*; Geneviève Bouchard, *Université de Moncton*

Nowadays, an important number of couples are forming families outside the boundaries of marriage. Some studies indicate that cohabiting women are less likely to plan their pregnancies than married women. Both cohabitation and unintended pregnancies have been associated with psychological distress. Despite these results, research on marital and pregnancy statuses remain largely distinct and, consequently, the effects of both variables are confounded. The aim of the present study was to examine the moderational role of pregnancy planning in the relationship between marital status and future parents' mental health. A sample of 154 couples expecting their first child completed assessments of pregnancy planning and of anxiety and depression during the third trimester of pregnancy. The results show that the relationships between marital status and future parents' mental health are moderated by the intensity of pregnancy planning efforts. More precisely, the data indicate that even if marriage contributes to mental health during

the first pregnancy, it is only the case when pregnancies are planned. Results also reveal that even though cohabitators exhibit poorer mental health than their married counterparts, this is not due to the fact that they are facing a greater amount of unplanned pregnancies.

#27

*Family Psychology*

#### **HOW DOES THE QUALITY OF THE PARENT-CHILD RELATIONSHIP INTERACT WITH CORRELATES OF INTERNALISED MENTAL DISORDERS IN ADOLESCENTS?**

Andrea Martin, *Université du Québec à Montréal, Service de Recherche Hôpital Rivière-des-Prairies*; Nicole Smolla, *Hôpital Rivière-des-Prairies*; Michel Tousignant, *Université du Québec à Montréal*; Lise Bergeron, *Hôpital Rivière-des-Prairies*; Claude Berthiaume, *Hôpital Rivière-des-Prairies*

**Objectives:** The study involves a systematic examination of interaction effects between the parent-child relationship and correlates of internalised mental disorders in young adolescents. No study to date has examined these effects in a representative sample. **Method:** A sub-sample of adolescents aged 12 to 14 ( $n=825$ ) was taken from the Quebec Child Mental Health Survey (QCMHS, 1992,  $n=2,400$ ). The following mental health problems were evaluated using DSM-III-R criteria and were regrouped to form an internalised disorder category: simple phobia, separation anxiety disorder, overanxious disorder, generalised anxiety, depression, and dysthymia. Three levels of adolescent characteristics were included: individual, family and socio-demographic. **Results:** The construction of a multivariate logistic regression model using a hierarchical backward elimination strategy will be presented. The dependent variable is the presence of at least one internalised disorder in the adolescent according to the parent informant. The independent variables are individual, family, and socio-demographic characteristics in addition to the interactions of these variables with the parent-child relationship. **Conclusion:** The results will be discussed with respect to their relevance to the epidemiological literature in child and adolescent psychiatry and to the prevention programs (ou efforts) in youth mental health.

#28

*Family Psychology*

#### **PATERNAL REPORTS OF FAMILY FUNCTIONING DURING THE TRANSITION TO PARENTHOOD**

Amanda Neirinck-George, *University of Regina*; Lynn Loutzenhiser, *University of Regina*

Studying family functioning during the transition to parenthood, a time of dynamic change, may provide important information on how family units respond to the changes that parenthood brings. According to the McMaster Model, family functioning can be defined as how families execute fundamental tasks. Researchers in this area have focused primarily on maternal reports of family functioning, and/or on domain-general measures of family functioning (i.e., overall scores). This study is designed to extend our understanding of family functioning during the transition to parenthood to include not only fathers' perspectives on family functioning, but also to look beyond general family functioning to domain specific areas of functioning that may be uniquely impacted by this transition. As part of a larger, longitudinal study, 68 first-time Canadian fathers were asked to complete the Family Assessment Device at three time periods: during the prenatal period, the 3rd and 12th postnatal months. Analyses will be conducted to look at changes in family functioning scores across time, for general family functioning scores as well as for each of the 6 domains of family functioning (i.e., Problem Solving, Communication, Roles, Affective Responsiveness, Affective Involvement, and Behaviour control). Clinical implications and suggestions for future research will be discussed.

#29

*Family Psychology*

#### **DAILY STRESSFUL EVENTS AS PREDICTORS OF COPING BEHAVIOR IN PARENTS OF CHILDREN WITH AUTISM**

Colin Pottie, *Virginia Commonwealth University*; Karen Muehl, *Virginia Commonwealth University*; Jessye Cohen, *Virginia Commonwealth University*; Kathleen Ingram, *Virginia Commonwealth University*

Parenting a child with an Autism Spectrum Disorder (ASD) is a unique and challenging experience. Identifying the daily events these parents experience as stressful and investigating parental coping behavior may engender effective interventions for these parents. The specific aims of this research are to identify the daily stressful events experienced by parents of a child with ASD, and to investigate the specific coping strategies parents use to manage these daily events. Ninety-three parents (60 mothers, 33 fathers) of children (aged 4-12 years) with an established ASD were enrolled in the study. Twice weekly for 12 weeks, participants identified the day's most stressful event, and provided ratings of stressfulness and their use of 11 coping responses. Content analysis and independent raters were used to categorize the stressful event data (1,678 events). The analysis yielded seven event categories: physical aggression, demanding behavior, persistent disruptive behaviors, care burden, difficulties in social or novel situations, illness, and no event. Multilevel modeling statistical techniques were then used to investigate the relationships between daily stressful events and parental coping responses. The type of daily stressor was found to significantly predict 7 of the 11 coping response categories after controlling for personality factors, daily stress and gender.

#30

*Family Psychology*

#### **ADOLESCENTS SEEKING HELP FROM MOTHERS AND FROM FATHERS: DO ADDITIVE OR COMPENSATORY MODELS BEST EXPLAIN THE ROLE OF THE OTHER PARENT?**

Heather Sears, *University of New Brunswick*

Parents are regarded as a key source of support and assistance for their adolescents. However, little research has examined predictors of adolescents seeking help from fathers separately from mothers, and even fewer studies have tested models by which these two parent resources may operate together. In this study, additive and compensatory models were evaluated in which positive and negative parent-adolescent relationship quality were used to predict adolescents' help-seeking behaviour from each parent for a family problem. The participants were 114 New Brunswick youths (64 g, 50 b; grades 10 and 11) living in two-parent families who completed a survey by mail. Hierarchical regression analyses showed no additive effects; while a more positive relationship with mothers and with fathers predicted increased help seeking from that parent, a more positive relationship with the other parent did not also contribute. In contrast, some support for a compensatory model was found. A significant three-way interaction indicated that when boys, but not girls, had a more positive relationship with fathers, they sought help from their mothers more often despite a more negative relationship with mothers. These results highlight the importance of considering how adolescents' gender and relationships with multiple helpers shape their coping behaviour.

## #31

Family Psychology

**MARITAL SATISFACTION AND FAMILY FUNCTIONING IN FAMILIES WITH TODDLERS: EVIDENCE FOR A SINGLE CONSTRUCT**Phillip Sevigny, *University of Regina*; Lynn Loutzenhiser, *University of Regina*

Researchers often employ a family systems framework to study families. From this perspective, the family is comprised of subsystems arranged by levels that include the individual, the dyad and the family unit. Healthy functioning at the level of the marital dyad has been examined through the concept of marital satisfaction (i.e., the cohesion and mutual fulfillment experienced by marital partners). At the level of the family unit, the family's ability to accomplish tasks across a number of domains (i.e., family functioning) is examined. Assessment at each level is thought to provide unique information about functioning and avenues for therapeutic intervention. Despite this, empirical evidence suggests that marital satisfaction and family functioning are highly related concepts. As part of a larger investigation, 62 mother and father pairs with toddler age children completed self report measures of marital satisfaction and family functioning. Consistent with prior research, strong correlations were found between the two measures. Moreover, exploratory factor analysis revealed a single factor accounting for 75% of the variance. Thus, in this sample, measures of marital satisfaction and family functioning appear to tap a single underlying construct. It is possible that differentiation between these two levels of the family system does not occur until children are older.

## #32

Health Psychology

**INFLUENCE DE LA SENSIBILITÉ À L'ANXIÉTÉ SUR LA MORBIDITÉ CHEZ LES ASTHMATIQUES**Anne Bouchard, *Hôpital du Sacré-Coeur de Montréal et Université du Québec à Montréal*; Kim Lavoie, *Hôpital du Sacré-Coeur de Montréal et Université du Québec à Montréal*; Hélène Favreau, *Hôpital du Sacré-Coeur de Montréal et Université du Québec à Montréal*; Simon Bacon, *Hôpital du Sacré-Coeur de Montréal et Université Concordia*

Divers facteurs psychologiques et comportementaux, associés aux indicateurs de morbidité de l'asthme, pourraient être influencés par le niveau de sensibilité à l'anxiété (SA). L'objectif est d'évaluer l'association entre la SA et le sentiment de contrôle, d'auto-efficacité, la qualité de vie et l'utilisation du bronchodilatateur chez les asthmatiques. 645 asthmatiques, rencontrés à la clinique d'asthme de l'hôpital du Sacré-Coeur de Montréal, ont complété une entrevue sociodémographique, des questionnaires (sensibilité à l'anxiété (ASI), auto-efficacité liée à l'asthme (ASES), contrôle de l'asthme (ACQ), qualité de vie liée à l'asthme (AQLQ)) et réalisé un test de la fonction pulmonaire. Des modèles généraux linéaires ont été utilisés pour évaluer l'association entre les scores à l'ASI et ceux à l'ASES, l'ACQ et à l'AQLQ. Les résultats montrent une association positive entre les scores à l'ASI et à l'ACQ ( $F = 37.35$ ) et la quantité de bronchodilatateur utilisé dans la dernière semaine ( $F = 10.21$ ) et une association négative avec ceux à l'ASES ( $F = 119.87$ ) et à l'AQLQ ( $F = 104.44$ ) ( $p < .001$ ) indépendamment de l'âge, du sexe et de la sévérité de l'asthme. Les résultats demeurent significatifs après une correction Bonferroni (nouveau  $p < .002$ ). Un niveau de SA élevé est lié à un faible niveau contrôle et d'auto efficacité, à une utilisation plus fréquente du bronchodilatateur et à une faible qualité de vie chez les asthmatiques.

## #33

Health Psychology

**QUALITY OF LIFE IN YOUNG ADULT CANCER SURVIVORS**Genevieve Breau, *Dalhousie University*; Lynne Robinson, *Dalhousie University*

Quality of life (QOL) is important in cancer patients. Also, young adults have unique needs that differentiate them from both adults and children. However, there is little research investigating the QOL of young adults with cancer. We studied QOL in 35 young adults, aged between 19 and 37 years, who attended one of two retreats providing psychosocial support to young cancer survivors. We expected that QOL would be related to cancer stage, and that hopefulness would be related to mood and social functioning (i.e. the degree to which cancer interferes with an individual's family life and social activities). Surprisingly, stage of cancer was unrelated to quality of life, as measured by the subscales of the EORTC QLQ C-30, a commonly used QOL questionnaire. The State Hope Scale (hopefulness) was associated with the QLQ C-30 social subscale ( $r = -.612, p < .001$ ), with higher hope associated with better social functioning scores. Also, hopefulness was significantly related to the total mood disturbance score (measuring an individual's mood problems) ( $r = -.554, p = .001$ ). More hope was associated with fewer mood problems. In summary, we found QOL to be unrelated to stage of cancer, however aspects of QOL are related to hopefulness. Hopefulness was also related to less mood disturbance. Thus, hope in young adult cancer patients, and its impact on QOL, warrants further research.

**#34**  
Health Psychology

**LARGE GAPS EXIST IN HEPATITIS C KNOWLEDGE AMONG MEDICAL AND STUDENT POPULATIONS**

Christine Cabrera, *University of Ottawa*; Fotini Zachariades, *Ottawa Hospital*; Kim Corace, *Ottawa Hospital*; Louise Balfour, *Ottawa Hospital*; George Tasca, *Ottawa Hospital*; Curtis Cooper, *Ottawa Hospital*

It is estimated that 300,000 individuals in Canada are infected with Hepatitis C (HCV). Many individuals with HCV are unaware that they are infected, and may unknowingly spread HCV to others. There is growing concern that low public awareness regarding HCV risk factors and treatment options is contributing to the alarming rates of HCV infection in Canada. Assessing HCV knowledge and identifying knowledge gaps is critical in the development of educational risk reduction programs and intervention initiatives. This study aimed to examine HCV knowledge gaps in several different medical and general population groups including, college students ( $n = 81$ ), university students ( $n = 67$ ), persons living with HCV ( $n = 78$ ), and persons co-infected with HIV-HCV ( $n = 24$ ). Participants completed the Brief HCV Knowledge Scale, which is a validated 19-item measure of knowledge of HCV risk factors, modes of transmission, and treatments. Results indicated significantly different levels of HCV knowledge between the samples, with college students having the lowest level of HCV awareness. Specific differences in HCV knowledge items among the samples were identified. For example, 79% of college students were unaware that HCV can be transmitted through sharing drug paraphernalia. Clinical and educational prevention implications of the findings will be discussed.

**#35**  
Health Psychology

**THE EFFECTS OF A HIGH-FAT MEAL AND CARDIOVASCULAR REACTIVITY ON PAIN REPORTS**

Tavis Campbell, *University of Calgary*; Jennifer Kowalsky, *University of Calgary*; Simon Bacon, *Concordia University*

The consumption of a single high-fat meal has been associated with both decreased pain sensitivity and exaggerated cardiovascular reactivity. The purpose of this study was to examine the possibility that cardiovascular reactivity may serve as a potential mediating mechanism for the effect of a high-fat meal on pain reports. In a randomized, repeated measures, crossover study, we tested blood pressure responses to two standard laboratory pain tasks (cold pressor and arm ischemia) following the consumption of a single high-fat (42g) meal compared with an isocaloric low-fat (1g) meal. Systolic blood pressure and diastolic blood pressure were greater, and pain intensity and unpleasantness ratings were lower in participants following the consumption of the high-fat meal relative to the low-fat meal. Further, hierarchical regression analyses indicated that blood pressure reactivity was a potential mediator of the association between the high-fat meal and both pain intensity and unpleasantness, suggesting that a single high-fat meal may elicit physiological adaptations that can reduce sensitivity to painful laboratory stimuli.

**#36**  
Health Psychology

**A COMPARISON OF TWO MEASURES OF PAIN-RELATED ACTIVITY PATTERNS**

Douglas Cane, *Capital Health*; Warren Nielson, *St. Joseph's Health Care*; Dwight Mazmanian, *Lakehead University*

Individuals with pain may adopt different patterns of activity. They may reduce activity by avoiding pain-related activities; persist in completing activities despite pain creating overactivity-underactivity cycles, or pace activities with periods of moderated activity and rest. Research assessing the relationship of activity patterns and functioning is limited by a lack of relevant measures. Recently two measures; the Pain and Activity Relations Questionnaire (PARQ) and the Patterns of Activity Measure-Pain (POAM-P) were developed to assess activity in those with pain. Some previous findings suggest that avoidance and pacing are related and that pacing is similar to avoidance. The present study assessed the psychometric properties of these measures and the relationships of these activity patterns. One hundred and twenty-two adult pain patients (103 women) completed the PARQ and the POAM-P prior to a pain program or at follow-up. Subscales of the two measures demonstrated excellent internal consistency (.76 - .88). Corresponding scales on the measures were highly correlated (all correlations = .80). Contrary to previous results, correlations between avoidance and pacing were low (.15 - .18) suggesting that pacing and avoidance are distinct constructs. Implications for the assessment of pain-related activity and the relationship of activity to functioning are discussed.

**#37**  
Health Psychology

**THE IMPACT OF GENDER ON THE PATIENT PHYSICIAN RELATIONSHIP: A WOMAN-CENTERED APPROACH**

Jessica Chapman, *Mount Allison University*

The patient physician relationship is an area of growing interest among medical professionals, psychologists and recently, feminists. Considering the frequency of patient visits and the potential for prevention and diagnosis of severe illness, the patient physician relationship can have serious implications for a woman's health and ultimately their life (Lips, 2003). The current study examines the relationship women have with their physicians through surveys collected from women between the ages of 20 and 60 years old. Results indicate that those women having female physicians are more likely to report positive patient physician relationship outcomes than those participants with male physicians. Additionally, participants' qualitative reports of negative experiences within the health care system highlight the importance that access to both male and female physicians at all levels of the health care system be available and offered. Moreover, women's experiences suggest that medical training must emphasize the ways in which physicians can effectively and appropriately interact with patients, if patients are expected to trust and be comfortable with their physician.

#38

Health Psychology

**AN EXAMINATION OF A COGNITIVE-BEHAVIOURAL MODEL OF PAIN-RELATED FEAR/ANXIETY AND ADJUSTMENT TO CHRONIC BACK PAIN**

*Danielle Culp, University of New Brunswick; Diane LaChapelle, University of New Brunswick; Nancy Higgins, St. Thomas University; Katherine Harman, Dalhousie University; Thomas Hadjistavropoulos, University of Regina*

Cognitive-behavioural theories (CBT) of adjustment to chronic pain propose cognitive and behavioural factors mediate the relationship between injury and adjustment (Flor et al., 1988; McCracken et al., 1996). Vlaeyen and colleagues (1995) propose that injury leads to the experience of pain and when this pain experience results in catastrophizing it creates a fear of pain, increased hypervigilance and avoidance reactions, which in turn, contribute to disuse, depression, and disability. In order to test this model, two hierarchical regression analyses were used to examine the contributions of pain level (Step 1), catastrophizing (Step 2), fear (Step 3), and the cognitive, physiological, and avoidance components of pain-related anxiety (Step 4) to the experience of depression and to levels of disability among our participants with chronic low back pain. Results indicate that while each step in the regression models were significant, the only individual variables to make a unique contribution to the prediction of depression were pain levels and catastrophizing, while the only unique predictors of disability levels were catastrophizing and avoidance. These findings suggest that among the variables Vlaeyen et al. propose impact adjustment to chronic pain, pain levels, catastrophizing and avoidance play the largest role. Implications for CBT theory will be discussed.

#39

Health Psychology

**PHYSICAL SYMPTOMS AND DEPRESSED MOOD NEGATIVELY IMPACT HEALTH-RELATED QUALITY OF LIFE DURING PREGNANCY**

*Deborah Da Costa, McGill University; Maria Dritsa, McGill University; Nancy Verreault, Université du Québec à Montréal; Caline Balaa, McGill University; Jennifer Kudzman, McGill University; Samir Khalifé, Royal Victoria Hospital*

The objectives of this study were to evaluate and identify determinants of health related quality of life (HRQoL) during pregnancy. Pregnant women ( $n=245$ ) completed questionnaires measuring: HRQoL (Short Form Health Survey SF-36), life stress, social support, and depressed mood in the third trimester. Demographics and medical variables including pregnancy symptoms (i.e. backpain, nausea) were also collected. Compared to Canadian normative data, our sample scored significantly ( $p<.001$ ) poorer on the following HRQoL domains: physical functioning (56.7 versus 90.9), role limitations due to physical health problems (37.0 versus 83.7), bodily pain (61.7 versus 75.0), vitality (49.5 versus 61.2), and social functioning (74.2 versus 83.7). Multivariate linear regressions were used to model each of the SF-36 subscales. Experiencing more pregnancy-related somatic symptoms emerged as a significant determinant of poorer HRQoL in all domains ( $p<.001$ ). Higher depressed mood scores was independently associated with lower HRQoL in 5 of the 8 domains ( $p<.001$ ), including general health, vitality, social functioning, emotional role, and mental health. Women experience substantial declines in HRQoL during pregnancy, particularly in the physical domains. Identifying and managing pregnancy-related somatic symptoms and depressed mood early in pregnancy may enhance maternal health status.

#40

Health Psychology

**THE IMPACT OF MOTIVATION, SLEEP QUALITY AND VITALITY ON THE SUCCESSFUL REGULATION OF HEALTH-RELATED BEHAVIOURS**

*Hannah Davis-Marchand, University of Ottawa; Elizabeth Sharp, University of Ottawa; Luc Pelletier, University of Ottawa*

Performing health-related behaviors has a multitude of psychosocial benefits for many individuals, yet many do not successfully regulate these behaviors. The goal of this study was to examine the contributions of two approaches to the self-regulation of health behaviors. More specifically, the Strength Model of Self-Regulation (SMSR; Schmeichel & Baumeister, 2004) suggests that people succeed when they have the energy to self-regulate, and that sleep is an essential component in replenishing this energy. Self-Determination Theory (SDT; Deci & Ryan, 2002) suggests that autonomous regulation (i.e., regulation that is valued, integrated and/or enjoyed) contributes to feelings of vitality and successful self-regulation. A total of 166 participants completed the Pittsburgh Sleep Quality Index (Buysse et al., 1989); the Global Motivation Scale (Sharp et al., 2003); the Subjective Vitality Scale (Ryan & Frederick, 1997), and the Multidimensional Health Behavior Inventory (Kulbok et al., 1999). In accordance with SMSR, subjective vitality completely mediated the effect of sleep quality on successful self-regulation of health behaviors. In accordance with SDT, autonomous regulation contributed directly to the successful self-regulation of health behaviors, as well as indirectly through its effect on vitality. Implications for theory and the promotion of healthy behaviors were discussed.

#41

Health Psychology

**PROFILING THE PROBLEM GAMBLER IN CANADA: AN EXPLORATION OF PSYCHOSOCIAL HEALTH**

*Brandy Doan, Memorial University of Newfoundland; Ken Fowler, Memorial University of Newfoundland; Stacey Wareham, Memorial University of Newfoundland*

The objective of this study was to investigate the mental health status of Canadian problem gamblers through a comparative analysis of the mental health characteristics. To elucidate the relationships between mental health status and pathological gambling, the Canadian Problem Gambling Index was used in the analysis of the Canadian Community Health Survey, Cycle 1.2 (2002). The three groups of gambling behavior were examined; low risk ( $n = 1017$ ), moderate risk ( $n = 542$ ) and high risk ( $n = 200$ ). Results indicated that individuals with more severe gambling problems reported lower levels of social support, decreased quality of life, di-

minished sense of belonging, increased substance abuse, suicidal ideology, increased tobacco use, self-blame, and avoidance. In conclusion, Canadians who are at “high risk” for problem gambling behavior experienced diminished mental health compared to individuals with less severe gambling problems. This study has direct implications for public health policy in terms of education, awareness, prevention and treatment of pathological gambling.

**#42**  
*Health Psychology*

**CHARTING THE FUTURE: COULD PSYCHOLOGISTS INVOLVEMENT IN TYPE 2 DIABETES (T2D) MANAGEMENT MAKE A POSITIVE DIFFERENCE?**

*Jane Ekong, University of Calgary and River Valley Health*

Many public health experts acknowledge T2D to be a serious, costly, but common and preventable lifestyle and age related chronic illness. As longevity and sedentary lifestyles increase in Canada and other developed nations, T2D prevalence is projected to reach pandemic proportions. Effective confrontation of such a pandemic demands knowledge of the risk factors, etiology, management issues, and perceived barriers and facilitators to preventive and remedial interventions, especially from vulnerable populations who manage the illness daily. This presentation describes a study that elicited such information from African Canadians living with T2D in Calgary. People of African descent are one of the vulnerable ethnic minorities purported to have high T2D prevalence, but negative prognosis of its management outcomes. Narratives of their experiences identified emotionality and shock at diagnosis, relative paucity of premorbid knowledge of T2D risk factors, etiology and symptoms, and culturally insensitive healthy eating counselling to be significant barriers to their effective T2D management. The identified barriers seem to have psychological components and be within psychologists sphere of expertise. So, could a more prominent and active role by psychologists in T2D management make a positive difference?

**#43**  
*Health Psychology*

**LES ASTHMATIQUES ATTEINTS D'UN TROUBLE PANIQUE ONT-ILS UNE MOINS BONNE MAÎTRISE DE L'ASTHME ET QUALITÉ DE VIE RELIÉE À L'ASTHME AU SUIVI À 1 AN?**

*Hélène Favreau, Université du Québec à Montréal; KL Lavoie, Université du Québec à Montréal; SL Bacon, Concordia University; A Bouchard, Université du Québec à Montréal; M Labrecque, Hôpital du Sacré-Coeur de Montréal*

L'anxiété est reliée à l'asthme et peut affecter son évolution par une moins bonne maîtrise de l'asthme et qualité de vie reliée à l'asthme (absentéisme au travail, évitement des activités physiques, diminution des activités sociales). Le trouble panique (TP) a été identifié comme étant le trouble anxieux le plus fortement associé à l'asthme, affectant entre 7 et 14 % des asthmatiques, pourrait y contribuer. Jusqu'à maintenant, très peu d'études ont évalué l'impact du TP sur l'évolution de l'asthme. Cette étude évalue l'impact du TP au suivi à 1 an chez 169 asthmatiques adultes (39% hommes, âge moyen=51ans). Une entrevue sociodémographique, médicale et psychiatrique ont été réalisées pour tous les patients, ainsi que des questionnaires incluant le questionnaire de contrôle de l'asthme (ACQ) et le questionnaire sur la qualité de vie reliée à l'asthme (AQLQ) ont été complétés. Les résultats au modèles généraux linéaires indiquent que TP (prévalence=8%) n'a pas d'effet significatif au suivi à 1 an sur la maîtrise de l'asthme ( $F=.09$ ,  $p=.771$ ) ni sur la qualité de vie reliée à l'asthme ( $F=.02$ ,  $p=.899$ ) après avoir contrôlé pour le sexe, l'âge, la sévérité de l'asthme et les niveaux de bases (questionnaires). Ceci étant une étude préliminaire, un échantillon final d'environ 700 asthmatiques est prévu. Toutefois, ces données indiquent que le TP ne semble pas avoir d'impact sur l'évolution de l'asthme.

**#44**  
*Health Psychology*

**COGNITIVE DYSFUNCTION FOLLOWING CORONARY ARTERY BYPASS GRAFT SURGERY: DEPRESSION, ANXIETY AND LIFESTYLE OUTCOMES**

*Melodie Foellmi, University of British Columbia; Katherine Lau, University of British Columbia; Keith Walley, University of British Columbia*

Prior research has shown that up to 56% of patients experience cognitive dysfunction after coronary artery bypass graft (CABG) surgery. In a sample of 236 CABG patients, we examined links between anxiety, depression, post-operative cognitive dysfunction, and post-operative perceived health outcomes. Prior to and immediately following surgery, patients completed a battery of cognitive tests, as well as measures of anxiety and depression. Three months after the surgery, the same measures were administered, as well as the SF-36 self-report survey of medical outcomes. Results show that 67% of patients experienced cognitive dysfunction immediately after surgery, and 25% suffered from cognitive dysfunction three months after their surgery. Anxiety scores were significantly correlated with cognitive dysfunction immediately and three months post-operatively ( $r = .12$ ,  $p < .05$ ;  $r = .24$ ,  $p < .01$ ). Depression scores were significantly correlated with cognitive dysfunction three months post-operatively ( $r = .18$ ,  $p < .01$ ). This research adds to the literature on cognitive dysfunction following CABG surgery. In addition, we discuss how a formal research diagnosis of cognitive dysfunction (defined as a 20% decrease in 20% of the tests) may differ in relevance to the daily lives of recovering patients. Potential medical, psychological and demographic moderating factors are discussed.

**#45**  
*Health Psychology*

**OPTIMISM, STRESS COPING STYLES AND HEALTH-PROMOTING BEHAVIORS**

*Joanne Gallivan, Cape Breton University; Cynthia MacQueen, Cape Breton University*

A number of researchers have reported evidence of a link between optimism and health and have suggested various mechanisms that might underlie the relationship. In this study, measures of “dispositional” optimism (LOT-R), “learned” optimism (ASQ), coping styles (COPE) and health-promoting behavior were obtained from 125 participants (aged 17-66 years, median = 22 years), in-



cluding 91 women and 34 men. Results showed that dispositional optimism was associated with health-promoting behavior and problem-focused coping strategies and negatively related to the use of more passive, less effective coping styles. Two of the six ASQ scales (Stable/Bad and Global/Bad), reflecting pessimistic attributional style, were positively correlated with less effective coping responses and negatively correlated with health-promoting behavior. Correlations between a measure of emotion-focused coping and all optimism measures were insignificant. These results replicate earlier findings that optimists tend to use more active and effective problem-focused coping strategies than pessimists and are more likely to engage in behaviors that serve to encourage health. The results will be discussed with respect to their implications for identifying the mechanisms that may underlie the optimism-health link and developing additional research to clarify the influence of those mechanisms.

#46

*Health Psychology*

**RECRUITMENT AND RETENTION OF PALLIATIVE CANCER PATIENTS AND THEIR PARTNERS PARTICIPATING IN A LONGITUDINAL EVALUATION OF A PSYCHOSOCIAL RETREAT PROGRAM**

*Sheila Garland, University of Calgary; Linda Carlson, Tom Baker Cancer Center; Hubert Marr, Calgary Health Region; Steve Simpson, Tom Baker Cancer Center*

The negative impact of a palliative cancer diagnosis on the quality of life of patients and their partners is well documented. Unfortunately, research on interventions to improve the psychological and spiritual well-being of these couples has been considered impractical because of the deleterious influence of disease progression on participation. This study evaluated the feasibility of offering the Tapestry Retreat, an intensive psychosocial intervention, to 15 patients with palliative breast, prostate or colon cancer and their partners ( $n=30$ ). Also included was a natural history group consisting of 20 patients and their partners ( $n=40$ ). All couples completed questionnaires related to quality of life, distress, marital satisfaction and existential concerns at baseline, after the retreat or 1 month after baseline and then again at 3, 6, 9, and 12 months. This study was able to successfully recruit 32% (35/108) of those patients eligible and approached for study participation. There was an overall response rate of 66% in the Tapestry group and 54% in the natural history group. Attrition rates were 67% and 80% in the Tapestry and natural history groups, respectively. Despite issues with recruitment and retention, retreat participation was considered feasible. Recommendations for future research are discussed.

#47

*Health Psychology*

**EFFECTS OF NEUROTICISM AND DISEASE IMPACT IN ADULTS WITH ASTHMA**

*Mary Gick, Carleton University; Jenelle Power, Carleton University*

Self-reports of illness variables can be affected by Neuroticism in healthy people (Watson & Pennebaker, 1989). However, little research has been conducted on the influence of Neuroticism in chronic illness. Disease Impact of arthritis (e.g., pain) was associated with self-reports of illness variables (e.g., medication) that were not accounted for by Neuroticism (Smith et al, 1995). The present study explored associations among Disease Impact, Neuroticism, and self-reports of illness and psychosocial variables in an online sample of adults with asthma. Results indicated that Disease Impact (e.g., activity limitation) and Neuroticism were each associated with asthma medical visits, physical quality of life and overall quality of life. Disease Impact was uniquely related to some asthma medication, medical visits for non-asthma problems, and negatively to school/work and home quality of life. Neuroticism was uniquely and negatively related to social support and emotional quality of life. Controlling for Neuroticism did not affect Disease Impact's associations with illness variables, but did influence its associations with some quality of life measures. Controlling for Disease Impact did not affect Neuroticism's associations with psychosocial variables, but did influence its associations with doctor visits. Results are discussed with respect to research on Neuroticism and health.

#48

*Health Psychology*

**WIVES' PERSPECTIVES ON THE POSITIVE, NEGATIVE, AND RELATIONSHIP CONSEQUENCES OF A PROSTATE CANCER DIAGNOSIS**

*Alayna Gillespie, University of Guelph; Jaime Brown, University of Guelph; Benjamin Gottlieb, University of Guelph*

There is a dearth of research on the effects of cancer diagnoses on the partners of men with prostate cancer. In an ongoing study, wives of men diagnosed with prostate cancer ( $N = 43$ ) were interviewed to examine their experiences in dealing with their husband's prostate cancer. Participants were recruited from two urology practices in Ontario. Office nurses were enlisted to recruit wives of men diagnosed with prostate cancer within the past 6 months after first gaining permission from their husbands. In private interviews participants were asked to discuss the most difficult aspects and any positive aspects of the experience, from the time of diagnosis to the present, both for themselves and for their husband. Furthermore, participants were asked about any effects the diagnosis had on the couple's own relationship. Their answers were subjected to content analysis, resulting in four major themes: tensions concerning the wives' provision and receipt of support from their husbands, threats associated with the spread and recurrence of cancer, intimacy issues, and mismatches between the spouses in their needs and ways of coping. Implications and recommendations for future research into partner support for individuals with cancer are provided.

#49

*Health Psychology*

**DEFENSE STYLES AND ACUTE COLD PRESSOR PAIN IN MEN**

*Tara Haley, Queen's University; Dean Tripp, Queen's University; Annie Hsieh, Queen's University*

Defense styles are characteristic patterns of defense mechanism use. There are 3 defense styles: mature, neurotic, and immature (Andrews, Singh, & Bond, 1993). Defenses that are classified as neurotic/immature are associated with greater clinical pain (Fulde, Junge, & Ahrens, 1995; Wilson, 1982). Recent lab-based research indicates that immature and mature defense styles are associated with acute pain in healthy women (Tripp, Haley, Sullivan, & McGregor, in preparation). The purpose of this study was to investigate the relationship between defense styles and acute pain in 73 men. Participants completed measures of defense styles and rated pain threshold, tolerance, and severity during a cold pressor task. Regression analyses indicated that higher mature defenses were associated with lower pain severity and greater pain tolerance, whereas higher immature defenses were associated with lower pain tolerance. Male data were then combined with the data from 73 women who underwent identical procedures. Hierarchical analyses indicated that mature and immature defense styles were with associated pain severity and tolerance while controlling for sex. Present results are consistent with previous research indicating that personality characteristics are related to clinical pain, and with lab results from women. These results may inform biopsychosocial and diathesis-stress theories of pain.

**#50***Health Psychology***PAIN REPORT: FIRST SEVERITY RATING VERSUS AVERAGE SEVERITY RATING**

Tara Haley, *Queen's University*; Dean Tripp, *Queen's University*; Annie Hsieh, *Queen's University*

Pain severity is commonly assessed during cold pressor pain induction tasks. However, with multiple severity measures (e.g., worst, last, average) used in the literature, it is difficult to know which one to use. Recent research has shown that when assessing other measures of pain while assessing pain severity, using the first severity rating is recommended, as it provides the most variability in responses and is the most highly correlated with other measures of pain (i.e., threshold and tolerance) and measures commonly associated with pain (i.e., depression and catastrophizing) (Haley, Tripp, & Hsieh, in preparation). Although the first rating is superior to the average severity rating when concurrently measuring tolerance, this may not be true when all participants keep their hand in the water for a set duration of time. The present study investigates the average and first severity rating in the cold pressor task. Preliminary results of 39 participants indicate that the average severity and first severity ratings are similar in mean and variability. Furthermore, both measures have similar correlations with pain catastrophizing, a measure commonly associated with pain. Thus, these results indicate that when tolerance is not included as a measure and all participants keep their hand submerged for the entire duration, the first rating is not superior to the average rating.

**#51***Health Psychology***CATASTROPHIZING, GENDER, AND PAIN SEVERITY POST-PAIN INDUCTION**

Tara Haley, *Queen's University*; Dean Tripp, *Queen's University*; Annie Hsieh, *Queen's University*

Pain catastrophizing and gender are associated with greater pain report during acute pain induction (Sullivan, Bishop, & Pivik, 1995; Sullivan, Tripp, & Santor, 2000). Although pain report is assessed during pain induction tasks, pain report in the recovery period following pain induction is often not reported in the literature. The present study assessed differences in pain severity among gender and those high and low in catastrophizing during a 10min pain recovery period. Preliminary results are presented for 39 participants (26 women, 13 men) categorized as high and low catastrophizers (29 high, 10 low). Participants completed measures of depression/anxiety and participated in a cold pressor task for 60s. Participants rated pain severity every 20s during pain induction and every 60s during the recovery period. A mixed-model ANOVA indicated significant interactions between time and catastrophizing level and time and gender. Follow-up analyses indicated that at 1min post-pain induction, high catastrophizers reported greater pain severity than low catastrophizers and women reported greater pain severity than men. These results suggest that measuring pain post-pain induction might be useful in experimental pain assessment. Furthermore, these results indicate that catastrophizing is associated with higher pain report in healthy individuals, even once the pain stimulus is removed.

**#52***Health Psychology***CANNABIS USE, MEDICATION ADHERENCE, HIGH-RISK BEHAVIOURS, AND PSYCHOLOGICAL CORRELATES AMONG AN HIV SAMPLE: A PILOT STUDY**

Gregory Harris, *Memorial University of Newfoundland*; Gordon Dow, *Moncton Hospital*; Lise Dupuis, *Moncton Hospital*; Gerry Mugford, *Memorial University of Newfoundland*; Nick Harris, *Saint Mary's University*

Research (e.g., Woolridge et al., 2005) suggests that cannabis use is relatively common among people living with HIV. However, little is known about the impacts cannabis has on antiretroviral medication adherence, high-risk behaviours (i.e., placing the individual or others at risk), and psychological variables (e.g., depression, anxiety, empowerment, hopelessness) among people living with HIV. The current pilot study surveyed 80 patients living with HIV/AIDS in Atlantic Canada in order to explore impacts of cannabis use on symptoms typically associated with HIV as well as additional areas which could be related to cannabis use, such as medication adherence, high-risk behaviours, and psychological variables. Results highlighted that 30% of participants reported current cannabis use for multiple reasons (e.g., relieve anxiety). Several negative consequences were noted regarding cannabis use; however, none of the participants indicated problems with medication adherence due to cannabis use. Although 46% of the participants reported engagement in at least one type of high-risk behaviour (e.g., ranging from unsafe sexual practices to not following medication schedules), only a small subset ( $n=3$ ) reported cannabis use as a reason for engagement in high-risk behaviours. The next phase of the study involves further data collection in two additional hospitals in the Atlantic Region.

#53  
*Health Psychology*

**AN EXPLORATION OF PERSONAL, SCHOOL AND WORK FACTORS PREDICTING DEPRESSIVE SYMPTOMS IN A WORKING COLLEGE SAMPLE**

*Steve Harvey, Bishop's University; Danick Blanchet, Université de Sherbrooke*

Students in college are now regularly balancing school and work and concerns for their performance and well-being has been the topic of some concern. This study examined factors potentially contributing to reports of depression among a group of junior college students with jobs while attending school full-time. A model that draws from research on depression and research on work related-stress was constructed to identify and test these variables. Variables relating to demographics, work conditions, social support, hours of school work and personality showed consistent, zero-order relationships to depression as measured with the Beck Depression Inventory. However, regression analyses of these predictor variables suggested a more salient role for personality variables (e.g., Self-esteem, Neuroticism) than for most other variables once personality variables were taken into account. These regression results are presented as illustrating the possibility that personality can be viewed as a mediator of other reported factors in the literature (e.g., work conditions) for this population. There is also evidence in this study that social support may be an important moderating variable with personality in predicting depression.

#54  
*Health Psychology*

**FACTORS INFLUENCING PARENTAL READINESS FOR CHILDREN'S MENTAL HEALTH INFORMATION: A DISCRETE CHOICE CONJOINT EXPERIMENT**

*Jillian Haydicky, OISE at the University of Toronto; Charles Cunningham, McMaster Children's Hospital; Heather Rimas, McMaster University*

Systematic reviews show that providing information regarding children's mental health (CMH) to parents can improve child outcomes. At intake, parents exhibit varying levels of readiness to use CMH information. Readiness is defined here as the parent's motivation to advocate for the child and to utilize educational materials that provide solutions to the child's emotional and behavioural problems. Consumer preference modeling methods were used to elucidate parental preferences for CMH information. A discrete choice conjoint survey was presented to 217 mothers of children with elevated externalizing or internalizing scores on the Brief Child and Family Phone Interview (BCFPI-3). Multiple regression analyses revealed that maternal depression predicted lower readiness for information. Mothers with high depression scores on the BCFPI-3 were less likely to choose active, step by step solutions for their child's problems, and less likely to choose information that explains how to advocate for their child. Further, mothers were not willing to accept information they perceived as stress-inducing. Demographic variables did not predict readiness. Understanding the readiness and preference patterns of parents will help improve the way CMH information is presented to families. Appropriate, preferred information may increase utilization of CMH services.

#55  
*Health Psychology*

**THE EFFECTS OF SOCIAL NETWORK CANCER EXPERIENCE, DISEASE SEVERITY AND AGENCY ON PERCEPTIONS OF LUNG CANCER PATIENTS**

*Erin Hill, Carleton University; Linda Lysynchuk, Laurentian University; Michael Emond, Laurentian University*

The present study investigated whether having dealt with cancer in one's close social network impacts people's perceptions of lung cancer patients. The effects of cancer agency and severity were also investigated. Ninety-six undergraduate students were asked to read a vignette about a lung cancer patient. They were randomly assigned to one of three agency conditions (smoker, and two non-smoker conditions (one with genetic factors suggested)), and one of two severity conditions (operable or inoperable tumour). Information regarding the participant's dealings with both cancer and lung cancer in their social network was collected as well. Blame, responsibility, behavioural intentions, and emotions were measured using seven-point Likert scales. Participants with lung cancer experience in their social network had significantly more favourable perceptions of the patient than those without lung cancer experience. There were no differences in perceptions among those participants who had or had not dealt with cancer (non-specific). Interactions between tumour severity and social network cancer experience were also found. Smokers were found to be viewed less favourably than non-smokers, but no main effect for severity was found. The results are discussed with respect to the impact past experience with cancer can have on people's perceptions of cancer patients.

#56  
*Health Psychology*

**PERCEPTIONS OF HEALTH CARE: PERSPECTIVES FROM CHILDREN AND ADOLESCENTS AND THEIR PARENTS**

*Sarah Hollett, Memorial University of Newfoundland; Christine Arlett, Memorial University of Newfoundland*

Children and adolescents with chronic illnesses and disabilities spend more time in medical settings and use more health services than other children. Few studies have examined the degree to which these patients are satisfied with the health care services they receive, nor have factors influencing their satisfaction been identified. Satisfaction with care is important as it has generally been associated with the extent to which individuals seek care, maintain practitioner relationships, and comply with treatment recommendations. Whether this applies to children and adolescents with chronic health conditions is also unknown. The current study explored child and adolescent patients' satisfaction with the health care they received, aspects of care influencing their satisfaction, similarities of their perceptions to those of their parents, and their intentions to comply with treatment. Questionnaires were administered to patients ( $n=70$ ) and their parents from a child health care facility in Newfoundland. Results suggest that patients were satisfied with their care, but to a lesser extent than were their parents; satisfaction also related to their intentions to comply with

treatment. Results will be useful for program development aimed at improving patient satisfaction with health care service delivery to children and adolescents with chronic health conditions.

#57

*Health Psychology*

### **ORAL CONTRACEPTIVES AND MOOD STABILIZATION: EVIDENCE OF BLUNTED POSITIVE AFFECT IN ORAL CONTRACEPTIVE USERS**

*Janelle Jarva, Northern Ontario School of Medicine; Kirsten Oinonen, Lakehead University*

Previous studies have indicated that oral contraceptives (OCs) may provide a stabilizing effect on mood. The objective of the present study was to examine whether OC users and nonusers differ in terms of mood reactivity in response to a series of mood-induction procedures. The study engaged a sample of 107 undergraduate volunteers, consisting of 40 OC users, 36 nonusers and 31 men, who completed the Positive and Negative Affect Schedule (PANAS) before and after the completion of a series of four mood-induction procedures. These procedures were designed to manipulate positive affect, jealousy, social ostracism, and parental feelings. The results indicated that OC users experienced a blunted positive affect response to the tasks when compared with nonusers and men, with women who used OCs for less than two years showing the lowest positive affect reactivity. No group differences in terms of negative affect reactivity were observed. Given these results, it is possible that the use of OCs or another type of hormonal contraceptive may decrease positive affect reactivity to environmental stimuli.

#58

*Health Psychology*

### **VALIDATION OF A "STUDENT BURNOUT" MEASURE**

*Andrew Johnson, University of Western Ontario; Doreen Bartlett, University of Western Ontario*

"Burnout" is a potential problem for all students, but may be particularly prevalent among graduate students in the health professions. These students carry all of the typical graduate student responsibilities, and are also required to complete clinical training. The purpose of this project was to create an outcome measure that might be useful in the early identification of risk factors for burnout. A 90-item questionnaire was created by a working group consisting of 30 graduate students in various clinical and non-clinical disciplines. This working group was given construct definitions for three basic constructs: "Emotional Restedness"; "Satisfaction with Academic Achievement"; and "Help-seeking and Interpersonal Relationships". The full item pool was then administered to 174 students (101 undergraduate students and 73 graduate students), and this data was factor analyzed to identify the extent to which each item loaded uniquely on each of the proposed factors, and to select the "best" eight items for each facet of the scale. All three facets of this simplified measure demonstrated satisfactory internal consistency reliability, suggesting that these indicators are likely to be robust indicators of the underlying constructs. Potential applications of the measure are discussed, in the context of improving outcomes among graduate students within the allied health professions.

#59

*Health Psychology*

### **RELIABILITY OF AN ALTERNATE ELECTRODE BAND CONFIGURATION FOR IMPEDANCE CARDIOGRAPHY**

*Avril Keller, University of Calgary; Simon Bacon, Concordia University; Tavis Campbell, University of Calgary*

Impedance cardiography is the primary non-invasive method for monitoring mechanical functions of the heart. This technique is reliable and valid compared to invasive measures, and offers decrease cost and risk of infection. The commonly used impedance electrode array is the tetra-polar band configuration, but anecdotal evidence suggests that placement of the bands around the neck and torso may result in participant discomfort and distress. The current study evaluated an alternative three-quarter electrode band configuration shown in a preliminary investigation to maintain signal integrity when compared with the tetra-polar electrode band configuration. Reactivity in response to a cold pressor test was assessed in participants instrumented with each of the configurations. Participants completed a questionnaire to assess subjective discomfort with each configuration. Measures from the original and alternative electrode band configurations were significantly correlated for systolic blood pressure ( $r_{icc} = 0.808; p < .001$ ), diastolic blood pressure ( $r_{icc} = 0.604, p = 0.001$ ), and stroke volume ( $r_{icc} = 0.614, p = 0.001$ ), but not for pre-ejection period ( $r_{icc} = 0.019, p = 0.475$ ). Also, 87% of participants preferred the alternative configuration, suggesting that it was less constrictive. These findings show some support for alternate configuration, but further research is needed.

#60

*Health Psychology*

### **THE INFLUENCE OF DEPRESSION ON CARDIOVASCULAR RECOVERY FROM A NEGATIVE EMOTIONAL STRESSOR**

*Brenda Key, University of Calgary; Kharah Ross, University of Calgary; Tavis Campbell, University of Calgary*

Approximately 1.6 million Canadians suffer from major depression. Prospective research indicates that depression is an independent risk factor for the development of hypertension; however the mechanisms underlying this relationship are poorly understood. It is possible that depressed affect may result in prolonged cardiovascular responses to stress, which are hypothesized to be associated with the development of hypertension. The purpose of this study was to evaluate the influence of depressed affect on cardiovascular recovery from stress. Systolic (SBP) and diastolic (DBP) blood pressure were collected at one-minute intervals from 64 undergraduate women during a 10-minute baseline, 5-minute public speaking stress task, and 15-minute recovery period. Depressed mood was assessed using the Beck Depression Inventory (BDI). Cardiovascular recovery was calculated using an area under the curve technique. Regression analysis indicated that depression was associated with cardiovascular recovery such that par-

ticipants who scored higher on the BDI had poorer DBP recovery ( $F = 7.60, p < .01$ ) and SBP recovery ( $F = 4.37, p < .05$ ). The results of the current study provide support for the hypothesis that depression is associated with delayed cardiovascular recovery. Poor cardiovascular recovery is a possible mechanism through which depression confers increased risk for hypertension.

#61

Health Psychology

**NUTRITION KNOWLEDGE AND HABITS ARE ASSOCIATED WITH WAIST CIRCUMFERENCE BUT NOT BODY MASS INDEX IN CHINESE YOUNG ADULTS**

Jennifer Kowalsky, *University of Calgary*; Tavis Campbell, *University of Calgary*; Sonia Yap, *University of Calgary*; Z Yang, *Beijing Normal University*; J Wang, *Beijing Normal University*; Kim Lavoie, *Université du Québec à Montréal*; Simon Bacon, *Concordia University*

According to the World Health Organization, an estimated 1.1 billion people worldwide are overweight, with 350 million considered obese. The body-mass index (BMI), a measure taking into account height and weight, has traditionally been used to assess obesity. Recently, waist circumference (WC) has been suggested as a superior alternative, especially for Chinese populations. Dietary choices are an important contributor to obesity. The purpose of this study was to assess the relationship between nutrition knowledge and habits, and obesity assessed using both BMI and WC. Two hundred undergraduate students from Beijing Normal University (Beijing, China) participated in the study. BMI and WC were measured, and participants completed the Food Frequency Questionnaire (FFQ) and the Diet and Health Knowledge Survey Questionnaire (DHKS). WC was significantly correlated with nutrition knowledge for both men and women, but BMI was not. These findings highlight the importance of both knowledge and behaviors for maintaining a healthy body weight and that WC may be more closely associated with these variables relative to BMI in a Chinese population.

#62

Health Psychology

**IMPACT OF COMMUNICATION IMPAIRMENTS ON THE TREATMENT OF PAIN AMONG PERSONS WITH TRAUMATIC BRAIN INJURY**

Diane LaChapelle, *University of New Brunswick*; Tanya Bollivar, *University of New Brunswick*

The most common form of communication used to assess pain in clinical and research settings is self-report. Nevertheless self-report has significant limitations. Most notably it may be unavailable in some persons. Individuals with acquired cognitive impairments (e.g., stroke or traumatic brain injury [TBI]), may have difficulty verbally communicating their experience of pain. This difficulty can have serious consequences and has been hypothesized as a primary contributor to the undertreatment of pain. Harald & Jarland (2005), for example, found that seniors with dementia received less pain medication than those without dementia in a nursing home setting. In the present study, archival data from a tertiary rehabilitation centre was examined to identify the relationship between communication impairments and pain treatment among persons with TBI. Multivariate analyses of variance revealed that, contrary to previous findings, there was no relationship between communication abilities and pain treatment received. This suggests that health professionals in this setting are cognizant of the possible impact of communication impairments and make efforts to minimize its impact. It also suggests that knowledge from research that has identified the risks associated with communication impairments is being successfully transferred to front line health care workers in rehabilitation settings.

#63

Health Psychology

**NEGOTIATING EXPERTISE AND AGENCY IN THE PHYSICIAN-PATIENT RELATIONSHIP: WOMEN'S TALK ABOUT UNILATERALLY DISCONTINUING ANTIDEPRESSANTS**

Jeffrey Letourneau, *University of Saskatchewan*; Linda McMullen, *University of Saskatchewan*

Laypersons are currently exercising increased agency in their own healthcare, as evidenced by the reliance on the internet for accessing healthcare information and the rise of direct-to-consumer advertising of medications. Little is known, however, about how laypersons construct their own expertise in relation to that of their physician, particularly in regard to decisions about their mental healthcare. From interviews with women who unilaterally stopped taking their antidepressants, we show how these women enact their own expertise by displaying knowledge about diagnostic and treatment practices for depression and how they undermine the expertise of their physician by constructing physicians' practices as limited, misguided, or perfunctory. This enactment of expertise occurred, however, alongside dialogue about how the physicians should have exercised more agency in the patient-physician relationship, suggesting that one potential consequence of consumer knowledge is a seemingly contradictory co-existence of a decreased space for physicians' expertise and an increased expectation on the part of consumers for active physician involvement. How shared expertise is negotiated will be an important question for mental health researchers in the context of a shift to a person-centered model of care, one of the guiding principles of the newly formed Mental Health Commission of Canada.

#64

Health Psychology

**DETERMINANTS OF THE RELATIVE REINFORCING VALUE OF FOOD**

Andrew Lumb, *Carleton University*; Mary Gick, *Carleton University*; Gary Goldfield, *Carleton University*

**OBJECTIVE:** The reinforcing value of palatable snack food is a risk factor for obesity. This study was undertaken to determine the strongest demographic, anthropometric and behavioural predictors of the reinforcing value of snack food in relation to fruits and vegetables. **METHODS:** Questionnaires were completed by 419 undergraduate university students. Independent (predictor) variables included gender, body mass index (BMI), hunger, hedonic ratings for snack foods and fruits and vegetables, nicotine depen-

dence, and dietary restraint. The dependent measure was the relative reinforcing value of snack food. All measures were assessed by self-report. RESULTS: Males scored higher than females on BMI, hunger ratings, and food reinforcement, while females scored higher on dietary restraint and preferences for both snack foods and fruits and vegetables. Multiple regression analysis revealed a significant predictive model, with gender, preferred snack foods, and preferred fruits and vegetables emerging as independent predictors of food reinforcement. CONCLUSIONS: The findings within this epidemiological study indicate that males and those with high preferences for snack foods or low preferences for healthy alternatives may be at increased risk of becoming overweight or obese.

#65

*Health Psychology***CASUAL SEX AMONG COLLEGE STUDENTS: PREDICTORS AND MOTIVES**Brae Anne McArthur, *University of Guelph*

Although previous research has outlined casual sex as a significant high-risk behavior, little research has focused on why individuals engage in casual sex activity. The purpose of the current study was to examine a range of correlates associated with casual sex activity. Female participants ( $N = 285$ ) were administered a questionnaire package measuring: casual sex activity, perceived social norms, alcohol use, and alcohol expectancies. Results showed that all three predictors made independent contributions to predicting casual sex activity. A mediating model was tested to examine whether alcohol expectancies act as a partial mediator between alcohol use and casual sex activity. Findings from this study will allow for a better understanding of characteristics related to why individuals engage in health-risking sexual behaviour.

#66

*Health Psychology***PATTERNS AND PREDICTORS OF OCCASIONAL TOBACCO USE IN YOUNG ADULTS**Daniel McGrath, *Dalhousie University*; Lyndsay Bozec, *Dalhousie University*;  
Sean Barrett, *Dalhousie University*

Tobacco use is a prevalent behavior in Canada with an estimated five million smokers identified in 2005. Occasional (i.e. non-daily) smokers represent a significant percentage of this population (21%), with increased rates among university-aged youth. Although researchers generally agree upon the definition of a non-smoker or a daily smoker, considerable debate exists concerning the criteria (smoking frequency) with which to define an occasional smoker. This classification is further complicated by different opinions among tobacco users about their own smoking habits, with many occasional tobacco users not identifying themselves as 'smokers'. To date, occasional smokers have been considered to be a relatively homogenous group defined solely on the basis of their tobacco consumption. The present study challenges this conventional definition by classifying occasional smokers into heterogeneous subgroups according to behavioral characteristics in addition to tobacco consumption. Specifically, three groups of occasional smokers are identified: beginning non-dependent occasional smokers; long-term persistent occasional smokers; and formerly-regular smokers. Demographic information, psychiatric symptoms, personality characteristics, as well as other substance use are examined. The implications of findings for treatment and intervention measures for each subtype are also discussed.

#67

*Health Psychology***AN EXAMINATION OF ASSOCIATIONS BETWEEN ATTACHMENT DIMENSIONS AND PAIN EPISODES**Andrea McIntosh, *University of Guelph*; Lachlan McWilliams, *Acadia University*

Studies utilizing self-report measures have indicated that insecure attachment is positively associated with pain experiences. The present study was designed to extend this research by using an experience sampling method. It was hypothesized that the model of self dimension of attachment would be associated with pain experiences. Neuroticism was included in the study to determine whether attachment contributes unique variance to the prediction of pain. Relationships between attachment and pain-related coping strategies, particularly social support seeking, were also examined. A student sample ( $N = 87$ ) completed self-report measures of attachment and pain experiences. A subsample, ( $n = 42$ ) completed daily diaries over five consecutive days to assess pain (i.e., the occurrence of headaches, back pain, joint pain, stomach cramps, neck pain, and muscle cramps) and pain-related coping. Neuroticism was positively associated with the self-report and experience sampling assessments of pain. Contrary to the hypotheses, the attachment variables had non-significant associations with pain as assessed with either methodology. The data from the daily diary revealed that seeking social support was not a frequent response to pain and was unrelated to the attachment variables. Possible explanations for the null findings and suggestions for future research are discussed.

#68

*Health Psychology***MOTIVATION AND GOAL ATTAINMENT: THE ROLE OF COMPENSATORY BELIEFS**Paule Miquelon, *McGill University*; Bärbel Knäuper, *McGill University*

It was recently proposed that one cognitive strategy people might employ to find a balance between fulfilling immediate desires and adhering to long-term goals is to activate compensatory beliefs. Compensatory beliefs are convictions that the negative effects of a behavior can be compensated for by the positive effects of another behavior (e.g. "I can eat this piece of cake now because I will go to the gym tonight."). The purpose of the present research was to examine the relationships between the motivational determinants and consequences of compensatory beliefs in a context in which being able to exert self-control over behaviors is highly relevant – weight-loss dieting. It was proposed that, in a weight-loss dieting context, autonomous motivation lessens the activation of compensatory beliefs, whereas controlled motivation increases the production of compensatory beliefs. It was further proposed that activating compensatory beliefs decreases goal adherence, which, itself, facilitates goal attainment. Results of a prospective study using structural equation modeling analyses provided support for the model.

#69

Health Psychology

**THE MEDIATING ROLES OF ANXIETY SENSITIVITY AND TRAIT ANXIETY IN THE RELATIONSHIP BETWEEN CHILDHOOD LEARNING EXPERIENCES WITH PAIN AND PAIN ANXIETY IN ADULTHOOD**Erin Moon, *Dalhousie University*; Sherry Stewart, *Dalhousie University*;  
Margo Watt, *St. Francis Xavier University*; Lesley Terry, *St. Francis Xavier University*

Although pain anxiety is an important contributor to the experience of chronic pain (e.g., Crombez et al., 1999), there is little research on the developmental antecedents of pain anxiety. The present study examined the relationship between childhood instrumental and vicarious learning experiences with pain and pain anxiety in adulthood. This study also explored anxiety sensitivity and trait anxiety as potential mediators of this relationship. 198 university students (147 F; 51 M) completed 3 self-report questionnaires: the Learning History Questionnaire-IV (based on Ehlers, 1993), the Pain Anxiety Symptoms Scale-20 (McCracken & Dinghra, 2002) and the State-Trait Anxiety Inventory – Trait Subscale (Spielberger et al., 1983). Childhood instrumental learning experiences with pain significantly predicted anxiety sensitivity ( $F(1,196) = 24.88, p < 0.0001$ ), trait anxiety ( $F(1,196) = 6.26, p < 0.05$ ) and pain anxiety in adulthood ( $F(1,194) = 37.98, p < 0.0001$ ). Childhood observational learning experiences with pain were not related to anxiety sensitivity, trait anxiety or pain anxiety in adulthood. Both anxiety sensitivity (Sobel test statistic = 4.43,  $p < 0.0001$ ) and trait anxiety (Sobel test statistic = 2.16,  $p < 0.05$ ) were significant partial mediators of the relationship between childhood instrumental learning experiences with pain and pain anxiety in adulthood.

#70

Health Psychology

**IMPLICATIONS OF WEIGHT STATUS: A COMPARISON OF FAMILY AND PSYCHOSOCIAL FUNCTIONING BETWEEN AT RISK FOR OVERWEIGHT AND AVERAGE WEIGHT ADOLESCENTS**Ceri Moore, *The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO*; Martine Flament, *Royal Ottawa Hospital*; Katherine Henderson, *Children's Hospital of Eastern Ontario*; Annick Buchholz, *Children's Hospital of Eastern Ontario*; Hien Nguyen, *Royal Ottawa Hospital*; Claudia Furino, *Royal Ottawa Hospital*; Mary Gick, *Carleton University*; Gary Goldfield, *Children's Hospital of Eastern Ontario*

**OBJECTIVE:** This study identifies familial and psychosocial variables related to weight status in youth. **METHODS:** Questionnaires were completed by 207 high school students in grades 9 and 10. Dependent variables include attachment, body esteem, overeating, emotional eating and dating experience. The independent measure was weight status, with those having a body mass index (BMI) above the 75th percentile constituting the at risk of overweight group. Measures were assessed by self-report with the exception of weight status, which was objectively measured. **RESULTS:** The at risk for overweight group scored higher on insecure attachment style and reported lower body esteem. Thirty-seven percent of average weight, and 54% of the at risk for overweight youth reported overeating, with these differences being statistically significant. Statistically relevant differences also emerged for emotional eating with the at risk for overweight group reporting higher levels. While no differences emerged for dating experience for males, at risk for overweight females were less likely to date than average weight females. **CONCLUSIONS:** The findings from this research indicate adolescents who are at risk of becoming overweight exhibit more insecure attachment and body dissatisfaction than average weight adolescents. Future research using longitudinal designs is needed.

#71

Health Psychology

**EFFECTS OF GVHD ON HEALTH-RELATED QUALITY OF LIFE IN PEDIATRIC SURVIVORS OF STEM CELL TRANSPLANTATION**Valerie Noel, *Memorial University of Newfoundland*; Gail Andrews, *Centre for Community Child Health Research*; John Doyle, *The Hospital for Sick Children and University of Toronto*; Maru Barrera, *The Hospital for Sick Children and University of Toronto*

**Objective:** The objective of this study was to examine the effects of Chronic Graft-versus-Host Disease (GvHD) on the quality of life of children who undergo stem cell transplantation (SCT). Children who developed GvHD may experience reduced quality of life compared to children who do not develop GvHD. **Methods:** As part of a larger study, 83 children aged 3 to 17 years, and the primary parent, were assessed at 6, 12, and 24 months post-SCT using the Pediatric Oncology Quality of Life (POQOL) questionnaire. Children were classified as having no GvHD ( $n = 55$ ), Limited GvHD ( $n = 13$ ) or Extensive GvHD ( $n = 15$ ) by a pediatric oncologist. Two years post-SCT the sample reduced to 48, mainly due to mortality. **Results:** ANOVA for the POQOL scores revealed a main effect of GvHD at 6 months,  $F(2,59) = 3.933, p = .025$ . Tukey's test indicated that the Extensive group scored significantly higher than the None group ( $p < .01$ ), suggesting worse quality of life than the None group. Moreover, the None and Extensive group showed a significant improvement in quality of life from 6 to 24 months post-SCT ( $t(30) = 4.582, p < .001$ ;  $t(4) = 2.981, p < .05$ ). **Conclusions:** These results suggest that the presence of GvHD has a negative impact on the survivors' quality of life 6 months following SCT. By two years post-SCT their quality of life had improved dramatically and GvHD was no longer a problem.

#72

Health Psychology

**DEPRESSION AND ANXIETY SYMPTOMS 3 TO 6 YEARS FOLLOWING TRAUMA WITH OR WITHOUT HEAD INJURY**Marie-Christine Ouellet, *McGill University*; Julie Vaillancourt, *McGill University*;  
André Lavoie, *Université Laval*; John Sampalis, *McGill University*

Psychological health is becoming an important focus following traumatic injuries. This study aimed to: (1) compare the severity of depression and anxiety symptoms in trauma survivors either with or without head injury (HI) and in a control group, and (2) compare the proportion of significantly anxious or depressed individuals in each group. Participants were individuals having sustained trauma 3 to 6 years before, 103 with HI, 83 without HI, and 90 surgical controls matched for age, sex, and date of hospitalisation. A Kruskal-Wallis test indicated a significant difference among groups on the Hospital Anxiety and Depression Scale scores. Pair-wise comparisons showed that both depression and anxiety scores were not significantly different between trauma participants with HI (dep  $M=6.41$ , anx  $M=8.38$ ) and without HI (dep  $M=6.70$ , anx  $M=7.84$ ), but both trauma groups were significantly more depressed and anxious than controls (dep  $M=3.56$ , anx  $M=6.10$ ). Furthermore, 25.3% of trauma survivors with HI vs 23.5% without HI had depression scores higher than 10 (considered significant) compared with 9% of controls. As for anxiety, 40.6% of trauma participants with HI and 32.5% of those without HI had scores higher than 10, compared with 17.8% of controls. Anxiety and depression are thus important problems even several years following trauma and do not seem specific to the presence of a HI.

## #73

Health Psychology

**COGNITIVE EFFECTS OF TAMOXIFEN IN PRE-MENOPAUSAL WOMEN WITH BREAST CANCER COMPARED TO HEALTHY CONTROLS**Jaime Palmer, *Simon Fraser University*; Theresa Trotter, *Alberta Cancer Board*; Anil Joy, *Alberta Cancer Board*; Linda Carlson, *University of Calgary*

The selective estrogen receptor modulator, Tamoxifen (TAM), is one of the most frequently prescribed drugs for the treatment of breast cancer; however, its effects on the cognition of users have not been adequately studied. Although TAM is an effective anti-estrogen that blocks tumour growth in the breast, it could also influence the activity of other target estrogen sites, including the brain. The exact nature of this interaction is unknown. A cross-sectional design was used to compare cognitive task performance of two treatment groups: 1) women using TAM for the treatment of early breast cancer ( $n = 23$ ); and 2) age-matched, healthy women not using TAM ( $n = 23$ ). All participants were pre-menopausal, and recipients of chemotherapy were excluded from the study. It was found that TAM users scored significantly lower than controls in immediate and delayed visual memory, verbal fluency, immediate verbal memory, visuo-spatial ability, and processing speed. These results suggest that at least in pre-menopausal women, TAM may exert a widespread negative influence on cognitive abilities. This will be important information for professionals, including oncologists, psychologists, nurses, and social workers in ensuring that the potential side effects of cancer treatment are adequately understood, communicated, and treated.

## #74

Health Psychology

**RELATIONSHIP BETWEEN INFLAMMATORY PROCESSES AND DEPRESSIVE DISORDERS**Roxanne Pelletier, *Montreal Heart Institute*; Kim Lavoie, *Montreal Heart Institute*; Philippe Stebenne, *Montreal Heart Institute*; Jennifer Gordon, *Montreal Heart Institute*; Sandra Paelez, *Montreal Heart Institute*; Catherine Laurin, *Montreal Heart Institute*; Bernard Meloche, *Montreal Heart Institute*; Andre Arsenault, *Montreal Heart Institute*; Simon Bacon, *Montreal Heart Institute*

Mood disorders (MD) are linked to cardiovascular diseases (CVD). While some authors claim that MD is a predictor of CVD, a newer hypothesis suggests that both MD and CVD are consequences of an increased inflammatory process. C-reactive protein (CRP) is known to be an inflammation marker, and increased levels of CRP are associated with CVD development and progression. However, little is still known about the role of CRP in the aetiology of MD. The objective of the present study was to assess the relationship between CRP and MD. 293 patients referred for SPECT exercise stress testing at the Montreal Heart Institute underwent a psychiatric interview (PRIME-MD) to assess MD. All patients then underwent endothelial function testing, in which blood samples were collected to assess CRP levels. To look at its impact on MD status, a logistic regression analysis was performed. CRP levels were significantly ( $p = .010$ ) associated with the presence of a MD, among patients. Specifically, for each point increment in CRP level, the probability of suffering from a MD increased of 15% (OR = 1.15, 95% CI 1.03-1.28). The present results show that increased inflammatory processes are associated with the presence of MD, suggesting that their development might be explained by an impaired inflammatory regulation. Prospective studies are needed to explore the causal relationship between these variables.

## #75

Health Psychology

**EFFECTS OF MOTIVATIONAL INTERVIEWING ON LEVELS OF PHYSICAL ACTIVITY IN OLDER ADULTS**Anna Pignol, *University of North Dakota*; Jeffrey Holm, *University of North Dakota*; Nancy Vogeltanz-Holm, *University of North Dakota*; Philip Smith, *University of Prince Edward Island*

In Canada, 68% of women and 53% of men 65 and older are inactive. Physical activity is crucial for older adults being able to maintain physical and mental health, as well as quality of life. Even the frail, chronically ill, and very old adults can increase mobility and functioning through physical activity. The current study examined the effects of Motivational Interviewing on levels of physical activity in older adults. A total of 83 participants aged 55 and older were recruited in Prince Edward Island. Participants were randomly assigned by gender to the intervention or to an information only condition. Participants in the intervention condition participated in four weekly telephone motivational interviews focused on physical activity. All participants were assessed at baseline, and one and six month follow-ups. Results from this study found that the participants in the motivational interview condition had



significantly higher levels of weekly frequency and total time spent doing physical activity at one month follow-up than participants in the control group. The treatment effects were not maintained at six-month follow-up. These findings support the use of motivational interviewing as a cost-effective technique for increasing levels of physical activity in older adults over the short term.

#76

Health Psychology

**USING WEB-BASED TECHNOLOGY TO BRIDGE GEOGRAPHICAL BARRIERS FOR STUDENT TRAINING OPPORTUNITIES**

Patricia Pottie, *Family Help Program*; Debbie Emberly, *IWK Health Centre*; Philip Grandia, *Centre for Research in Family Health*; Hadi Kharrazi, *Dalhousie University*; Vanessa Varalli, *IWK Health Centre*; Penny Corkum, *Dalhousie University*

The Team in Access to Children's Mental Health Services grant funded by the Canadian Institutes of Health Research (CIHR) provides a unique learning opportunity to a select group of trainees using technology to bridge geographical barriers between universities. The goal of this distance training model is to facilitate collaboration with team members from a variety of disciplines with different theoretical and methodological perspectives. The training model consists of bi-monthly online meetings designed to provide shared portal access to web-streamed presentations, web-cam interactions and real-time group or private conversations using the chat room feature. Trainees have access to a secure website which provides a repository of presentations with recorded video/audio files, trainee profiles, a resource library, and discussion board. Trainees have opportunities for advanced training, clinical practice placements and exposure to a variety of interdisciplinary research design and statistical methodologies expertise. Student trainees found that using this technology as a network medium increased timely access to knowledge from an international, interdisciplinary team of child mental health experts, researchers and policy makers. Moreover, it provided a rare opportunity for students to have meaningful interactions with students and experts from distant university settings.

#77

Health Psychology

**MINDFULNESS-BASED WELLNESS EDUCATION FOR HUMAN SERVICES PROFESSIONALS: IMMEDIATE BENEFITS AND 8-MONTH EVALUATION OF INTERVENTION EFFECTIVENESS WITH TEACHERS IN TRAINING**

Patricia Poulin, *OISE at the University of Toronto*; Corey Mackenzie, *University of Manitoba*; Geoff Soloway, *OISE at the University of Toronto*; Eric Karaoylas, *University of Manitoba*

Mindfulness-Based Wellness Education (MBWE) is an 8-week program modeled on Kabat-Zinn's MBSR program that is specifically designed for individuals in high-stress human services professions, including teachers, counsellors and nurses. This program is guided by a health promotion philosophy using mindfulness to help participants develop an awareness of their physical, emotional, social, mental, ecological, vocational and spiritual well-being. We present the results of our first controlled study with 31 teachers-in-training who took part in the program in the form of an optional course of their Bachelor of Education curriculum. We evaluated the efficacy of the program by comparing MBWE students to 34 control students taking other optional courses on measures of mindfulness, satisfaction with life, psychological distress and teaching self-efficacy administered prior, immediately after and at 8-month post-training. Quantitative analyses revealed significant group-by time interactions favoring MBWE participants on mindfulness and teaching self-efficacy. In addition, qualitative inquiries, based on one-on-one interviews and course evaluations, support our assertion that MBWE training results in significant and meaningful changes to the way participants were able to face challenging situations. Overall, participants felt that the training should be part of their core curriculum.

#78

Health Psychology

**AN INVESTIGATION OF COPING STYLES IN ADULTS WITH ASTHMA**

Jenelle Power, *Carleton University*; Mary Gick, *Carleton University*; Jennifer Thake, *Carleton University*

Psychological factors, such as stress and anxiety, influence asthma (Lehrer et al., 2002), yet few studies have examined coping styles that adults with asthma use (Barton et al., 2003). The present study examined the relationships among coping styles, illness variables (e.g., severity), and psychological variables in an online study with an asthma sample. It was hypothesized that individuals who use an avoidant coping style would report poorer overall quality of life. This hypothesis is based on past research that has found a similar relationship between avoidant coping style and health-related quality of life (Hesselink et al., 2004). The second hypotheses, based on past literature (Barton et al., 2003), predicted that individuals would be less likely to adhere to treatment plans when endorsing a denial coping style. Results indicated that avoidant coping was negatively related to overall quality of life; however, this relationship was mediated by perceived stress. Denial was not negatively associated with adherence. Instead, individuals who use self-blame as a coping strategy were less likely to adhere to a treatment plan and visit medical practitioners. The relationship between adherence and self-blame was mediated by asthma severity. Results are discussed with respect to research on coping and health.

#79

Health Psychology

**WEIGHT CHANGES AND PSYCHOSOCIAL FACTORS AMONG FIRST-YEAR UNIVERSITY STUDENTS**

Véronique Provencher, *University of Toronto*; Janet Polivy, *University of Toronto*; Maxine Wintre, *York University*; Michael Pratt, *Wilfrid Laurier University*; S. Mark Pancer, *Wilfrid Laurier University*; Shelly Birnie-Lefcovitch, *Memorial University of Newfoundland*; Gerald Adams, *University of Guelph*

The aim of this study was to assess weight changes over time in first year university males and females ( $N=2753$ ), and to investigate whether weight changes are related to psychosocial characteristics. Self-reported weight and height were collected at baseline, at 3 months and at 7 months. Adjustment and affect (Depression Scale [Center for Epidemiologic Studies], Social Provisions Scale, Perceived Stress Scale and Transition Perception Scale) as well as attitudes and behaviors associated with eating (Restraint Scale and Eating Disorder Inventory (EDI)) were measured at baseline. Results showed an increase in BMI in both males and females ( $p<0.0001$ ; mean weight gain of  $1.6 \pm 4.4$  kg in males and  $1.4 \pm 3.9$  kg in females at 7 months). Males who lost weight were characterized by higher negative affect and more negative feelings about entering university when compared to those who gained weight ( $p=0.05$ ). Females who lost or gained weight showed higher scores for restraint and EDI when compared with weight maintainers ( $p=0.05$ ). These findings suggest that transition from high school to university is a critical period for weight gain and that the presence of particular psychosocial characteristics may help to identify students who are at a greater risk of weight changes.

#80

*Health Psychology*

### WITH FRIENDS LIKE THAT, WHO NEEDS ENEMIES: THE RELEVANCE OF UNSUPPORTIVE SOCIAL INTERACTIONS ON HEALTH PATHOLOGIES

*Kate Raspopow, Carleton University; Kimberly Matheson, Carleton University; Hymie Anisman, Carleton University*

When confronted with stressful events individuals adopt coping strategies in order to contend with the threat, thereby limiting health risks related to stressful experiences. In this regard, social support seeking appears to be an effective buffer against health outcomes such as depression and poor well-being. Conversely, unsupportive social interactions (USI) may exacerbate the development of behavioral pathologies. In order to elucidate the conditions through which USI may influence pathology, female undergraduates ( $N = 55$ ) completed self-report measures of depression, trait anxiety, eating disorder symptomatology, perceived stress, and USI. Results indicated that perceived stress was associated with increased anxiety, as well as depressive and eating disorder symptoms. As hypothesized, USI moderated the effect of perceived stress on depressive symptoms. Specifically, when perceived stress was low, USI was not related to depression scores, which were low. However, with greater levels of stress, depressive symptomatology was elevated as USI increased. A similar relation to symptoms of eating disorders or anxiety was not apparent. These findings support the hypothesis that different pathologies (e.g., anxiety, depression) may be particularly vulnerable to stressor experiences, and poor social interactions may be especially relevant in the development of depressive symptoms.

#81

*Health Psychology*

### KNOWLEDGE EXCHANGE PRACTICES OF NATIONAL PSYCHOSOCIAL CANCER COMMUNITY BASED ORGANIZATIONS IN CANADA

*Lynne Robinson, Dalhousie University; Rob Rutledge, Nova Scotia Cancer Centre*

The influential Canadian Strategy for Cancer Control has recommended “rebalancing the focus of cancer control” to include more emphasis on the importance of psychosocial issues in managing cancer. Knowledge exchange (KE) between various stakeholders has also been identified as a key research goal in Canada (e.g. the mandate of the Canadian Institutes of Health Research). Community Based Organizations (CBOs) are important stakeholders in the domain of psychosocial cancer care, but an understanding of their role in knowledge exchange has been neglected. As a first step towards creating a strategy to involve these key players, interviews were conducted with a representative of each CBO that was: a national (Canadian) non-governmental agency, patient centred, and focussed on psychosocial cancer care. This resulted in a sample of 13, comprising almost all CBOs that met the criteria. The transcripts resulting from the interviews were analysed using thematic analysis. We found these themes: the need for a knowledge exchange strategy, the use of three types of KE processes (informal, semi-formal, and formal) and barriers to KE. We also found four “pathways” from CBOs to other stakeholders. Findings are discussed in terms of implications for a national strategy to manage information exchange in psychosocial oncology.

#82

*Health Psychology*

### PSYCHOMETRIC PROPERTIES OF A BRIEF VERSION OF THE HYPERVENTILATION QUESTIONNAIRE IN HIGH AND LOW ANXIETY SENSITIVE YOUNG ADULTS

*Brigitte Sabourin, Dalhousie University; Sherry Stewart, Dalhousie University; Margo Watt, St. Francis Xavier University; Alan MacDonald, Hebert & Associates*

The hyperventilation questionnaire (HVQ; Rapee & Medoro, 1994) is a 30-item self-report measure that assesses responses to physiological arousal. The HVQ has three scales: 1) affective (e.g., nervousness), 2) cognitive (e.g., feeling of losing control) and 3) somatic (e.g., breathlessness). Scores on the HVQ have been shown to effectively distinguish arousal reactions between high and low anxiety sensitive individuals. Anxiety sensitivity (AS) refers to the fear of anxiety-related sensations. A brief 18-item version of the HVQ scale was developed that could be administered repeatedly to assess changes over time in reactions to arousal. The brief 18-item version of the HVQ (HVQ-B) was compared to the original 30-item questionnaire using data collected from three studies conducted with undergraduate university students who were either high or low in AS. Correlations between the HVQ and the HVQ-B ranged from .963 to .967 demonstrating excellent correspondence between the original and shortened scales. Alpha co-efficients for the three subscales of the HVQ-B ranged from .732 to .910, compared to alpha co-efficients ranging from .732 to .912 for the original scale. Finally, the HVQ-B was successful in distinguishing between high AS and low AS participants when assessing reactions to physiological arousal brought about by both hyperventilation and physical exercise (i.e., running).

#83

Health Psychology

**SOCIAL SKILLS OUTCOMES FROM AN INTERVENTION PROGRAM FOR SURVIVORS OF CHILDHOOD BRAIN TUMOURS**Fiona Schulte, *The Hospital for Sick Children*; Maru Barrera, *The Hospital for Sick Children*

Purpose: To evaluate changes in social skills after participation in a group intervention for childhood brain tumour survivors. Methods: Thirty two survivors (14 females) aged 8 to 18 years and of stable health participated in the program. Medulloblastoma and astrocytoma were the main tumour diagnoses. Each of the 6 groups completed consisted of 8 2 hour weekly sessions targeting social skills such as: Friendship Making and Managing Teasing. Survivors and parents completed the Social Skills Rating System, (SSRS; Gresham & Elliott, 1990) comprised of 4 subscales (cooperation, assertion, responsibility/empathy, self-control) at baseline, pre- and post-intervention and 6 months later. Results: Parents reported an improvement in social skills from pre- to post-intervention ( $t = -2.4, p < .05$ ). These results remained consistent at follow-up. There was no difference in scores from baseline to pre-intervention. Examination of subscales revealed significant increases in cooperation and self-control from pre- to post intervention ( $t = -2.5, p < .05$ ;  $t = -2.4, p < .05$ , respectively). Significant increases were noted in the responsibility subscale from baseline to follow-up ( $t = -3.13, p < .01$ ). Survivors' scores did not differ significantly at any time. Parent and survivor social skills ratings differed significantly at each time period except follow-up ( $t = -3.9, p < .01$ ;  $t = -4.4, p < .01$ ;  $t = -3.0, p < .01$ , respectively). Conclusions: Parental reports provide preliminary support for the effectiveness of the social skills program for survivors. The discrepancy between parent and survivor reports warrants further investigation.

#84

Health Psychology

**AN EVIDENCE-BASED REVIEW OF YOGA FOR CANCER**Kelly Smith, *Queen's University*; Caroline Pukall, *Queen's University*

Experiencing cancer and undergoing treatment is associated with emotional distress and lowered quality of life. Patients with cancer may seek various complementary treatments, including yoga. This study conducted an evidence-based review of yoga for patients with cancer. A systematic literature search was conducted between May and August 2007. Studies were included if they assessed psychological functioning and focused on yoga as a main intervention. Using the scale developed by Suydam (1968; range = 9-45), two independent raters assessed the methodological quality of the studies, and effect sizes were calculated. Eight studies were included in the review; four were randomized controlled trials. In these studies, the majority of participants were women, and breast cancer was the most common diagnosis. Methodological quality ranged greatly across studies; average quality rating was 33.1, indicating adequate quality. Studies also varied in terms of cancer populations and yoga interventions sampled. This study provided a systematic evaluation of the yoga and cancer literature. Although some positive results were noted, variability across studies and methodological drawbacks limit the extent to which yoga can be deemed effective for managing cancer-related symptoms. However, further research in this area is certainly warranted, and suggestions for future research will be discussed.

#85

Health Psychology

**COGNITIVE APPRAISALS, SYMPTOM SEVERITY, AND OBTAINED TREATMENT DURING THE PERIMENOPAUSE: A RETROSPECTIVE STUDY**Suzanne Stone, *Lakehead University*; Dwight Mazmanian, *Lakehead University*; Kirsten Oinonen, *Lakehead University*; Verinder Sharma, *Regional Mental Health Care London*

Previous researchers have argued that attitudes toward menopause and hormone replacement therapy (HRT) might be more important than health status in determining decisions to obtain treatment during the menopausal transition. The present study examined whether symptom severity served as a significant mediator between menopausal attitudes and the use of HRT or antidepressant medication during the menopausal transition. Ninety-five postmenopausal women completed a General Information Questionnaire, the Menopause Attitude Scale, the Menopause Representations Questionnaire, the Women's Health Questionnaire, and the Neuroticism scale of the NEO Five Factor Inventory. Results indicated that symptom severity significantly mediated the relationship between two menopausal attitudinal variables (general attitudes toward menopause and perceptions that menopause has had a negative impact on one's life) and obtained treatment. No other measured appraisals or attitudes were associated with obtained treatment. This indicates that the number and severity of a woman's symptoms have an important influence on both her attitudes about menopause, and her decision to seek and obtain treatment during the menopausal transition.

#86

Health Psychology

**FREQUENCY AND SEVERITY OF SYMPTOMS EXPERIENCED BY WOMEN WHO EXPERIENCED NATURAL VERSUS SURGICALLY-INDUCED MENOPAUSE**Suzanne Stone, *Lakehead University*; Dwight Mazmanian, *Lakehead University*; Kirsten Oinonen, *Lakehead University*; Verinder Sharma, *Regional Mental Health Care London*

One hundred and seventeen postmenopausal women (natural menopause = 95, surgical menopause = 22) completed the Women's Health Questionnaire (WHQ), the Menopause Attitude Scale, the Menopause Representations Questionnaire, and several other scales measuring aspects of the menopausal transition. The most frequently endorsed WHQ menopausal symptoms were "hot flashes" (81 % of respondents), "night sweats" (77%), and "waking up early and sleeping poorly" (72%). The least frequently endorsed items were "poor appetite" (7%) and "feeling that life wasn't worth living" (12%). Severity ratings were also examined. The symptoms with the highest severity ratings were "hot flashes", "night sweats" and "waking up early and sleeping poorly". The symptoms rated as least severe were "feeling that life wasn't worth living" and "poor appetite". The two groups did not differ on any symptom frequency or severity ratings. Significant differences were observed on attitudinal measures, however. Women who experienced surgically-induced menopause reported more positive general attitudes to menopause ( $p < .05$ ) and felt that menopause

had less of a negative impact on their lives ( $p < .05$ ). These findings suggest that the attribution a woman makes concerning the cause or onset of the symptoms may affect how the symptoms are interpreted and how the menopausal transition is appraised.

#87

Health Psychology

### THE IMPACT OF A MINDFULNESS-BASED STRESS REDUCTION PROGRAM ON RUMINATION AND DEPRESSIVE SYMPTOMS IN WOMEN WITH CANCER

Laura Labelle, University of Calgary; Kristin Zernicke, University of Calgary; Linda Carlson, Department of Oncology, Faculty of Medicine; Tavis Campbell, University of Calgary

A waitlist-controlled trial was conducted to investigate the impact of a Mindfulness-Based Stress Reduction (MBSR) program on depressive symptoms in women with cancer. It was hypothesized that decreased rumination would mediate the impact of MBSR on depressive symptoms. Participants were recruited from the waitlist for the MBSR program offered through the Tom Baker Cancer Centre. Rumination and depressive symptoms were assessed before and after participation in the MBSR program ( $n=25$ ), or the 8-week waiting period ( $n=12$ ). Mediation analyses based on linear regression were conducted. Results indicate that all conditions of mediation were met. Study group (treatment versus control) was a significant predictor of decreased depressive symptoms, with MBSR participants endorsing fewer symptoms at post-treatment ( $R=.34$ ,  $F=4.43$ ,  $p<.05$ ). Study group was a significant predictor of decreased rumination ( $R=.42$ ,  $F=7.27$ ,  $p<.05$ ), and rumination was a significant predictor of decreased depressive symptoms ( $R=.37$ ,  $F=5.70$ ,  $p<.05$ ). When study group and decrease in rumination were entered simultaneously as predictors of decreased depressive symptoms, the regression coefficient for group status dropped from  $-.34$  to  $-.22$  (n.s.). Results indicate that the MBSR program may reduce depressive symptoms in women with cancer, and that this effect appears to be mediated by decreases in rumination.

#88

Health Psychology

### A PROSPECTIVE DIARY STUDY EXAMINING UNWANTED SEXUAL INTERCOURSE AND CONDOM USE

Sarah Vannier, University of New Brunswick; Lucia Sullivan, University of New Brunswick

Previous research has examined young people's reports of occasions of unwanted (but consensual) sexual activity. These are occasions in which an individual does not want to engage in a sexual activity, but for various reasons, does not communicate unwillingness to their partner (O'Sullivan & Allgeier, 1998). It is unclear whether the extent to which a given sexual encounter is wanted by an individual is related to their efforts to protect themselves from STIs. The aims of this study were to use diary methods to assess occasions of both wanted and unwanted sexual activity, use of condoms, and perceived control of the sexual encounter. We also assessed the extent to which encounters were expected and enjoyable. Participants were 32 women and 31 men (18-24 years), who maintained prospective diaries over a three-week period. All were involved in established heterosexual relationships. 30% of participants reported at least one occasion of unwanted sexual activity and 10% of all sexual activity was characterized as unwanted. Preliminary analyses revealed condom use was more frequent when sexual intercourse was unwanted. Analyses by gender were also conducted. The findings increase our understanding of unwanted sexual activity and as well as our understanding of processes underlying condom use.

#89

Health Psychology

### PSYCHOSOCIAL PREDICTORS OF FEAR OF CHILDBIRTH DURING PREGNANCY

Nancy Verreault, Université du Québec à Montréal; Deborah Da Costa, McGill University; Maria Dritsa, Université du Québec à Montréal; Caline Balaa, McGill University; Jennifer Kudzman, McGill University; Samir Khalifé, Royal Victoria Hospital, McGill University Health Centre; André Marchand, Université du Québec à Montréal

Between 6-10 % of women experience severe fear of childbirth which can negatively impact adjustment during pregnancy and result in a request for an elective caesarean section. The objective of this study was to identify the psychosocial factors influencing fear of childbirth in women during pregnancy. Two hundred and forty-seven pregnant women (mean age 31.8,  $SD = 4.3$ ) completed questionnaires measuring: fear of childbirth, anxiety sensitivity, trait anxiety, pregnancy-related anxiety, depression, social support and childbirth self-efficacy in the third trimester of pregnancy. Demographic variables and complications in the current pregnancy were also collected. Multivariate linear regression revealed that lower scores on childbirth self-efficacy was the strongest predictor of fear of childbirth ( $p < .0001$ ). Higher trait anxiety ( $p < .0001$ ) and anxiety sensitivity ( $p < .05$ ) scores during pregnancy emerged as significant determinants of fear of childbirth. These results suggest that women's beliefs regarding self-efficacy for coping with the birth experience, trait anxiety and anxiety sensitivity may influence the women's cognitive appraisal about childbirth. Identifying fear of childbirth early in pregnancy and intervening to improve self-efficacy for labour and delivery may enhance the childbirth experience for women and reduce unnecessary elective caesareans.

#90

Health Psychology

### PERCEIVED LEGITIMIZATION OF SYMPTOMS AND QUALITY OF LIFE AMONG WOMEN WITH IRRITABLE BOWEL SYNDROME

Sabrina Voci, University of Windsor; Kenneth Cramer, University of Windsor

Irritable bowel syndrome (IBS) is an illness for which there is no known physiological cause, generating debate and skepticism within the medical community regarding whether IBS is a 'real' disease. Patients with IBS often report that they feel discredited by the medical profession, due to the fact that their symptoms are not believed to result from a legitimate illness. The current study examined factors associated with perceived lack of legitimization among a sample of women with IBS ( $N = 141$ ), of whom 52% indicated that they had at some point during the course of their illness spoken to a doctor and felt the legitimacy of their IBS symp-

toms had been questioned. Women who had perceived a lack of legitimization of their symptoms reported lower quality of life across several domains (dysphoria, interference with activity, social reaction, body image, sexual); they did not differ on demographic variables, history of mental health problems, or levels of negative and positive affect. Personality traits associated with masculine and feminine gender roles moderated the relation between lack of legitimization and quality of life. Women high on traits associated with femininity demonstrated a greater decrease in quality of life associated with perceived lack of legitimization and women high on traits associated with masculinity demonstrated the opposite pattern of results.

#91

*Health Psychology*

**MENTAL HEALTH AS MEDIATING THE ASSOCIATION BETWEEN SECURE ATTACHMENT ORIENTATION AND**

*Stephanie Wiebe, Brock University; Stan Sadava, Brock University*

While there is evidence in the literature of linkages between secure adult attachment orientation and health, several mediating pathways have been reported. Mental health has been shown to be predicted by a secure attachment orientation and also has been found to relate to physical health bi-directionally. We test a model in which mental health mediates the relationship between attachment orientation and physical health. Hierarchical regression analyses were carried out in order to determine the relationship between levels of attachment anxiety and avoidance as predictors of physical health in samples of students, and of chronically ill individuals (Fibromyalgia/CFS, asthma, arthritis, gastrointestinal problems). Measures of attachment anxiety and avoidance, mental health (SF-36 mental health, CES-D depression) and a composite measure of physical health (SF-36) were administered. Results showed that lower attachment anxiety predicted better physical health in both samples, and was mediated by depression in the student sample, and by depression and a composite mental health measure in the chronically ill sample. Lower attachment avoidance predicted better physical health in the student sample but not in the chronic illness sample. Implications for an attachment theory of health are discussed.

#92

*Health Psychology*

**"I CAN'T.....I NEED TO....I CAN AND WILL": MESSAGING THAT EFFECTS CHANGES IN PARENTS' ATTITUDES TOWARD AND COMMITMENT TO MORE CLOSELY SUPERVISING YOUNG CHILDREN AT HOME**

*Daniel Zdzieborski, University of Guelph; Barbara Morrongiello, University of Guelph; Jennifer Lasenby-Lessard, University of Guelph*

Research confirms that supervision is a protective factor for childhood injury. Hence, parents who closely supervise young children at home have children who experience fewer injuries. What is not known, however, is what are the best messaging approaches (e.g., injury statistics, personal testimonials by parents) to persuade parents to more closely supervise. Using video as a medium, this focus group study of urban Canadian parents explored their reactions to different formats and messages in order to: identify best practices of convincing parents why childhood injury is important to them, determine how best to communicate messages about supervision to parents, and identify what the nature and scope of these messages should be for motivating and empowering parents to closely supervise. Results suggest that parents who become aware of the scope of childhood injuries become motivated to attend to messaging about supervision, that such messaging must be delivered with care to avoid negative reactions from parents for acknowledging they could more closely supervise, that certain messages are best to avoid, and that the content of messages and presentation characteristics are important determinants of effectiveness. Implications for developing interventions that effectively communicate to parents about child supervision and injury risk are discussed.

#93

*Psychology and Religion*

**THE INCLUSIVE CHRISTIAN SCALE: PRELIMINARY RELIABILITY AND VALIDITY RESULTS**

*Marsha Cutting, Waterloo Lutheran Seminary; Robert Gebotys, Wilfrid Laurier University; Cristian Onofrei, Boston University School of Theology*

The Inclusive Christian Scale is being developed in response to concerns about existing Christian religiosity scales, specifically a lack of attention to social justice as a dimension of faith, and limited or unspecified norm groups. The items for the scale were developed through a website-based research project (this data was presented at the 2007 convention) and the scale itself is being tested through a second website-based project ([www.religiositiescalesproject.com](http://www.religiositiescalesproject.com)). Participants were solicited through notices sent to newspapers and magazines in Canada and the United States. The poster will present initial results on the testing of the scale, including reliability and validity, as well as the scale itself.

#94

*Psychology and Religion*

**THE ROLE OF ATTACHMENT, RELIGIOSITY, AND SPIRITUALITY IN PREDICTING WELL-BEING**

*Carla Daniels, University of New Brunswick; Enrico DiTommaso, University of New Brunswick; Tracy Freeze, University of New Brunswick*

Previous research has indicated a link between attachment, religiosity, spirituality, and well-being (Pargament & Zinnbauer, 2005; Granqvist, Ivarsson, Broberg, & Hagekull, 2007). The present study revisited these relationships, and comprehensively investigated the degree to which religiosity, spirituality and attachment were related, and sought to determine the unique role each construct played in the prediction of an individual's well-being. Two-hundred and eighteen participants responded to measures of attachment, religiosity, spirituality, and well-being. As predicted, findings indicated that attachment, religiosity, and spirituality each signifi-

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cantly uniquely predicted well-being. Results emphasize the important role that attachment security, religiosity, and spirituality play in the prediction of well-being, and provide some useful directions for future research and clinical intervention.

#95

*Sport and Exercise  
Psychology*

**COPING WITH INTERPERSONAL STRESS IN HIGH SCHOOL FEMALE SOCCER ATHLETES. THE ROLE OF TRAIT SOCIAL ANXIETY, TEAMMATE SOCIAL SUPPORT, THREAT AND CHALLENGE APPRAISALS**

Peter Crocker, *University of British Columbia*; Clare Cayley, *University of British Columbia*

This study assessed how coping with an interpersonal sport stressor in 181 HS female soccer players was influenced by challenge and threat appraisals, trait social anxiety, and teammate social support. The athletes completed the Interaction Anxiousness Scale (Leary, 1983) and a modified Social Provisions Scale (Weiss, 1974). The athletes read a scenario describing an interpersonal stress situation. Stressor appraisal was assessed by challenge and threat subscales of the Stress Appraisal Measure (Peacock & Wong, 1990). Athletes then indicated how they thought they would cope with the stressor (Coping Functions Questionnaire; Kowalski & Crocker, 2001). Multiple regression equations examined potential mediator and moderator models of coping. Challenge was a moderate predictor of both Problem-focused (PFC;  $R^2=.26$ ) and Emotion-focused coping (EFC;  $R^2=.17$ ). Mediation analysis indicated that challenge partially mediated between social support and PFC ( $R^2=.293$ ;  $R^2f'=.034$ ), whereas challenge fully mediated social support and EFC. Threat was a weak predictor of AC ( $R^2=.04$ ), and subsequent analysis supported a social anxiety-threat-AC mediation model. There was no support for any moderator effects. The finding support the need to understand cognitive appraisals, especially challenge, in understanding how female high school athletes believe they would cope with interpersonal sport stress.

#96

*Sport and Exercise  
Psychology*

**DO EXTRACURRICULAR ACTIVITIES PROTECT YOUTH FROM ENGAGING IN RISKY DRINKING BEHAVIORS?**

Kara Murray, *University of Victoria*; David Scott, *University of New Brunswick*; Jinhui Zhao, *Centre for Addictions Research BC*

This study examines the relationship between participation in extracurricular activities and binge drinking among students from a rural and urban high school in New Brunswick. The sample consists of 179 students age 14-18 with a mean age of 15.5 years old. The adjusted odds ratio of having 5 or more drinks in a row at least once from a multivariate logistical regression model was used to estimate the relative risk of drinking for these extracurricular activities; Sports in school, sports out of school, other physical activities, and hobbies. The study found that youth who participated in 3 or more sports in school were at a 169% (OR: 2.69, 95% CI: 1.08-6.68) increased risk of binge drinking and youth participating in more than 14 hours per week in sports in school were at a 155% (OR: 2.55, 95% CI: 1.06-6.14) increased risk of binge drinking. Participation in sports out of school and other physical activities showed patterns of decreased risk but were not significantly related to binge drinking. Participation in hobbies was significantly related to a 58% decrease in the risk of binge drinking compared to those who did not participate.

#97

*Sport and Exercise  
Psychology*

**USING SELF-DETERMINATION THEORY TO UNDERSTAND WHY ADOLESCENT GIRLS EAT?**

Stéphane Perreault, *Université du Québec à Trois-Rivières*; Mélanie Mathews, *Université du Québec à Rimouski*

While self-determination theory has successfully been used to explain why people regulate what they eat (Pelletier et al., 2004), it has not yet attempted to tackle the question of why do people eat? The purpose of this study is to present preliminary data with respect to a measurement tool which examines eating motivations from this perspective. Two groups of adolescent girls (one enrolled in a specialized sports program ( $N=23$ ) and the other ( $N=113$ ) in a regular school program) completed the Motivation to Eat Scale and two subscales (general feelings about appearance and weight satisfaction) from the body-esteem scale (Mendelson et al., 2001). Results indicate that adolescent girls enrolled in a sport program are more self-determined towards eating (lower scores on external regulation and higher scores on identified regulation) and have higher body-esteem scores than adolescent girls in the regular program. The results are discussed in light of research on self-determination theory and the measurement of motivation in this area.

#98

*Sport and Exercise  
Psychology*

**EXERCISE IN INDIVIDUAL VS. SOCIAL CONTEXT: IMPACT ON NEGATIVE AFFECT IN YOUNG ADULT WOMEN**

Danielle Poulos, *Dalhousie University*

The purpose of this longitudinal study was to examine the social context effects of exercise on negative affect (i.e., symptoms of depression and anxiety). According to the social interaction theory, social support may act as a mediating variable between exercise and positive psychological outcomes. As such, it was hypothesized that a group exercise condition would result in a greater reduction in negative affect than an individual exercise condition. Twenty-four sedentary young adult females (mean age = 19.0;  $SD = 1.4$ ) participated in a 4-week exercise intervention. Participants were randomly assigned to a group ( $n=14$ ) or individual ( $n=10$ ) exercise condition. Negative affect was measured using a multitude of mood and anxiety measures, including the Anxiety Sensitivity Inventory (ASI), Panic Attack Questionnaire-Revised (PAQ-R), State and Trait Anxiety Inventory (STAI-T, STAI-S), Psychological Stress Measure (PSM), and the Beck's Depression Inventory-II (BDI-II). Measurements of negative affect were taken at baseline, post-intervention, and 4-5 week follow-up. All participants showed a significant increase in exercise over time

and a significant reduction in negative affect over time; however, there were no significant differences between the two exercise groups. Findings suggest that exercising alone and exercising in a group produce similar effects on negative affect and therefore, social interaction may not be a necessary component in gaining the psychological benefits of exercise. Limitations, including small sample size and lack of a non-exercising control group, as well as recommendations for future research are discussed.

#99

*Sport and Exercise  
Psychology*

**PERSONALITY PREDICTORS OF EXERCISE MOTIVATION AND BODY IMAGE  
SATISFACTION IN UNIVERSITY STUDENTS**

Bianca Segatto, *University of Windsor*; Kathryn Lafreniere, *University of Windsor*;  
Ken Cramer, *University of Windsor*

Active living is imperative to maintaining good health. Becoming involved in regular exercise at a young age is fundamental. This study examined university students' motivations for exercise, along with correlations with reversal theory constructs, including "telic/paratelic dominance" (i.e., reflecting a goal-directed, serious minded tendency versus a spontaneous and playful orientation) and also the relationship between type of motivation and body image satisfaction. Participants were university students ( $N=106$ ), who each filled out a questionnaire which contained measures of personality, exercise motivation, and body image satisfaction. Results indicated that high-frequency exercisers were found to be more paratelic dominant (i.e., playful and spontaneous) than low-frequency exercisers, and scored significantly higher on intrinsic, identified, and introjected regulation, indicating that they exercised for enjoyment, valued exercise outcomes, and wanted to avoid negative emotions associated with not exercising. Among high-frequency exercisers, positive body esteem was associated with high intrinsic and low extrinsic motivation for exercise, paratelic dominance, negativism dominance, and low neuroticism. The findings suggest that individuals who are extrinsically motivated are likely to have lower body image satisfaction and their main reason for exercise is to achieve a goal. In order to maximize the effectiveness of exercise programs, it is important to discover what form of exercise has intrinsic value to the individual, and personality and motivational styles must be taken into account.

#100

*Sport and Exercise  
Psychology*

**HYPOTHÈSE DE LA VARIABILITÉ DE LA PRATIQUE PHYSIQUE MISE EN  
PERSPECTIVE : RECENSION DES ÉCRITS ET DISCUSSIONS MÉTHODOLOGIQUES**

Khaled Taktek, *Laurentian University*

Cet article discute des résultats obtenus par les recherches traitant de l'hypothèse de la variabilité de la pratique physique. D'autre part, cet article examine les principaux facteurs pouvant influencer l'apprentissage moteur et la performance motrice (le niveau d'expertise des participants ; le sexe des participants ; le type d'habileté ; etc.). Finalement, des perspectives d'intervention sont fournies pour les enseignants d'éducation physique ainsi que pour les entraîneurs sportifs en termes de stratégies d'organisation de la pratique physique. Plus spécifiquement, la pratique physique spécifique est suggérée quand il s'agit d'adultes, de garçons, d'experts, de tâches simples et lentes de positionnement linéaire qui sont identiques entre les phases d'acquisition et d'apprentissage. Par contre, la pratique variable proposée par la théorie du schéma est fortement recommandée quand il s'agit d'enfants, de novices, de filles, de tâches balistiques rapides et complexes faisant appel à un processus de formation de schéma moteur ou de tâches de transfert similaires à celles pratiquées auparavant.

#101

*Sport and Exercise  
Psychology*

**WORKING IT OUT: THE RELATIONSHIP BETWEEN EXERCISE DEPENDENCE  
AND SOCIAL FUNCTIONING**

Blythe Williams, *University of Windsor*; Ken Cramer, *University of Windsor*;  
Kathryn Lafreniere, *University of Windsor*

The aim of this study was to determine if primary and secondary exercise dependent individuals vary between themselves and in comparison to an asymptomatic group with regard to social functioning and Reversal Theory measures in a sample of 92 participants. Results showed that while a cluster analysis identified primary, secondary, and asymptomatic groups, these groups did not differ significantly with regards to self-esteem, anxiety, life satisfaction, loneliness, or Reversal Theory dominances. Results also showed that Negativism and Alloic Sympathy were related to problematic eating behaviours. Overall our findings indicate that while these groups may vary dramatically in their behaviours, there appear to be few adverse effects with regards to everyday functioning.

#102

*Sport and Exercise  
Psychology*

**THE RELATIONSHIP BETWEEN SELF-EFFICACY BELIEFS, COPING  
STRATEGIES, AND PERFORMANCE OUTCOME IN JUNIOR TENNIS PLAYERS**

Andrew Ling, *University of Calgary*

Successful athletes demonstrate high levels of confidence, appropriate coping strategies, and are described as being mentally tough. Self-efficacy has to do with individuals' beliefs about their own skills and abilities to perform the behavior required to produce the desired outcome (Bandura, 1977, 1986). Coping is "a process of constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands or conflicts appraised as taxing or exceeding one's resources" (Lazarus & Folkman, 1984, p.141). The first part of this study was to develop and assess the validity of a tennis-specific self-efficacy questionnaire. The second part examined the direct relationships between a) self-efficacy beliefs and performance outcome, and b) coping strategies and performance outcome, in junior tennis players. Also, there was an interest to see the effect of coping on performance in the presence of self-efficacy. The participants were competitive junior tennis players in Alberta, Nova Scotia, and New Brunswick who com-

pleted two questionnaires before their respective tournament: the tennis-specific self-efficacy questionnaire, and the Modified-COPE (MCOPE). The results of this study will spark the interest of sport psychologists and coaches to improve athletes' self-efficacy and develop coping strategies that will be implemented in training and competition.

6/13/2008 — 12:00 PM to 1:25 PM — NOVA SCOTIA B, Marriott second floor

**Symposium**  
*Criminal Justice*  
*Psychology*

**PSYCHOBIOLOGICAL MECHANISMS IN DECISION-MAKING: IMPLICATIONS FOR CORRECTIONAL AND FORENSIC PRACTICE**

David Nussbaum, *University of Toronto Scarborough and Whitby Mental Health Centre*;  
Kristoffer Romero, *University of Toronto*; Ana Petrovic, *Baycrest Hospital*;  
Sonya Basarke, *Ryerson University*; Kaitlyn Laforge, *University of Toronto*

There are different ways of conceptualizing psychopathology and deviant behaviour ranging from deterministic genetic to sociological and cultural models. This symposium will present a psychobiological perspective arguing that aberrant behaviour is most proximally and therefore most precisely understood by an appreciation of perturbations in the neurobiological informational systems that normally process content specific and relevant to the behaviours in question. This symposium will present a specific psychobiological model of decision-making (DM) and present supportive empirical evidence for a) the basic DM mechanism being biased toward immediate reward or long-term consequences by testosterone and cortisol respectively, b) differentiating between cognitive and emotional "executive functions" (EFs) as they relate to DM, c) how this construct can be apprehended by the use of existing and readily available clinical instruments and d) the compatibility of this mechanism with Problem Gambling (PG) difficulties suggesting the centrality of this mechanism to a variety of disadvantageous choices made by humans. Concrete implications for practice will be described.

**A** **PSYCHOBIOLOGICAL MECHANISMS IN DECISION-MAKING: A BRIEF OVERVIEW**  
David Nussbaum, *University of Toronto Scarborough and Whitby Mental Health Centre*

This overview will describe the theoretical basics necessary to appreciate the supportive empirical studies that follow. An interactive psychobiological model of motivational systems, and their impact on decision-making (DM), will be explained. The model posits that synergistic effects of dopamine (DA) and Testosterone (T) reactivity in the face of opportunity for reward, jointly bias DM toward immediate reward options. This "approach target" tendency is opposed by serotonin (5-HT) and cortisol (C) reactivity that together elicit an inhibitory bias, favouring consideration of long term and potential negative/punishing consequences of a particular choice. The basis for this model from the early DM literature will be traced, and support from the recent DM and psychopathology literature will be provided. Additionally, a number of psychological tests (Iowa Gambling Task [IGT]; Integrated Visual and Auditory [IVA]; Toronto Alexithymia Scale [TAS-20], Zimbardo Time Perspective Inventory [ZTPI], Canadian Problem Gambling Severity Index [CPGSI], Levenson's Primary and Secondary Psychopathy Scales [PSPS]) used to validate this model will be detailed, providing necessary background for the pursuant empirical papers.

**B** **CHANGES IN TESTOSTERONE AND CORTISOL INTERACT IN ALTERED DECISION-MAKING BIASES: IMPLICATIONS FOR ASSESSMENT AND TREATMENT OF PSYCHOPATHS**  
Kristoffer Romero, *University of Toronto*; Lisa Endersby, *University of Victoria*;  
Kaitlyn Laforge, *University of Toronto*; Ana Petrovic, *Baycrest Hospital*;  
Mary-Christina Kalahani-Bargis, *University of Toronto*; Kimia Honarmand,  
*University of Toronto*; David Nussbaum, *University of Toronto Scarborough and Whitby Mental Health Centre*

AT CPA last year, we (Endersby et al., 2007) reported that basal levels of testosterone (T) were positively related to Iowa Gambling Task (IGT) performance during the learning segments of the task, while cortisol (C) correlated only with IGT performance in the final block after the contingencies had been learned. This is consistent with Bechara et al.'s (2001) experimental study where associated neuromodulators, dopamine (DA) and serotonin (5-HT) were manipulated. Unexplained was why the significant relationship between cortisol (C) and block 5 was negative. The current study measured basal and reactive (post-task) levels in 57 male participants. Pre-post measurements showed that the group with initially lowest C levels retained these levels across the 3 hour duration of the experimental sessions. In contrast, C values from the groups with moderate and highest initial levels fell markedly below the post-values of the initially low C group. Testosterone (T) levels showed a quadratic relationship with IGT performance, further consistent with the proposed decision model. Moderate T levels offer optimal balance between immediate bias (high T) and insufficient motivation (low T). Application to assessment, treatment and monitoring treatment response in psychopathy will be discussed.



**C COGNITIVE AND EMOTIONAL “EXECUTIVE FUNCTIONS” AND DECISION-MAKING**

Ana Petrovic, Baycrest Hospital; Kristoffer Romero, University of Toronto; Lisa Endersby, University of Victoria; Kimia Honarmand, University of Toronto; Mary-Christina Kalahani-Bargis, University of Toronto; Kaitlyn Laforge, University of Toronto; David Nussbaum, University of Toronto Scarborough and Whitby Mental Health Centre

Two self-report measures of psychopathic traits appropriate for community samples (the PPI-R, (Lilienfeld and Anderson, 1996; 2001) and the PSPS (Levenson, Kiehl & Fitzpatrick, 1995) were administered to 57 male undergraduate students in order to examine the relationship between numbers of psychopathic traits and neurocognitive functioning. The focus of the study was to examine whether sub-clinical deficits in cognitive flexibility, and specifically spontaneous flexibility, are associated with psychopathic traits and performance on the IGT, as previous studies have reported that psychopathy is associated with cognitive inflexibility. Sub-clinical deficits in tasks of spontaneous flexibility were observed paradoxically alongside superior functioning on a task of reactive flexibility. Of specific interest, IGT performance did not correlate with switching, as reported by some. The PPI-R and PSPS Factor 1 analogues correlated robustly ( $r = 0.556$ ), but their Factor 2 analogues were unassociated ( $r = -0.069$ ). As in last year's study, the Factor 2 analogue on the PSPS correlated positively ( $r = 0.496$ ) with Trait Anxiety, consistent with the theoretical role of Factor 2 in non-criminal populations. Implications for interpretation of psychopath's cognitive limitations and their impact on DM are discussed.

**D EXECUTIVE FUNCTION AND PERSONALITY TESTS AUGMENT RISK ASSESSMENT INSTRUMENTS: FORENSIC EVIDENCE**

Sonya Basarke, Ryerson University; Andrea Burden, University of Toronto; Marc Levi, Whitby Mental Health Centre; Yukiko Konomi, Adler School of Professional Psychology and Whitby Mental Health Centre; Stephanie Bass, University of Toronto; Brad Reimann, Adler School of Professional Psychology and Whitby Mental Health Centre and St. Joseph's HCC; Joanne Coutts, Whitby Mental Health Centre; David Nussbaum, University of Toronto Scarborough and Whitby Mental Health Centre

Theory and our empirical evidence demonstrate that utility of risk instruments in any institution is limited by the “range” in the distribution of scores. Should a particular setting house individuals falling in the middle categories of a risk instrument with associated recidivism rates fluctuating around 50%, the utility of the instrument in that setting will be marginal. We next present empirical evidence showing that risk instruments gathered at the Whitby Mental Health Centre (WMHC) correlate moderately highly with each other, with PCL-R Factor 2 showing the highest mean correlations with the other instruments (HCR-20 Total, H, C & R scales; VRAG Bin and Raw Scores; PCL-R-2 Factor 1, PCL-R-2 Factor 2, LSI-R Total). We then present data showing that extremely poor IGT performance and selected Executive Function (EF) tests on the Delis-Kaplan Executive Function Scales (D-KEFS) show clear differentiation between sexually offending forensic patients on one hand, and irritable and delusional aggressive forensic patients on the other. IGT DM is unrelated to intellectual ability as the sexual offending group scored best on tests of intellectual and attentional abilities. Results demonstrate the applicability and utility of the motivational DM model in explaining different aggression types in forensic populations.

**E PSYCHOPATHIC TRAITS AND PROBLEM GAMBLING: IS THERE A COMMON MECHANISM?**

Kaitlyn Laforge, University of Toronto; Shazma Rajani, University of Toronto; Mary-Christina Kalahani-Bargis, University of Toronto; Kimia Honarmand, University of Toronto; Kristoffer Romero, University of Toronto; Lisa Endersby, University of Victoria; Ana Petrovic, Baycrest Hospital; Richard Govoni, University of Windsor; David Nussbaum, University of Toronto Scarborough and Whitby Mental Health Centre

The present study investigated the relationships and correlations between problem gambling, executive function, and motivational personality traits including sub-clinical psychopathy. The participants were 57 male university students. The procedure involved subjects completing executive functioning and decision-making tasks, as well as personality and problem gambling questionnaires. The results show that problem gambling may be related to traits of psychopathy, particularly, impulsivity and motivational control. The results also show some cognitive deficits in problem gamblers in decision-making abilities and working memory systems, but also cognitive advantages in estimation tasks, likely “short-circuited” by availability of immediate reward opportunities. IGT performance, problem gambling (measured by the Canadian Problem Gambling Severity Index; CPGSI) and Factor 2 psychopathy analogues correlated with the Zimbardo Time Perspective Inventory (ZTPI) arguing for a link with immediate reward sensitivity and an insensitivity to future consequences. These data further suggest that problem gambling may be the result of biased motivational personality traits, manifested as decision-making (DM) and possibly working memory deficits rather than problems in cognitive executive functioning domains. Implications for other domains of problematic DM will be elaborated

6/13/2008 – 12:00 PM to 12:25 PM – HALIFAX B, Marriott second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Psychoanalytic and*  
*Psychodynamic Psychology*

**A PSYCHODYNAMIC APPROACH TO ENVIRONMENTAL ILLNESS**  
Paul Jerry, Athabasca University; Christine Moore, Campus Alberta Applied Psychology

This discussion will explore the experience of Environmental Illness from the context of psychoanalytically-informed psychosomatic theory. The prevalence of trauma in people with EI suggests one possible avenue of explanation. When combined with the current psychodynamic understanding of somatization, the trauma/EI link provides a working model for psychotherapists to approach EI from a psychodynamic perspective.

6/13/2008 – 12:00 PM to 12:55 PM – SUITE 207, Marriott second floor

**Committee Business**  
**Meeting**  
**SECTION PROGRAM**

**PUBLIC POLICY**  
Elizabeth Church, Mount Saint Vincent University; Juanita Mureika, New Brunswick School District 18

6/13/2008 – 12:00 PM to 12:55 PM – ATLANTIC SUITE, Marriott second floor

**Reception/Réception**  
*Counselling Psychology*  
**SECTION PROGRAM**

**COUNSELLING PSYCHOLOGY SECTION**  
Vivian Lalande, University of Calgary

Members of the Section of Counselling Psychology are invited to attend this reception.

6/13/2008 – 12:00 PM to 12:55 PM – ACADIA A, Marriott main floor

**Keynote**  
**Speaker/Conférencier**  
**de la section**  
*Developmental Psychology*  
**SECTION PROGRAM**

**THE CONSTRUCTION OF COMMONSENSE PSYCHOLOGY**  
Chris Moore, Dalhousie University

During the period of infancy, children construct a form of social understanding that recognizes both self and other as agents with both subjective and objective properties. Thus, by two years of age children have a basic psychological understanding of persons. In this talk, I will review the development of this Commonsense Psychology. Based on a variety of recent evidence on social cognitive development, I will argue that it develops through essentially constructivist pattern detection processes, whereby information about self and other is integrated, within the context of increasingly complex social interactive experiences. During the first year, within dyadic and then triadic interactions, infants experience matched and reciprocated information about psychological activity from both self and other. These experiences yield sensorimotor patterns of psychological understanding, allowing young infants to coordinate their own activity with that of others. With the onset of language and the imagination in the second year, such patterns become represented as properties of individual persons, leading to a new understanding of both self and others as equivalent centres of psychological activity and experience.

6/13/2008 – 12:00 PM to 12:55 PM – ACADIA C, Marriott main floor

**2008 CPA Professional**  
**Award/Prix**  
**Professionnel**

**COMING FULL CIRCLE: CONCEPTUALIZING THE STUDY OF INTERPERSONAL BEHAVIOR**  
Debbie Moskowitz, McGill University

Debbie S. Moskowitz is Professor of Psychology at McGill University. She is interested in the organization of social behavior as influenced by interpersonal, situational, and neurochemical processes. Her early research was key in resolving the person-situation debate. She subsequently developed an event-contingent recording methodology for assessing adults' interpersonal behaviors in naturalistic settings and identifying contextual effects that influence interpersonal behavior. This method is useful for examining both mean levels of interpersonal behavior and within person processes. She and her colleagues have used the method to study the influence of traits, social roles and psychopharmaceutical agents on intrapersonal processes in working adults and individuals with

psychopathology. Professor Moskowitz is a past president of the Society for Interpersonal Theory and Research, a Fellow of the Society for Personality and Social Psychology and the American Psychological Association Division on Evaluation, Measurement, and Statistics, and a Trustee of the Society of Multivariate Experimental Psychology.

Historically the study of personality has been characterized by waves of interest in person influences on behavior, situational influences on behavior, and interactionist influences on behavior. I will argue that recent developments in the characterization of within person variability in interpersonal behavior represent a new wave of interactionism. Research will be described that identifies multiple ways to characterize within person variability. The extent of variability can be assessed using indices such as flux (dispersion of behavior around a person's mean level of a behavior) and spin (dispersion among types of interpersonal behaviors). Influences on intraindividual variability in interpersonal behavior may be modelled in terms of the dynamic covariation over time of interpersonal behaviors with other variables such as perceptions of others. Variability can also be modelled by constructing measures that reflect a person's idiographic patterning of interpersonal behavior across situations (interpersonal behavioral signatures). These approaches will be illustrated using applications to the understanding of individuals with psychopathology (e.g., Borderline Personality Disorder) and to the study of individuals in dyadic interactions.

6/13/2008 – 12:00 PM to 12:55 PM – ALEXANDER ROOM, Marriott main floor

**Conversation  
Session/Séance de  
conversation**  
*Psychologists in  
Education*

**THE ABC'S OF MENTAL HEALTH: AN ONLINE RESOURCE FOR TEACHERS**

*A. Lynne Beal, Private Practice; John Mitterer, Brock University; Students of Multi-Media Productions and Innovation Centre, Brock University; Irene Bevc, Hincks-Dellcrest Centre; Ester Cole, Private Practice; Carole Sinclair, Hincks-Dellcrest Centre*

The ABC's of Mental Health is a web-based resource for teachers of students in SK to grade 8. "A" is for Actions observed, the behaviours that cause teachers the most concern. This section describes behaviours that are appropriate for different ages and stages of development; behaviours that require intervention in the classroom; and behaviours that are serious enough to refer to a mental health specialist. It is not based on mental health diagnoses. "B" is for Beliefs, explaining factors in children's lives and development that could account for problem behaviours. "C" is for Course to Follow. This section provides possible courses for teachers to follow to promote good mental health in the classroom; to address worrisome behaviours; and to address potential mental health problems. Courses to follow take into account such factors as the child's developmental stage, family situation, and culture. The conversation hour introduces the resource and provides working demonstrations of how to use the resource on-line. Demonstrations include how a teacher could find answers to questions about a specific child's worrisome behaviour and obtain strategies for the classroom; how a teacher could obtain in-depth information about children's mental health in general; and how school psychologists can use the resource in the consultation process with teachers and parents.

6/13/2008 – 12:00 PM to 1:25 PM – COMPASS ROOM, Pedway to the Casino second floor

**Symposium**  
*Social and Personality  
Psychology*

**THE REACH OF INTERPRETIVE PHENOMENOLOGICAL ANALYSIS**

*Laurie Petch, University of Sheffield, U.K.; Alison Hipwell, ARC-HLI SMP, FHLS, Coventry University, U.K.; Andrew Thompson, University of Sheffield; Donna Patterson, University of Regina*

Interpretive Phenomenological Analysis (IPA) is a qualitative research approach which aims to describe and understand participants' lived experiences. Initially, the originator of IPA intended to reconcile discursive and cognitive paradigms within psychology. More recently, IPA researchers have applied the method in studies spanning several pure and applied fields in the discipline. This symposium comprises five studies chosen to illustrate the breadth of research questions to which IPA pertains as an approach for practitioners, researchers and teachers of psychology. The symposium begins with two primary research studies from health and clinical/ counselling psychology, the domains where IPA has been most fruitful. The third paper demonstrates the possibility of adapting IPA as a means of synthesizing diverse qualitative findings on a clinical-developmental topic. The two final studies discuss issues arising for supervisors of research inspired by phenomenology at the graduate level. The closing paper will enable those attending to draw connections between IPA and Max van Manen's approach to interpretive phenomenology.

**A**

**PUNJABI SIKH WOMEN'S EXPERIENCES OF ARTHRITIS: METHODOLOGICAL ISSUES AROUND INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS**

*Alison Hipwell, ARC-HLI SMP, FHLS, Coventry University, U.K.; A. Turner, Coventry University; J. Barlow, University of Coventry*

Widening inequalities mean poorer and less educated people have worse health outcomes, including in the UK, those from South Asian (SA) backgrounds. The UK's Expert Patients Programme, a free self-management course, helps people with long-term conditions including arthritis, to improve the daily management of their condition. Few SA people in the UK attend these courses. This qualitative, longitudinal study explores Punjabi Sikh women's culturally situated, psychosocial experiences of living with arthri-

tis, and their self-management preferences. Ten Punjabi Sikh women were interviewed, through an interpreter if necessary, in English, Punjabi, or both. Data were translated into English as appropriate, transcribed, and analysed using IPA. Whilst IPA lends itself to novel, complex research areas, methodological pragmatics of cross-cultural research using IPA have not previously been addressed. Issues arising from the different languages and interpretational methods used during interviews, the translation and back-translation procedures, transcription and cross-cultural analysis processes, are discussed.

**B AN INTERPRETIVE PHENOMENOLOGICAL METASTUDY OF ANXIETY IN CHILDHOOD AND ADOLESCENCE**

*Laurie Petch, University of Sheffield, U.K.; Paul Naylor, University of Sheffield*

Despite well-established approaches to synthesizing quantitative data in secondary analysis, parallel approaches to qualitative findings remain controversial. This paper outlines an adapted form of Interpretive Phenomenological Analysis (IPA) which is used to synthesize findings from disparate qualitative studies. Anxiety, considered on physical, personal, social and spiritual dimensions, is examined here as a key experience in development, both typical and psychopathological. The data described here are part of a wider study considering school-based interventions for anxiety in pre-adolescent children.

**C GETTING THE MOST OUT OF IPA SUPERVISION: A COMPETENCY FRAMEWORK FOR THE IPA SUPERVISEE**

*Andrew Thompson, University of Sheffield*

In this presentation, I will consider the role supervision plays in Interpretive Phenomenological Analysis (IPA) and present an elementary competency framework for the IPA supervisee. In doing this I will draw on my experience of supervising postgraduates and health care practitioners and provide some examples from our work on living with appearance altering conditions. My intention in generating this embryonic framework is not to advocate a prescriptive checklist but to raise awareness of both the difficulty and importance of becoming self-reflective and open in the 'I' of IPA. Becoming competent in making interpretations is often something that new researchers struggle with and is essentially intertwined with developing reflexivity. I will argue here that supervision provides an excellent medium for facilitating and capturing reflexivity in novice and experienced IPA researchers alike. I will also outline the role supervision can play in developing technique to allow us to hear others stories and the role it can play in quality control. Lastly, I want to conclude by drawing attention to the collaborative nature of supervision and suggest that for the 'I' to be truly transparent the supervisor needs to step out of the shadows and engage with reflexivity.

**D TEACH /DO /ING PHENOMENOLOGICAL RESEARCH WITH GRADUATE STUDENTS**

*Donna Patterson, University of Regina*

Learning to do phenomenologically influenced research is not a technical stepwise sequential process no matter how much there may be an inclination to want to make it so. Teaching students to find their way from phenomenology as a philosophical stance through research design, through data gathering to writing has been a substantial part of my work within my Faculty. Particularly challenging has been the move from 'thick description' to readable evocative text, especially a text in which the voices of the research participants and of the researcher remain in tact. The proposed presentation draws on my experience teaching and working with graduate students writing their Master's theses. My comments reflect a belief that such work needs to move both students as researchers and readers as co-constructors of meaning closer to the experience under examination. My intent is to share points of dialogue around that teaching and learning. This sharing will move beyond my own experience to include both the completed work of graduate students and their reflections on our working together.

6/13/2008 — 12:30 PM to 12:55 PM — HALIFAX B, Marriott second floor

**Theory Review  
Session/Séance de  
revue théorique**

*Psychoanalytic and  
Psychodynamic Psychology*

**WORKING BILINGUALLY AND BICULTURALLY: NAVIGATING MULTIPLE DIFFERENCES IN THERAPY**

*Roger Frie, Long Island University*

The focus on the diagnosis, treatment and reduction of symptoms, though crucially important, always needs to be combined with an appreciation of the cultural values and norms that are present in the therapeutic setting. The cultural context of therapy is particularly evident in clinical situations in which the differences between the therapist and client in terms of culture, race, ethnicity, gender, and language are pronounced. I use a clinical case to illustrate the challenges of respecting and working with historically-freighted, potentially opposing identities. I will focus in particular on the impact of cultural, political, and historical differences between the therapist and client on the therapeutic relationship, and on the way in which conducting a therapy in two languages can provide both challenges and opportunities for the progress of clinical work.

6/13/2008 – 12:30 PM to 1:55 PM – MARITIME SUITE, Marriott second floor

**Symposium**  
*Community Psychology*

**INCLUDING COMMUNITY IN APPLIED RESEARCH AND INTERVENTION DEVELOPMENT: PROFILING NOVA SCOTIA BASED FAMILY HEALTH PROJECTS**

*Cyndi Brannen, IWK Health Centre; Patricia Lingley-Pottie, IWK Health Centre; Kristina Bradley, Dalhousie University; Steven Dukeshire, Nova Scotia Agricultural College*

This symposium will highlight various applied research and intervention development projects designed to improve family health. All the projects were conducted in Nova Scotia. The studies emphasized the various community contexts in which families exist. Families can be at a disadvantage for participating in research and treatment due to social and economic barriers. Health care service providers and policy makers can be disconnected from the process of applied research and intervention development. Including these communities from the outset of project can help to boost the likelihood that interventions will be appropriate, accessible and economical. The objective of this symposium is to provide an overview of different the different ways that the “community of care” supporting a family under stress can be included in research and intervention development. One presentation will focus on fathers as primary caregivers of children; a group only focused on after the community advisory committee for the project recommended that male caregivers be studied. Another will review Family Help distance treatment program. The next reviews the depression treatment preferences for adolescents in a rural community. Finally, research on farm safety and families is presented as an example of applied research that has significant implications for the agricultural community in Nova Scotia. Although these presentations are diverse, they echo each in other in the importance of including the appropriate communities when conducting applied research or developing interventions.

**A EXPLORING THE CONNECTIONS BETWEEN WELL-BEING AND CAREGIVING STATUS IN MEN**

*Cyndi Brannen, IWK Health Centre; Philip Grandia, IWK Health Centre; Michelle Keddy, IWK Health Centre*

Male caregiving for children and adults is a very underdeveloped area of research. Fathers and men in other caregiving roles may have different connections between their responsibilities and health compared to women. This presentation will summarize the results of a survey that focused on caregiving status and health in a sample of members of the Canadian Forces ( $N = 140$ ). Eighty-seven of the men identified themselves as fathers (61.4%) and 87 identified as caregivers for children and/or adults (61.4%). There were no differences between paternity and measures of life satisfaction, relationship satisfaction, social support or symptoms of mental illness. However, men who were caregivers for another adult scored significantly lower on the satisfaction and support measures and had poorer mental health than those who were not caregivers, those caregiving for children, and those who cared for both children and adults. Men who are providing care for another adult may be particularly isolated from social support networks and community resources. This could be compounded for men strong in traditional beliefs who may not wish to seek out support sources. This increased risk for male caregivers has implications for service providers who should be aware of the potential negative health outcomes for this group.

**B FAMILY HELP PROGRAM: COMMUNITY OUTREACH TO INCREASE ACCESS TO MENTAL HEALTH SERVICES**

*Patricia Lingley-Pottie, IWK Health Centre; Patrick McGrath, IWK Health Centre*

Limited access to mental health services is a growing community concern. Untreated pediatric conditions can be a heavy burden to the family, community caregivers and the individual child. Overtime, symptoms become more severe and difficult to manage, a frustrating reality for parents’ waiting for services. When families do receive help, traditional services often require parents to travel to clinics during the day. For many, this imposes additional burdens to the family such as missed time at work or school, travel costs and feelings of stigma. There is a need for new treatment delivery systems designed to solve access barriers. The Family Help Program is an evidence-based, distance intervention program. Treatment is delivered to families in the comfort and privacy of their own home at convenient times to increase access to services, especially to those in rural communities. Family Help is skill-focused. The family learns how to manage the child’s problem and work with community caregivers (i.e., schools and daycares) to ensure a consistency is maintained outside of the home. There is no face-to-face contact between the family and the Family Help coach. A study was designed to determine if therapeutic alliance exists. Overall, the majority of the participants reported a strong therapeutic alliance with their coach and reported satisfaction with the Family Help program services. The results suggest that distance treatment is acceptable to families. Therefore, integration of distance delivery systems as part of routine care can provide outreach to families disadvantaged financially or geographically, increasing timely access to services.

**C ATTITUDES TOWARDS DEPRESSION TREATMENT IN CAPE BRETON HIGH SCHOOL STUDENTS**

*Kristina Bradley, Dalhousie University; Patrick McGrath, IWK Health Centre; Alexa Bagnell, IWK Health Centre; Cyndi Brannen, IWK Health Centre*

Despite the high prevalence of depression in adolescents, this population is among the least studied groups in terms of preferences for depression treatment. This study reports on adolescents’ depression treatment preferences and correlation with gender, depres-

sion symptomatology and family/peer experience and support. The pilot survey was administered to 156 adolescents, 15-20 years of age, from a Cape Breton high school. The data was analyzed utilizing multiple regression and ANCOVA for determining differences in treatment preferences across modalities according to depressive symptoms, experience, and gender. Adolescents prefer talking therapy to treatment with antidepressants, with girls preferring talking therapy more than boys. 87.74% of adolescents prefer talking therapy, 9.03% prefer antidepressants, and 3.23% prefer both treatments equally. There was no significant relationship between personal or familial experience with depression treatment and having a reduced resistance to that treatment. In adolescents with higher depressive symptom severity, there is increased resistance to both medication and talking therapy treatments. Family and peer support for a treatment was related to the participants' preference of that treatment. The implications of this research are that adolescents prefer talking therapy to medication for treatment of depression. This suggests that evidence based talk therapy should be made more readily available to adolescents. Furthermore, decreased resistance of family/peers to a treatment is related to decreased resistance of the participant to a treatment. This indicates that support from family and friends may influence the adolescent to try a depression treatment.

**D THE CONTRIBUTION OF EARLY CHILDHOOD FARM EXPERIENCES TO THE FARM SAFETY-RISK PARADOX**

*Steven Dukeshire, Nova Scotia Agricultural College; Lauranne Sanderson, Nova Scotia Agricultural College; Renee Garbes, Nova Scotia Agricultural College; Gaetane Carignan, Nova Scotia Agricultural College; Christian Rangel, Nova Scotia Agricultural College*

Despite implementation of numerous farm health and safety education campaigns and interventions, agriculture remains one of the most dangerous occupations in North America, both in terms of number of deaths and injuries. The literature suggests that traditional approaches to "getting the message out" have not worked for the most part because safety educators do not have a firm understanding of the factors that influence the perpetuation of unsafe farm behaviour. The current research utilized a mixed-methods approach to better understand farm health and safety knowledge, beliefs, and attitudes and their relationship to safe farm behaviour of the next generation of farmers. Twenty-six farm youth at the Nova Scotia Agricultural College (NSAC) were interviewed in the spring of 2006. A 37 page questionnaire assessing safety knowledge, beliefs, attitudes, and behaviours was administered followed by an in-depth interview focused on the relationship between early farm experiences and current beliefs, attitudes, and behaviours. Results indicated that although participants had positive beliefs and attitudes toward farm safety, they still often failed to take proper safety precautions. These findings are examined within the framework of the farm safety-risk paradox, with a particular emphasis on the relationship of early childhood experiences on subsequent farm safety behaviour. Results were also used in the development of an on-line farm health and safety undergraduate course.

6/13/2008 – 12:30 PM to 1:25 PM – ACADIA B, Marriott main floor

**Keynote**  
**Speaker/Conférencière**  
**de la section**

*Women and Psychology*

**SECTION PROGRAM**

**THERE IS NOTHING SO PRACTICAL AS A GOOD FEMINIST THEORY**

*Frances Cherry, Carleton University*

I would like to take the opportunity offered by the Distinguished Member Award for the Section on Women and Psychology to reflect on the importance of feminist theory in the development of the psychology of women. I will draw most of my examples from the overlap of social psychology and the psychology of women and will discuss, in particular, the theorizing of feminist researchers in the late 1960s and 1970s and their departure from previous frameworks of understanding. My talk will begin with the insights of mid 20th century action researchers who were inspired by the Lewinian notion expressed in the title of my talk: that is the important interplay between scientific work and the solution of social problems. However, the concepts of "practical" and "good" from a feminist theoretical perspective were transformed in several ways from this earlier approach. I will speak to issues of feminist theory and practice using the Lewinian contrast as my departure point for feminist theory in the 1970s. A variety of recent writings on theory have addressed issues of modernism and globalization Flyvbjerg, Making Social Science Matter; Sears, A Good Book in Theory; Teo, The Critique of Psychology, From Kant to Postcolonial Theory) and I will spend some time speculating on what postcolonial and postmodern theorizing implies for feminist theorizing. My overarching message is one of the fluidity of theorizing and its tremendous importance for the lives of women globally.

6/13/2008 – 12:30 PM to 1:55 PM – TUPPER ROOM, Marriott main floor

**Symposium**  
*Criminal Justice*  
*Psychology*

**CORRECTIONAL REHABILITATION: MANAGING THE CHALLENGES TO EFFECTIVE IMPLEMENTATION AND EVALUATION**

*David Simourd, ACES Inc; A. Keele, Saskatchewan Corrections and Public Safety; Linda Simourd, Correctional Service of Canada; Mark Olver, University of Saskatchewan*

Much has been written about the proper strategies and techniques for effective correctional rehabilitation of offenders. Numerous challenges often exist in clinical practice that compromise the ability of clinicians or agencies to implement and evaluate treatment programs in an ideal fashion. The present symposium is designed to discuss some of these issues and share methods to address them across a range of therapeutic situations. Ross Keele describes a provincial approach to treating and managing offenders. Mark Olver describes the evaluation methods and results of a high intensity sexual offender program in a maximum security environment. Linda Simourd discusses the issues individual practitioners face in managing competing demands for services in a minimum security setting. Finally, David Simourd describes the implementation and evaluation of a cognitive program in a large community correctional center in the United States.

**A PROGRAM DEVELOPMENT INITIATIVES AND STRATEGIES IN SASKATCHEWAN ADULT CORRECTIONAL FACILITIES**

*A. Keele, Saskatchewan Corrections and Public Safety; Brian Rector, Saskatchewan Corrections and Public Safety; Doris Schnell, Saskatchewan Corrections and Public Safety; Delphine Gossner, Saskatchewan Corrections and Public Safety; Chris Turner, Saskatchewan Corrections and Public Safety; Karen Todd, Saskatchewan Corrections and Public Safety*

One of the goals of Saskatchewan's provincial Adult Corrections Division is to reduce re-offending behaviour through rehabilitative interventions with offenders. Several initiatives are underway to meet the objectives of managing violent and disruptive misconducts in correctional facilities, reducing criminal recidivism in the community, and promoting excellence and accountability in correctional staff. Regional Clinical Manager positions have been developed as part of the Program Development and Therapeutic Services (PDS) Unit which provide expertise in correctional program development and quality assurance. The Division has developed an implementation plan regarding provincial best-practice training standards in areas of Core Correctional Practices, Integrated Case Management, certification standards for the use of provincial Risk Assessment tools, and Clinical Supervision training for correctional Supervisors. The evidence-based literature serves as a guide for the selection of structured group programs and the development of on-unit programming strategies which include components of offender behavioural progressions and relapse prevention. Structured evaluation tools, such as the Correctional Program Assessment Inventory (CPAI) are also being utilized to provide feedback on the effectiveness of intervention strategies. This presentation will focus on provincial strategies regarding risk management and reduction efforts with offenders, as well as the challenges that present themselves over the course of development, implementation, and maintenance.

**B OPPORTUNITIES AND CHALLENGES TO EFFECTIVE INDIVIDUAL COUNSELING IN A MINIMUM SECURITY CORRECTIONAL SETTING**

*Linda Simourd, Correctional Service of Canada*

Over the past 25 years, the empirical literature has provided a wealth of information on effective correctional treatment. Concepts such as risk, need, responsivity, and evidence based practice are known elements to effective correctional treatment. At times, application of these concepts within applied practice can be challenging. Agency resources are often non-existent or limited for individual counseling due to workload and funding pressures. As such, when the opportunity is available for individualized clinical work, appropriate selection of clients and utilization of efficacious treatment is needed. The current presentation explores steps taken to apply the principles of 'best practice' to individual counseling in a minimum security correctional setting. Discussion includes process issues, opportunities and challenges, as well as implications for future clinical work.

**C EVALUATING THERAPEUTIC CHANGE IN A HIGH INTENSITY SEX OFFENDER PROGRAM**

*Mark Olver, University of Saskatchewan; Steve Wong, Regional Psychiatric Centre*

Sex offender treatment efficacy can be evaluated in multiple ways, for instance, through assessing change on specific criminogenic needs targeted for treatment or by examining sexual recidivism rates following treatment. The present study examines self-reported change in a heterogeneous sample of sex offenders who received treatment services from the Clearwater High Intensity Sex Offender Program. Self-report ratings on measures of sex offender treatment targets (e.g., attitudes, empathy, hostility) were obtained pre-and post-treatment. The relationship of sex offender self-reported change to sexual offense recidivism is examined. Data are also presented comparing offender self-report ratings of change against evaluations of sex offender change on similar treatment targets made from a clinical rating scale that incorporates a modified application of the transtheoretical model of change. Implications for the predictive validity and utility of evaluations of therapeutic change in sex offenders are discussed.

**D PROGRAM IMPLEMENTATION AND EVALUATION IN A LARGE COMMUNITY CORRECTIONAL CENTER: ISSUES AND CHALLENGES**

*David Simourd, ACES Inc.; John Blette, Kintock Group*

The correctional evidence based practice literature has expanded markedly during the past several years and offers considerable insights into core ingredients such that offenders have maximum opportunity for change. The transition from research to practice is

never smooth nor easy and correctional agencies face numerous challenges to the implementation and evaluation of offender rehabilitation programs. Quite often a balance must be struck between clinical integrity and resources (both human and financial). Furthermore, achieving a proper balance can be complicated by the size of the agency, with large scale agencies having greater difficulties than smaller agencies. This presentation will describe the implementation and ongoing evaluation of a cognitive rehabilitation program within a large (350 bed) halfway house center in Philadelphia. Discussion will focus on staff training, delivery, and program evaluation issues and some pre-treatment/post-treatment data will be presented.

**6/13/2008 – 12:30 PM to 1:25 PM – COMPASS BOARDROOM, Pedway to the Casino second floor**

**Section Business Meeting HISTORY AND PHILOSOPHY**  
*History and Philosophy* *John Connors, Canadian University College and University of Alberta*  
*of Psychology*

**6/13/2008 – 1:00 PM to 1:55 PM – NOVA SCOTIA A, Marriott second floor**

**CPA Invited Speaker/Conférencière** **BULLYING IS A PUBLIC HEALTH PROBLEM: IT'S EVERYONE'S RESPONSIBILITY TO ADDRESS BULLYING**  
*invitée par la SCP* *Wendy Craig, Queen's University; Debra Pepler, York University*  
*Psychologists in*

*Education*

**SECTION PROGRAM**

The high proportions of Canadian students who report bullying or being bullied confirm that this represents an important public health problem. Bullying is associated with relationship problems and many physical and mental health, criminal, and socio-economic concerns. Because children's relationships are the foundation for healthy development, bullying can have impacts through adolescence and into adulthood. PREVNet (Promoting Relationships and Eliminating Violence) is a Networks of Centres of Excellence New Initiative. By linking researchers and national community organizations and governments, PREVNet is leading a public health effort focused on this critical problem. Understanding and strategies to promote healthy relationships are required in all of the places where children live, learn, and play. Practice within the community organizations has begun to transform as professionals join researchers with new exposure to scientific knowledge, tools, resources, and collaborations. PREVNet partnerships add value through the development of empirically based tools to: build awareness, change attitudes, assess bullying, implement evidenced-based strategies, and develop policies. By changing the professional practice of those who work with children and their families, PREVNet is enhancing healthy relationships and the social-emotional development of Canada's children. PREVNet also adds value through scientific practices. PREVNet links researchers with NGOs to ask new questions, within new contexts, with new methodologies, and in large, diverse samples. The PREVNet partnership model addresses this significant public health issue through knowledge development, exchange, mobilization, and uptake that will improve professional and research practice and serve as the catalyst for social-cultural change.

**6/13/2008 – 1:00 PM to 1:25 PM – HALIFAX A, Marriott second floor**

**Theory Review Session/Séance de revue théorique** **A BLIND SPOT WORTH LOOKING AT IN THE DSM-IV-TR: UNDERSTANDING THE CULTURAL AND SOCIO-POLITICAL CONTEXT OF MENTAL ILLNESS**  
*International and* *Shafiq Sunderani, McMaster University; Maneet Bhatia, McGill University;*  
*Cross-Cultural Psychology* *Jeeseon Park, McGill University*

As globalization continues exposure to people from diverse backgrounds with differing ideologies and value systems in Canada demands our understanding. It is projected that by 2017 almost one out of every four people in Canada could be a member of a visible minority group- a sharp increase of a 111% from 2001 (Statistics Canada, 2005). Accordingly, an increased sensitivity to the cultural context of clients with mental health issues is much needed. Culture shapes the experience and expression of psychopathology by supplying specific contents to thoughts and feeling that, in turn manifest as maladaptive cognitions and emotional distress (Kleinman & Good, 1995). Conversely, the DSM-IV-TR is a symptom-based approach that largely ignores both the cultural and the socio-political context in which these symptoms manifest. We argue these specific contents (i.e. thoughts and feelings), shaped by culture, intersect with the clients' familial structure along with the nations' economic system and instability in governance to form the basis of experience and expression of illness. Specifically, we will discuss: 1) Qi-Psychosis in China, 2) Seva Anxiety in India, 3) Hwa-byung in Korea, and 4) PTSD in Guatemala to elucidate the shortcomings of the DSM-IV-TR. The implications of this review are the development of culturally-appropriate diagnostic categories and healing practices.



6/13/2008 — 1:00 PM to 2:55 PM — HALIFAX B, Marriott second floor

**Keynote**  
**Speaker/Conférencier**  
**de la section**  
*Psychoanalytic and*  
*Psychodynamic Psychology*  
**SECTION PROGRAM**

**WEININGER MEMORIAL KEYNOTE ADDRESS: LACAN ON LOVE**  
Bruce Fink, *Duquesne University*

Lacan's various notions of love over the course of his career will be explored and will be compared at certain points with Freud's. Freud's rather "obsessive" theory of love will be contrasted with Lacan's views of passion in his early work, of the "miracle" of love in his reading of Plato's Symposium, of the main thrust of courtly love, and of love as giving what one does not have.

6/13/2008 — 1:00 PM to 1:55 PM — HALIFAX C, Marriott second floor

**Conversation**  
**Session/Séance de**  
**conversation**  
*Students in Psychology*

**CAREER OPPORTUNITIES IN RURAL & NORTHERN PSYCHOLOGY**  
Karen Dyck, *University of Manitoba*; Cindy Hardy, *University of Northern British Columbia*

This session will provide participants with an opportunity to learn more about the rewarding career opportunities for psychologists in rural, northern, and remote communities. The presenters will share their own experiences with working and living in rural and northern communities and discuss the unique opportunities they have had in the areas of research, teaching, and clinical practice. Audience members will be encouraged to share their own experiences and will have ample opportunity to ask questions they may have about careers in rural and northern psychology.

6/13/2008 — 1:00 PM to 1:55 PM — SUITE 207, Marriott second floor

**Committee Business**  
**Meeting**

**PUBLICATIONS**  
Peter Bieling, *St. Joseph's Hospital*

6/13/2008 — 1:00 PM to 2:25 PM — ATLANTIC SUITE, Marriott second floor

**Symposium**  
*Counselling Psychology*

**ADDRESSING "WOMEN'S ISSUES" IN COUPLE'S THERAPY**  
Jack De Stefano, *McGill University*; Susan Gamberg, *McGill University*; Kaori Wada, *McGill University*; Riccardo Cordi, *University of Ottawa*; Calli Armstrong, *McGill University*; Anne-Marie Mikhail, (*discussant*) *Faculty of Education, McGill University*

Traditional models of psychotherapy are rooted in an individualistic perspective which either ignores or minimizes the relational aspects of psychological distress. In a series of interrelated papers, this symposium will examine the relational aspects of certain non-normative life events and challenges faced by couples. Further, it will provide suggestions and clinical tools for addressing these issues in therapy. In each paper special attention will be given to the role of emotions and to the emotion-focused framework. The first paper will address how an eating disorder affects both members of a couple and will offer clinical insights in attending to this difficulty. The second paper will present some of the struggles that are experienced by couples who are coping with the unexpected termination of a pregnancy. The third paper will highlight the challenges that immigrant couples face when their last child leaves home. The final paper will present an emotion-focused approach to couples therapy, and provide intervention strategies for shifting client perspectives. Collectively, these papers will identify issues that are traditionally viewed as "women's" problems. How these problems are expressed in the couple's life and their impact on long-term intimate relationships will also be addressed. The resulting discussion will highlight the convergence and divergence among the papers and synthesize some implications for practice and training.

**A**

**COUNSELLING THE DISORDERED EATING COUPLE: CONJOINT INTERVENTIONS FOR BOTH THE DISORDERED AND NON EATING-DISORDERED PARTNER**  
Susan Gamberg, *McGill University*

While rates of diagnosed eating disorders may appear low (between 1 and 7 percent of women), sub-clinical eating disorder symptoms are estimated in over 30 percent of the female population. Many of these women are in relationships with partners who are extremely concerned for their health and well-being. Current models of the aetiology of eating disorders assign roughly equal importance to psychosocial and genetic determinants. Psychosocial factors are particularly pertinent in long-term relationships because

women with eating disorders are known to experience marked impairments in interpersonal functioning. Moreover, higher levels of marital dissatisfaction have been linked to higher symptomatology. As such, while the eating problems leads to significant distress in a couple, this distress exacerbates the existing problem so that a cyclical pattern emerges. Also, the current literature does not adequately address the concerns of the non-eating disordered partner. The partner may experience feelings of alienation because of secrecy surrounding food issues, in addition to a lack of intimacy resulting from shameful feeling about the body. This paper examines the usefulness of couple's therapy in addressing eating disorders and explores how access to a partner's perspective may be a useful resource for therapeutic intervention.

**B** **THE IMPACT OF PERINATAL LOSS ON INTIMATE RELATIONSHIPS**  
*Kaori Wada, McGill University; Susan Gamberg, McGill University*

Various estimates indicate that approximately one in six pregnancies ends in miscarriage or stillbirth. Although the literature on reproductive health is replete with women's physical and psychological risks associated with perinatal death, its impact on marital and intimate relationship is less studied. Perinatal loss is often unacknowledged and regarded as inconsequential in society, contributing to limited social support for couples that experienced perinatal loss. Therefore, support from one's partner plays a pivotal role in the psychological adjustment following perinatal loss. Yet, literature suggests that perinatal loss can cause a considerable strain on the relationship, making support difficult to offer. For example, incongruent grieving styles and gender differences may cause undue misunderstanding and relationship discord among couples. In addition, couples may experience difficulties such as sexual dysfunctions and heightened anxiety about subsequent pregnancies. This paper will examine the impact of perinatal loss on couple relationships from a systemic perspective. The implications for the practice of couple and family therapy will be discussed.

**C** **COUNSELLING IMMIGRANT PARENTS WHEN CHILDREN LEAVE THE NEST**  
*Riccardo Cordi, University of Ottawa*

According to the 2006 population census, for the first time ever in Canada there were more families comprised of couples without children (42.7%) than with children (41.4%). Aside from low fertility rates, one explanation for this phenomenon is that the while the population is aging, life expectancy continues to rise. As a result, couples now have more of their lives to spend with "in the empty nest" after their children have left the home. Studies have shown that empty-nest parents and mothers in particular, are at greater risk of experiencing overwhelming grief, sadness, dysphoria, and depression (Kahana & Kahana, 1982). While some literature addresses the issue of counselling couples dealing with an empty-nest, there is a dearth of literature examining the empty-nest syndrome as experienced by immigrant parents. With more than 200 different ethnic origins reported in Canada, and with more than 5.4 million people (18.4% of the population) born outside of the country (Census, 2001), increased support is needed for these populations. This paper will explore the strengths and limitations of using family-therapy based interventions in counselling immigrant fathers and mothers faced with the negative consequences of an empty nest.

**D** **THE OTHER SIDE OF THE COIN: TECHNIQUES WHICH ALLOW CLIENTS TO EXPERIENCE THEIR PARTNERS' PERSPECTIVE**  
*Calli Armstrong, McGill University*

Emotion Focused Therapy (EFT) is an empirically supported form of treatment for couples (Johnson, Hunsley, Greenberg, & Schindler, 1999). EFT integrates experiential and systemic perspectives and works with underlying emotions which are seen as a central component of intimate relationships. One of the goals of EFT for couples is to change how each partner experiences the relationship (Greenberg & Johnson, 1988). In the EFT approach, the therapist assists clients in accessing emotional experiences and restructuring their interactions (Johnson, 1996). This presentation will explore the importance of perspective switching when addressing power inequalities in couples. Experiential and action techniques, which can provoke emotional experience and alternative points of view, will be explored. The impact of these techniques on establishing mutual understanding in couples will be discussed. Research on the efficacy of EFT for couples will also be discussed.

**E** **DISCUSSION OF PREVIOUS PAPERS**  
*Anne-Marie Mikhail, (discussant) Faculty of Education, McGill University*

Themes, convergences and divergences in the four papers will be addressed. Implications for practitioners will be discussed.

6/13/2008 — 1:00 PM to 2:25 PM — ACADIA A, Marriott main floor

**Symposium**  
*Developmental Psychology*

**TO LIE OR NOT TO LIE: CHILDREN'S VERBAL DECEPTION AND ITS DETECTION**

*Victoria Talwar, McGill University; Mina Popliger, McGill University; Cindy Arruda, McGill University; Shanna Williams, McGill University; Sarah-Jane Renaud, McGill University*

Recently, researchers have shown a renewed interest in the development of lying in children after neglecting the topic for nearly half a century. This current upsurge of interest is due to both the topic's theoretical relevance to issues such as children's social and moral development, and its practical implications in parenting, moral education, clinical and legal practices. The present symposium brings together four new studies on the development of lying with a focus on four important and related issues in the research of the development of verbal deception: Do children tell the truth and what motivates/promotes their truth-telling behavior? Do they understand the importance of truth-telling and is their understanding of truth and lies related to their behavior? Can children be detected when they lie and can they detect others lies? The present symposium provides a forum for researchers to discuss theoretical and practical issues related to the study of lying, and social factors that may contribute to its development.

**A DO CHILDREN PRATICE WHAT THEY PREACH: LIE-TELLING BEHAVIOURS AND MORAL UNDERSTANDING**

*Mina Popliger, McGill University; Victoria Talwar, McGill University*

There has been little research examining children's lie-telling or its relation to children's moral understanding. Two studies have examined this relationship within a legal context. There has been no consideration of developmental differences of children's lie-telling behaviours (for both antisocial and prosocial reasons), their moral understanding, and the relationship among these variables. Herein, children (5-14 years) participated in a temptation resistance paradigm where they were told not to look at a forbidden toy and later asked about their behaviour (antisocial lie); a disappointing gift paradigm where children were given an undesirable gift and then asked how they liked their gift by the gift-giver (prosocial lie); and provided moral evaluations of (dis)honesty scenarios. Preliminary results ( $N=80$ ) found that with age children were more likely to tell both antisocial and prosocial lies. Younger children evaluated all lies negatively, while older children evaluated prosocial lies more positively. Finally, there was no relationship among children's behaviours and their moral evaluations. Results support developmental differences in children's lie-telling abilities and understanding, yet there appears to be no strong relation among these variables in children. Hence, children do not practice what they preach.

**B DECREASING LIE-TELLING IN CHILDREN FOLLOWING A TRANSGRESSION: THE EFFECTIVENESS OF VERBAL MOTIVATORS**

*Cindy Arruda, McGill University; Victoria Talwar, McGill University*

Study 1: The current study ( $n=185$ ) examined the effectiveness of internal and external verbal appeals in conjunction with the threat of punishment in children's (3-9 years old) truth-telling following a transgression during the temptation resistance paradigm. Results show that lie-telling decreased significantly in children exposed to verbal appeal conditions compared to those in the punishment and control conditions. More specifically, the no punishment/external appeal condition had the greatest truth-telling rate, where 58.3% of children confessed compared 86.4% of children in the Punishment/ No appeal condition that lied about committing a transgression. Study 2: This subsequent study examined the effectiveness of inverting the order the verbal conditions (internal, external, punishment) were presented to children ( $n=60$ ) in order to determine which had the greatest impact in promoting truth-telling: the appeal, the threat of punishment, or the order of appeal the child was exposed to. Preliminary results indicate that the order of appeal does not significantly decrease children's truth-telling rates. The external appeal condition was found to be the most effective while the punishment condition was shown to be the least effective. The implications for the development of children's moral behavior and factors that facilitate such development will be discussed.

**C THE LANGUAGE OF A LIE: AN ANALYSIS OF CHILDREN'S DECEPTIVE STATEMENTS**

*Shanna Williams, McGill University; Rod Lindsay, Queen's University; Kang Lee, University of Toronto*

The development and study of children's deceptive behaviors and statements has become an increasingly important area of study for both legal and developmental researchers. Despite the implications theoretical and practical implications of the study of this behavior there remains relatively little research conducted (Hala, chandler, & Fritz, 1991; Lewis, stranger, & Sullivan, 1989, Peskin 1992; Polak & Harris, 1999; Talwar & Lee 2006). The present study examined the linguistic markers for both truthful and deceptive statements of children (4-7,  $M = 5.66$ ,  $SD = 1.177$ ). An analysis of children's mock courtroom testimony was analyzed using Linguistic Inquiry and Word Count (LIWC). Previous research has examined the differences in adults' language when describing either a true or untruth event (Newman, Pennebacker, Berry, & Richards, 2003; Bond & Lee, 2005). Contrary to previous adult research, children's deceptive statements contained greater first person singular pronouns, other references and prepositions. Results indicate a significant difference between linguistic markers for deception in children compared to adult populations. The implications of this research will be discussed in terms of its implications for adult judgments of children's deceptive statements and the development of lie telling in children.

**D HOW WE DETECT LIES: AN INVESTIGATION INTO CHILDREN AND ADULTS' ABILITIES TO DETECT DECEIT**

*Sarah-Jane Renaud, McGill University; Jessica Gulmi, John Jay College of Criminal Justice; Angela Crossman, John Jay College of Criminal Justice*

Very few studies have examined both children and adults' abilities to detect children's real spontaneous lies. In the present study children (preschool children and early elementary school-aged children) and adults were asked to view a number of taped interviews

of children (ages 4 to 7) who participated in a modified temptation resistance paradigm, designed to elicit spontaneous anti-social lie-telling. In Study 1, participants ( $N = 156$ ) viewed children's responses when asked to promise to tell the truth and were then questioned about their transgressive behavior. Results indicated a significant effect of age, with older children significantly better at detecting lies ( $M = .66$ ,  $SE = .03$ ) than both preschool children ( $M = .48$ ,  $SE = .04$ ),  $p = .01$ , and adults ( $M = .52$ ,  $SE = .04$ ),  $p < .05$ . In Study 2, half of the videos were edited to exclude the children's answers to the promise question. Preliminary results indicated that participants ( $N = 25$ ) had significantly better accuracy when detecting the true and false statements of children whose promise they viewed ( $M = .56$ ,  $SE = .26$ ) compared to those where they did not see the child promise ( $M = .43$ ,  $SE = .26$ ),  $p < .001$ .

**6/13/2008 – 1:00 PM to 1:55 PM – ACADIA C, Marriott main floor**

**Reception/Réception**                      **CPA CAMPUS REP RECEPTION**  
*Students in Psychology*                      Lindsay S. Uman, *Dalhousie University*

**6/13/2008 – 1:00 PM to 1:55 PM – ALEXANDER ROOM, Marriott main floor**

**Conversation**                                      **THE EARLY DETECTION AND DIAGNOSIS OF AUTISTIC SPECTRUM**  
**Session/Séance de**                                      **DISORDERS: AN INITIAL STEP TOWARD DEVELOPING PRACTICE**  
**conversation**                                      **GUIDELINES FOR CANADIAN PSYCHOLOGISTS**  
*Clinical Psychology*                                      Susan Bryson, *Dalhousie University and IWK Health Centre*; Jamesie Coolican,  
*Dalhousie University*; Melanie Vanier, *IWK Health Centre*; Erika Brady, *IWK Health Centre*;  
Tricia Beattie, *IWK Health Centre*; Isabel Smith, *Dalhousie University and IWK Health Centre*

Progress in the early detection and diagnosis of autistic spectrum disorders (ASDs; e.g., Bryson et al., 2007; Zwaigenbaum et al., 2005) has led to practice parameters from various professional groups (e.g., the American Academy of Pediatrics, 2007). Recommendations focus on universal screening for developmental disorders and/or ASD specifically, with the goal of allowing earlier treatment and improving outcomes of both children and their families. While this is a widely shared goal, we face several challenges, including the need for evidence-based early screening methods, reliable and stable early diagnoses, and interventions designed to address the treatment needs of toddlers with ASD, with consideration to their feasibility and sustainability within a publicly-funded system. These and related issues will be the focus of discussion in this session. We invite psychologists and students who are interested in the early detection and diagnosis of autism. This is an initial step towards our main goal: to develop Practice Guidelines for the early detection and diagnosis of ASD for the Canadian Psychological Association. We will take this opportunity to develop an action plan in which wide consultation and input will be sought from psychologists and other stakeholders, including parents, throughout Canada.

**6/13/2008 – 1:30 PM to 2:25 PM – NOVA SCOTIA B, Marriott second floor**

**Presidential**                                      **THE IMPLICATIONS OF BASIC SCIENCE FOR APPLIED PSYCHOLOGY AND**  
**Symposium/Symposium**                                      **OF APPLIED PSYCHOLOGY FOR BASIC SCIENCE**  
**présidentiel**                                      Thomas Hadjistavropoulos, *CPA President, Session Chair and Commentator*

In this symposium the presenters will discuss the importance of the integration of basic psychological science and application. Rather than thinking of basic experimental psychological science as being distinct or irrelevant to psychological practice and application, the presenters will make the case that the two broad areas of psychology are highly complementary and a greater degree of collaboration between basic and applied psychologists is likely to enhance the advancement of our discipline.

**A**                                                              **ON THE PRACTICAL BENEFITS OF PURE IDEAS**  
Steven Pinker, *Harvard University*

Dr. Pinker will argue that the greatest application of basic science in psychology to the world at large is not in particular applied domains but in the philosophical world view that the science of psychology contributes to – a world view that affects everything from how we bring up and educate our children, to how we make moral decisions, to how we organize political systems, to how we define the meaning and purpose of our lives.

**B**                                                              **TECHNOLOGY FOR ALL**  
Peter Graf, *University of British Columbia*

Modern mobile electronics (e.g., personal digital assistants – PDAs, smart-phones) are ideal as platforms for building assistive devices that could be used to compensate for the cognitive declines that occur in the course of normal aging, and to ameliorate the consequences of selective breakdowns in cognition brought about by trauma or disease (e.g., stroke, dementia). However, the development of such devices has been slow, in part, because of a failure to implement the findings from basic research in the design of device interfaces which are adapted to the unique needs and abilities of user populations. My presentation will illustrate how col-

laboration between the lab and design studio can produce applications to fill previously unmet needs.

6/13/2008 — 1:30 PM to 2:25 PM — HALIFAX A, Marriott second floor

**Conversation**  
**Session/Séance de**  
**conversation**  
*International and*  
*Cross-Cultural Psychology*

**CLINICAL INTERVENTIONS AND RECOMMENDATIONS FOR SENIOR IMMIGRANTS WITH DEPRESSION AND ANXIETY DISORDERS**  
*Pavna Sodhi, Shepell-fgi; Surinder Sodhi, Jason Roth and Associates*

This presentation will provide an intergenerational perspective concerning senior immigrants with depression and anxiety disorders. For many immigrants, migrating to a new country means an opportunity to provide a better life and future for their family. The first decade is dedicated to establishing themselves in their new homeland on a personal and professional level. During this challenging time, they may experience a plethora of post-migration obstacles and triumphs which may continue to resurface during various stages of their life. As their bicultural offspring adapt, grow older and become more autonomous with respect to their career and marital decisions, levels of anxiety and depression amongst the first-generation population will predictably fluctuate or even dissipate; but in some cases may become more pronounced and potentially problematic. This presentation will share further insight regarding the interventions suitable for this population and strategies to reduce and manage their depression/anxiety related symptoms effectively. It will also identify specific resources available and discuss proactive recommendations for senior immigrants experiencing this type of depression and/or anxiety disorder.

6/13/2008 — 1:30 PM to 2:25 PM — ACADIA B, Marriott main floor

**Reception/Réception**  
*Women and Psychology*  
**SECTION PROGRAM**

**SECTION ON WOMEN AND PSYCHOLOGY (SWAP) SOCIAL HOUR**  
*Charlene Senn, University of Windsor*

All members and those considering membership in the section are welcome. We particularly encourage student members to attend and meet other feminist psychologists in a comfortable environment.

6/13/2008 — 1:30 PM to 2:55 PM — COMPASS ROOM, Pedway to the Casino second floor

**Symposium**  
*Social and Personality*  
*Psychology*

**FEELING FAR OR FEELING CLOSE MATTERS: CURRENT DIRECTIONS IN RESEARCH EXAMINING PERCEIVED TEMPORAL DISTANCE**  
*Johanna Peetz, Wilfrid Laurier University; Anne Wilson, Wilfrid Laurier University; Gregory Gunn, Wilfrid Laurier University; Irene Cheung, University of Western Ontario*

This session will give an overview on the distinction between “objective” and subjective time and present recent research examining the implications of subjective temporal distance to past and future events. First, Wilson will review the distinction between calendar time and subjective feelings of time and describe work examining the conditions in which calendar time and subjective time are related or dissociated. Then, the implications of subjective distance to past events will be discussed. Gunn will talk about how time perceptions of historical injustices differ for social groups. Gunn’s research suggests that members of the perpetrator group distance past injustices more than members of the victim group, presumably to protect their collective identity. Then, focusing on personal experiences rather than historic injustices, Cheung will discuss the role of subjective distance for forgiveness in interpersonal relationships. Cheung shows that feeling far from a relational transgression facilitates forgiveness, particularly after receiving an apology from the transgressor. Finally, the implications of temporal distance to future events will be examined. Peetz will discuss distancing patterns to future goals, and describe work showing that perceived closeness of an academic goal can increase people’s motivation, as well as goal-directed behavior.

**A**

**THINKING ABOUT TIME: PEOPLE’S JUDGMENTS OF SUBJECTIVE AND CALENDAR TIME FOR AUTOBIOGRAPHICAL AND NEWS EVENTS**  
*Anne Wilson, Wilfrid Laurier University*

People are often faced with the task of estimating the time of a past event. People rarely encode the precise date of an event in memory, so normally they use other strategies to estimate correct dates. We make an explicit distinction between “objective” time (i.e., clock or calendar time) and subjective time (i.e., how recent or distant an event feels). Although considerable research has investigated the cognition of calendar time judgments, substantially less work has focused on people’s estimates of subjective time, or how the two are related. Sometimes, events that are closer in real time also feel much closer, but at other times subjective time can diverge markedly from calendar time estimates. Misjudgments of objective time have significant consequences for individuals’ decisions (e.g., timing a doctor visit) and in contexts where date accuracy is needed (e.g., job applications, legal testimony). Biases

in subjective time can impact cognitive and affective responses regarding the self and others, and under some conditions will influence people's judgments of objective time. I briefly review this work and describe several new studies in which we examine people's estimates of objective and subjective time, the cognitive strategies people use to arrive at their judgments, and the conditions under which objective and subjective time are related and when they are dissociated.

**B** **WHEN INTER-GROUP INJUSTICES FEEL LIKE "ANCIENT HISTORY": GROUP MEMBERSHIP AFFECTS PSYCHOLOGICAL DISTANCING OF HISTORIC EVENTS**  
*Gregory Gunn, Wilfrid Laurier University; Anne Wilson, Wilfrid Laurier University*

Historical injustices can have social identity implications for current members of historic perpetrator and victim groups. The current research examines whether shifting subjective temporal distance from past injustices may be one strategy for individuals to protect their social identity. In Study 1, women and men read about the mistreatment of women at the turn of the nineteenth century. As expected, men judged these events to be subjectively further from the present than women. Moreover, for men, greater distancing predicted less collective guilt, and in turn less support for compensation. On the other hand, women who felt closer to injustices called for more compensation. In Study 2, participants again read about the historical mistreatment of women. However, these injustices were mitigated for half the participants by highlighting subsequent advances in women's rights. We expected that mitigation would reduce the threat to men's social identity by providing a sense of 'absolution' for past harms. Indeed, men continued to distance historical transgressions more than women in the injustice, but not in the mitigated condition. We also determined that, for men, subjective distance may protect collective identity by fostering a belief that gender inequality no longer exists.

**C** **WHEN INTERPERSONAL HARMS FEEL FAR AWAY: EXAMINING THE ROLES OF PSYCHOLOGICAL TIME AND APOLOGY IN FORGIVENESS**  
*Irene Cheung, University of Western Ontario*

Examining the Role of Psychological Time and Apology in Forgiveness The present research examined the relation between forgiveness and the psychological passage of time. It was predicted that transgressions perceived as distant in time would be associated with more forgiveness of the transgressor. It was also predicted that this effect would be stronger among those individuals who had received an apology from the transgressor than among those who had not. In Study 1, participants were led to feel distant from or close to an interpersonal transgression against them. Although the manipulation was ineffective, correlational analyses showed that the further away the transgression was perceived to be, the more participants reported having forgiven their perpetrator. In Study 2, participants were led to feel far from or close to a transgression committed either against the self or a close other. Results showed that participants reported more forgiveness of the transgressor in the subjectively distant condition compared to the recent condition, but only for harms committed against the self. Further analyses showed that this finding was stronger among participants who received an apology than among those who did not, as predicted. Findings suggest that psychological time can facilitate forgiveness for personal harms, especially following an apology.

**D** **FEELING CLOSE TO FUTURE GOALS MAKES THINGS HAPPEN: MOTIVATIONAL AND BEHAVIORAL IMPLICATIONS OF SUBJECTIVE TEMPORAL DISTANCE**  
*Johanna Peetz, Wilfrid Laurier University; Anne Wilson, Wilfrid Laurier University*

Thinking about a future goal as imminent or remote may have implications for motivation, goal-pursuit and even goal achievement. People might distance expected failures and pull anticipated successes closer, similar to patterns of distancing for past events (Ross & Wilson, 2002). Indeed, students reported feeling subjectively closer in time to anticipated successes (a good midterm grade) than to expected failures (a poor grade). Those who felt closer to the upcoming exam also performed better. Psychological closeness of future goals may contribute to a feeling of urgency to work toward the goal, and increased practice may eventually improve their performance. We tested this hypothesis in an experimental setting. Participants, who felt subjectively closer to an academic aptitude test in two weeks time, reported more motivation to prepare for the test as well as more motivation to perform well on the test. Participants were then given the opportunity to practice for the test. Both performance and practice motivation increased students' actual practice efforts. We conclude that subjective distance to future goals can play an important role in goal-directed behavior that may eventually affect goal achievement. Process mechanisms by which subjective distance affects motivation, as well as personality factors will be discussed.

6/13/2008 — 1:30 PM to 2:55 PM — COMPASS BOARDROOM, Pedway to the Casino second floor

**Section Business Meeting** **SEXUAL ORIENTATION AND GENDER IDENTITY ISSUES**  
*Sexual Orientation and Gender Identity Issues* *Kevin Alderson, University of Calgary*  
**SECTION PROGRAM**

6/13/2008 — 2:00 PM to 3:55 PM — NOVA SCOTIA CD, Marriott second floor

Poster/Affiche

POSTER SESSION "E"/ PRÉSENTATION PAR AFFICHAGE

Community Psychology, Criminal Justice Psychology, International and Cross-Cultural Psychology, Rural and Northern Psychology  
Psychologie communautaire, Psychologie et justice pénale, Psychologie internationale et interculturelle, Psychologie des communautés rurales et nordiques

#1

*Community Psychology*

**EVALUATION OF THE IMPLEMENTATION AND OUTCOMES OF A MENTORING PROGRAM IN AN ONTARIO HIGH SCHOOL: A QUALITATIVE STUDY**

Natalie Brown, *Wilfrid Laurier University*; Geoff Nelson, *Wilfrid Laurier University*

This qualitative study examined the processes, outcomes and suggested improvements for a mentoring program at a public high school. The participants included seven student mentors, seven mentees, and eight teachers. The mentees were from classes whose focus is on entry into the workforce upon graduation rather than further education. Individual interviews, focus groups and participant observation in eight classrooms were used to gather information from the mentors, mentees, and teachers involved in the program. The transcripts of tape-recorded qualitative interviews were analyzed using grounded theory to build a model illustrating the experiences of participants in this mentoring program. Important themes in the model included personal growth, understanding of self and others, and positive relationships between the mentors and mentees. The findings of this research will be used to improve and strengthen this mentoring program in future years, as well as to develop a better understanding of such programs.

#2

*Community Psychology*

**YOUTH MATTERS: HEALTH SERVICE DELIVERY NEEDS OF YOUTH ON THE MARGINS OF HOMELESSNESS**

Sharon Clark, *IWK Health Centre*; Jean Hughes, *Dalhousie University*; Andy Cox, *IWK Health Centre*; Bonnie Warren, *IWK Health Centre*; Susan Cakmak, *IWK Health Centre*

This project is focused on youth who are on the margins – or within the continuum - of homelessness, ranging from the absolutely homeless to youth “at-risk” of homelessness. We are interested in how health service provision and mental health affects youth who are on the margins of homelessness. We know from our earlier research work with youth who were accessing a local shelter, that while many youth report accessing services, those who report clinical symptoms are both less likely to access services, particularly mental health services, and are less satisfied with the services they have accessed. The purpose of the current study was to explore how youth who are on the margins of homelessness stay healthy, and to understand their decision-making around the use of health services. The first stage involved meeting in focus groups with youth who were homeless or at-risk of being so, to identify the community supports and services that they accessed and considered most relevant and suitable. The results from the youth focus groups guided the second stage where we interviewed Service Providers that the youth had identified, and asked them to identify the strengths/limitations and challenges/opportunities of providing services to youth on the margins of homelessness. Results highlight the need for coordinated and flexible service delivery methods for this population of youth.

#3

*Community Psychology*

**THE ROLE OF A CLERGYPERSON WITHIN AN ASSERTIVE CASE MANAGEMENT OUTREACH TEAM**

Rachel Fayer, *Wilfrid Laurier University*; Richard Walsh-Bowers, *Wilfrid Laurier University*

Mental health consumer/survivors living in urban poverty are generally marginalized and devalued by society. To aid in the process of recovery they require a holistic form of treatment to meet their physical, emotional, psychological, and spiritual needs. The current exploratory study investigated the role of a pastor as part of a multidisciplinary team engaged in mental health outreach work and the impacts of this role for people experiencing urban homelessness. Multiple qualitative methods were used to collect data from different stakeholder groups. From multiple participant perspectives, the findings indicate that there are many unique spiritual, relational, and moral aspects of an outreach minister’s role. The unique roles of the outreach minister occur within the context of client needs and translate into various responses which positively impact program consumers. The outreach minister responds to client needs affectively, spiritually, instrumentally, and through mental health problem-solving. The findings indicate that the unique spiritual, relational, and moral characteristics of an outreach minister’s role within a multidisciplinary team potentially entail significant benefits for consumer/survivors experiencing urban poverty.

#4

*Community Psychology*

**THE TRANSFORMATIVE POTENTIAL OF PARTICIPATORY ACTION RESEARCH FOR SOCIAL CHANGE WITH SEXUAL MINORITY YOUTH**

Stephanie Gee, *University of Windsor*; Kathryn Lafreniere, *University of Windsor*

Participatory action research (PAR) is a collaborative research approach whereby researchers and community members engage as partners in a research endeavor to generate knowledge about an issue pertinent to a particular community, and use that knowledge to engage in social action for the betterment of the community. However, PAR is a dynamic process which develops out of the needs, experiences, and concerns specific to a given community, and thus with every PAR project unique challenges and benefits emerge that offer important insight into the effectiveness of PAR as an approach to creating social change. This poster will present a critical reflection on the process of engaging in PAR with a group of sexual minority youth to investigate the ways in which they resist heterosexism in their lives. This reflection is based upon personal memos taken by the academic researcher throughout the

duration of the project and focus group data collected from the youth once the project was completed. Specifically, this poster will discuss the benefits and challenges of utilizing community psychology principles and PAR to empower sexual minority youth and raise their critical consciousness of their oppression, the ethics of conducting PAR as an outsider, the challenges in initiating and sustaining social action, and the unique benefits PAR offers for social change with sexual minority youth.

**#5**  
*Community Psychology*

**PROFILE AND MEASUREMENT OF QUALITY OF LIFE FOR PERSONS RECEIVING ASSERTIVE COMMUNITY TREATMENT SERVICES**

Jennifer Hopton, *The Men's Project, Ottawa*; Susan Farrell, *Royal Ottawa Mental Health Centre*

Assertive Community Treatment (ACT) is a model of service delivery providing support to promote the community adjustment of individuals with severe mental illness (SMI) (Stein & Santos, 1998). ACT's effectiveness is documented by 25 years of empirical validation, the first waves of which focused on the outcome variables of hospital utilization and psychiatric symptomology. Quality of life has emerged as a construct with potential to provide a more nuanced portrait of the lives of persons living with SMI. Previous research has found that self-measured variables such as perceived symptom distress and psychological integration are stronger predictors of subjective quality of life than are objective measures such as finances and work (Chan, Krupa, Lawson, & Eastabrook, 2005). There is yet no common methodology for the measurement of quality of life for clients receiving ACT services, nor consensus on the perspective from whom it is best assessed. This poster profiles the measurement of quality of life for 75 ACT clients as elicited by both the Client and Provider versions of the Wisconsin Quality of Life Questionnaire. Aspects of quality of life measured and their relationship to symptom distress, psychosocial and environmental need will be presented. Operationalization and measurement of quality of life as a construct and future directions for accurate profiling are discussed.

**#6**  
*Community Psychology*

**THE EXPERIENCE OF FOOD INSECURITY IN OFF-RESERVE, CANADIAN ABORIGINAL FAMILIES**

Emily Leconte, *University of Ottawa*; Elizabeth Kristjansson, *University of Ottawa*; Wesley Rodney, *Health Canada*

Globally, food insecurity and hunger affects families and has negative effects on the well-being of already vulnerable populations. Few studies have documented this struggle as it is experienced by Canadian Aboriginal people. Although Aboriginal groups disproportionately experience poorer health and discrimination (Stephens, Porter, Nettleton, & Willis, 2006), they tend to be under-represented in research that captures their unique experiences. To address gaps in research, remedy colonial methodologies, and bring meaningful improvements to Aboriginal food insecurity, it is vital to include an Aboriginal perspective by collaborating with Aboriginal community representatives and academics throughout the research process. This study examines the needs and concerns of off-reserve, Aboriginal, food insecure families in Ottawa, Ontario. Respondents self-identified as Aboriginal or having Aboriginal heritage and having difficulty obtaining the types and quantity of food they desired for themselves and their family. Candidates participated in a semi-structured, oral interview where questions were assembled from the Guide to Measuring Household Food Security (Bickel, Nord, Price, Hamilton, & Cook, 2000), a pilot study conducted in Ottawa (Kristjansson, Runnels, Garahan, & Calhoun, 2007), and an independent study on Aboriginal people (McKinnon, 2007). Results are analyzed using a modified grounded theory approach and are discussed in terms of lived experiences of Aboriginal food insecurity in the Ottawa area.

**#7**  
*Community Psychology*

**A LONGITUDINAL EXAMINATION OF RISK AND RESILIENCE TRAJECTORIES AMONG HOMELESS YOUTHS WITH MENTAL HEALTH CONCERNS**

Jeff Perron, *McMaster University*; Sean Kidd, *McMaster Department of Psychiatry and Behavioural Neurosciences*; Kristin Cleverley, *McMaster University*; Carrie Bullard, *Joe Brant Hospital*

Due to the difficulties associated with longitudinal research with homeless individuals, minimal work has been done in the area of risk and resilience trajectories among homeless and street-involved youths. Further, there is a pressing need to examine these trajectories as they relate to youths with mental health concerns who comprise a large proportion of this population. Such youths typically have difficulty accessing mainstream services, rely heavily on emergency services, and have poor outcomes. This is highlighted by recent work suggesting that suicide is the primary cause of death among this population. The present study, employing a longitudinal mixed method design, involved an exploratory examination of how key variables (patterns of service use, resilience, substance use) affect outcomes (self esteem, suicidal ideation, housing status) for homeless youths identified as having significant mental health issues. Findings highlight service access barriers and, through examination of the relationships between predictive factors and outcomes, outline priorities with respect to health service system development and intervention with this underserved and marginalized population.

**#8**  
*Community Psychology*

**DEVELOPING RECOVERY-ORIENTED PSYCHIATRIC REHABILITATION SERVICES: STRATEGIES FOR PROGRAMME EVALUATION AND SERVICE IMPROVEMENT**

Jenn Ranter, *McMaster University*; Sean Kidd, *McMaster Department of Psychiatry and Behavioural Neurosciences*

Across mental health service settings increasing attention and effort is being directed towards developing recovery-oriented systems of care. Such services emphasize improvement in quality of life and wellness as being of primary importance and involve ac-



tive and meaningful collaboration with persons in recovery. While many service providers and administrators have come to understand the key concepts of recovery, much ambiguity remains regarding specific strategies for service development. This project, which focused on a vocational clubhouse and a meaningful activity program for persons with severe mental illness, outlines the process and findings from a comprehensive programme evaluation. This evaluation included both qualitative interviews and structured surveys completed with all stakeholders (service providers, consumers, managers, family members, community partners), with stakeholders subsequently engaged in the process of service development using logic-modelling. Employing evidence-based strategies for both evaluation and change management, this collaborative process serves as a model for those seeking to implement recovery-oriented services in hospital and community service settings.

**#9 UNDERSTANDING THE STRENGTHS OF INDIGENOUS COMMUNITIES VIA PARTICIPATORY RESEARCH**  
*Community Psychology* Heather Schmidt, Algoma University College

'Understanding the Strengths of Indigenous Communities' (USIC) is a collaborative research project that involved 8 First Nations from across Canada. Aboriginal community members were trained in various research methods, which they then used to survey their fellow community members about areas of community success and what is working well in their respective First Nations. They worked collaboratively with academics to complete focus groups, surveys, and case studies in their communities. (The survey being a comprehensive measure of holistic community well-being.) I have been involved with this project for the past 7 years as the statistics analyst for the survey data and collaborating on case studies and focus groups wherever the researchers felt I was needed. In addition, I interviewed the various project members about their experiences within the USIC project and I analyzed my own research journals from my time spent living on-reserve in the communities. My poster will share some of the challenges that we faced, our strategies for conducting successful Aboriginal research (persevering in spite of the challenges), reflections on the role of non-Native academics in First Nations research, as well as statistical findings about community quality of life, traditional culture, and individual empowerment in the participating communities.

**#10 THE POWER OF MANY: NEIGHBOURHOOD ASSOCIATIONS AND EMPOWERMENT**  
*Community Psychology* Brian Hoessler, Wilfrid Laurier University; Scotney Evans, Wilfrid Laurier University

Neighbourhood associations play a vital role in our communities by encouraging informal social events, providing recreational programming and other services and helping to generate a stronger sense of community. Furthermore, these volunteer-run formal participation organizations can work to bring about long-lasting change in their physical and social environments. Informed by theories of community building, civic capacity and empowerment, this mixed-methods comparative case study examines the similarities and differences in the type and degree of empowerment that neighbourhood associations display at the organizational level. In addition, this research assesses the conditions and organizational factors that can promote this capacity to improve their communities.

**#11 IT'S ALL IN THE DETAILS: EYEWITNESS MEMORY FOR EMOTIONAL SCENES**  
*Criminal Justice Psychology* Angela Birt, Mount Saint Vincent University; Andrea Arsenault, Mount Saint Vincent University

In eyewitness literature, a number of studies have reported that central information of an emotional scene is well retained, whereas peripheral details of such a scene are poorly recalled. However, research is conflicted as to what constitutes a central detail versus a peripheral detail. Consequently, it is difficult to make specific predictions about the types of details eyewitnesses are likely to recall with accuracy. In Experiment 1 participants viewed nine emotional scenes and identified central and peripheral details in one of four instructional conditions: 1) perceptual/ spatial; 2) plot relevant/ irrelevant; 3) source of emotion; and 4) no specific instruction. Experiment 2 tested memory for the same emotional scenes to determine which definition of central and peripheral details most accurately fit the pattern of eyewitness recollection. The source of impairing or facilitory effects on emotional memory is under debate. In order to examine the differential effects of emotional valance and arousal, participants in both experiments viewed highly positive, neutral, and highly negative emotional scenes (e.g., graphic accident). Individual differences in eyewitness accuracy were also explored. Results are discussed with emphasis on implications within legal and forensic contexts.

**#12 HOW DOES ONE APPEAR CREDIBLE? STRATEGIES USED OF HONEST AND DECEPTIVE TARGETS TO CONVEY AN APPEARANCE OF CREDIBILITY**  
*Criminal Justice Psychology* Angela Burbridge, University of New Brunswick; Mary Ann Campbell, University of New Brunswick

The current study was designed to assess strategies reported by both deceivers and truth-tellers in their attempts to appear credible during an interrogation about their involvement in a mock crime. Data from two experimental conditions were analysed ( $N = 89$ ). One pool of interrogation data involved suspects who may or may not have had knowledge of a mock crime and who were interviewed by a police officer. The other involved suspects who provided a false or true alibi and were interviewed by a uniformed security officer. Participants' reported strategies to appear credible were pooled across conditions and evaluated. Results suggest that honest and deceptive suspects can not be identified based on reported credibility strategies. Participants in both conditions reported

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similar strategies in general, with the exception of inclusion of detail, voice regulation, and truth-telling. Few reported strategies were reflective of actual indicators to deception. Implications for future research are discussed.

**#13**

*Criminal Justice  
Psychology*

**IT'S A GOOD THEORY, BUT EMOTIONAL INTELLIGENCE DOESN'T SEEM  
TO EXPLAIN INDIVIDUAL DIFFERENCES IN LIE DETECTION ABILITY**

Mary Ann Campbell, *University of New Brunswick*; Derek Pasma, *University of New Brunswick*

In reference to her research with the expert “wizards” of lie detection, O’Sullivan (2005) proposed that emotional intelligence contributes to their level of proficiency. To test this assumption, 145 undergraduate students were shown videos of eight targets being interviewed about their knowledge of a mock crime or about their attitudes towards a peer. Some of these targets were instructed to be deceptive in their accounts. Detectors judged targets’ credibility after each interview, and were offered a \$50 motivational incentive to perform at a proficient criterion level (6/8 correct). A total of 53 detectors were identified with greater than chance detection accuracy. The above chance “proficient” detector group was compared to an equally sized random sub-sample of “poor” lie detectors on a performance-based measure of emotional intelligence (Mayer-Salovey-Caruso Emotional Intelligence Test; the MSCEIT). Results did not support O’Sullivan’s hypothesis. No major differences were identified between proficient and poor lie detectors on total MSCEIT scores, or on the four MSCEIT branch scores of perceiving emotion, using emotion to facilitate thought, understanding emotion, and the management of emotion. Implications of these findings are discussed in the context of the many empirical attempts to identify individual differences in deception detection ability.

**#14**

*Criminal Justice  
Psychology*

**AN EXAMINATION OF THE CONCURRENT VALIDITY OF PSYCHOMETRIC AND  
PHALLOMETRIC MEASURES OF SEXUAL DEVIANCE**

Donaldo Canales, *University of Saskatchewan*; Mark Olver, *University of Saskatchewan*

Sexual offenders pose a risk to public safety, and thus, research that stands to improve knowledge and practice concerning the assessment and treatment of sexual offenders is imperative to promote safer communities. To assist practitioners in forensic settings, the Violence Risk Scale – Sexual Offender Version (VRS-SO) was developed as a clinician-rated tool to assess risk, track therapeutic progress, and evaluate risk reduction in sexual offenders. The aim of the present study is to examine the concurrent validity of the Sexual Deviance factor of the VRS-SO with respect to phallometric measures of sexual deviance. Phallometric test data and VRS-SO ratings were collected from a sample of federally incarcerated sexual offenders from the Regional Psychiatric Centre (RPC) in Saskatoon, Saskatchewan. Data will be presented examining the convergence between phallometrically obtained measures of sexual deviance and psychometric ratings of deviance via the VRS-SO. Implications for the validity and utility of psychometric approaches for assessing sexual deviance are discussed.

**#15**

*Criminal Justice  
Psychology*

**INVESTIGATING THE ASSOCIATION OF THE DYNAMIC CONSCIENCE AND  
ANTISOCIAL BEHAVIOUR**

Tara Carpenter, *Dalhousie University*; Marcus Juodis, *Dalhousie University*;  
Stephen Porter, *Dalhousie University*

A substantial body of research on antisocial behaviour has been conducted with offender populations, with a major focus on the role of psychopathy. While psychopathy clearly is associated with antisocial behaviour among incarcerated offenders, little is known about its contributors among the general population. The “dynamic conscience”, a construct derived from previous studies of the etiology of psychopathy, refers to the relative degree of malleability of, or control one has over, one’s conscience. I hypothesize that the dynamic conscience construct could illuminate the nature of antisocial behaviour in non-psychopathic populations, such that individuals with a relatively high degree of control over their conscience will likely have the capacity to commit more antisocial behaviours than those with a lower degree of control. The current study will examine this relationship between the dynamic conscience and antisocial behaviours in approximately 200 undergraduate students. The current study also examines potential developmental precursors to the dynamic conscience, and will provide norms and validity data for the Dynamic Conscience Scale, and Life Style Behaviour Survey, both introduced here.

**#16**

*Criminal Justice  
Psychology*

**THE IMPACT OF AFTERCARE ON SEXUAL OFFENDER RECIDIVISM: A  
META-ANALYTIC COMPARISON OF TREATMENT AND SUPERVISION PRACTICES**

Nicola Chopin, *University of Saskatchewan*; J. Stephen Wormith, *University of Saskatchewan*

The public and media are becoming increasingly aware of the presence of sexual offenders in the community. In Canada, approximately half of sex offenders found guilty of their offence are sentenced to time in prison (Statistics Canada, 2003) and the majority will return to the community. Reintegration is a stressful experience which may increase offenders’ risk to reoffend (Marshall et al., 1993). However, by releasing offenders under the justice system’s jurisdiction, offenders may be supported in their transition to the community (Steele, 1995), particularly via the provision of aftercare services such as treatment, intensive supervision, and informal community-based supervision (such as Circles of Support; Wilson et al., 2002). The current meta-analysis compared the efficacy of aftercare treatment (k = 6) and supervision (k = 5) in reducing sexual and general recidivism. Treatment was significantly more effective than supervision in reducing both sexual and general recidivism. Antiandrogen treatment was significantly better at reducing recidivism than cognitive-behavioural treatment. While supervision was less effective than treatment,

intensive supervision produced significant reductions in sexual recidivism. Community notification was not effective in reducing recidivism. An analysis of treatment efficacy by follow-up time found significant reductions up to 12 years.

#17

*Criminal Justice  
Psychology*

**IS EARLY- OR LATE-ONSET PUBERTAL DEVELOPMENT ASSOCIATED WITH RISK BEHAVIORS?: A COMPARISON OF YOUTH IN THE JUSTICE SYSTEM AND THEIR COMMUNITY COUNTERPARTS**

*Laurie Clark, University of Ottawa and IWK Health Centre; Sharon Clark, IWK Health Centre*

Several investigators have proposed a link between either early or late pubertal timing and various antisocial behaviors and related problems, including delinquency, drug use, sexual behaviors and school success. However, much of this research is based on studies of 'mainstream' youth, and may not apply to youth who are typically absent from such samples, such as those who do not regularly attend school. The purpose of the current study was to investigate whether or not a relationship exists between pubertal timing and delinquent activities, sexual behaviors and drug use in a group of youth involved in the justice system and determine whether or not the relationship between these factors differs for youth in the justice system who are at the extreme end of the spectrum of risk-taking behavior versus a group of community youth. Males and females aged 13 to 18 completed the Self-Reported Delinquency and Drug Use modules of the National Youth Survey's semi-structured interview schedule, the Pubertal Development Scale, and a questionnaire on sexual experience in one-on-one interviews. Pubertal timing and gender will be used in multiple regression analyses to predict problem behaviors in the two groups. The results may be helpful in planning interventions, as early- or late-onset pubertal development may be used as to identify youth at greater risk for developing difficulties and develop more appropriate services.

#18

*Criminal Justice  
Psychology*

**DOES A TAXONOMIC SIMILARITY MEASURE IMPROVE OUR ABILITY TO LINK SERIAL CRIMES?**

*Shevaun Corey, Carleton University; Donna Gauthier, Carleton University; Craig Bennell, Carleton University*

The police frequently rely on an analysis of crime scene behaviours to determine whether a number of offences have been committed by the same offender. For this to be possible, offenders must exhibit behavioural stability and distinctiveness across their crimes. Attempts have been made to identify the conditions under which stability and distinctiveness become most apparent. One such attempt has focused on the coefficient used to quantify across-crime similarity. Historically, Jaccard's coefficient (J) has been used for this purpose, but the taxonomic similarity measure ( $\tilde{A}$ s) also shows promise. Using data from 126 rapes committed by 42 rapists (3 crimes per offender) the degree to which this new coefficient can be used to link crimes will be examined. The behaviours exhibited by the offenders will be used to calculate J and  $\tilde{A}$ s for every pair of crimes. These scores will then be subjected to logistic regression and receiver operating characteristic analysis to quantify the degree of linking accuracy that can be achieved using each coefficient. The implications of the results will be discussed.

#19

*Criminal Justice  
Psychology*

**EXAMINING IMPULSIVITY, SOCIAL PROBLEM SOLVING, ALCOHOL DEPENDENCY AND AGGRESSION IN DOMESTIC ABUSERS AND NON-DOMESTIC ABUSERS**

*Dena Derkzen, University of Saskatchewan; J. Stephen Wormith, University of Saskatchewan*

Since violent offenders constitute a heterogeneous group, one cannot assume that all violent offender subtypes exhibit the same cognitive and personality characteristics (Serin & Kuriychuk, 1994). As a result of diverse criminogenic needs of violent offenders, there is some debate as to the best treatment for them (Serin & Preston, 2001; Polaschek & Collie, 2004). Currently specialized treatment is common for those convicted of domestic violence. (Aldarondo, 2002). Researchers suggest that identifying characteristics which differentiate men who abuse their partners from other men will improve prediction and control of domestic abuse and may provide insight into the factors which cause or lead to this behaviour (Tolman & Bennett, 1990). We examined impulsiveness, social problem solving, alcohol dependency and aggression between offenders with a previous conviction of domestic abuse ( $n = 69$ ) to those with no known history of domestic assault ( $n = 85$ ). T-tests and Logistic Regression were conducted to examine group differences with respect to cognitive and personality characteristics and to examine the role of these variables in relation to a history of domestic assault. Specifically, differences emerged suggesting higher levels of anger, hostility and alcohol dependency amongst those convicted of domestic abuse. The implications of these findings for future research and the development of specialized treatment programs are provided.

#20

*Criminal Justice  
Psychology*

**RELATIONSHIP BETWEEN TREATMENT PERFORMANCE AND CORRECTIONAL OUTCOME FOR GANG MEMBERS**

*Chantal Di Placido, Regional Psychiatric Centre; Treena Witte, Regional Psychiatric Centre; Deqiang Gu, Regional Psychiatric Centre; Stephen Wong, Regional Psychiatric Centre*

Gang members are very difficult to engage in treatment which might explain why few researchers attempt to quantify treatment impact on correctional outcome for gangs. However, there is evidence that gang members who completed treatment recidivated less than those who did not complete treatment and those who performed better in treatment had more positive institutional behaviours than those who performed less well (Di Placido et al., 2006a; Di Placido et al., 2006b). The present study compares treatment per-

formance and various community correctional outcome measures between treated ( $n = 43$ ) & partially treated ( $n = 27$ ) gang members with at least 1 year follow-up after participating in a high intensity treatment program for violent offenders in a federal forensic mental health facility. The gang members were federal offenders with sentences of 2 years or more. Treatment performance variables include attitude towards treatment, denial of offence and treatment needs, motivation/effort, homework completion, group and unit behaviours, and so forth. Outcome variables include reasons for and time to first suspension, and number and sentence length of post-treatment convictions. The results of the study should address the link between performance in a high intensity treatment program and recidivism for this group of very challenging offenders.

**#21**

*Criminal Justice  
Psychology*

**AN EMPIRICAL TEST OF THE HOMOLGY ASSUMPTION IN CRIMINAL PROFILING**

*Brandy Doan, Memorial University of Newfoundland; Brent Snook, Memorial University of Newfoundland*

Criminal profiling (CP) involves predicting a criminal's characteristics based on crime scene evidence. One fundamental assumption underlying CP is that offenders who exhibit similar crime scene actions will share similar characteristics (i.e., the homology assumption). In a profiling task, some profilers first categorize crime scene behaviors into a behavioral typology (e.g., sadistic rapist). The resulting typology is then used to invoke a standard set of background characteristics (e.g. type of previous convictions). Despite the importance of this assumption, no study has tested the generalizability of existing typologies. This study tests the generalizability of three existing profiling typologies. Demographic and crimes scene behaviors were compiled for three data sets: arson ( $n = 87$ ), burglary ( $n = 36$ ) and robbery ( $n = 177$ ). Crime scene behaviours associated with each offence was used to classify offenders into a typology and background information for each offender across the various typologies was compared. Results provide little support for the homology assumption. The implications of these findings for the credibility of CP and police investigations are discussed.

**#22**

*Criminal Justice  
Psychology*

**DETECTING DECEPTION LIVE OR ON TAPE: DO DIFFERENCES EXIST IN DECEPTION DETECTION STRATEGIES?**

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

Conclusions about the generally poor lie detection skill of most individuals are based on studies that ask detectors to make credibility judgments after observing a videotaped target. However, legal professionals often believe that it is easier to detect deceit in a live situation (Strömwall & Granhag, 2003). Although participating in an interview seems to impair detection accuracy (Granhag & Strömwall, 2001), preliminary evidence suggests live, non-participatory observation can facilitate the detection of deceit (Campbell & Redfern, 2006). As a means of identifying the source of this facilitating effect, the current study analyzed the detector strategies used to make credibility judgments in two target conditions. Undergraduate students observed either a live ( $n = 35$ ) or a videotaped ( $n = 66$ ) mock police interrogation and were asked to formulate a judgment of the target's credibility and to describe the verbal, nonverbal, and content information on which they based that decision. Despite greater detection accuracy with live (66%) relative to video observation (42%), no major differences were found between the two in terms of the general type and number of self-reported cues used. This suggests that, although the use of live observation may facilitate the detection of deceit, this effect can not be explained by the cues detectors claim to rely on when making their judgments.

**#23**

*Criminal Justice  
Psychology*

**IMPROVING GEOGRAPHIC PROFILING PREDICTIONS THROUGH THE USE OF CALIBRATED DISTANCE DECAY FUNCTIONS**

*Karla Emeno, Carleton University; Simon Deng, Carleton University; Craig Bennell, Carleton University*

Geographic profiling systems use distance decay functions to predict where serial offenders live. These functions assume that the likelihood of an offender residing at a particular location decreases with increasing distance from the offender's crime sites. Currently, each system relies on a default function, which was validated on data that is unrelated to the data being submitted to these systems. This occurs despite the fact that it is unlikely that a single decay function can be used with equal effectiveness across data collected under varying conditions. This study determines whether a decay function calibrated for a particular sample results in greater predictive power than an uncalibrated function. Decay functions will be calibrated for two different samples of burglary collected from two different geographic locations. The default (i.e., uncalibrated) function from a computerized geographic profiling system will also be used. Curve fitting procedures will be used, and goodness-of-fit tests conducted, for the calibrated and uncalibrated functions. It is hypothesized that the calibrated functions will possess more predictive power than the default function. The implications of the findings will be discussed.

**#24**

*Criminal Justice  
Psychology*

**EYEWITNESS LINEUP CONSTRUCTION AND THE OWN-RACE BIAS**

*Kristine Fitzgerald, York University; Jeffrey Pfeifer, University of Regina*

The current study investigated the possible implications of the own-race bias for lineup construction between Caucasian and First Nation groups. A group of 99 participants (50 Caucasian and 49 First Nation) viewed a series of 25 photographs of First Nation males and ranked them in order from most to least similar to a First Nation male target photograph. Results yielded different 9-per-

son lineups as a function of participant race and gender, suggesting that the own-race bias may impact eyewitness lineup construction. The applied implications of these results for the construction of eyewitness lineups involving First Nation individuals will be discussed.

#25

*Criminal Justice  
Psychology*

**WOMEN OFFENDER DESISTANCE: AN EXAMINATION OF PROTECTIVE FACTORS AND A PATHWAYS MODEL OF SUBSTANCE ABUSE**

*Shannon Gottschall, Carleton University; Ralph Serin, Carleton University*

A retrospective longitudinal study was conducted, examining the outcomes of a sample of 160 federally-sentenced women through archival data. Relationships were found between release outcomes and offender associates, substance abuse and antisocial attitudes. Clinical judgments of overall risk and need were also significantly related to outcome. A pathways model of substance abuse and crime that reflects coping with negative affect and criminal lifestyle was examined with the results regarding scale reliability and relationship with outcome showing the promise of the model. Such a model might enhance the assessment of women offenders and inform substance abuse treatment specificity. Scores on both scales were found to be significantly correlated with outcome, significant differences were found between the scores of women with positive and negative outcomes, and significant differences were found in survival times between the groups created by the model. Survival analyses showed the model approached significance when predicting survival/failure rates. Separate analyses were also performed for Aboriginal women within the sample. Improvements to the model are discussed along with directions for future research.

#26

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Psychology*

**ESTABLISHING THE NEEDS OF ABORIGINAL OFFENDERS USING THE LEVEL OF SERVICE INVENTORY-ONTARIO REVISION: COMPARING RECIDIVISTS TO NON-RECIDIVISTS**

*Adrienne Gross, Nipissing University; Margaret Sroga, Nipissing University*

The Level of Service Inventory-Ontario Revision (LSI-OR) is a popular risk/need assessment tool designed to classify offenders according to 5 risk level categories. A sample of Aboriginal male offenders ( $n=209$ ) were compared to a Non-Aboriginal male sample ( $n=200$ ) across the LSI-OR eight subscales, the Special Responsivity section as well as reconviction rates. These offenders had a mean follow-up time of 44 months. Statistical comparisons were performed between Aboriginal and Non-Aboriginal samples as well as their respective locations, residing either in custody or the community. Community and institutional Aboriginal offenders, scored significantly higher on all LSI-OR sections when compared to Non-Aboriginal offenders. Aboriginal offenders also recidivated at greater rates than their Non-Aboriginal counterparts. Prediction of recidivism was weakest for the Aboriginal institutional sample ( $r=.224, p<.05$ ) and best for the Non-Aboriginal community sample ( $r=.618, p<.001$ ). The Special Responsivity section shows better predictive capacity for the Non-Aboriginal sample ( $r=.284, p<.001$ ). A two-way MANOVA demonstrated particular LSI-OR variables implicated for Aboriginal recidivism: criminal history, leisure/recreation, companions, pro-criminal attitude/orientation, substance abuse, antisocial pattern, motivation as a barrier and cultural issues.

#27

*Criminal Justice  
Psychology*

**THE IMPACT OF INITIAL IMPRESSIONS OF TRUSTWORTHINESS ON JURY DECISION-MAKING**

*Chantal Gustaw, Dalhousie University; Leanne ten Brinke, Dalhousie University; Stephen Porter, Dalhousie University*

Despite the long-held assumption that judges and jurors hold the skills to assess the honesty of witnesses, there is good reason to question the validity of credibility assessment in the courtroom. According to the Dangerous Decision Theory of legal decision making proposed by Porter and ten Brinke (2007), impressions of trustworthiness based on the face occur instantaneously and have a major impact on how subsequent information concerning the target is interpreted. Although these ensuing assessments are highly flawed, interpretation of new information is rationalized through misconceptions about deceptive behaviour. High levels of motivation felt by a judge or juror serves to exacerbate this tunnel vision, increasing confidence in initial assessments. The current study seeks to test the validity of this model by presenting participants with two vignettes describing (violent or petty) crimes accompanied by a photo of the (supposed) defendant, previously rated as highly trustworthy or untrustworthy. Verdicts will be gathered after the presentation of increasingly incriminating and exonerating evidence. It is predicted that participants will interpret ambiguous information to further support and rationalize their initial assessment of the individual's trustworthiness. Furthermore, it is predicted that this effect will be more pronounced when in reference to relatively mild crimes.

#28

*Criminal Justice  
Psychology*

**A META-ANALYSIS OF DRUG TREATMENT COURT LITERATURE: ASSESSING STUDY QUALITY AND TREATMENT EFFICACY**

*Leticia Gutierrez, Carleton University; Guy Bourgon, Public Safety Canada; John Weekes, Correctional Service of Canada*

Outcome studies assessing drug treatment court efficacy have yielded mixed results. Meta-analyses assessing the effectiveness of drug treatment courts in reducing recidivism have produced a wide range of effect sizes. The present study is a meta-analysis that attempts to evaluate the two main factors that are believed to influence the results to date: methodological/study quality and treatment quality. In order to assess study quality, a modified rating scale designed for a meta-analytic study on the effectiveness of sexual offender treatment programs, will be used (Collaborative Outcome Data Committee Guidelines for the Evaluation of Sexual

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Offender Treatment Outcome Studies, 2006). Treatment quality of the various drug treatment court programs will be assessed by evaluating their adherence to the principles of risk, need and responsivity. These factors have been shown to mediate the effectiveness of treatment across various offender groups, as well as for a variety of criminogenic needs (substance abuse, sexual offending, aggression). This study will provide insights into the effectiveness of drug treatment courts in reducing recidivism, and whether techniques of effective correctional programming are being implemented. The results will have major implications for the manner in which future evaluation studies and treatment programs should be conducted.

#29

*Criminal Justice  
Psychology*

### **A COMPARISON OF PAROLE OFFICER REPORTS AND PSYCHOLOGICAL ASSESSMENTS**

Laura Hanby, *Carleton University*; Justina Sowden, *Carleton University*;  
Ralph Serin, *Carleton University*

The National Parole Board (NPB) is responsible for the decision to grant, deny or revoke parole for federal offenders in Canada. This decision-making body must balance the rights and needs of the offender with the safety of the public by arriving at the least restrictive determination consistent with the protection of society (Corrections and Conditional Release Act). In arriving at a decision, the NPB considers a number of factors, including the recommendations given in pre-release psychological assessments and parole officer reports. The purpose of this study is to determine whether parole officers and psychologists differ in the content of their reports, the relevancy of their risk assessments, and their subsequent recommendations. Approximately 50 offender files from across Canada will be reviewed and coded on case specifics, the content of the assessments provided by psychologists, and the content of the reports prepared by parole officers, with inter-rater reliability assessed. This will allow for conclusions to be made regarding the uniqueness of the subject expertise of psychologists. If parole officers can provide comparable reviews, psychological assessments may be reserved for special populations with distinctive needs. Future research directions will be discussed.

#30

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Psychology*

### **CREATING FALSE MEMORIES: EFFECTS OF VARYING TYPES OF DETAILS CONTAINED IN PHOTOGRAPHS**

Joanna Hessen, *University of Windsor*; Alan Scoboria, *University of Windsor*

Research has shown that false memories can be created via provision of narratives or photographs, and suggests that false narratives produce higher false memory rates than false photographs. This has been explained in terms of photographs being more constraining than narratives. The argument is that the specificity of details within photographs limits the freedom to develop familiar details about an event because they are a snapshot of a moment and thereby discourage imagination. However, particular details within media may also vary in the degree to which they are constraining. Details are more likely to be constraining when they are unfamiliar, thus limiting the fluency of cognitive processing experienced when they are present. On the other hand, self-relevant details likely enhance false memory formation by promoting processing fluency via feelings of familiarity that are erroneously attributed to the false event. Results to date suggest that the relative balance of self-relevant and constraining details in false photographs impacts fluency in recalling unremembered events, which predicts false memory formation. This study explores the effects of constraining or promoting fluency, by systematically varying the presence of unfamiliar and self-relevant details in photographs of a false childhood event.

#31

*Criminal Justice  
Psychology*

### **AN EXAMINATION OF FACTORS POTENTIALLY RELATED TO THE CRIMINAL PROFILING ILLUSION**

Sarah Hildebrand, *Carleton University*; Craig Bennell, *Carleton University*

Two factors are examined that may contribute to the criminal profiling illusion, a term used to describe the fact that individuals believe profiling works despite the lack of empirical evidence that it does. Eighty participants read one of four versions of a mock magazine article, which contained information about an aggravated assault, a profiler consulted on the case, details of the profile, and a description of the offender. Across the four conditions, profiler credibility was manipulated so that participants were presented with (a) a high status profiler or (b) a low status profiler, and the offender description was manipulated so that the emphasis was on (a) correct profile predictions or (b) correct and incorrect profile predictions. Participants were then asked to rate the accuracy and usefulness of the profile. Despite the fact that empirical research suggests they should not, we hypothesize that participants will rate profiles provided by a high (versus low) status source as more accurate and useful, especially when correct (versus correct and incorrect) predictions are focused on. The implications of the results will be discussed.

#32

*Criminal Justice  
Psychology*

### **DISTINGUISHING BETWEEN TRUE AND FALSE ALLEGATIONS OF RAPE**

Melissa Huggan, *Carleton University*; Craig Bennell, *Carleton University*

False allegations of rape occur when an individual claims she has been raped when she has not. Such occurrences are problematic for the police who must be able to distinguish them from true allegations. In this study, 40 true and 40 false allegations of rape will be examined in order to validate a procedure – structural behavioural analysis – for distinguishing between the two types of statements. This procedure is based on the assumption that individuals who make true allegations will talk about rape differently from those who make false allegations (e.g., different aspects of the offender's behaviour will be emphasized). Each victim statement will be content analysed (and a sub-sample checked for reliability) using a coding dictionary consisting of 37 offence behaviours.

The structure of the allegations will then be explored using multidimensional scaling. If differences between true and false allegations are found, the data will be examined using logistic regression and receiver operating characteristic analysis to determine whether it is possible to distinguish between the two types of statements. The implications of these results will be discussed.

#33

*Criminal Justice  
Psychology*

**THE IMPACT OF DIAGNOSTIC TERMS: COMPARING PERCEPTIONS OF PSYCHOPATHY AND ANTISOCIAL PERSONALITY DISORDER**

*Micheline Hughes, Memorial University of Newfoundland; Jennifer Buckle, Memorial University of Newfoundland*

Studies document that participants often have negative perceptions of individuals diagnosed with a mental disorder. In this broad finding, there are questions that require further study. For example, within a diagnostic domain, are some terms perceived more negatively than others? This study investigated undergraduate students' perceptions of the terms antisocial personality disorder and psychopathy. Although these terms are not interchangeable, there are some characteristics similar to both. These features formed the basis of scenarios presented to participants. Each participant read one of three scenarios and was asked to answer questions based on the scenario. The three scenarios were identical except for the diagnostic term - antisocial personality disorder, psychopathy, or no mental disorder. Participants were recruited from Introductory Psychology classes at Sir Wilfred Grenfell College, Memorial University of Newfoundland. At the time of data collection the participants had not been exposed to the terms psychopathy or antisocial personality disorder in their psychology course. Five constructs were explored to assess perceptions of the diagnostic terms - dangerousness, threat to society, recidivism, prognosis, and length of incarceration. The implications of the study will be presented.

#34

*Criminal Justice  
Psychology*

**AN EVENT-RELATED BRAIN POTENTIALS (ERPS) STUDY OF DECEPTION DETECTION USING A CARD PLAYING TASK**

*Pauline Inglis, Dalhousie University; Yannick Marchand, NRC-IBD (Atlantic) and Dalhousie University; Celeste Lefebvre, IWK Health Centre*

Malingering and deception have major implications in both clinical and forensic contexts. Currently, neurophysiological measures, such as event-related potentials (ERPs), are of interest in developing a reliable tool for identifying deceivers. This study investigates ERP patterns during both truthful and deceptive responses during a computerized card-playing task. Participants' ERPs were measured using a 64-electrode cap. For the computerized card-playing task, participants were shown a probe card followed by six sequentially presented test cards, one of which matched with the probe card. The test cards varied in terms of shared features with the probe card (e.g., same suit or face value). Participants were asked to either identify the correct match card (truthful condition) or to deny knowledge of the match card (deception condition) by button press responses. This study examines ERP patterns during both truthful and deception conditions on both on a group and individual level, in an effort to determine if deceptive responses can be accurately identified. In addition, the impact on ERP patterns of having overlapping characteristics between the test and probe cards were also investigated.

#35

*Criminal Justice  
Psychology*

**PREDICTING CRIMINAL RECIDIVISM IN ADULT MALE OFFENDERS: RESEARCHER VERSUS PAROLE OFFICER ASSESSMENTS OF RISK**

*Natalie Jones, Carleton University; Shelley Brown, Carleton University; Edward Zamble, Queen's University*

Past research has demonstrated that when employing a comprehensive battery of measures (i.e., self-report, interview, file-based) to predict risk of recidivism for offenders under community supervision, accuracy rates typically exceed 80% (i.e., Brown & Zamble, 2007). However, translating this systematic research protocol into practice is challenging for parole officers who lack both the requisite resources and relevant training. The current study offers an initial attempt to bridge the gap between research and practice by comparing the predictive accuracy of parole officer assessments of risk with those of trained research assistants. The sample in question consists of 127 male offenders under community supervision in Ontario (average follow-up period of 67 months), who were respectively assessed by parole officers and researchers at three different intervals (i.e., 1, 3, and 6 months post-release). While additional receiver operating characteristic analyses will be conducted, preliminary results indicate that the research-based protocol is generally a stronger predictor of recidivism than parole officer assessments. Theoretical and practical implications of these findings are discussed and specific strategies are offered in an effort to translate research into practice.

#36

*Criminal Justice  
Psychology*

**A NARRATIVE REVIEW OF PSYCHOLOGICALLY-ROOTED INVESTIGATIVE TECHNIQUES: COMMON SENSE VS. EMPIRICAL RATIONALES**

*Jennifer Kavanagh, Memorial University of Newfoundland; Brent Snook, Memorial University of Newfoundland*

The increased police use of psychologically-rooted investigative techniques (e.g., criminal profiling) has prompted researchers to question the scientific status of these techniques. The current study reports a narrative review of the literature on five policing techniques. Articles are classified according to whether authors employed common sense (k = 14) or empirically (k = 11) based arguments in interpreting phenomena. Articles are evaluated on the following criteria: (a) sources of knowledge (e.g., qualitative vs. quantitative), (b) analytical processes (e.g., hindsight bias vs. experimental), and (c) integration of evidence (e.g., idiographic vs. nomothetic focus). Data on article characteristics (e.g., year of publication), author characteristics (e.g., qualifications), and author

perspective on the investigative technique (e.g., opinions of usefulness) are presented. The common language effect size indicator (CL) is used to compare the common sense and empirical ratings of articles based on article characteristics, principle author characteristics, and author perspective. The extent to which common sense and empirical rationales have flourished in the literature is outlined.

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*Criminal Justice  
Psychology*

### **ASKING THE RIGHT QUESTIONS: AN EXAMINATION OF POLICE INTERVIEWING TECHNIQUES**

Kathy Keating, *Memorial University of Newfoundland*; Brent Snook, *Memorial University of Newfoundland*

A critical component of successful criminal investigations is the ability of police officers to obtain accurate and complete information from witnesses (Milne & Bull, 2003). Obtaining quality witness testimony is largely a function of appropriate questioning by the interviewing officer. In the current study, 30 videotaped police witness interviews are coded according to whether police officers use the following types of questions: leading questions, open ended questions, closed ended questions, multiple questions, probing questions, appropriate closed yes/no questions, inappropriate closed yes/no questions, forced choice questions, and opinion questions. In addition, interviewer (e.g., experience, age, training) and interview characteristics (e.g., amount of total details, average length of responses, proportion of time talking for officer and witness, use of the cognitive interview, time after first interruption, number of interruptions) are coded. The training and investigative implications of the results are discussed

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Psychology*

### **ARE POLICE OFFICERS USING THE REID TECHNIQUE? A CONTENT ANALYSIS OF POLICE INTERROGATION METHODS**

Lesley King, *Memorial University of Newfoundland*; Brent Snook, *Memorial University of Newfoundland*

The purpose of a police interrogation is to both elicit a confession from a suspect and/or gather information that can assist with the investigation. In Canada, the Reid model (Reid) is the most widely taught method. Because Reid primarily involves the use of threats and promises of leniency, some researchers have argued that it is likely to cause false confessions. Unfortunately, the extent to which Reid is being used during actual police interrogations is unknown. In addressing this issue, the current study examines how much of Reid is being applied during interrogations and how variations in its application are related to suspect confessions. Thirty police interrogation video recordings were content analyzed for the presence of 125 components of Reid (e.g., direct positive confrontation, alternative questions, specific theme development). The video recordings were also coded for 12 coercive police tactics (e.g., suspect not permitted to invoke his rights, deprived of essentials). The implications of these findings for police interrogations are discussed.

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Psychology*

### **COGNITIVE AND NEUROPSYCHOLOGICAL PREDICTORS OF JUVENILE ADJUDICATIVE COMPETENCY: THE ROLE OF EXECUTIVE FUNCTIONING**

Kimberly Kreklewitz, *Simon Fraser University*; Ronald Roesch, *Simon Fraser University*; Jodi Viljoen, *Simon Fraser University*; Allen Thornton, *Simon Fraser University*

Maturation of the frontal lobes of the brain and the emergence of adult-level executive functioning are major developments that occur during adolescence (Welsh & Pennington, 1988; Rosso et al., 2004). Similarly, legal abilities and decision making improve from early to late adolescence (Burnett, 2004; Grisso et al., 2003, McKee, 1995, 1998; Viljoen & Roesch, 2005). The purpose of the present research is to explore the relationship between juvenile adjudicative competency abilities and executive functioning in a sample of juvenile offenders ( $N = 150$ ). This study will investigate whether one or more domains of executive functioning serve as useful predictors of adolescents' scores on measures of adjudicative competency beyond the contributions made by the variables of age and general intelligence. We hypothesize that both inhibition/impulsivity and cognitive flexibility will be related to scores on the Fitness Interview Test- Revised (FIT-R; Roesch, Zapf, Eaves, & Webster, 1998) and the Mac Arthur Judgement Evaluation (Mac-JEN; Woolard, Reppucci, Steinburg, Grisso, & Scott, 2003), while working memory will be unrelated to scores on these measures. We also expect to find significant developmental differences in executive abilities. Finally, consistent with past research, we anticipate significant relationships between age and competency and intelligence and competency.

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Psychology*

### **NEUROCOGNITIVE DEFICITS IN ADOLESCENT SEXUAL OFFENDERS**

Megan Lau, *University of Western Ontario*; Megan Lau, *University of Western Ontario*; Roy Frenzel, *University of Alberta*

Most research on adolescent sex offenders has focused on their familial and personality characteristics, but descriptions of the cognitive functioning these offenders are exceedingly rare. Better understanding of neurocognitive functioning would add important insight into why some adolescents commit these crimes. Previous research has demonstrated that lower IQ scores, deficits in attention, and deficits in executive functioning are all associated with anti-social behavior in young offenders, which suggests similar deficits might be demonstrated in a same-aged sexually deviant population. The present study examines the neurocognitive functioning in a sample of adolescent sexual offenders ( $N = 35$ ) for gross neurological impairment, as well as specific areas of weakness, and overall level of performance. These domains are addressed through the dimensions of verbal, performance and full scale IQ, auditory and visual memory, cognitive flexibility and frontal lobe inhibition. Subjects were found to have problems with



attention, concentration, cognitive flexibility, and short-term memory. No gross neurological impairments were identified, however lower than average score were detected across almost all measures. Specific deficiencies in functioning are explored, along with implications for treatment method selection and service delivery.

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Psychology*

**MALE OFFENDERS' PERCEPTIONS OF SELF AND DESISTANCE: EXPLORING PREDICTIVE VALIDITY**

Caleb Lloyd, *Carleton University*; Ralph Serin, *Carleton University*

While the majority of offenders eventually desist from crime, evidence suggests that desistance is not directly tied to the extinction of risk factors (Laub, Nagin, & Sampson, 1998). For many offenders, desistance involves commitment to quality marriages, gainful employment and substance abuse recovery. However, the internal identity shifts that are hypothesized to underlie offenders' external life changes have not been adequately explored. This study developed scales for assessing cognitive desistance factors and tested their inter-relationships within an offender sample from minimum-security institutions ( $N = 142$ ). Results indicate that the variables largely relate to each other as predicted by desistance theory. Desistance factors were unrelated to risk to re-offend, suggesting these variables may be complementary to risk assessment. Using a subset of the sample, predictive validity of the desistance beliefs measures are explored to determine if desisting offenders can be identified prospectively. This avenue of research should be further explored by refining the measurement methods and further assessment of post-release recidivism outcome.

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Psychology*

**BREAK AND ENTER COMPREHENSIVE ACTION PROGRAM: RESULTS FROM AN EVALUABILITY ASSESSMENT AND PRELIMINARY PROCESS EVALUATION**

Duyen Luong, *Carleton University*; J. Wormith, *University of Saskatchewan*

The present study was an evaluability assessment and preliminary process evaluation of the Break and Enter Comprehensive Action Program (BECAP), a multi-agency, multi-disciplinary initiative consisting of representatives from Saskatchewan Corrections and Public Safety, Public Prosecutions, Saskatoon Police Service, and Saskatoon Tribal Council. BECAP was implemented to address the high incidence of break and enter offences in the city of Saskatoon and was the first phase in a multiphase strategy of the Saskatoon Crime Reduction Strategy. BECAP refers collectively to two distinct programs, one for young offenders and one for adult offenders. Each program involves providing intensive supervision and case management to high-risk, high-need young and adult offenders who have a history of break and enter offences. Each offender is managed by a multi-disciplinary team consisting of a probation officer, police constable, and crown prosecutor. The key data collection methods for this study included a review of all relevant program documents and interviews with key stakeholders. A program logic model was produced to describe the conceptual framework underlying the programs. Areas of strengths and areas that should be improved upon were identified. The project represented the first step of an evaluation collaboration between the University of Saskatchewan and the government initiative.

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Psychology*

**"WHEREVER YOU ARE AND WHOEVER HAS YOU, PLEASE COME HOME": EXAMINING EMOTIONAL APPEALS TO THE PUBLIC FOR BEHAVIOURAL DISPLAYS OF DECEPTION**

Sarah MacDonald, *Dalhousie University*; Leanne ten Brinke, *Dalhousie University*; Stephen Porter, *Dalhousie University*

Deception is a common aspect of social interaction. However, humans (police officers being no exception) rarely detect deceit above the level of chance (Ekman & O'Sullivan, 1991). Public appeals made by relatives of missing loved ones, whom they have in fact killed, are among the most interesting forms of deception. Alarming, even these emotional, high-stake lies evade detection (Vrij & Mann, 2001). The present study is gathering both genuine and deceptive media footage of these pleas to examine behavioral cues to deception in such emotional duplicity. Among others, the use of illustrators, blinking rates and the covering of facial features will be measured and examined as cues to deceit in this emotional context. It is expected that there will be differences between the genuine and deceptive pleas on these variables, providing useful signals of deception. It is hoped that the knowledge acquired through this study may allow police officers to examine suspicious relatives as suspects in a more empirical manner.

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Psychology*

**PSYCHOPATHY AND THE DETECTION OF FAKING ON SELF-REPORT INVENTORIES OF PERSONALITY IN AN INMATE SAMPLE**

Bonnie MacNeil, *Queen's University*; Ronald Holden, *Queen's University*

There is a strong intuitive appeal for an association between psychopathy and dissimulation on self-report inventories. However, the relationship between psychopathy and the ability to fake without being caught on self-report inventories of personality has not been established. This study examined whether psychopathic traits enabled faking good and faking bad on self-report inventories of personality. Male federal offenders ( $N = 84$ ) completed the Holden Psychological Screening Inventory, Paulhus Deception Scales- Impression Management Scale, and Personality Research Form- Desirability Scale under experimentally induced fake good, fake bad, and standard conditions. Given the putative deceptive and manipulative nature of psychopaths, it was expected that individuals who were able to fake good and fake bad without being caught would score significantly higher on measures of psychopathy than individuals who were caught faking. Contrary to the hypothesis, results showed that successful and unsuccessful fakers did not differ as a function of general psychopathy. However, across several methods of evaluation, successful fakers scored

significantly higher than unsuccessful fakers on the Carefree Nonplanfulness subscale of the PPI, and significantly lower on the Stress Immunity subscale. Implications for the detection of faking on self-report inventories of personality are discussed.

#45

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Psychology*

#### **IS ATTITUDE TOWARD CAPITAL PUNISHMENT AFFECTED BY EXPOSURE TO PROCEDURAL DETAILS OF STATE-SANCTIONED EXECUTION?**

Stuart McKelvie, *Bishop's University*

In three studies, university students completed a measure of their attitude towards capital punishment (Questionnaire on Capital Punishment, QCP) before and after reading factual accounts of either execution procedures (electric chair, gas chamber and lethal injection) or of the acts committed by four convicted murderers. Ratings of perceived cruelty and emotional arousal were also obtained. In Experiment 1 ( $n = 120$ ), participants completed Form A of the QCP first and Form B of the QCP second or vice versa and the second assessment took place immediately after reading about execution or murderers. QCP scores did not vary by condition or by time. In Experiment 2, again with immediate testing, participants completed either Form A or Form B on both occasions. There was some evidence that on the second assessment attitude toward capital punishment was more negative after reading about the execution methods than after reading about the murderers. In Experiment 3, participants again completed the same form on both occasions but there was a two-day delay between reading about execution or murderers and the second testing. In addition, lurid details of the executions and murderous acts were provided. Attitude toward capital punishment was more negative after reading about execution than about the murderers. In all three experiments, men had a more positive attitude toward capital punishment than women, and there was more change in the direction of a less positive attitude for people rating the execution methods as more cruel. It is concluded that attitude toward capital punishment was altered under certain conditions.

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Psychology*

#### **A TEST OF THE TEMPORAL STABILITY, CROSS-SITUATIONAL CONSISTENCY, AND HOMOLOGY ASSUMPTIONS OF CRIMINAL PROFILING**

Tamara Melnyk, *Carleton University*; Sarah Bloomfield, *Carleton University*;  
Craig Bennell, *Carleton University*

Criminal profiling is based on three assumptions: temporal stability in behaviour across crimes, cross-situational consistency in behaviour between an offender's criminal and non-criminal life, and homology of background characteristics for offenders displaying similar crime scene behaviours when compared to one another. Information on the crimes and backgrounds of 53 serial murderers (three crimes per offender) was obtained from a police database. Multidimensional scaling was used to identify two underlying themes in the behaviours and backgrounds of the offenders, and the crimes and backgrounds of each offender were assigned to a predominant theme. Temporal stability was tested by determining the frequency with which the same theme was displayed across crimes in a series. Cross-situational consistency was tested by determining the frequency with which an offender's crimes and background could be assigned to the same theme. Homology was tested by measuring the degree to which offenders who committed similar crimes possessed similar backgrounds. A relatively low level of support was found for each assumption. The implications of these results for the practice of profiling are discussed.

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Psychology*

#### **DEVELOPING AN ITERATIVE CLASSIFICATION TREE FOR LINKING SERIAL CRIMES**

Rebecca Mugford, *Carleton University*; Adam Paquette, *Carleton University*;  
Craig Bennell, *Carleton University*

Police agencies often rely on an analysis of crime scene behaviours to determine whether a number of crimes have been committed by the same offender. Over the past decade, actuarial tools have been developed for conducting linkage analysis, and some of these tools achieve levels of accuracy that surpass the accuracy of police professionals. However, there appears to be resistance towards using these tools, often because they are perceived as overly complex and cumbersome. The use of iterative classification trees (ICTs) to empirically derive an ordered set of linkage-relevant questions represents a potential solution to this problem. Not only has the ICT approach been shown to result in high levels of predictive accuracy in other contexts, this tool can also be more easily understood and implemented by end-users. This study will examine crime scene behaviours from 126 solved rapes committed by 42 UK offenders in an attempt to produce an ICT for linkage analysis. The ICT developed will then be validated through the use of receiver operating characteristic analysis. Results and implications of the current research will be discussed.

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Psychology*

#### **THE LINK BETWEEN PSYCHOPATHIC TRAITS AND ATTACHMENT FUNCTIONING IN NON-OFFENDING YOUNG ADULTS**

Derek Pasma, *University of New Brunswick*; Mary Ann Campbell, *University of New Brunswick*; Enrico DiTommaso, *University of New Brunswick*

Early theories in both attachment (e.g., Bowlby, 1966) and psychopathy (e.g., Cleckley, 1941) have posited that a lack of close emotional bonds is related to psychopathic-like characteristics, such as the 'cold, emotionless character'. Recent research has supported these early theories, showing that measures of attachment to parents are negatively correlated with measures of psychopathy (Flight & Forth, 2007). The present study sought to further examine this relation using a non-forensic young adult population, and employing a promising new measure of psychopathic traits, along with established measures of attachment. Participants ( $N = 227$  undergrads) completed an assessment battery consisting of the Youth Psychopathic Traits Inventory, the Relationship Scales Questionnaire, the Relationship Questionnaire, and the Social and Emotional Loneliness Scale. Results indicated that total YPI

scores were not related to attachment indices; however, a significant positive correlation was found between the affective dimension of psychopathy and fearful and dismissing attachment styles. When categorized as high vs. low psychopathic traits groups, the high-traits group reported significantly greater preoccupied and dismissing attachment than the low-traits group. Theoretical implications for the interpersonal functioning of psychopathic individuals will be discussed.

#49

*Criminal Justice  
Psychology*

**SUPREME COURT OF CANADA ADDRESSES ADMISSIBILITY OF  
POST-HYPNOSIS WITNESS EVIDENCE: R. V. TROCHYM (2007)**

Marc Patry, *Saint Mary's University*; Veronica Stinson, *Saint Mary's University*;  
Steven Smith, *Saint Mary's University*

In February of 2007, the Supreme Court of Canada issued its ruling in *R. v. Trochym*, a case in which the Court addressed the admissibility of post-hypnosis witness testimony. Following a description of the case facts, we summarize the decisions of the lower courts and of the Supreme Court of Canada. In *Trochym's* trial for second degree murder, the Ontario trial judge held a lengthy voir dire involving testimony by three experts before determining that the post-hypnosis evidence was admissible and that it would be a jury determination as to the weight that would be attributed to that evidence. The judge's admissibility analysis was based on a (formerly) leading case on the issue from Alberta, *R. v. Clark* (1984). The Ontario Court of Appeal denied *Trochym's* appeal and declined to make a categorical bar against all post-hypnotic testimony. The holding by a majority of five Justices of the Supreme Court of Canada (with one concurring opinion) establishes a presumption of inadmissibility for post-hypnosis evidence that is very unlikely to be overcome. While not a clear bar against this form of testimony, this ruling makes it extraordinarily difficult for such testimony to be admitted in the future. We discuss the case and its implications for the Canadian law enforcement community.

#50

*Criminal Justice  
Psychology*

**COGNITIONS RELATED TO PEER AGGRESSION IN FEMALE ADOLESCENTS**

Anne Pleydon, *IWK Health Centre*; Fredric Weizmann, *York University*;  
Adrienne Perry, *York University*

This study supports a social information-processing theory of female adolescent aggression that emphasizes the role of aggressive problem-solving strategies as well as moral evaluations, schemas, and attitudes supporting the use of aggression. Female young offenders ( $n=48$ ) and high school students ( $n=51$ ) were compared on self-reported verbal, physical, and indirect aggression, as well as thoughts and attitudes related to the justification and legitimization of peer aggression. Young offenders reported significantly more verbal and physical aggression than high school students. However, young offenders and high school students did not significantly differ in self-reported indirect aggression. Young offenders endorsed higher tolerance for overt aggression, valuing of aggressive behaviour, perception of the world as hostile, legitimacy for physical, verbal, and instrumental aggression, retaliation and self-defense, and general approval of aggression compared to high school students. In discriminant analyses, tolerance for overt aggression, legitimization of physical aggression, approval of retaliation, perception of the world as hostile, and valuing of aggressive behaviours accurately distinguished between young offenders and high school students. Legitimization of verbal aggression predicted self-reported aggression in female adolescents. Findings from this study assist in establishing normative information about the direct and indirect aggressive behaviours of female adolescents. Furthermore, this research is one of few cognition and aggression studies that include female young offenders. Implications of the findings for treatment and future research are discussed.

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*Criminal Justice  
Psychology*

**STUDENTS FEAR OF SEX CRIME: WHEN, WHO & WHY?**

Hilary Randall, *University of New Brunswick*; Hilary Randall, *University of New Brunswick*

Research studying the public's fear of crime has proliferated in recent years (Fetchenhauer & Buunk, 2005; Kaysen, Morris, Rizvi & Resick, 2005; Schafer, Huebner & Bynum, 2006, Sutton & Farrall, 2005; Tulloch, 2004). It has been reported that each year, in the US, between 40 and 50% of adults report that they are afraid to walk alone at night near their home, and as many as 50% report that they worry about crime (Warr, 1995). People report fearing becoming a victim of crime, not only themselves, but also fearing for the people whose welfare they care about, such as their children and their spouses (Madriz, 1997; Snedker, 2006; Warr & Ellison, 2000). This fear for the safety of others has been termed altruistic fear, in contrast to the fear for one's own safety, termed personal fear (Warr, 1992). The present study examined the fear of sexual victimization (both personal and altruistic fear) in a university sample of 323 students (100 males and 223 females) using a scale designed specifically for this study. Participants also indicated who in their lives they most feared may become the victim of a sex crime, as well as why they feared for that person. The Fear of Sex Crimes scale was factor analysed and shows promising psychometric properties, including demonstrating a Cronbach's Alpha of .91. Results are discussed with respect to future research, and possible clinical applications.

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Psychology*

**LEVEL OF SERVICE INVENTORY – ONTARIO REVISION ON FEMALE OFFENDERS**

Kathleen Reynolds, *Nipissing University*; Margaret Sroga, *Nipissing University*

The Level of Service Inventory – Ontario Revision is an actuarial risk/need assessment tool designed to classify offenders using 5 risk levels. The current study ( $N=332$ ) compares a probation female offender sample to an incarcerated female offender sample across the LSI-OR's eight General Risk/Need subscales and Other Client Issues subsection to determine the predictive validity for

general recidivism. The mean follow-up period was 3.57 years. Institutionalized female offenders scored significantly higher on all LSI-OR sections. Institutionalized and community females did not differ on their index offence severity; however, the institutional offenders recidivated at a significantly higher rate. Incarcerated female scores are more highly correlated with recidivism than community offenders ( $r=.346$  vs.  $r=.323$ ). The ROC analysis performed on the LSI-OR total score and Other Client Issues section added diagnostic accuracy for both groups. For the community sample, the existing classification scheme requires modification with the majority of the existing risk levels failing to differentiate between the female offenders' survival probabilities. The institutional model of recidivism was determined by a hierarchical logistic regression and includes Criminal History and Substance Abuse variables. The community model of recidivism only includes Procriminal Attitude/Orientation.

**#53**

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Psychology*

**THE EFFECT OF EDUCATIONAL PROGRAMMING ON RECIDIVISM:  
A META-ANALYSIS**

Terri Simon, *University of Saskatchewan*; J. Stephen Wormith, *University of Saskatchewan*

The effectiveness of correctional education has been debated for decades (Stevens, 2000). A large number of evaluation studies have been conducted that show positive effects, but are plagued with methodological flaws. A literature review (Gerber and Fritsch, 1995) and two previous meta-analyses (Wilson, Gallagher, & MacKenzie, 2000; Chappell, 2004) had shown an overall positive effect for correctional education on recidivism, but all three called for further research. The current meta-analysis investigated the differential effect of education program type. Vocational programs were found to be the most effective, closely followed by Post-secondary education. High school/GED programs and an unspecified/mixed category each had a moderate effect, with Basic/ABE having a negative effect on recidivism of participants. Analyses were also conducted to compare the effect sizes for differences in publication year, sample size, and follow-up time. The findings are discussed in relation to criminogenic need, implications for correctional intervention and directions for future research.

**#54**

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Psychology*

**EFFECTIVENESS OF THE PROBATION AND PAROLE SERVICE DELIVERY  
MODEL IN REDUCING RECIDIVISM**

Terri Simon, *University of Saskatchewan*; J. Stephen Wormith, *University of Saskatchewan*;  
Lina Girard, *Ontario Ministry of Community Safety and Correctional Services*

In 2001, the province of Ontario implemented a new policy aimed at incorporating "best practices" from the literature into probation and parole services. This new policy, named the Probation and Parole Service Delivery Model (PPSDM), has several objectives, including: a) employ assessment-based decisions; b) assume a case management approach in probation and parole supervision; c) consider risk to reoffend and criminogenic needs in intervention and supervision; d) reserve the highest level of supervision for those most at risk to reoffend; and, e) use the least intrusive levels of intervention necessary while ensuring public safety. The policy also included the development of five supervision "streams" based on risk level, criminogenic needs, and other factors, for which supervision and intervention standards differ (Coté, 2003). A random sample of 200 from each of the five streams was chosen from 2004 and matched to a sample supervised prior to PPSDM implementation (from 1998) resulting in an overall sample of over 1900 offenders. The recidivism rates and recidivism severity are compared overall and for each of the five streams. Results are discussed in relation to effective correctional practices, policy implementation, and recommendations for future research.

**#55**

*Criminal Justice  
Psychology*

**DETECTING FALSE CONFESSIONS: ARE JUDGES BETTER THAN AVERAGE?**

Steven Smith, *Saint Mary's University*; Marc Patry, *Saint Mary's University*;  
Veronica Stinson, *Saint Mary's University*

Although police investigators believe that they can tell when a suspect is lying, the empirical evidence suggests that investigators are no better than untrained lay people (see Kassin, et al., 2005) and may indeed be worse. This notion is consistent with previous evidence that people from a variety of legally relevant professions (e.g., police, judges, psychiatrists) are no better than chance at detecting deception (Ekman & O'Sullivan, 1991). Although criminal suspects may confess to crimes they did not commit for a number of reasons, it is difficult to determine how often false confessions occur. Because judges are regularly expected to make decisions regarding confessions from defendants remanded for criminal trial, their ability to determine the authenticity of a confession is important. Canadian provincial court judges ( $N=25$ ) watched five videotaped confessions (adapted from Kassin et al., 2005). Three of the confessions were true, and two were false. After estimating how accurate they would be, judges made true/false judgments for each of the five videotaped confessions. Judges' accuracy across the five confessions varied from 36% to 64%, and overall accuracy was 52%. Although this accuracy rate was no different than chance, it was also no different than judges' predictions of their own accuracy (52.8%). The implications of these findings are discussed.

**#56**

*Criminal Justice  
Psychology*

**THE INFLUENCE OF ADOLESCENT CRIMINAL HISTORY ON FUTURE RISK IN  
AN NCRMD POPULATION**

Alicia Spidel, *University of British Columbia*; Johann Brink, *Forensic Psychiatric Hospital*;  
Tonia Nicholls, *Forensic Psychiatric Hospital*

Background: Despite a growing population in Canada since the introduction of Bill C-30, of Not Criminally Responsible due to Mental Disorder (NCRMD) accused persons, few studies have looked at the characteristics of these individuals (Desmarais et al., 2007). No studies to date have looked at the influence of juvenile criminal history on risk for interpersonal violence in adulthood

despite the strong relationship that has been found between these variables. in other forensic populations Purpose: This paper has two objectives: 1) Determine if there are differences in risk as measured by the HCR-20 and PCL-R in this population comparing those with childhood criminal history and those without. 2) Describe differences in these groups in terms of other demographic and historical variables. Method: Participants. Thirty-five adult males and 2 adult females with a legal disposition of NCRMD and who were admitted to the Forensic Psychiatric Hospital in British Columbia, were recruited shortly after admission. Procedure. A comprehensive historical assessment was conducted on file information from hospital charts, as well as legal, criminal, and psychosocial histories. Measures. Current risk was assessed through the Psychopathy Checklist – Revised (PCL-R, Hare, 1991) and the HCR-20 (Webster, Douglas, Eaves, & Hart, 1997). Results: Preliminary results found significant

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Psychology*

**PSYCHOPATHY IN THE MEDIA: A CONTENT ANALYSIS**

*Angela Stevens, Carleton University; Adelle Forth, Carleton University*

The media is a commanding information center, containing content which reflects and informs popular opinions. Attitudes and beliefs are influenced by information gleaned from newspapers, television and the internet. In particular, the term “psychopath” appears in the media in relation to a variety of themes. The construct of psychopathy has become an important concept in the criminal justice system given the increasing reliance on the Psychopathy Checklist for purposes of risk assessment. The present study examines the portrayal of psychopathy in the media, through a content analysis of three major newspapers (The Globe and Mail, The Times, and The New York Times) and the internet. Variables chosen for analysis include source characteristics (e.g., article themes, sensational content), descriptions of central characters (e.g., gender, trait descriptions) and crime characteristics where applicable (e.g., crime type, victim injury). Inter-rater reliability is assessed for 20% of the articles and internet websites. Descriptive statistics are reported and comparisons of content between different sources are explored. Temporal changes in reporting are also assessed over three distinct time periods (1980s, 1990s, 2000s). Implications for the influence of media messages on attitudes about psychopathy with respect to jury decision making are discussed.

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Psychology*

**A PHALLOMETRIC EXAMINATION OF SEXUAL OFFENDERS IN RELATION TO THEIR DIAGNOSES**

*Catherine Stewart, University of Saskatchewan; J. Stephen Wormith, University of Saskatchewan*

Within a forensic context, phallometry aids in the determination of offenders’ deviant sexual preferences for both treatment and risk assessment purposes. However, in the field of phallometry many questions remain about assessment practices and the utility of such practices with psychiatric patients. The current study examined 368 male federal offenders (203 Caucasians, and 153 Aboriginal Canadians) on phallometric indices of sexual deviancy. The phallometric assessment consisted of two slide sets depicting nude and semi-nude pre-pubescent, pubescent, and adult males and females. The two slide sets were presented to offenders on average 5.51 (*SD* = 12.66) days apart. Overall, the reliability and validity of these indices were supported with this population. Further, these phallometric indices were examined with respect to psychiatric diagnoses for individuals diagnosed with a major mental illness (namely, a mood or psychotic disorder), cognitive impairment, sexual disorder, substance abuse, or cluster B personality disorder and compared to those without such diagnoses. Finally, the relationships between the phallometric indices of sexual deviancy and recidivism were explored to examine the predictive validity of the phallometric testing with sexual offenders.

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Psychology*

**SENTENCING DECISIONS FOR ABORIGINAL OFFENDERS: THE ROLE OF MODERN PREJUDICE**

*Carrie Tanasichuk, University of Saskatchewan; J Wormith, University of Saskatchewan*

There is a well-documented over-representation of Aboriginal offenders in Canadian penitentiaries. Although explanations such as higher rates of crime in Aboriginal communities have been suggested, the possibility of systemic bias, where Aboriginal defendants are given harsher sentences for identical crimes, should also be considered. The present study was conducted in an attempt to further explore this explanation by using measures of modern and old-fashioned prejudice. Whereas “old-fashioned prejudice” refers to the belief that an out group is in some way inferior, “modern prejudice” refers to the view that a minority group no longer faces discrimination or that the minority group is being “too pushy” when advocating for equal rights (McConahay, 1983). Since outright old-fashioned prejudice has become so reprehensible in our society, prejudice has become more covert and hidden and only surfaces when the attitude can be attributed to a cause other than prejudice. Using a sample of undergraduate students, it was found that participants scoring high in modern prejudice recommended longer sentences when the offender was Aboriginal. In accordance with the theory of modern prejudice, this difference was only found for relatively low harm crimes (i.e., petty theft, vandalism). The implications of these findings are discussed.

#60

*Criminal Justice  
Psychology*

**CONDUCTING RESEARCH WITH THE POLICE: PRIORITIES, CHALLENGES, AND SOLUTIONS**

*Alyssa Taylor, Carleton University; Craig Bennell, Carleton University*

Research has noted the difficulties of conducting police research for both civilian researchers working inside police agencies and academic researchers working outside police agencies. A structured questionnaire was used to examine the opinions of both groups across three domains: (a) research priorities, (b) challenges of conducting research, and (c) solutions for overcoming obstacles. With

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respect to priorities, several shared responses were given by both groups (e.g., improvements to data collection), but there were also group differences in the priorities of insiders (e.g., projects are primarily determined by police enquiries) and outsiders (e.g., projects are primarily determined by individual interest). In terms of challenges, there were commonalities across the groups (e.g., difficulty gaining officer trust), but several group differences (e.g., insiders mentioned staff shortages and outsiders highlighted difficulties with data access). Finally, regarding potential solutions to research challenges, each group mentioned the need to establish respect between collaborators (e.g., by attending ride-alongs), to use less jargon when disseminating research, and to publish research in relevant (i.e., trade) journals. These findings have the potential to improve the quality of collaborations between researchers and the police, which will increase the overall quality of research.

**#61**

*Criminal Justice  
Psychology*

**A COMPARISON OF THE CREDIBILITY OF INCARCERATED VIOLENT OFFENDERS' ACCOUNTS OF INSTRUMENTAL VS. REACTIVE VIOLENCE**

*Marguerite Ternes, University of British Columbia; Barry Cooper, The Ekman Group and Forensic Psychiatric Services Commission; John Yuille, University of British Columbia and the Ekman Group*

Although the credibility of violent offenders' accounts of their violent crimes has obvious implications to the criminal justice system, this area has received little attention from researchers. The present study will apply Criteria Based Content Analysis (CBCA), a well-researched verbal credibility assessment technique, to Canadian offenders' memory reports of violence. For a previous study, 150 male incarcerated violent offenders were asked to recall up to five different types of memories, including an act of perpetrated instrumental violence and an act of perpetrated reactive violence. The present study will compare the credibility of reports of instrumental violence to the credibility of reports of reactive violence. As previous research has demonstrated that instrumental acts of violence are more detailed than reactive acts of violence, and appropriate detail is associated with credibility, it is expected that accounts of instrumental violence will be coded as credible more frequently than accounts of reactive violence. The results will add to the CBCA literature, as well as to our knowledge of how type of violence affects memory. The findings will be discussed in terms of their implications to the criminal justice system (e.g., credibility of police interviews, offender accounts at trial, and during risk assessments).

**#62**

*Criminal Justice  
Psychology*

**GENDER DIFFERENCES IN COPING WITH WORK-RELATED STRESS IN A CORRECTIONAL ENVIRONMENT**

*Lesley Terry, St. Francis Xavier University; Margo Watt, St. Francis Xavier University; Jeff Earle, Springhill Institution; Jeannette Dixon, Nova Institution for Women; Silvia Frausin, Dartmouth Parole Office*

Work-related stress is recognized as a serious occupational health hazard (Cummins, 1990). Correctional environments include both sources of workplace stress defined by Fisher (2000): (1) systemic (e.g., job stress or burnout) and (2) traumatic (e.g., being threatened or witnessing a violent act against a co-worker) (Childress, Talucci, & Wood, 1999). The uniqueness of the correctional environment may make some stress coping strategies more effective than others (Cheek, 1983). The purpose of the current study was to investigate gender differences in coping with stressors as experienced by Correctional Service of Canada (CSC) staff in the Atlantic Region. This research represents an extension of Gal's (2003) study in the Pacific Region. Staff from Atlantic Region institutions and parole offices completed a series of questionnaires including: Exposure to Stress Questionnaire for Correctional Staff (ESQCS; Gal, 2001), Ways of Coping (WOC, Folkman, Lazarus, Dunkel-schetter, DeLongis & Gruen, 1986), and Sense of Social Support (SSS, Dolbier & Steinhardt, 2000). Results are discussed in terms of the implications for correctional environments and training of staff.

**#63**

*Criminal Justice  
Psychology*

**TEACHING ADULT SEXUAL OFFENDERS WITH INTELLECTUAL DISABILITIES TO DISCRIMINATE BETWEEN DANGEROUS AND SAFE SITUATIONS**

*Stuart Toews, University of Manitoba; John Whiteley, University of Manitoba; Rayleen De Luca, University of Manitoba*

Sexual offending is a common problem among adult males with intellectual disabilities. This study evaluated an applied behavioral analysis program to teach sexual offenders with intellectual disabilities to discriminate between pictures of situations in which they were likely to re-offend (dangerous situations) and situations in which they were unlikely to re-offend (safe situations). The 4 participants were screened to identify relevant target categories and settings. Pictures of dangerous situations showed a target individual alone or with another target individual. Pictures of safe situations showed a target individual accompanied by an adult male. Three settings (community centre, bus stop, and bus interior) were depicted. Pictures were projected onto a wall in the training room and participants pressed buttons on a response box to indicate whether the situation presented in the picture was safe or dangerous for them. Training procedures included rule training, performance feedback, and positive reinforcement. Each participant responded to 144 pictures in pretest, 1-week posttest, and 5-week posttest. Results showed that all participants learned to discriminate between safe and dangerous situations in each of the 3 settings during training, and they improved from pretest to 1- and 5-week posttests.

#64

*Criminal Justice  
Psychology*

**PREDICTIVE VALIDITY OF THE LEVEL OF SERVICE INVENTORY –  
ONTARIO REVISION ON ADULT MALE SEXUAL ASSAULTERS**

*Genevieve Vrana, Nipissing University; Margaret Sroga, Nipissing University*

The Level of Service Inventory – Ontario Revision (LSI-OR) is an actuarial based risk/need assessment instrument used to classify offenders across five risk levels. The risk/need level is derived from the General Risk/Need section. Sexual offenders tend to score low and the initial classification is often overridden by the assessor based on the offender's scores on other sections, such as the Specific Risk/Need section. The purpose of this study was to assess the predictive validity of the LSI-OR on a sample of adult male sexual assaulters on general and violent recidivism. Recidivism data was obtained from offenders sentenced to either open ( $n=99$ ) or secure ( $n=99$ ) custody over a mean follow-up period of 3.76 years. It was also of interest to determine if the use of Specific Risk/Need scores and overridden risk levels increased the validity of the LSI-OR. Correlations, multiple regression models, and ROC curves demonstrated that the LSI-OR was accurate in predicting recidivism. In particular, the criminal history subscale was the strongest predictor of recidivism. Initial risk/need scores correlated with recidivism more strongly than overridden scores. The Specific Risk/Need Score did not add incremental validity to the tool.

#65

*Criminal Justice  
Psychology*

**ASSESSING ATTITUDES TOWARDS YOUNG OFFENDERS WITH MENTAL  
ILLNESS: A MODERN CANADIAN PERSPECTIVE**

*Jason Warner, Saint Mary's University; Jeff Reinhardt, Saint Mary's University;  
Ryan VanKroonenburg, Saint Mary's University; Brandi Hartlen, Saint Mary's University;  
Nicole Conrad, Saint Mary's University; Mellissa McLaughlin, Saint Mary's University*

The public's attitude towards young offenders with mental illness has an impact on how young offenders with mental illness are dealt with in the criminal justice system. Yet currently, information on the public's attitudes toward this population in Canada is unavailable. The purpose of this study was to design and validate a scale to measure attitudes toward young offenders with mental illness. The scale assessed the areas of community, relationships, treatment, and sentencing, in regards to young offenders with mental illness. To assess the psychometric properties of this new scale, data was collected in two phases. The initial phase in development of the scale consisted of the administration of the scale to a group of undergraduate students, enabling an in-depth item-analysis. Following this phase, the revised scale was administered to undergraduate students and individuals working in various health and justice organizations. In addition, various other measures of attitudes toward mental illness and young offenders were administered to examine the validity of the new scale. In addition to presenting results related to the psychometric properties of this new scale, information from this Canadian sample regarding attitudes toward young offenders with mental illness will be summarized.

#66

*Criminal Justice  
Psychology*

**NEUROLOGICAL FUNCTIONING IN PSYCHOPATHS: DIFFERENTIAL HYPOTHESIS  
TESTING VIA META-ANALYSIS OF THE FACIAL AFFECT RECOGNITION DEFICIT**

*Kevin Wilson, Dalhousie University; Kevin Wilson, Dalhousie University;  
Marcus Juodis, Dalhousie University; Stephen Porter, Dalhousie University*

Several studies have identified an association between psychopathy and deficits in facial affect recognition. Although this finding is widely seen as providing evidence for amygdala dysfunction in psychopaths, this interpretation is challenged by recent studies finding no such deficit. An alternative explanation comes from the Left Hemisphere Activation hypothesis, which suggests that the recognition deficits of psychopaths occur only when the left hemisphere is activated. These competing hypotheses were tested via a meta-analysis of 14 investigations of psychopathy ( $N = 866$ ) using the facial affect recognition paradigm. Results indicated that there were significantly larger deficits in affect recognition for expressions processed by the left amygdala in studies using response styles using verbal, compared to non-verbal, response methods. The findings of this review suggest that contemporary models of psychopathy may mischaracterize the disorder, and that future research and clinical work should explore specific treatment approaches when considering this as yet 'untreatable' population.

#67

*Criminal Justice  
Psychology*

**PSYCHOPATHIC TRAITS IN THE COMMUNITY: THE EFFECT OF  
PROTECTIVE FACTORS IN MITIGATING NEGATIVE OUTCOMES**

*Sara Wotschell, Carleton University*

This study will examine the manner in which protective factors mitigate the negative behavioral outcomes of community members expressing psychopathic traits. Outcome measures are moral decision making, empathy, and antisocial behavior. This study aims to further the findings which have examined the "successful psychopath", an individual able to maintain a position in the community without being incarcerated (Patrick, 2006). To date much of the research has used incarcerated offenders and there has been minimal study of psychopathic traits and protective factors in non-criminal groups. This study is important as an increased understanding of what protective factors relate to being more moralistic, empathetic and thus successful in the community, may lead to the development of more effective intervention. Participants will be adult community members who will take six on-line self-report surveys. We are expecting the results to indicate that there is a direct relationship between high levels of psychopathic traits and high levels of antisocial behavior. We are also expecting to find that those with high levels of psychopathic traits who also report higher levels of protective factors will have reduced levels of antisocial or violent behavior, and will be more moralistic and empathetic. Results, conclusions and implications will be discussed at completion in March of 2008.

#68

*International and  
Cross-Cultural Psychology***HOW TO UNDERSTAND CANADIAN SOCIETY: EXAMINING THE ROLE OF CULTURAL VALUES AND SOCIAL AXIOMS IN ADAPTING TO CANADA***Stryker Calvez, University of Saskatchewan; Louise Alexitch, University of Saskatchewan*

Cross-cultural researchers have formulated an approach to culture that is based on universal needs that are experienced by all human beings: biological needs, social interaction needs, and functional survival needs. To this effect, there are two dimensions of culture that have been articulated: values and social axioms. Schwartz and Bilsky (1990) defined values as desirable, trans-situational goals, varying in importance, that serve as guiding principles in people's lives. Leung et al. (2002) defined social axioms as generalized social beliefs that are used to understand social situations and guide social behaviour. An understanding of these two types of cultural knowledge should enhance survival and functioning of people in their social and physical environments. A survey was administered to students who were newcomers to Canada (i.e., international and landed immigrant students) to measure their perceptions of Canadian values and social axioms, frequency and effectiveness of their interactions with Canadians and intentions to stay in Canada. Results showed that knowledge of Canadian values and social axioms was correlated with behavioural and psychological adaptation to Canada. The findings have implications for cross-cultural acculturation research and social policy programming for landed immigrants and international students.

#69

*International and  
Cross-Cultural Psychology***DO CHILDREN FROM IMMIGRANT FAMILIES ORIGINATING FROM DEVELOPING COUNTRIES DIFFER FROM CHILDREN COMING FROM NON-IMMIGRANT FAMILIES REGARDING ATTENTION / HYPERACTIVITY BEHAVIOURS AND COGNITIVE FUNCTIONS OF ATTENTION?***Anne Choquette, Université du Québec à Montréal; Isabelle Denis, Université du Québec à Montréal; Marie-Claude Guay, Université du Québec à Montréal*

Attention deficit behaviours (inattention, hyperactivity, impulsivity) are related to scholastic achievement (Rapport and al., 1999). McAndrew and colleagues (2005) affirmed that over one African or Haitian student in four starts high school with more than two years of academic delay. The present study was undertaken in Montreal and targeted 36 children between the age of 10 and 12 years old. The purpose was to compare attention behaviours, hyperactivity and cognitive functions of attention of children from families immigrating from developing countries and non-immigrant families. The hypothesis is that academic difficulties observed in children of immigrant families would be explained by attention deficit behaviours (Rapport and al., 1999; Fergusson and al., 1993). Attention behaviours were measured using a teacher-report form (ASEBA; Achenbach, 2001) and cognitive functions of attention were evaluated with a computerized test (TIFA; Pépin and al., 2006). Results indicate that teachers report significantly more attention/hyperactivity problems for children coming from immigrant families than for children of non-immigrant families. Surprisingly, for several cognitive tasks targeting attention, the performance of immigrant children were similar to those of non-immigrants. These findings are discussed and theoretical explications are addressed.

#70

*International and  
Cross-Cultural Psychology***DO THE CHILDREN OF IMMIGRANT FAMILIES OF DEVELOPING COUNTRIES PRESENT MORE ANXIOUS BEHAVIORS THAN NON IMMIGRANT CHILDREN?***Isabelle Denis, Université du Québec à Montréal; Anne Choquette, Université du Québec à Montréal; Marie-Claude Guay, Université du Québec à Montréal*

Many studies indicate that children from immigrant families present more anxiety problems than children from non immigrant families. This exploratory study aims to compare anxious behaviors of immigrant children from developing countries to non-immigrant children. A total of 35 children aged from 10 to 12 years old (12 children native of Quebec and 23 Haitians or Latin-Americans) from poor neighborhoods in Montreal were included in this study. Anxious behaviors were measured by the ASEBA questionnaire completed by parents and teachers. Results indicated that the parents and the teachers observed significantly more anxious/depressed behaviors in immigrant children from developing countries than in non immigrant children. These results could be explained, at least in part, by the fact that immigrant children of developing countries live in families that accumulate many psycho-social risk factors such as poverty, single-parent households and low levels of formal education completion by the parents.

#71

*International and  
Cross-Cultural Psychology***AN EXPLORATION OF THE RELATIONSHIP BETWEEN SOCIAL AXIOMS AND ACCULTURATION ORIENTATIONS OF IMMIGRANTS AND RECEIVING SOCIETY MEMBERS***Darcy Dupuis, University of Guelph; Saba Safdar, University of Guelph; Shaha El-Geledi, Université du Québec à Montréal*

This research involves a set of two exploratory studies examining the role of social axioms or general beliefs in predicting acculturation orientations of immigrants and receiving society members. The common goal of these studies was to expand the case for the predictive ability of social axioms into the specific area of acculturation orientations. Participants in the first study included 290 Anglo-Canadian undergraduates attending university in southern Ontario. Participants completed the Social Axioms Survey (SAS) and two versions of the Host Community Acculturation Scale (HCAS), tailored to British and Arab-Muslim immigrants. Hypotheses focused on the differential ability of social axioms dimensions in predicting six receiving society acculturation orientations toward the two salient immigrant groups. The second study involved 135 immigrants in Canada. Participants completed the Social Axioms Survey (SAS) and the Immigrant Acculturation Scale (IAS). Hypotheses focused on the predictive ability of social



axioms dimensions on four immigrant acculturation strategies. Discussion will focus on the significance of the present findings for future research in acculturation and the utility of social axioms for investigating issues related to cross-cultural contact.

#72

*International and  
Cross-Cultural Psychology*

**EXAMINATION OF EMOTIONAL DISPLAY RULES IN CANADA; COMPARING IMMIGRANT AND CANADIAN-BORN PARTICIPANTS**

Kirsten Hartburg, *University of Guelph*; Saba Safdar, *University of Guelph*

In the present study emotional display rules were examined in the multicultural context of Canadian society. Emotional display rules refer to a culturally prescribed set of rules that are learned early in life and dictate the management and modification of the expression of seven emotions, including fear, sadness, contempt, disgust, happiness, surprise, and anger, depending on social circumstances (Matsumoto, 2001). A total of 300 individuals participated in the study;  $N = 104$  immigrant university students ( $M$  age = 20),  $N = 120$  Canadian-born university students ( $M$  age = 19) and 94 Canadian-born adults ( $M$  age = 50). Participants completed the Display Rules Assessment Inventory (DRAI). The DRAI measures individuals' perception of the appropriate expression of the seven emotions towards various interactants (e.g., father, sister, professor), in private and public contexts. The results will be discussed by exploring the variations in the regulation of emotional expression between the Canadian student sample and the immigrant student sample. Additionally, the two Canadian samples will be compared in terms of their emotional expression with a particular emphasis on the function of age.

#73

*International and  
Cross-Cultural Psychology*

**CULTURAL VALUES AND THE ROLE OF AUTONOMY IN FACILITATING SELF-DETERMINED MOTIVATION FOR SECOND LANGUAGE LEARNING**

Megan Lau, *University of Western Ontario*; Megan Lau, *University of Western Ontario*; Kimberly Noels, *University of Alberta*; Kristie Saumure, *University of Alberta*

Noels (2001) and her colleagues have suggested that suggested that Deci and Ryan's (1985) Self Determination Theory (SDT) may be a useful framework for understanding motivation for second language learning. Previous research on SDT has demonstrated that self-determined motivation is facilitated through the fulfillment of three psychological needs: autonomy, competence and relatedness. As much of the research on SDT has come from Western nations with an individualistic orientation, questions have been asked regarding the cross-cultural applicability of SDT. This study utilized samples of both Asian-Canadian language learners ( $N = 93$ ) and Euro-Canadian learners ( $N = 135$ ) in order to test the validity of SDT across individuals from relatively individualistic vs. collectivistic cultural backgrounds. In addition, it considered the possibility of culturally-specific forms of autonomy, termed "proactive" and "reactive", proposed by Littlewood (1999). Results suggested that Deci and Ryan's SDT (1985) is valid for language learners from both cultural backgrounds, and showed no systematic differences between cultural groups in preference for one form of autonomy over the other. The results are discussed in light of their implications for theories of motivation and applications to language teaching and learning.

#74

*International and  
Cross-Cultural Psychology*

**THE RELATIONSHIP BETWEEN CULTURE, FAMILY, AND SEXUALITY IN SECOND GENERATION CHINESE CANADIANS**

Andrea Lee, *University of Ottawa*; Marta Young, *University of Ottawa*; Marcela Olavarria, *University of Ottawa*

Over the years, research on sexuality have been widely gathered and disseminated in North America. However, research exploring the relationships between culture, family and sexuality among different ethnic groups still remains sparse. This is surprising considering that empirical findings have shown that young second generation immigrants are often confronted with conflicting sexual attitudes and behaviors as compared to those of their culture of origin. Young second generation immigrants may also find it difficult to reconcile the potential discrepancies between their parents' and their own sexuality. The purpose of this study is to investigate the relationship between culture, family and sexuality in second generation Hong Kong Chinese Canadians. Sexual attitudes, knowledge, and behaviors will be assessed in order to explore the relationships between different aspects of culture, family, and various domains of sexuality. Second generation Chinese Canadians between the ages of 18 and 25 will complete the following measures: individualism and collectivism, sexual attitudes, sexual knowledge, sexual behaviors, parental permissiveness, and comfort with own sexuality. The obtained results will be compared to those found in the cross-cultural and sexuality literatures. In addition, the sample of second generation Chinese Canadians will be compared with an Anglo-Canadian sample.

#75

*International and  
Cross-Cultural Psychology*

**RESIDENTIAL CROWDING STRESS AND HOUSEHOLD MODIFICATIONS IN THE REPUBLIC OF GHANA**

Michelle McCarron, *University of Regina*; Louis Awanyo, *University of Regina*

The detrimental effects of residential crowding on psychological health have been well documented (e.g., Evans, Wells, & Moch, 2003); however, few researchers have investigated the stress associated with household crowding in developing nations. Heads of household ( $n = 107$ ) in three localities within the Republic of Ghana completed a survey of household and residence composition, housing and residential changes, residential space satisfaction, and housing stress. Housing stress, as well as two strategies for managing factors contributing to housing stress and residential dissatisfaction (change in room function and renovations/additions), were examined using multiple regression analyses. Housing stress emerged as a common theme across localities and the discrepancy between the head of household's perceived need for overall change and the actual level of change achieved was the best pre-

dictor of housing stress. A number of demographic variables, including education and locality of residence, were predictive of the type of change made to the residence. The results of these analyses may aid families in developing nations in setting realistic goals for addressing housing concerns and may provide the impetus for future research into the effects of, and strategies for coping with, residential crowding.

**#76**  
*International and  
Cross-Cultural Psychology*

**PREDICTORS OF SEXUAL EXPERIENCE, ATTITUDES AND KNOWLEDGE:  
A COMPARISON BETWEEN SECOND GENERATION SOUTH-ASIAN AND  
ANGLO-CANADIANS**

Marcela Olavarria, *University of Ottawa*; Marta Young, *University of Ottawa*;  
Keren Elton, *University of Ottawa*; Andrea Lee, *University of Ottawa*

Although much research has been conducted on the effects of acculturation on second generation youth, only a few studies have focused on the relationships between their culture orientations and their sexuality. Furthermore, the impact of family influence on these relationships remains underexamined. The main goal of this study is to explore the relationships between cultural and family measures on sexual experiences, attitudes related to sexuality and knowledge regarding sexually transmitted diseases (STDs). For this purpose, ninety-one second generation South Asian Canadians and one hundred Anglo-Canadians between the ages of 18 and 25 took part in the present study. Participants were questioned on the following variables: level of acculturation, individualism-collectivism, intergenerational conflict, family connectedness, perceived parental permissiveness toward premarital sexuality, sexual experiences, comfort with sexuality and knowledge of STDs. The obtained results will be discussed in the context of current findings in the cultural and sexuality literatures.

**#77**  
*International and  
Cross-Cultural Psychology*

**INTERETHNIC DATING ATTITUDES OF CHINESE- AND ARABIC-SPEAKING  
INTERNATIONAL STUDENTS: THE EFFECTS OF CULTURAL BACKGROUND AND  
ACCULTURATION**

Natacha Pennycooke, *Concordia University*; Donald Watanabe, *Concordia University*;  
Andrew Ryder, *Concordia University*

Interethnic romantic relationships have become increasingly common in Canadian society; the topic, however, remains neglected by researchers. We hypothesized that students who are more acculturated to mainstream Canadian culture will hold a more positive attitude towards interethnic dating as compared with students who are less acculturated. Thirty Chinese-speaking and 30 Arabic-speaking undergraduate international students completed the Vancouver Index of Acculturation (VIA; Ryder, Alden, & Paulhus, 2000) along with a measure of interethnic dating developed for the study. As expected, mainstream acculturation was associated with more positive attitudes towards in-group members of both the same and the opposite sex who engage in interethnic relationships (all  $ps < .05$ ). We also found that whereas Chinese-speaking men and women both perceived that Chinese-speaking women outdate more frequently, Arabic-speaking men and women both perceived that Arabic-speaking men outdate more frequently. The results speak to the importance of both culture-of-origin and acculturation level in predicting interethnic dating attitudes and behaviours.

**#78**  
*International and  
Cross-Cultural Psychology*

**SYMPTOM PRESENTATION AND BELIEFS ABOUT DEPRESSION: A  
CROSS-CULTURAL COMPARISON**

Tonje Persson, *Concordia University*; Andrew Ryder, *Concordia University*; Jessica Dere, *Concordia University*; Xiongzhaoh Zhu, *The Medical Psychological Research Center, Second Xiangya Hospital, Central South University*; Steven Heine, *University of British Columbia*

Researchers have proposed that Chinese individuals somatize distress due to culturally-specific beliefs about depression. This link has not been studied. Study 1 investigated somatization in response to life events in Chinese ( $n=91$ ), Asian-Born Chinese-Canadian ( $n=100$ ), Western-born Chinese-Canadian ( $n=63$ ), and Euro-Canadian ( $n=89$ ) students. Surprisingly, the Chinese group had lower somatic symptom scores compared to the other groups ( $ps < .05$ ). Following more severe events, however, the proportion of somatic symptoms increased in the Chinese group and decreased in the other groups,  $F(3,329)=7.04$ ,  $p<.05$ . These results suggest that cross-cultural somatization is only apparent after stressful life events. Study 2, in progress, expands on these findings by investigating depression beliefs held by Chinese and Euro-American students, and the link between beliefs and symptoms.

**#79**  
*International and  
Cross-Cultural Psychology*

**A COMPARATIVE STUDY OF CROSS-CULTURAL ADAPTATION FOR  
IMMIGRANTS IN URBAN AND RURAL CANADA**

Sarah Rasmi, *University of Guelph*; Darcy Dupuis, *University of Guelph*;  
Saba Safdar, *University of Guelph*

In 2006, over 250,000 immigrants arrived in Canada (Citizenship and Immigration Canada, 2006). Despite the annual influx of immigrants, Canada's smaller cities and rural areas are failing to attract a significant number of immigrants. At present, about 75% of immigrants in Canada live in Toronto, Montréal or Vancouver, commonly referred to as Canada's "gateway cities" (Krahn, Derwing & Abu-Laban, 2003). Research observing differences in the adjustment of immigrants in urban and rural populations remains scant. This project considers a series of factors identified in the literature by testing a model of acculturation in both a rural ( $n=106$ ) and urban ( $n=106$ ) immigrant sample. Our focus is whether this specific set of constructs found to be associated with successful

acculturation is similarly applicable in both groups. Theoretical foundation is based on the Multi-dimensional Individual Difference Acculturation Model (MIDA; Safdar, Lay & Struthers, 2003) which argues that certain aspects of acculturation and psychological adaptation are pan-cultural. Results will be discussed in terms of key factors implicated in the process of cross-cultural adaptation. Successful acculturation was examined in terms of psycho-physical symptoms, and in-group and out-group contact. We will also discuss similarities and differences in the two samples.

#80

*International and  
Cross-Cultural Psychology*

**BELIEFS ABOUT THE FUTURE**

*Claudia Rocca, Carleton University; Warren Thorngate, Carleton University*

In a world that is constantly undergoing change, it is important to determine young adults' expectations about the future. More specifically, in this study we are interested in examining what students from different countries think about their own future and the future of the world, in order to establish a snapshot in time. Participants from Canada and Iran completed a questionnaire assessing future expectations both for themselves and more generally, of the world at large. The results give insights about cultural differences in individual's personal views and expectations of their futures and the future of the world. Furthermore, we want to determine if beliefs about the future are related to gender, age and other demographic variables. Results would also propose that the methodology is a useful one for exploring cultural differences in young people's images of the future.

#81

*International and  
Cross-Cultural Psychology*

**THE IMMIGRATION EXPERIENCE OF IRANIAN BAHÁ'IS IN SASKATCHEWAN:  
THE RECONSTRUCTION OF THEIR EXISTENCE, FAITH AND RELIGIOUS EXPERIENCE**

*Miki Talebi, Carleton University; Michel Desjardins, University of Saskatchewan*

For approximately 150 years, Baha'is in Iran have been persecuted on the basis of their religious faith. Limitations to virtually every aspect of their life have compelled them to either face "civic death" or migrate to other countries. This qualitative research explored the experience of forced migration, and how religion attenuates the disruption to the lives of Iranian Baha'is in Saskatchewan. At the core of this research was an analysis of the adaptive strategies that participants utilized to re-establish continuity and order to their lives. This research utilized two techniques – life-history and semi-structured interviews – to uncover rich and comprehensive data. The data were analyzed for semantic content to reveal common themes, syntactic content to explore the emplotment (the activity of fashioning a story out of a series of events) of migration, and finally for links between data and a theoretical model grounded in critical phenomenology. These analyses revealed that participants who were satisfied with their current positions in life had developed a way for contradictory life worlds (Iranian and Canadian; religious and pragmatic) to co-exist, while those who were not satisfied found it difficult to maintain a balance between these life worlds, thus reinforcing their liminal existence. Implications for future research are addressed.

#82

*International and  
Cross-Cultural Psychology*

**GENDER DIFFERENCES IN RECEIVING AND GIVING ADVICE IN IRAN**

*Mahin Tavakoli, Carleton University; Asefeh Tavakoli, University of Azzahra, Tehran, Iran*

A sample of 40 Iranian university students residing in Tehran completed the "Where Does Advice Come from?" questionnaire, developed by the researcher. The questionnaire asked participants if they wanted, requested, and received unrequested advice about seven personal decisions topics, whose advice they sought and who gave them the unrequested advice, and how much pressure they felt to take the advice of those people. The results indicated that participants requested advice more than they want it, and they received requested and unrequested advice more from female advisors (i.e., mothers, sisters, grandmothers, and aunt) than male advisors (i.e., fathers, brothers, grandfathers, and uncle). Female participants as compared to male participants (a) wanted and requested advice about more decision topics; (b) requested advice from more number of advisors; (c) received more requested and unrequested advice about whom to marry; (d) requested more advice from female advisors, parents, and specifically from their mothers; (e) received less unrequested advice from parents and male advisors. The gender difference in feeling pressure of advice was not significant. Parents more than siblings and friends gave advice to participants, and siblings and friends more than extended family did so.

#83

*International and  
Cross-Cultural Psychology*

**CONFLICT-INDUCING ADVICE IN IRAN**

*Mahin Tavakoli, Carleton University; Asefeh Tavakoli, University of Azzahra, Tehran, Iran*

The present study explored the conflicts between advisor and advisee in Iran that advice can bring. The contents of interviews with 20 Iranian undergraduates, living in Tehran at the time of experiment, were analyzed. Participants answered several questions about an occasion in which they received advice that caused a severe conflict. They answered the same questions about an occasion in which they gave advice that caused a severe conflict. Results showed that more conflicts came from unwanted and unrequested advice than from wanted and requested advice. Advisees reported more intense emotional reactions to conflicts than did advisors. The pressure that participants felt when received advice was greater than the pressure they reported for their-own advisees. Participants received 70% of conflict-inducing advice from their parents and gave 75% of conflict-inducing advice to their friends. More conflicts remained unresolved when participants gave than received advice. The social support that advisors of participants received was greater than the support that participants received. When giving advice, males more than females argued. Females received con-

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flict-inducing advice about more minor decisions than did males, suggesting that females in Iran are more closely monitored than are males.

#84

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Cross-Cultural Psychology*

#### **A MULTI-METHODOLOGICAL APPROACH TO ASSESSMENT OF CULTURES**

Mahin Tavakoli, *Carleton University*; Jean Sima-Liu, *Carleton University*

To assess the features of cultures, cultural specialists rely on rating-scales (e.g., Cross, et al, 2000; Kashima & Hardie, 2000). Heine et al (2002) found that cross-cultural measurements that used rating scales could not reveal that East Asians are more collectivists than North Americans, though cultural experts agree that they are. Triandis et al. (1990) recognize a need for structuring instruments that use a combination of different methodologies. The purpose of this study is developing such instrument. The sample was 62 undergraduates of Carleton University. The questionnaire consists of: (a) Background questions; (b) "Consequences Questionnaire" that exposes participants to nine hypothetical events and asks what consequences happening of the event would likely have for participants or for people they know; (c) "Distribution Questions" that asks participants if they win different amounts of money, how much money they would spend on different people; (d) The Relationalism-Individualism-Collectivism scale (Kashima & Hardie, 2000); and (e) The Relational Interdependence (Cross, et al, 2000). This paper will compare the capacities of four (b to e) parts of questionnaire in distinguishing between participants with different cultural backgrounds, and will show the relationships among the questionnaires. Suggestions for structuring questionnaires more sensitive to cultural differences will be presented.

#85

*International and  
Cross-Cultural Psychology*

#### **PERSONALITY AND ACCULTURATION IN CHINESE IMMIGRANTS TO CANADA: A COMBINED ETIC-EMIC APPROACH**

Jenny Teng, *Concordia University*; Jessica Dere, *Concordia University*;  
Andrew Ryder, *Concordia University*

There is a growing body of research examining the relation between culture and personality and on personality change accompanying acculturation. Most of these studies, however, rely on trait models developed and validated in North America. The goal of the present study was to investigate the relation between personality and acculturation in Chinese immigrants to Canada, using both North American and Chinese instruments. To this end, the NEO Personality Inventory – Revised (NEO PI-R; Costa & McCrae, 1992) and the Chinese Personality Assessment Inventory (Cheung et al., 1996) were administered to 129 Chinese-born students at a large Canadian university. Factor analyses revealed a structure that incorporated elements of both measures, but that included a unique Interpersonal Relatedness factor that did not involve NEO PI-R constructs. As predicted, Extraversion was positively associated with mainstream acculturation ( $b=.43, p<.05$ ); however, we failed to find the expected relation between heritage acculturation and Interpersonal Relatedness. These findings speak to the value of adopting a combined etic-emic approach when studying personality across cultures.

#86

*International and  
Cross-Cultural Psychology*

#### **SOCIAL COMPETENCE WITHIN A CULTURAL CONTEXT: FIRST NATIONS PERSPECTIVES**

Sheri Tillotson, *University of Northern British Columbia*; Kenneth Prkachin,  
*University of Northern British Columbia*

Research has shown that chronic stress produced during social interactions is a determinant of cardiovascular diseases. People who are more socially competent negotiate interpersonal situations (a manifestation of behaviors, affect and cognitions) with greater satisfaction than those who lack adequate social skills. As a result, those who are more socially competent may experience fewer stress-related experiences over time and be less susceptible to cardiovascular diseases. Social competence research has been defined and researched largely from mono-cultural perspectives. Given the higher rates of cardiovascular diseases in some First Nations (FN) populations we sought to identify culturally specific social competencies among FN populations in Northern BC. Interviews with FN students discussed whether features of a current psychometric tool were relevant in their culture (i.e. quality of speech, self-directed goals). Results from interviews suggested that overt behaviors such as linguistic expression were different for some FN peoples. As well, the cognitions relevant to maintaining in-group homeostasis were deemed more important in determining how an individual goes about achieving their goals. Social competence, a combination of behaviors, cognitions, and affect appear to have qualitatively different features dependent up on culture.

#87

*International and  
Cross-Cultural Psychology*

#### **THE RELATIONSHIP BETWEEN ACCULTURATIVE STRESS AND DEPRESSION IN INTERNATIONAL STUDENTS AS DISPLAYED IN SOMATIZATION**

Hollie Turner, *Acadia University*

With an increasing abundance of international students attending Canadian universities, the unique stressors that they face and the way in which they deal with them has become increasingly important. Acculturate stressors such as language problems, perceived discrimination, and culture shock are all variables that need to be considered as a part of a relationship leading to depression. This depression may not be apparent in traditional symptoms but could result in somatization, causing health problems. In this study, the interaction of depression, acculturative stress, and somatization in international students was examined. The experimental group consisted of International students (students from outside of North America) from first year versus fourth year. The control group was Non-International students from first year versus fourth year. The CES-D was used to measure depression, the ASSIS was used

to measure acculturative stress, and the DSSS was used to measure somatization. It was expected that students who display high acculturative stress scores, also showed higher rates of depression, leading to higher somatization, and that the length of time in Canada played a moderating variable. The implications of this study should be considered throughout university counseling centres in an effort to draw attention to recognizing depression from somatic symptoms.

**#88** **“SATELLITE BABIES”: PARENT-INFANT SEPARATION AND CHILD SOCIOEMOTIONAL FUNCTIONING IN CHINESE CANADIAN IMMIGRANT FAMILIES**  
*International and Cross-Cultural Psychology* Natasha Whitfield, York University; Yvonne Bohr, York University

The number of immigrants in Canada has grown exponentially over the last century, contributing significantly to the country's multicultural composition. In this era of globalization, many immigrant families are faced with the challenge of preserving their cultural traditions and values, while adapting to life in Canada and achieving economic and social success. In order to meet this challenge, some families engage in a cultural practice of parent-child separation, wherein parents send their young infants back to their homeland to be raised by extended family until the children are of age to attend school. The present cross-cultural study focuses on risk and resilience factors of the offspring of Chinese Canadian immigrants who have endured one or more prolonged separations from their parents in their early formative years. Child socioemotional functioning, including attachment, is examined. Immigrant children who endured separations from their parents are contrasted with those who did not experience such separations.

**#89** **THE ROLE OF CULTURE AND FAMILY IN PREDICTING HAITIAN-CANADIANS SEXUAL EXPERIENCE, ATTITUDES AND KNOWLEDGE**  
*International and Cross-Cultural Psychology* Marta Young, University of Ottawa; Marcela Olavarria, University of Ottawa; Andrea Lee, University of Ottawa; Claudine Desruisseaux, University of Ottawa; Bolaji Laflamme-Lagoke, University of Ottawa

Although a large body of literature has accumulated on the acculturation orientations of migrants, there are few studies that explore the relationships between acculturation and sexuality. Recently, researchers have noted that young immigrants are often confronted with differing sexual attitudes and behaviours compared to those of their culture of origin or to those of their parents (Brotto, 2004; Hendrick et al., 2002). The main objective of the present study is to explore the relationships between cultural measures and family-related measures on participants' reported sexual experiences, attitudes regarding sexuality and their knowledge of sexual transmitted diseases (STDs). Canadian born Haitian students between the ages of 18 and 25 completed the following measures: a multidimensional measure of acculturation (identity, behaviour, language) towards the Haitian and the Canadian culture, individualism-collectivism, parental permissiveness with respect to premarital sexuality, intergenerational conflict, family connectedness, participants' sexual experience, comfort with their own sexuality and knowledge related to STDs. The obtained results will be discussed within the context of current findings in the acculturation and sexuality literatures. Furthermore, comparisons will be made between this group and a control group comprised of French and English Canadians.

**#90** **VALUES AND SOCIOSEXUALITY ACROSS INDIVIDUALS AND NATIONS: THE DUAL INFLUENCE OF EVOLUTION AND CULTURE**  
*International and Cross-Cultural Psychology* Yue Zhao, Concordia University; Zheni Wang, Concordia University; James Pfaus, Concordia University; Jessica Dere, Concordia University; Andrew Ryder, Concordia University

Evolutionary approaches to human sexuality have described cross-cultural similarities in mating strategies, but underestimate cultural variation. This project examines the relation of cultural values to sociosexuality, defined as willingness to engage in casual, low-investment, sexual contacts. Study 1 took a nation-level approach using archival data across 42 countries with available data. Men had higher sociosexuality scores than women in all countries. At the same time, there were marked cross-cultural differences in the extent of sociosexuality and in the size of the sex difference. Self-expression values were positively associated with sociosexuality ( $\hat{\alpha}=.44$ ). Secular-rational values were negatively associated with the magnitude of sex difference ( $\hat{\alpha}=-.42$ ). Study 2, in progress, takes an individual-level approach in 100 undergraduates. Preliminary data analysis suggests that openness to change values are positively associated with sociosexuality ( $r=.26$ ). Results support the evolutionary model of sociosexuality, while pointing to the important influence of cultural values at national and individual levels.

**#91** **SPEAKING A COMMON LANGUAGE: A FRAMEWORK FOR A YOUTH-FRIENDLY DEFINITION OF “RURALITY” IN CANADIAN MENTAL HEALTH RESEARCH**  
*Rural and Northern Psychology* Laura Armstrong, University of Ottawa; Ian Manion, Executive Director, Provincial Centre of Excellence for Child and Youth Mental Health at the Children's Hospital of Eastern Ontario

Rural youth are at greater risk for mental health concerns, such as suicidality and substance abuse, than their urban counterparts. However, there is little consensus regarding the definition of rurality in the Canadian youth mental health literature. Definitions of rural samples, if given, range from those in which the population is less than 1000 to those with a lack of internet access. The lack of a consistent definition can confound research involving rural youth. In order to find a definition that will have meaning for the population of interest, it is important to engage youth stakeholders themselves in defining rurality for youth mental health research.

Thus, within the context of a mental health study, 829 youth from non-remote Ontario communities of different population sizes and locations, were asked to define the place where they live qualitatively. The composite definition for those living in what most would consider rural settings was: "Most people live in small towns, villages, or on farms, live 15-60+ minutes away from schools and friends by car or bus, and live 1-2 hours away from a major city centre." Combined with census data (i.e. population size) and degree of cultural diversity within a given population/region, the "youth-friendly" definition is proposed as the most comprehensive way of defining non-remote rurality for youth mental health research.

#92

*Rural and Northern  
Psychology*

### **ROLE OF RURAL VERSUS URBAN LOCATION IN ACCESS TO PROFESSIONAL MENTAL HEALTH CARE**

*Cindy Hardy, University of Northern British Columbia; Karen Kelly, University of Alberta;  
Don Voaklander, University of Alberta*

Canadian researchers are just beginning to examine issues related to rural/urban differences in mental health services utilization (e.g., Langille, Lyons, & Rogers, 2002; Robinson, 2002). Statistics Canada's National Population Health Survey conducted in 1994-95 revealed that 3% of urban residents but only 1% of rural residents reported consulting a psychologist in the past year (Canadian Psychological Association, 1997). In the present study, the Canadian Community Health Survey on Mental Health and Well Being (Statistics Canada, 2003) was analyzed to provide much-needed evidence regarding rural and urban differences in mental health services utilization. From the nationally representative sample ( $n = 35140$ ), approximately 8% sought help for emotional, mental, or behavioural problems from a mental health professional in the previous year. Predictor variables were demographics including rural versus urban geographic location, general health, social support, substance use, severity and chronicity of psychological distress, and previous year use of medications and hospital services. The predictors were tested first in bivariate and then in multivariate logistic regression analyses predicting use of any professional services, and predicting use of psychological services. Although rural/urban geographic location was a significant predictor of use of professional services at the bivariate level, it was not significant when other predictors were controlled. Findings will be interpreted in light of how they might inform effective design and delivery of mental health services in rural Canada.

#93

*Rural and Northern  
Psychology*

### **AN EXPLORATION OF PERCEPTIONS OF INTERPROFESSIONAL COLLABORATION AND RURAL MENTAL HEALTH**

*Jennifer Kilfoil, Halifax Regional School Board; Jennifer Kilfoil, Halifax Regional School Board; Elizabeth Church, Mount Saint Vincent University*

Although collaborative mental-health practice has been shown to benefit patients/clients, there has been relatively little research done in rural communities. Collaborative-care models may help address challenges faced by rural health professionals, many of whom work in isolation and feel underprepared to meet the mental-health demands in their communities. In this study, twelve professionals, representing nine professions, were interviewed regarding their experiences of providing collaborative mental-health treatment in a rural Newfoundland community. All participants strongly endorsed the value of interprofessional collaboration. They described benefits such as enhanced quality of care for clients/patients, improved decision-making, and feeling valued and respected as professionals. A team approach to treating mental health was considered advantageous in providing integrated care and keeping patients/clients in their community. The drawbacks to collaborative practice were that it can be time consuming and difficulties maintaining confidentiality. Participants identified factors that help facilitate collaborative practice, including familiarity and trust, working in close proximity, and professionals' strong connections to the community. Challenges associated with treating mental health in a rural community were high workloads and a lack of facilities and programs.

#94

*Rural and Northern  
Psychology*

### **PLANTING THE SEEDS OF CHANGE: EVALUATION OF THE IMPACTS OF COMMUNITY GARDENS ON WELL-BEING AND CONNECTIONS TO COMMUNITY AND NATURE IN FIRST NATIONS' YOUTH**

*Graham Trull, Lakehead University; Mirella Stroink, Lakehead University*

First Nations populations in Canada currently struggle with a variety of social, economic, and health issues (Waldram, Herring & Young, 2006). Many of these problems have been shown to relate to levels of connectedness to community and to nature, as well as involvement in cultural traditions (Waldram et al., 2006; Mayer & Frantz, 2004; Davidson & Cotter, 1991). These factors were measured among youth both before and after the implementation of a community gardening project in a First Nations community in North-Western Ontario. Paper and pencil questionnaires were used to measure well-being, sense of community, connectedness to nature, and cultural identification among youth in both the participating community and control communities. It was hypothesized that youth in the participating community would display greater increases in these measures compared to those in control communities. Significant relationships were also expected between individual variables as well, with changes in well-being explained by the other measured variables. While the intervention did not show a significant effect overall on well-being, significant relationships were noted between well-being scores and sense of community, connection to family and friends, and Aboriginal culture identification. Results will be discussed in terms of quantitative outcomes as well as qualitative observations.

6/13/2008 — 2:00 PM to 2:55 PM — NOVA SCOTIA A, Marriott second floor

**2008 CPA Donald O. Hebb Award/Prix Donald O. Hebb** **ARE WE THERE YET? STASIS AND PROGRESS IN FORENSIC PSYCHOLOGY**  
*Vernon Quinsey, Queen's University*

Vern Quinsey received his PhD in Biopsychology from the University of Massachusetts at Amherst in 1970. He was first a psychologist and later Director of Research at the maximum security Oak Ridge Division of the Mental Health Centre in Penetanguishene, Ontario. In 1988, he moved to Queen's University, where he is currently Professor of Psychology, Biology, and Psychiatry and Head of the Psychology Department.

He is a CPA Fellow and has served on the editorial boards of the Journal of Interpersonal Violence, Sexual Abuse, the Journal of Forensic Psychiatry, Aggression and Violent Behavior, among others. He has chaired NIMH and OMHF research review panels.

He received the Significant Achievement Award of the Association for the Treatment of Sexual Abusers in 1994 and a Career Contribution Award from the CPA Criminal Justice Psychology Section in 2005. He held a Senior Research Fellowship from the Ontario Mental Health Foundation (1997-2003).

Progress in forensic psychology has been rapid in some areas and nonexistent in others. By contrasting technological and conceptual scientific progress in three areas—the legal disposition of mentally ill offenders, risk appraisal, and theories of individual differences in antisocial behavior—I attempt to identify some determinants of progress. Conceptual progress appears to depend even more heavily than technological progress on developments in the more advanced sciences, supporting the idea that consilience plays a vital heuristic role in psychology.

6/13/2008 — 2:00 PM to 3:55 PM — HALIFAX C, Marriott second floor

**Workshop/Atelier de travail** **APPLYING TO GRADUATE SCHOOL IN PSYCHOLOGY**  
*Students in Psychology* *Catherine Lee, University of Ottawa; Roxanne Sterniczuk, University of Calgary; Annie Drouin, University of Ottawa*

Applying to graduate school can be a challenging, time-consuming and expensive process. This workshop is designed to address concerns of undergraduates who are contemplating graduate studies in psychology as well as those wishing to move from a Master's to a PhD program. Recent graduate school applicants and faculty members will present information that should be helpful in making choices about whether you wish to attend graduate school in psychology including career options and admission rates for Canadian programs. The workshop should be useful to those considering graduate work in either experimental or clinical psychology. Participants will learn about researching different programs, finding a potential supervisor, preparing an admission package, obtaining reference letters, financing studies, handling waiting and rejection, and decision-making about different offers. Workshop participants will receive a copy of "Applying to Graduate School" which has been prepared as a collaborative project by the Scientific Affairs Committee and the Section for Students in Psychology.

6/13/2008 — 2:00 PM to 2:55 PM — SUITE 207, Marriott second floor

**Committee Business Meeting** **SCIENTIFIC AFFAIRS**  
*David Dozois, University of Western Ontario*

6/13/2008 — 2:00 PM to 2:55 PM — MARITIME SUITE, Marriott second floor

**Conversation Session/Séance de conversation** **THINKING BEYOND THE INDIVIDUAL: USING NEIGHBOURHOOD-LEVEL INDICATORS TO UNDERSTAND HEALTH OUTCOMES**  
*Community Psychology* *Melissa Calhoun, University of Ottawa; Stephanie Leclair, University of Ottawa; Elizabeth Kristjansson, University of Ottawa; Vivien Runnels, University of Ottawa; Nazeem Muhajarine, University of Saskatoon*

The discipline of psychology has traditionally focused on the individual to understand health outcomes, yet research shows that where we live can impact our health and the gap in health between high and low socioeconomic groups. This conversation session will discuss the importance of understanding the environment and the intersection between the individual and his or her environment. Two studies that were recently conducted in Ottawa and Saskatoon will be used to highlight the relationship between spatial inequalities and disparities in health between high and low socioeconomic neighbourhoods. Specific indicators that were used in the neighbourhood analysis included the natural environment, goods, services and amenities (i.e., food, recreation, education, health services, financial services, and mobility), the social environment (i.e., social cohesion and crime), the built environment (e.g., housing quality) and neighbourhood socioeconomic deprivation. An overview of the strengths and challenges of neighbourhood

level work will be presented. We will cover: defining neighbourhoods, gathering accurate and useable data, developing and fostering community-academic partnerships and using research to influence policy and planning interventions. The session participants will be encouraged to share their experiences and ideas with working within a neighbourhood level of analysis.

**6/13/2008 — 2:00 PM to 2:25 PM — ALEXANDER ROOM, Marriott main floor**

**Theory Review  
Session/Séance de  
revue théorique**  
*Psychologists in  
Education*

**THE APPLICATION OF CHC THEORY AND CROSS-BATTERY ASSESSMENT TO  
PRESCHOOL MEASURES OF COGNITIVE ABILITIES**

*Laurie Ford, University of British Columbia; Leah Gillespie, University of British Columbia;  
Jessica Parker, University of British Columbia*

Interest in the assessment of preschool-age children continues to grow, with an increased focus on the learning needs of young children. In response to research on the effectiveness of early preschool experiences, an increased number of assessment tools designed for use with preschool-age children are now currently available. In the cognitive area, many of these tools are either psychometrically linked to and/or are extensions of measures commonly used with school-age children and youth. Contemporary Cattell-Horn-Carroll (CHC) theory has revolutionized the development and interpretation of measures of cognitive abilities. The theory is empirically supported with a wide array of cognitive measures currently utilizing CHC theory as major component of test interpretation (e.g. SB5; WISC-IV; KABC-2; WJIII, DAS2). While the theory has strong evidence for its application to individuals five years of age through senior adulthood, surprisingly few studies have examined its application to preschool age students, and in turn, preschool age measures of cognitive abilities. In this theory review session, the application of CHC theory to the use and interpretation of preschool measures of cognitive abilities is explored. A series of joint factor studies of preschool measures of cognitive abilities, expert consensus as well as the literature on cognitive development and developmentally appropriate practice will serve as foundation for the review.

**6/13/2008 — 2:00 PM to 3:55 PM — TUPPER ROOM, Marriott main floor**

**Workshop/Atelier de  
travail**  
*Adult Development and  
Ageing*

**SUPPORT GROUPS FOR CAREGIVERS AND FOR PATIENTS DIAGNOSED WITH  
DEMENTIA: A WORKSHOP**

*Maureen Gorman, Queen Elizabeth II Health Sciences Centre*

“Informal” caregiving is a known stressful (and rewarding) activity undertaken when a family member develops symptoms of dementia that progressively takes away their mental capacity, “personality”, and ultimately independence. The loss experience is felt by the person with the dementia and by their spouses and children, albeit in unique ways. The objectives of this workshop are to (1) present the rationale for providing a support program for patients and for caregivers (together and separately), including a literature review on supportive therapy methods and needs assessment; (2) demonstrate the effectiveness of the interdisciplinary psychoeducational model of structured support groups, using program evaluation results from demographic, pre-post measures, and evaluation data from over twenty-five groups conducted by this author; (3) present participants with suggestions about how to organize the groups, from working with referral sources to collecting post group data, and including the group session content and format; and (4) discuss the implications of the use of the support model in individual, family group, patient and caregiver forms, in the context of factors that enhance or detract from the successful completion of the intervention. The outcome of the workshop is that participants will be able to apply the logic model in determining the support needs of their population served, organize an appropriate support program and apply program evaluation methods to help sustain the program’s viability. Workshop materials will be provided and a Support Program Manual will be available on a cost recovery basis.

**6/13/2008 — 2:30 PM to 3:55 PM — NOVA SCOTIA B, Marriott second floor**

**Symposium**  
*Clinical Psychology*

**CHILDHOOD MALTREATMENT AND EMOTION-BASED OUTCOMES**

*Lisa Vetteese, Ryerson University; Leslie Atkinson, Ryerson University;  
Andrea Gonzalez, University of Toronto; Christine Wekerle, University of Western Ontario*

This symposium will examine links between early maltreatment experiences and emotion regulation across the lifespan. Neuropsychological, physiological, cognitive, and environmental mechanisms will be explored. Dr. Atkinson will present research examining whether mothers maltreated as children transmit their cortisol secretion patterns via their own behaviour towards the child; that is, they recreate their own stressful environment of origin and the infant responds accordingly. Ms. Gonzalez will present findings linking maternal early life adversity to current parenting behavior, including data showing adverse early life experiences relate indirectly to maternal sensitivity through HPA function, which in turn relates directly to maternal sensitivity and indirectly to maternal sensitivity through executive function. Dr. Vetteese will present on maltreatment history and emotion regulation difficulties among youth with problem substance use, and the unique, negative contribution of self-compassion to emotion regulation prob-



lems. Dr. Wekerle will present on the perception of environmental safety (within neighbourhood, school, and home) among youth in child protection services, and explore whether the perception of safety moderates the relationship between childhood maltreatment experience and psychological distress as measured by emotional regulation.

**A** **EARLY EXPERIENCE OF TRAUMA, MATERNAL SENSITIVITY, AND INFANT CORTISOL STRESS RESPONSE**

*Leslie Atkinson, Ryerson University*

Investigators have shown that the mothers who experienced early trauma have offspring with affect regulation difficulties. Underlying these difficulties is the offsprings' atypical excretion of cortisol. There is much theory on how mothers' influence their children in this respect, but little data. We hypothesise that mothers whom have been maltreated as children transmit their cortisol secretion patterns via their own behaviour towards the child; that is, they recreate their own stressful environment of origin and the infant responds accordingly. We are currently collecting data on mothers' maltreatment during childhood (Childhood Trauma Questionnaire), observational data regarding her behaviour towards her own infant (maternal sensitivity, maternal atypical behaviour within an attachment framework), and the infant's cortisol stress response (provoked through maternal separation). We will analyse these data to assess the aforementioned mediation hypothesis.

**B** **NEUROPSYCHOLOGY AND PHYSIOLOGY AS INTERVENING MECHANISMS BETWEEN EARLY LIFE ADVERSITY AND CURRENT MATERNAL FUNCTIONING**

*Andrea Gonzalez, University of Toronto*

Parenting is determined by a myriad of factors (Belsky, 1984; Fleming, 2005). Accumulating research suggests that parents' early life experiences influence their subsequent parenting behaviors and can be transmitted across generations (Belsky, 1984; Pullatz, et al., 2004). Proposed intervening mechanisms linking early experiences to parental behaviors in humans are primarily psychosocial in nature, or involve a complex interplay of risk and protective factors. In animals evidence suggests that transmission involves physiological mechanisms (Meaney, 2001). The purpose of this study was to propose a model linking maternal early life adversity to current parenting behavior via neuropsychological and physiological mechanisms in humans. Subjects were recruited and tested at 3-6 months postpartum. 90 women were assessed on diurnal cortisol rhythm, mother-infant interactions and on the CANTAB, a neuropsychological battery measuring aspects of executive functioning. Women were also assessed on a battery of inventories assessing early life experiences. A series of path analyses indicated that adverse early life experiences were indirectly related to maternal sensitivity through HPA function, this in turn was directly related to maternal sensitivity and was indirectly related to maternal sensitivity through executive function.

**C** **MALTREATMENT, EMOTION REGULATION AND SELF-COMPASSION IN YOUNG ADULTS SEEKING ADDICTIONS TREATMENT**

*Lisa Vettese, Ryerson University; Tony Toneatto, Centre for Addiction and Mental Health*

Childhood maltreatment has been associated with emotion regulation difficulties across the lifespan. Individuals with addictions have particularly high rates of childhood maltreatment, and are at heightened risk for maladaptive coping and emotion regulation problems. Self-compassion is a form of emotion-focused coping involving a particular kind relationship to one's own suffering, characterized by self-kindness, mindfulness, and a sense of common humanity. Self-compassion has recently been proposed to have important implications for emotion regulation, including difficulties with emotion regulation stemming from childhood maltreatment. This study examined the interrelationships among maltreatment history, difficulties with emotion regulation, and self-compassion in 81 young adults seeking addictions treatment through a large urban mental health and addictions treatment centre. Self-compassion, as measured with the Self-Compassion Scale (Neff, 2003) was found to be negatively predictive of emotion regulation difficulties above and beyond maltreatment history, addictive behavior, severity of psychological distress, and family support, which was unrelated to outcomes. Self-compassion also mediated the relationship between maltreatment history and emotion regulation difficulties. Implications for treatment will be discussed.

**D** **PERCEPTION OF SAFETY, MALTREATMENT AND EMOTIONAL REGULATION**

*Christine Wekerle, University of Western Ontario*

Adolescence is a period of transition in which youth begin to form and refine their personalities, enter romantic relationships, and progress to independent living. These transitions occur within environmental contexts. For adolescents in child protective services (CPS), elevated environmental fluctuations such as a higher number of residential transitions (and by extension neighbourhoods and potentially schools), can add an additional burden to the development of resiliency beyond the impact of their maltreatment experiences. One important outcome indicator of resilience is self-regulation of negative emotionality (Dishion & Connell, 2006). High adversity adolescents who are deemed less resilient than their high adversity well-functioning counterparts tend to experience high negative emotionality and cross-domain mal-adaptation (Masten et al., 1999). Given that maltreatment often occurs in contexts of change (perpetrators, site of assault, etc.), youth's perceived environmental safety may moderate the impact of their maltreatment experience on their ability to regulate negative emotionality and may mitigate psychological stabilization. This study examines the perception of environmental safety (i.e., within neighbourhood, school, and home) among CPS youth and specifically whether perception of safety moderates the relationship between childhood maltreatment experience and psychological distress as

measured by emotional regulation. It is hypothesized that low perceived environmental safety will worsen the adverse effect of childhood maltreatment on psychological distress/emotional regulation, while high perceived environmental safety will buffer the effect of childhood maltreatment on psychological distress/emotional regulation.

**6/13/2008 — 2:30 PM to 3:25 PM — HALIFAX A, Marriott second floor**

**CPA Invited  
Speaker/Conférencière  
invitée de la SCP**  
*Women and Psychology*  
**SECTION PROGRAM**

**THE RELATIONAL REVOLUTION**  
*Christina Robb, Independent writer*

Emerging from the human rights movements of the 1960s and 1970s, relational psychology focuses on power and empathy in relationships and becomes the first democratic psychology. Three groups of psychologists and psychiatrists observe that human relationships are the chief agents of development, happiness, psychological injury and trauma. They describe how relationships as we experience them activate and entrain the elements - including neurochemical elements - of psychological healing. Judith V. Jordan, Janet L. Surrey, Stephen Bergman, and Amy Banks create their Relational Cultural Theory at the Jean Baker Miller Training Institute, expanding Miller's legacy as they elaborate the central role of mutual empathy in development and healing, and the way power imbalances can disable empathy. For Carol Gilligan, Lyn Mikel Brown and others, girls' development is a doorway into a complex and creative relational culture that is lost to boys as toddlers and to women at adolescence. Judith Lewis Herman, Mary Harvey and the clinicians of the Victims of Violence Program find that all psychological trauma is betrayal trauma, and the betrayals of sexual assaults -from father-daughter incest to rape and political torture - are common atrocities that can be healed by relational interventions: education, support groups, and individual therapy with a respectful clinician-witness.

**6/13/2008 — 2:30 PM to 2:55 PM — ATLANTIC SUITE, Marriott second floor**

**Theory Review  
Session/Séance de  
revue théorique**  
*Counselling Psychology*

**THEORY INTEGRATION IN CAREER PSYCHOLOGY**  
*Charles P. Chen, University of Toronto*

Since Frank Parsons' (1909) milestone conceptual work on the trait-and-factor theory at the turn of the century, vocational and career psychology has witnessed, especially for the past 6 decades, the emergence of an array of influential theories in the field. How to continue a meaningful effort for theory development continues to be a topic of high interest in the realm. While new theories may keep coming into light as the scholarly interest in theory study remains robust, there has been ample calling upon the need and pertinence to developing new theoretical models that integrate the rich tenets and constructs from the existing theories. This presentation is an effort to explore the possibility of theory integration in career psychology, aiming at bridging especially some of the tenets between objectivist/positivistic and constructivist approaches. It inquires the potentiality and workability in combining similar and very different theoretical views in a preliminary framework that might be heuristic to the further enhancement of the on-going debate of theory integration. The presentation also proposes and demonstrates how the integrated theoretical approach can actually work to guide and enhance practice in career psychology, generating useful and applicable insights for practitioners, researchers, and theorists alike.

**6/13/2008 — 2:30 PM to 4:25 PM — ACADIA A, Marriott main floor**

**Workshop/Atelier de  
travail**  
*Clinical Psychology*

**BEST PRACTICES FOR THE EARLY SCREENING, ASSESSMENT AND  
DIAGNOSIS OF AUTISM SPECTRUM DISORDERS IN YOUNG CHILDREN**  
*Jennifer Nachshen, The Miriam Foundation; Nathalie Garcin, Miriam Home and Services*

In their position statement regarding early intervention for children with Autism Spectrum Disorders (ASDs), The Canadian Paediatric Society (2004) suggested that intensive behavioural interventions provided early in life lead to more positive outcomes. Crucial to the success of early intervention is early identification. Research has shown that ASDs can be identified in children by the time that they are 18 – 36 months of age (Cox et al., 1999; Lord, 1995; Lord et al., 1997; Osterling & Dawson, 1994). Not only is it necessary to identify children in the toddler years, it is also possible to do so, given the use of appropriate tools and techniques. The purpose of this workshop is to delineate the Canadian best practice guidelines for early screening, assessment and diagnosis of ASDs in very young children, derived from the most recent scientific literature and achieved by expert consensus, involving 27 experts from 7 provinces across Canada. Input from active clinicians and parents informed the development of the guidelines. The resulting document includes recommendations for professionals and researchers involved in the screening, assessment and diagnosis of ASDs, with the aim of improving their earliest detection and intervention. The workshop will provide attendees with practical tools for the surveillance and screening of ASDs in very young children.

6/13/2008 — 2:30 PM to 4:25 PM — ACADIA B, Marriott main floor

**Workshop/Atelier de travail**  
*Teaching of Psychology*  
**SECTION PROGRAM**

**VALUES AND ETHICS IN TEACHING: THE GOOD, THE BAD, AND THE UGLY**  
*Kenneth Cramer, University of Windsor; William Owen, University of Northern British Columbia*

All courses, all lectures, and conversations are laden with values - what we believe, what we choose to discuss, how we discuss it; it's unavoidable really. In essence, it is all about what we believe is good and right and fair, and as instructors we need to be aware of the values we convey in the classroom. This 2-part workshop begins by helping us identify our own values through a series of small group discussions that address two key issues - should we teach values and how can we do so. We will look at modeling, service learning, and how to deal with alternative views. We conclude this section by examining a variety of teaching methods that should prove useful. In the second part, we discuss ethics in university teaching. Ethical standards are in place to direct us as we carry out the basic responsibilities in our interactions with various groups. We will engage participants using breakout sessions to identify two forms of responsibility: (a) responsibility to students (including the free pursuit of learning, mutual respect, confidentiality, and anti-discrimination), and (b) responsibility to colleagues, the institution, and the discipline (including giving credit where due, fair evaluation of colleagues, class overcrowding, and addressing inadequate teaching in others). Workshop participants will leave with new strategies for their classroom and beyond.

6/13/2008 — 2:30 PM to 2:55 PM — ACADIA C, Marriott main floor

**Theory Review**  
**Session/Séance de revue théorique**  
*Traumatic Stress*

**PATHWAYS OF POSTTRAUMATIC STRESS AND POSTTRAUMATIC GROWTH AMONG FIREFIGHTERS**  
*Lori Gray, University of Windsor; Dennis Jackson, University of Windsor*

Various studies have attempted to elucidate the development of traumatic stress symptoms among emergency service providers. In an effort to predict traumatic stress symptoms in this population, epidemiological initiatives have focused upon emergency service providers' physical and emotional proximity to traumatic events. Based on these factors as well as the frequency and severity of trauma exposure among this population, a relatively high prevalence of traumatic stress would be expected. In contrast, comparative studies indicate that emergency service providers have a lower prevalence of Posttraumatic Stress Disorder but experience more traumatic stress symptoms relative to the general population. Furthermore, the relationship between trauma exposure and traumatic stress has been mixed across a myriad of research studies. The review session will peruse the existing literature, highlighting commonalities and discrepancies in an attempt to disentangle meaning from noise. Evidence for a path model of the development of traumatic stress among firefighters will be presented, which integrates trauma exposure, distress, traumatic stress symptoms, and posttraumatic growth. Implications and future directions will be discussed.

6/13/2008 — 2:30 PM to 4:25 PM — ALEXANDER ROOM, Marriott main floor

**Workshop/Atelier de travail**  
*Psychologists in Education*

**INTRODUCING THE NEW WECHSLER ADULT INTELLIGENCE SCALE – FOURTH EDITION: CANADIAN**  
*Marie-Josée Gendron, Harcourt Assessment; Donald Saklofske, University of Calgary*

This workshop introduces the new Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV) to be published with Canadian norms in the Fall of 2008. A thorough review of the theoretical bases of this new test demonstrates the increased emphasis on fluid intelligence. Discussions introduce some new subtests such as Figure Weights, Visual Puzzles, Cancellation, Grocery List and Social Perception. With the increasing aging population, considerable effort has been placed on including relevant measures for the assessment of elderly adults, including executive functioning and enhanced measurement of working memory. The presentation will also review the four-index structure of this new tool (i.e., Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed). The workshop presents the many linking studies between the WAIS-IV and the Wechsler Memory Scale – 4th Edition and the Wechsler Fundamentals: Academic Skills highlighting Canadian findings. We will examine how the psychologist can use these data for assessing ability-achievement discrepancies and pre-morbid functioning in individuals suffering from dementia or other cognitively debilitating conditions. The numerous clinical studies (e.g., mild cognitive impairment, borderline intellectual functioning, anxiety, etc.) conducted with the WAIS-IV demonstrating unique performance profiles will also be reviewed.

6/13/2008 — 3:00 PM to 4:25 PM — NOVA SCOTIA A, Marriott second floor

**Symposium**  
*Developmental Psychology*

**THE ALPHABET AND CHILDREN'S ALPHABETIC KNOWLEDGE:  
 CHALLENGES IN LEARNING AND APPLICATION**

Mary Ann Evans, *University of Guelph*; Glenn Thompson, *University of Ottawa*;  
 Jean Saint-Aubin, *Université de Moncton*; Bronwen Davis, *University of Guelph*

In North America, learning the alphabet is traditionally regarded as a quintessential academic task of kindergarten and a clear body of literature shows that alphabetic knowledge is a strong predictor of beginning reading skill. This symposium focuses on challenges associated with acquiring and imparting alphabetic knowledge by examining the nature of alphabet books for young children, parent-child interactions with an alphabet books with a particular focus on children's errors, the relationship between letter knowledge and attention to print in alphabet books, and variability between letters in the ease with which children learn letter names. Implications for the design of alphabet books and alphabetic instruction will be drawn.

**A DETERMINANTS OF LETTER KNOWLEDGE IN FRENCH-SPEAKING CHILDREN**

Glenn Thompson, *University of Ottawa*; Alain Desrochers, *University of Ottawa*;  
 Alain Marchand, *Université de Montréal*; Pierre Cormier, *Université de Moncton*

Alphabetic languages are often based on a complex system of relations between written marks, phonology, and morphology. In learning to read children discover the Alphabetic principle, that is, the notion that letters map onto phonemes in simple or complex ways (e.g., as with contextual graphemes). We investigated a variety of factors associated with French-speaking Kindergarten, First and Second grade children's ( $N = 1,011$ ) ability to name single-letter graphemes. Letter naming was found to be more accurate if they were vowels rather consonants, if they had an inconsistent print-to-sound correspondence, if they did not carry a diacritic mark (e.g., é ou è), and if their name began with the phoneme represented by the letter itself. These results highlight the importance of visual, phonological and relational factors in the acquisition of French letters names. Implications for the development of oral reading are discussed.

**B A SURVEY OF ALPHABET BOOKS: LOOKS CAN BE DECEIVING**

Mary Ann Evans, *University of Guelph*; Brianne O'Grady, *University of Guelph*;  
 Monica Lavoie, *Université de Moncton*

Alphabet books are among the first books purchased for children and described as the "soldiers of literacy", as a means of familiarizing children with letter shapes, learning letter sounds, and developing phonological awareness. This introductory paper will give a brief history of alphabet books, and present an overview of the characteristics of over 90 alphabet books for young children in English and French which were coded for various features. It will provide descriptive statistics for these features (e.g., type of accompanying text, letter size and placement, prominence of target words, complexity of illustration, etc), provide visual examples, and point out instances wherein these print salient books may actually confuse young children in their acquisition of alphabetic knowledge.

**C EYE MOVEMENTS OF SENIOR KINDERGARTEN CHILDREN READING AN ALPHABET BOOK AND RELATIONSHIP TO THEIR LETTER KNOWLEDGE**

Jean Saint-Aubin, *Université de Moncton*; Mary Ann Evans, *University of Guelph*

Previous research tracking children's eye movements and coding their verbal comments has shown that children rarely look at print in storybooks. Alphabet books, however, may elicit different behaviour. Twenty children ages 59 to 71 months read an alphabet book while their eye movements were monitored. As expected, results revealed that children spent significantly more time on the illustration than on the letter or the word, which did not differ one from the other. Most importantly, after controlling for vocabulary knowledge, the number of letters known by a child accounted for a significant amount of variance in the latency before fixating the letter, and the time spent fixating the word. Thus in order for alphabet books, to elicit their attention to print, children must have acquired a critical mass of letter knowledge.

**D CHILD MISCUES AND PARENTAL FEEDBACK DURING ALPHABET BOOK READING**

Bronwen Davis, *University of Guelph*; Mary Ann Evans, *University of Guelph*;  
 Kailey Reynolds, *University of Guelph*

Shared storybook reading research has demonstrated that children whose parents respond to errors with graphophonemic clues, such as pointing out letter sounds, demonstrate better word reading skills than children whose parents supply the miscued word. Absent in the research is a consideration of alphabet books as a specific subset of children's literature. These books often combine story-like text with a focus on letters and their sounds. The current study examines parent-child dyads reading an alphabet book together to identify the types of errors or miscues children make, to examine the nature of parental feedback to these miscues, and to determine whether child miscues and parental feedback relate to initial levels of literacy skills and to specific alphabet book features. Early literacy skills were assessed in 55 non-literate children in the fall of senior kindergarten. Parent-child dyads were audiotaped

reading an alphabet book together in their home during the subsequent winter. Tapes were transcribed and coded for child miscues and parental feedback. Results are discussed in relation to possible beneficial parental feedback behaviours and potential development of empirically-based criteria for alphabet book construction.

6/13/2008 — 3:00 PM to 4:25 PM — HALIFAX B, Marriott second floor

**Symposium**  
*Health Psychology*

**THE HEALTH IMPACT OF SLEEP DISTURBANCES ACROSS THE LIFESPAN**

*Penny Corkum, Associate Professor, Department of Psychology and Psychiatry, Dalhousie University; Christine Chambers, Associate Professor, Department of Pediatrics and Psychology, Dalhousie University & IWK Health Centre; Graham Reid, University of Western Ontario; Ben Rusak, University Research Professor, Departments of Psychiatry, Psychology and Pharmacology, Dalhousie University; Gail Eskes, Dalhousie University*

This symposium will provide a lifespan perspective of the health impacts of sleep disruption as well as the impact sleep disruption can have on functioning across a range of settings, including home, school and work. We will also highlight the impact of sleep disruption on various areas of functioning including cognitive, social, emotional and behavioural. Presentations will draw upon the latest research literature, results from our own research, and clinical knowledge and practice. Methods of assessing sleep problems and the best practices in treatment will be highlighted for each developmental stage, including infants, preschoolers, elementary school-aged, adolescents, and adults. A listing of resources will be included in each presentation. There are five presenters who will each present for 15 minutes with a few additional minutes for questions after each presentation. The workshop will be moderated by Dr. Corkum. This symposium should be of interest to many psychologists given that sleep problems are pervasive in our society and affect the mental and physical health of individuals across the lifespan.

**A** **INFANT SLEEP: CHALLENGES AND RECOMMENDATIONS**

*Christine Chambers, Associate Professor, Department of Pediatrics and Psychology, Dalhousie University & IWK Health Centre*

Infant sleep problems are among the most common and salient challenges faced by new parents. A recent study found that the presence of an infant sleep problem doubled the odds of serious psychological distress and poor general health in new mothers. This presentation will provide an overview of common issues related to infant sleep, including developmentally appropriate expectations for sleep in the first year of life. In addition, some of the most common sleep struggles in infancy (e.g., sleep onset-associations, night wakings, early risers, the brief napper) will be described. Evidence-based prevention and intervention approaches, including recent recommendations from the American Academy of Sleep Medicine (AASM), for promoting healthy infant sleep will be reviewed. Barriers to implementation of evidence-based prevention and intervention approaches (e.g., parental concerns regarding the short and long terms effects of extinction, inconsistency with attachment-based parenting approaches) and controversial issues related to infant sleep (e.g., pacifier use, co-sleeping) will also be discussed.

**B** **SLEEP IN TODDLERS AND PRESCHOOLERS: THE ROLE OF SLEEP PROBLEMS IN THE DEVELOPMENTAL OF PSYCHOPATHOLOGY**

*Graham Reid, University of Western Ontario*

If not successfully treated, sleep difficulties in infancy can persist over time and result in disruption in functioning for the child and his/her family. This presentation will review the most common sleep problems during toddlerhood and the preschool years as well as the evidence-based treatments for these sleep problems. Findings from our secondary data analyses of the National Longitudinal Survey of Children and Youth will be shared. This study included a cross-sectional and a longitudinal design which sought to address two primary questions. First, we explored the relationship between current sleep problems in toddlers and their mental health symptoms. Secondly, we examined whether sleep problems in toddlerhood predicted psychopathology during preschool years. Our results indicate that toddler sleep problems were related to current psychopathology above and beyond other predictors (e.g., individual, family and environmental risk factors). However, toddler sleep problems did not predict later psychopathology in preschool years. The presentation will conclude with a discussion about how sleep problems may exacerbate emotional and behaviour problems in young children.

**C** **ASSESSMENT AND TREATMENT OF SLEEP PROBLEMS IN SCHOOL-AGED CHILDREN**

*Penny Corkum, Associate Professor, Department of Psychology and Psychiatry, Dalhousie University*

Sleep problems in elementary school-aged children contribute to attention, learning, behaviour and emotional difficulties. This presentation will provide an overview of the basics of sleep (e.g., function and regulation of sleep, sleep architecture, developmental changes in sleep), the most common sleep disorders (including dysomnias and parasomnias), assessment of sleep (e.g., context and measurement), and evidence-base treatment for sleep disorders in this age range (e.g., pharmacological and behavioural). A specific behavioural intervention for sleep problems ("Better Nights: Better Days") will be described. This program was deliv-

ered to parents of children who are typically developing and parents of children with disruptive behaviour disorders. It is an evidenced-based program which is delivered over five sessions to parents using a distance treatment model (i.e., Family Help). The results from a randomized control trial evaluating the effectiveness of this sleep intervention will be shared. The link between sleep and childhood psychopathology will also be explored.

**D****CLINICAL IMPACTS OF SLEEP LOSS IN ADOLESCENTS AND ADULTS**

Ben Rusak, *University Research Professor, Departments of Psychiatry, Psychology and Pharmacology, Dalhousie University*

People sleep less than they should for a variety of reasons. One reason is that the combined homeostatic and circadian mechanisms that regulate sleep do not permit satisfactory adaptation to typical academic schedules for adolescents and work schedules for many adults in our society. The technological developments that have led over the last hundred years to control of lighting, instantaneous international communication and commerce, and the expectation of 24 h availability of services also promote chronic sleep loss across entire populations. The resulting loss of sleep has numerous negative effects on human behaviour and physiology, including well-characterized decreases in academic and work performance and increased risk of catastrophic accidents. Recent research demonstrating a role for sleep in consolidation of newly learned skills and information and in the regulation of endocrine systems point to other costs of lost sleep. Among these are reduced benefits from learning opportunities, and endocrine abnormalities that may be contributing to the current increase in rates of obesity and metabolic disorders, as well as their myriad secondary health consequences.

**E****IMPACT OF OBSTRUCTIVE SLEEP APNEA ON SLEEP AND DAYTIME FUNCTIONING IN ADULTS**

Gail Eskes, *Dalhousie University*

Obstructive sleep apnea (OSA) is a common sleep disorder in adults and the elderly, characterized by disrupted breathing, hypoxemia, and fragmented sleep at night with daytime sleepiness and significant changes in cognition, mood and daytime functioning. This talk will review our current knowledge of how sleep apnea affects cognitive and emotional functioning and discuss possible mechanisms for these effects. Assessment, risk factors and comorbid conditions will also be highlighted. Continuous positive airway pressure (CPAP) is the standard treatment for moderate to severe sleep apnea, and while it is effective for treating the breathing disruptions, the reversibility of other associated symptoms has not yet been resolved. A case study will be presented which outlines issues involved in the assessment and treatment of an OSA patient. The results from our current research on the effectiveness of CPAP treatment in treating daytime sleepiness, cognitive and psychosocial function will be presented.

**6/13/2008 – 3:00 PM to 3:55 PM – SUITE 207, Marriott second floor**

**Reception/Réception**

*History and Philosophy of Psychology*

**RECEPTION**

John Connors, *Canadian University College and University of Alberta*

**6/13/2008 – 3:00 PM to 4:25 PM – ATLANTIC SUITE, Marriott second floor**

**Symposium**

*Counselling Psychology*

**THE ADVANCEMENT OF PROGRAM DEVELOPMENT AND EVALUATION KNOWLEDGE AND SKILLS THROUGH A FLEXIBLE APPLIED GRADUATE COURSE**

Sharon Cairns, *University of Calgary*; Emily Doyle, *University of Calgary*; Ivana Djuraskovic, *University of Calgary*; Reana Saraceni, *University of Calgary*

CPA accreditation standards specify that clinical and counselling psychologists require doctoral-level training in program development and evaluation in order to function competently as a professional (Canadian Psychological Association, 2002). To enhance the meaningfulness and investment in such a course, the University of Calgary designed a graduate level program development and evaluation course that requires students to either conduct a real world program evaluation or to develop a program and plan a complete program evaluation. The diversity of projects and the collaborative nature of the class combine to provide students with a broad learning experience. This symposium will focus on the experiences and projects of three doctoral students participating in this course. The first paper will describe a needs assessment that utilized a focus group to investigate counsellors' perceived need to evaluate individual counselling sessions at a non-profit agency. The second paper will describe an outcome evaluation of a men's domestic violence treatment group program. The third paper will describe the planned program evaluation of a health promotion program that encourages youth and the adults in their lives to formulate healthy attitudes and behaviours about body image and self-acceptance.

**A****THE NEED FOR INDIVIDUAL COUNSELLING EVALUATION**

Emily Doyle, *University of Calgary*; Ivana Djuraskovic, *University of Calgary*; Reana Saraceni, *University of Calgary*; Sharon Cairns, *University of Calgary*

Since the 1980's the evidence-based practice paradigm has become increasingly dominant. While this approach contributes to providing clear evidence of what types of treatment work and for whom, it is an approach that attempts to "fit the round peg of psychotherapy into the square hole of medicine" (Miller, Duncan & Hubble, 2004, p. 4). The importance of the alliance between client and counsellor remains the most significant predictor of the success of treatment, something that can not be accounted for in evidence-based practice. In response, the paradigm of practice-based evidence has emerged. Outcome-informed approaches, such as individual counselling session evaluation, are practical, systematic methods of evaluating, informing, and reporting the effectiveness of treatment (Saggese, 2005). A focus group was conducted at a Calgary addictions counselling agency as preliminary needs assessment research investigating counsellors' perceived need to evaluate individual counselling sessions with practice-based evidence. The evaluation questions included: Is there a need for individual counselling session evaluation? What are some of the perceived benefits of individual counselling session evaluation? And what are some of the perceived barriers to individual counselling session evaluation? Analysis of the focus group responses will be discussed.

**B THE EFFECTIVENESS OF FAMILY VIOLENCE TREATMENT GROUPS FOR CULTURALLY DIVERSE CLIENTS**

*Ivana Djuraskovic, University of Calgary; Reana Saraceni, University of Calgary; Sharon Cairns, University of Calgary; Emily Doyle, University of Calgary*

Evaluations of domestic violence programs and their effectiveness for culturally diverse clients frequently show mixed results, possibly related to the use theoretical approaches that may not be suitable for culturally diverse clients (Buttall & Carney, 2006). Current literature identifies a lack of culturally competent programs and overall, little research has been done on domestic violence programs for culturally diverse men. Calgary Counselling Centre offers a family violence group, Responsible Choices for Men (RCM), which includes individuals from both the dominant and non-dominant culture. Outcomes for 100 men from the dominant culture will be compared with outcomes for 100 men from the non-dominant culture. Evaluation questions include: (1) Is there a differential attrition rate for men from the non-dominant culture compared with men from the dominant culture?, and (2) Are changes on the Physical Abuse of Partner Scale and the Non-Physical Abuse of Partner Scale before and after treatment different for men from the dominant and non-dominant cultures? The results will provide empirical evidence regarding the effectiveness of the RCM group for culturally diverse men. Implications for developing culturally competent domestic violence programs will be discussed.

**C QUALITY PROGRAMMING AND EVALUATION: GREATER ACCOUNTABILITY FOR PROGRAM EFFECTIVENESS IN BODY ESTEEM PROMOTION**

*Reana Saraceni, University of Calgary; Sharon Cairns, University of Calgary; Emily Doyle, University of Calgary; Ivana Djuraskovic, University of Calgary*

The understanding and appreciation for the main concepts of program evaluation are often highly aligned with dissertation research in applied psychology. This paper describes the program development, implementation and evaluation of a body esteem program targeting adolescent girls and the adults in their lives. Course requirements addressing the program development component of this course option require a literature review of the area of interest and a discussion of the theoretical basis of the program. Program goals and objectives are identified in relation to the target population and the anticipated need for health promotion approaches to body image for youth. Quality program planning, content and implementation require the specification of knowledge and steps needed to carry out health programs as outlined in this paper. Program effectiveness is discussed within the evaluation plan and addresses both implementation and outcome evaluation. Greater comprehensiveness of program evaluation is discussed in relation to the combined use of qualitative and quantitative methods.

6/13/2008 — 3:00 PM to 3:55 PM — MARITIME SUITE, Marriott second floor

**Conversation  
Session/Séance de  
conversation  
Family Psychology**

**PSYCHOSOCIAL INTERVENTIONS FOR ADULT CHILDREN OF DIVORCED PARENTS**

*Robert Roughley, University of Calgary; Linette Lawlor, University of Calgary*

The frequency of divorce has increased drastically over the past thirty years and the literature is just beginning to quantify the impact of parental divorce on now adult children. Children of divorce have an increased likelihood of interpersonal difficulties and are more likely than children of intact parental marriages to themselves divorce. When children of divorce are facing marital difficulties, it may be critical for the counsellor to recognize the role of an adult child's parental divorce in current relationships, and utilize interventions specific to the special considerations of an adult child of divorce. There are two areas of discovery: what are the specific concerns and attitudes held by adult children of divorced parents regarding their own marital or committed relationships, both prospective and existing; and, what counselling techniques and processes can be implemented to assist counsellors in this area? In this interactive discussion format, participants will examine these two critical questions and consider potential psychosocial interventions that can be utilized in addressing the specific concerns of adult children of divorced parents.

6/13/2008 – 3:00 PM to 4:25 PM – ACADIA C, Marriott main floor

**Symposium**  
*Industrial and  
 Organizational Psychology*

**THE HEALTHY WORKPLACE: A REVIEW OF OCCUPATIONAL HEALTH  
 PSYCHOLOGY RESEARCH**

Arla Day, *Saint Mary's University*; Lori Francis, *Saint Mary's University*;  
 Breanne Ricketts, *Saint Mary's University*; Frank Schryer Lebel, *Saint Mary's University*;  
 Shannon Currie, *Dalhousie University*; Gail Hepburn, *University of Lethbridge*

Because the negative individual, organizational, and social impact of job stress has been well documented, improving employee well-being is not only an important objective for individual employees (in terms of improved health, satisfaction, etc.), but also for organizations because healthy employees may be more productive and may help increase the competitive advantage of the organization (Schmidt, Welch, & Wilson, 2000). Therefore, it is important to study the health and well-being of a variety of workers, as well as both the organizational factors that may negatively impact health and improve it. In the first presentation, Lori Francis will discuss the health and well-being of a wide range of employees across Nova Scotia. Next, Bree Ricketts will outline the physical and psychological health of parents caring for a special needs child. In the third presentation, Frank Schreyer Lebel will discuss his work dealing with the stressors experienced by midwives across Canada. In the 4th presentation, Shannon Currie will examine the direct and moderating effects of organizational and individual supports on the relationship between stressors and psychosocial health of military personnel returning from deployment. Finally, Gail Hepburn will outline how justice perceptions are related to an employee's return to work.

**A** **STRESS & STRAIN IN NOVA SCOTIAN ORGANIZATIONS: PRELIMINARY  
 RESULTS OF THE NOVA SCOTIA WORK STRESS SURVEY**

Lori Francis, *Saint Mary's University*; E. Kevin Kelloway, *Saint Mary's University*;  
 Bernadette Gatien, *Saint Mary's University*; Natasha Wentzell, *Saint Mary's University*

We undertook a large scale, longitudinal study of occupational health in a sample representative of the Nova Scotia workforce. Using random digit phone dialing we engaged a sample of 2000 individuals who matched Nova Scotia census data on gender, age, and county of residence and who represented a broad range of industries and job types. Surveys assessing job characteristics, stressors, strain, and organizational health programs were sent to these individuals 3 times in a 12 month period. We will present a snapshot of the prevalent stressors, strain symptoms, health behaviours and access to organizational programs reported by the sample on phase one of the survey ( $N = \sim 1400$ ). We will also outline directions for future research stemming from this project. Our presentation will help to set the stage for the others in this symposium by providing a descriptive assessment of the prevalence of the stressors and other health-related variables that these inferential papers describe.

**B** **THE PHYSICAL AND PSYCHOLOGICAL HEALTH OF PARENTS WITH SPECIAL  
 NEEDS CHILDREN**

Breanne Ricketts, *Saint Mary's University*; Arla Day, *Saint Mary's University*;  
 Isabel Fearon, *Dalhousie University*; Lori Francis, *Saint Mary's University*

Work-life conflict and job stress are challenges faced by many employees. These challenges can be particularly stressful for parents with special needs children because these parents may face increased time demands, financial hardship, and a lack of support. Although little empirical evidence exists on the health outcomes of these parents, preliminary research suggests that parents with special needs children do experience increased strain (Brennan et al., 2005), stress (Freeman et al. 1995), and work-life conflict (Rosenzweig et al., 2002). Therefore, we examined the types of support programs that were available to parents with special needs children across Canada. We conducted several interviews and focus groups to identify the issues that either helped parents balance their responsibilities and improve well-being or worsened their work-life balance and health. Based on this qualitative information, we developed a survey that we sent to a sample of parents caring for a special needs child from Nova Scotia and Ontario. We conducted moderated regressions to examine the direct impact of specific demographic, work, and family factors on the self-reported health and work-life conflict of parents with special-needs children, as well as the buffering effects of individual, organizational, and community support. Implications for individuals and organizations are discussed.

**C** **STRESS AND HEALTH OF CANADIAN MIDWIVES**

Frank Schryer Lebel, *Saint Mary's University*; Arla Day, *Saint Mary's University*

Although midwives can provide a vital service to health care systems world wide (e.g., they attend 90% of births in the Netherlands), they only attended 2% of the births nationwide in Canada in 2002 (CIHI, 2004). The Society of Obstetricians and Gynecologists of Canada is concerned with a shortage of workers in Canadian maternity care and has indicated that midwives are part of the solution (SOGC, 2007). However, Canadian midwives experience unique stressors and work experiences that may stifle the national growth of the profession. For example, Canadian midwives may be inadequately remunerated, have limited scope of practice in rural or remote areas, deal with ambiguous legal status, and contend with issues of professional recognition (Klein, 2000; Kornelsen, 2003). These issues may exacerbate the stress and burnout of Canadian midwives. In response, this study examined the specific variables that are important predictors of stress and burnout in the Canadian midwifery context. We conducted a series of semi-structured interviews to clarify the current issues in Canadian midwifery. We then conducted a national survey of midwives.



We examined the impact of work stressors on the health and burnout levels of these midwives, as well as the extent to which organizational supports buffered the stressor-stain relationship. Policy implications and possible interventions are discussed.

**D** **EXPLORING THE RELATIONSHIP BETWEEN STRAIN AND COPING IN MILITARY PERSONNEL**

*Shannon Currie, Dalhousie University; Arla Day, Saint Mary's University*

Job stress is a function of both chronic and acute job stressors (Day & Livingstone, 2001) and can affect physiological (e.g., immune system) and psychological (e.g., burnout) functioning (Olf, 1999; Tennant, 2001). The extreme working conditions of deployed military personnel may exacerbate some of these negative outcomes. However, coping strategies and social support may buffer the impact of stress on interpersonal functioning. Therefore, we examined the extent that individual factors (e.g., coping style) and organizational, family, and community factors (e.g., support, days of leave) were associated with strain and turnover in military personnel. Personnel who had been on rotation in Afghanistan completed a post-deployment survey. We examined the factor structure and reliability of measures of coping style, strain, and support. Moderated regression analyses were conducted to examine the buffering effect of coping style, debriefing, and support on the relationship between stressors and strain outcomes and between stressors and turnover intentions. This study identified factors that may help to buffer the experience of strain and increase intentions to stay in the military. Implications for post-deployment supports in the all military employees and implications for other organizations are discussed.

**E** **RETURNING INJURED WORKERS TO THE WORKPLACE: WORKPLACE-BASED STRATEGIES AND FAIRNESS**

*Gail Hepburn, University of Lethbridge; Renée-Louise Franche, Institute for Work and Health; Lori Francis, Saint Mary's University*

Perceived fairness or justice was proposed as a mediator of the relationship between workplace-based return-to-work strategies and affective organizational commitment, mental health, and the sustainable return-to-work of injured workers. Within 5 weeks of their injury, telephone interviews were conducted with 166 workers from the province of Ontario, Canada, who had experienced lost time injuries from work. Multiple regression analyses indicate that workers reporting return-to-work processes that include designated return-to-work coordinators, early workplace contact, and offers of work accommodation report more sustainable return-to-work and greater affective commitment compared to those whose return-to-work processes did not contain these strategies. Further, the perceived fairness of the return-to-work process mediates the relationship between these strategies and affective commitment and mental health, but not sustainability of return-to-work. The implications of these preliminary findings for understanding the success of workplace-based return-to-work strategies, as well as for the design of new strategies, will be discussed.

**6/13/2008 – 3:00 PM to 4:25 PM – COMPASS ROOM, Pedway to the Casino second floor**

**Symposium**  
*Psychologists in Education*

**THE ROLE OF THE TEACHER: A PSYCHOLOGICAL PERSPECTIVE**

*Wan Har Chong, Nanyang Technological University; Rebecca Ang, Nanyang Technological University; Choon Lang Quek, Nanyang Technological University; Vivien Huan, Nanyang Technological University; Lay See Yeo, Nanyang Technological University*

This symposium offers a psychological perspective of the teacher-student relationship among adolescents in Asia, with a specific focus on Secondary School students in Singapore. Paper 1 provides a statistical analysis of the Teacher-Student Relationship validating it using confirmatory factor analysis. Paper 2 examines the contextual influences of teacher-student relationship in promoting school adjustment of at-risk adolescents in school. Paper 3 investigates perception of students towards their teachers based on the QTI. Paper 4 explores how teacher-student relationship influenced student attitude to teachers and school. Paper 5 looks at teacher efficacy and teacher-student relationship in the context of teaching low achieving students.

**A** **FACTORIAL VALIDITY AND EQUIVALENCE OF THE TEACHER-STUDENT RELATIONSHIP INVENTORY ACROSS UPPER ELEMENTARY AND JUNIOR HIGH SAMPLES**

*Rebecca Ang, Nanyang Technological University; Wan Har Chong, Nanyang Technological University; Vivien Huan, Nanyang Technological University; Choon Lang Quek, Nanyang Technological University; Lay See Yeo, Nanyang Technological University*

Teacher student relationships have been extensively studied in preschool and early elementary school samples. However, much less is known about children's relationships with their teachers in upper elementary grades through high school. Using confirmatory factor analysis, this study extended previous research by providing further evidence for the three-factor structure of the Teacher-Student Relationship Inventory (TSRI) using an upper elementary school sample ( $n = 420$ ) and a sample from junior high school ( $n = 635$ ). Multigroup confirmatory factor analysis was also used to examine the invariance of the TSRI across both samples. Results from multigroup confirmatory factor analysis suggested that while partial invariance was observed across the samples, the consistency of fit indices together with explicit tests for the reasonableness of partial measurement invariance provided support that partial invariance was acceptable. Taken together, findings indicate cross-sample generalizability of the 14-item TSRI measure.

**B INTERPERSONAL CONTEXTUAL INFLUENCES ON THE TEACHER-STUDENT RELATIONSHIP IN PROMOTING SCHOOL ADJUSTMENT OF AT-RISK STUDENTS IN MIDDLE SCHOOL**

*Wan Har Chong, Nanyang Technological University; Vivien Huan, Nanyang Technological University; Choon Lang Quek, Nanyang Technological University; Lay See Yeo, Nanyang Technological University; Rebecca Ang, Nanyang Technological University*

This study investigated aspects of the teacher-student relationship as they relate to school adjustment with 523 Grade 8 students in Singapore. The first two questions examined what configurations of teacher-student support could be identified with at-risk students, and how these sub-groups varied with respect to school adjustment. Cluster analysis identified two sub-groups on the basis of specific qualities of the teacher-student relationship and patterns of teacher interpersonal behaviors in the classroom deemed important for improving the psychosocial aspects of their school experience. The final question examined the contribution of the interpersonal context of school to students' perception of the relationship. Students' attitude toward teachers was significant in mediating between teacher-student relational quality and school liking. Implications from the study were discussed.

**C STUDENTS' PERCEPTIONS OF TEACHER-STUDENT INTERACTIONS AND TEACHERS' CLASSROOM MANAGEMENT IN THE LEARNING ENVIRONMENT**

*Choon Lang Quek, Nanyang Technological University; Lay See Yeo, Nanyang Technological University; Rebecca Ang, Nanyang Technological University; Wan Har Chong, Nanyang Technological University; Vivien Huan, Nanyang Technological University*

This study investigates 1357 students' perceptions of their form teachers' interpersonal behaviour across 56 classrooms from 6 secondary schools. The validated 48-item Questionnaire on Teacher Interaction (QTI) was used to investigate the teachers' positive and negative attributes. Good cronbach alphas (0.6-0.8) were found for most of the scales when the individual was used as the unit of analysis. The item means of six scales ranged from 2.4 to 3.57 except two scales: Uncertain (SO) and Dissatisfied (OS) which had means of 2.0. In terms of gender differences, significant differences were found in six scales out of the eight scales. A follow-up focus group interview with students was also conducted to investigate the teachers' effective classroom management practices perceived by students in the learning environment.

**D HOW TEACHER-STUDENT RELATIONSHIP INFLUENCED STUDENT ATTITUDE TO TEACHERS AND SCHOOL**

*Vivien Huan, Nanyang Technological University; Choon Lang Quek, Nanyang Technological University; Lay See Yeo, Nanyang Technological University; Rebecca Ang, Nanyang Technological University; Wan Har Chong, Nanyang Technological University*

This study examines the influence of both student and teacher perception of the student-teacher relationship on student's attitude to teachers and attitude to school. It also seeks to explore any gender differences in the perception of teacher-student relationship between male and female adolescents. A sample of 1266 students (541 girls and 725 boys) from 6 different secondary schools in Singapore participated in this study. Findings obtained in this study indicated that gender differences were observed for certain dimensions in the teacher-student relationship predicting their attitude to teachers and to school. Possible explanations for the obtained results were suggested and implications of the findings were also discussed.

**E TEACHER EFFICACY AND TEACHER-STUDENT RELATIONSHIP IN THE CONTEXT OF TEACHING LOW ACHIEVING STUDENTS**

*Lay See Yeo, Nanyang Technological University; Rebecca Ang, Nanyang Technological University; Wan Har Chong, Nanyang Technological University; Vivien Huan, Nanyang Technological University; Choon Lang Quek, Nanyang Technological University*

This paper focused on the efficacy of Singapore teachers who teach low achieving adolescent students. Three dimensions of self-reported teacher efficacy – instructional strategies, classroom management, and student engagement – were examined in relation to teacher attributes and the teacher-student relationship. Data were obtained from the Teacher Self-Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) and the Teacher-Student Relationship Scale (Ang, 2005). Significant differences between novice teachers and experienced teachers emerged in teacher efficacy beliefs in relation to instructional strategies, classroom management, and student engagement. Conflict in teacher-student relationship was found to predict teacher efficacy for teachers of low achieving students.

**6/13/2008 – 3:00 PM to 4:25 PM – COMPASS BOARDROOM, Pedway to the Casino second floor**

**Section Business Meeting**

*Psychoanalytic and Psychodynamic Psychology*

**SECTION PROGRAM**

Annual Business will be discussed.

**SECTION BUSINESS MEETING**

*Jon Mills, Canadian Psychological Association*

6/13/2008 — 4:00 PM to 4:25 PM — NOVA SCOTIA B, Marriott second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Clinical Psychology*

**PROFESSIONAL PSYCHOLOGY IN HOSPITALS, SCHOOLS, AND  
CORRECTIONAL SETTINGS IN CANADA**  
Ian Nicholson, *London Health Sciences Centre*

This discussion will present the data of a 4 year survey of professional psychology in three service settings in Canada: hospitals, schools, and corrections. Data presented will include regional differences and similarities in each of the three service settings as well as the differences and similarities across the three service settings. Issues covered in the survey cover not only salaries and pressures on profession but also the perception of what psychologists in these settings would find useful from professional associations in their work.

6/13/2008 — 4:00 PM to 4:25 PM — HALIFAX C, Marriott second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Community Psychology*

**CANADIAN POPULATION HEALTH INITIATIVE'S IMPROVING THE HEALTH  
OF CANADIANS: MENTAL HEALTH AND HOMELESSNESS**  
Elizabeth Votta, *Canadian Institute for Health Information*

Over 10,000 Canadians are homeless on any night. People experiencing homelessness are at risk for compromised mental health, mental illness, suicide and substance abuse. Mental health can be influenced by various individual, social, cultural, physical and socioeconomic determinants. These factors can, in isolation or combination, be related to homelessness. Further, while various mental health issues can precede homelessness, others can develop or worsen with homelessness. The report, *Improving the Health of Canadians: Mental Health and Homelessness*, compiles estimates of homelessness across Canada and looks at factors related to mental health, such as coping, social support and self-esteem. New analyses in the report show that mental and behaviour disorders were the main reason for emergency department use and inpatient hospitalization among homeless men and women in Vancouver, Calgary and Toronto. The report highlights evaluations that speak to the effectiveness of Housing First approaches and various community-based case management programs in helping the homeless achieve stable housing. Many factors that affect mental health are also linked to determinants of homelessness. There is a role for everyone, across all levels of government and sectors within and outside of health, to play in understanding and addressing the link between mental health and homelessness.

6/13/2008 — 4:00 PM to 4:25 PM — SUITE 207, Marriott second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Industrial and  
Organizational Psychology*

**POSITIVE COMPROMISE AND WORKLIFE PSYCHOLOGY**  
Charles P. Chen, *University of Toronto*

Individuals encounter challenges in their worklife in an era of rapid globalisation and new socio-economic reality. One of such challenges is a fast-changing vocational environment of much uncertainty than ever before. This uncertainty can often have a significant psychological impact on individuals' cognitive, affective, and behavioural functioning in their vocational aspects of life. This presentation introduces a newly formed conceptual model. Termed "positive compromise," the proposed model underlies the need to maintain an open stance, paying particular attention to the role of compromise in managing uncertainty in one's worklife. The central premise is that to deal with uncertainty a person often has to give up something less feasible and achievable in order to accomplish career goals and projects that are more practical and obtainable. As a result, compromise becomes an inevitable vital construct in achieving a healthier and more constructive state of vocational being. To expand on the theoretical notion of compromise in the career literature, the presentation elaborates the rationale and scope of the positive compromise framework, leading to redefining the role and function of compromise in vocational and worklife psychology. Following this new conceptual framework, implications for career development intervention and career counselling are illustrated.

6/13/2008 — 4:00 PM to 4:25 PM — MARITIME SUITE, Marriott second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Rural and Northern  
Psychology*

**DILEMMAS, OPPORTUNITIES, & LESSONS TO BE LEARNED:  
EXEMPLARY PROFESSIONAL PRACTICE IN RURAL PSYCHOLOGY**  
Judi Malone, *Athabasca University*

As a psychologist and doctoral student studying and practicing rural psychology I am intrigued by the unique rural practice considerations not covered in most urban-based psychology training. Ethical challenges faced in rural practice include managing professional boundaries, community pressure, generalist practice, interdisciplinary collaboration, and professional development constraints. The distinct advantages to rural practice include enhanced career, professional, and employment opportunities, the opportunity to work for social justice, and the challenge and stimulation of generalist practice. Rural communities and their psychological service needs have been changing and becoming more diverse. Psychologists are being challenged to develop service guidelines and to increase training and development opportunities. This review session will be relevant to rural psychologists and urban psychologists who work with people from rural or small communities. It will include a review of recent literature on rural practice and relevant ethical considerations in addition to an update on ongoing empirical research in this area.

**6/13/2008 — 4:00 PM to 4:25 PM — TUPPER ROOM, Marriott main floor**

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Sport and Exercise*  
*Psychology*

**STRATÉGIES DE PRATIQUE PHYSIQUE VARIABLE VERSUS SPÉCIFIQUE**  
**ET ACQUISITION D'HABILITÉS MOTRICES : ANALYSE DE LA**  
**LITTÉRATURE DE SPÉCIALITÉ**  
*Khaled Taktek, Laurentian University*

Le présent article traite des caractéristiques des habiletés fermées et ouvertes en mettant le lien avec les stratégies de pratiques physiques les plus efficaces pour l'apprentissage moteur et la performance motrice. D'autre part, cet article discute de deux principales théories de l'apprentissage moteur : la théorie des boucles fermées d'Adams (1971) et la théorie du schéma moteur de Schmidt (1975). La première théorie stipule que ce qui est appris est un « programme moteur spécifique » pour chaque mouvement. Ainsi, la reproduction identique et stéréotypée du geste représente la meilleure stratégie d'apprentissage moteur. Par contre, la seconde théorie propose les notions du « programme moteur général » et du « schéma moteur » permettant d'exécuter plusieurs mouvements appartenant à la même classe. Par conséquent, la pratique physique variable s'avère la meilleure stratégie d'apprentissage et de transfert. Finalement, des recommandations pédagogiques sont proposées aux intervenants en matière d'éducation physique et sportive dans le but d'optimiser l'acquisition des habiletés motrices.

**6/13/2008 — 4:30 PM to 6:25 PM — HALIFAX A, Marriott second floor**

**AGM**

**ANNUAL GENERAL MEETING/ASSEMBLÉE GÉNÉRALE ANNUELLE**  
 Canadian Psychological Association/Société canadienne de psychologie

**6/13/2008 — 7:00 PM to 8:55 PM — Queen's Wharf**

**Social**  
**Event/Activité sociale**

**TALL SHIP SILVA**  
 Ticket holders only



6/14/2008 – 8:00 AM to 8:55 AM – SUITE 207, Marriott second floor

**Section Business Meeting**    **STUDENTS IN PSYCHOLOGY**  
*Students in Psychology*    *Lindsay S. Uman, Dalhousie University*  
**SECTION PROGRAM**

6/14/2008 – 8:00 AM to 8:55 AM – ATLANTIC SUITE, Marriott second floor

**Section Business Meeting**    **HEALTH PSYCHOLOGY**  
*Health Psychology*    *Tavis Campbell, University of Calgary*  
**SECTION PROGRAM**

6/14/2008 – 8:00 AM to 8:55 AM – MARITIME SUITE, Marriott second floor

**Section Business Meeting**    **SECTION BUSINESS MEETING**  
*Aboriginal Psychology*    *Dana Bova, St. Joseph's Care Group*

6/14/2008 – 8:00 AM to 8:55 AM – TUPPER ROOM, Marriott main floor

**Committee Business Meeting**    **PAST PRESIDENT'S BREAKFAST MEETING**

6/14/2008 – 9:00 AM to 9:55 AM – NOVA SCOTIA B, Marriott second floor

**Science & Applications Keynote Address/Conférence "Science & Applications"**    **UNDERSTANDING HUMAN WELL-BEING: AN OVERVIEW OF RESEARCH AND PRACTICE**  
*Carol Ryff, University of Wisconsin-Madison*

Distinct components of psychological well-being, derived from the integration of numerous theories, will be defined and empirical research regarding their distribution in the general population (i.e., how they vary by age, gender, socioeconomic status, race/ethnicity, cultural context) will be discussed. The linkages between various components of well-being and biology (e.g., neuroendocrine regulation, cardiovascular risk, inflammatory processes) will also be examined. An organizing theme in this integrative work is the concept of resilience, which refers to the capacity to maintain or regain high levels of well-being in the face of life challenge or adversity. An important scientific question is whether such psychological strength confers protective benefits at the biological level. The final part of the presentation will address how well-being might be promoted, including among those who most need it (i.e., those suffering from recurrent depression). The broader implications of "well-being therapy" for public health education will be examined.

6/14/2008 – 10:00 AM to 11:55 AM – NOVA SCOTIA CD, Marriott second floor

**Poster/Affiche**    **POSTER SESSION "F" / PRÉSENTATION PAR AFFICHAGE**

Developmental Psychology, Psychologists in Education Psychologie du développement, Enseignement de la psychologie

**#1**    **THE RELATION BETWEEN INSECURE ATTACHMENT REPRESENTATIONS AND DISRUPTED CAREGIVING BEHAVIOUR AMONG FOSTER-CARE DYADS**  
*Developmental Psychology*    *Natasha Ballen, Université de Montréal; Annie Bernier, Université de Montréal; Ellen Moss, Université du Québec à Montréal; George Tarabulsy, Université Laval; Diane St-Laurent, Université du Québec à Trois-Rivières*

A central question in the study of atypical attachment is whether mother-infant interactive processes are associated with disorganized attachment. Meta-analytic data suggest that the strongest predictor of infant attachment disorganization (D) is an unresolved (U) attachment state of mind in the parent as assessed using the Adult Attachment Interview. The prevailing theoretical model explaining this link is that parents showing a U state of mind display disrupted patterns of caregiving, and this behaviour mediates the association between U and D. However, studies have found only a moderate link between U and disrupted behaviour. In a foster-care sample, Dozier et al. (2001) found that all caregivers with insecure states of mind were likely to have children with D attachments. The implication is that insecure attachment representations in general, and not just U states of mind, are a risk factor for disrupted caregiving. However, this has never been investigated. The current study examined the links between attachment rep-

representations in the AAI and disrupted parental behaviour among 39 foster mothers using Lyons-Ruth's AMBIANCE coding system. Non-autonomous states of mind were associated with an increase in disrupted parental behaviour, whereas U alone was not. The results suggest that a foster parent does not need to have U attachment representations to engage in non-optimal caregiving.

**#2** **SOCIAL ASPECTS OF MENTAL STATE LANGUAGE USE BY YOUNG ADULTS: AN EXPERIMENTAL STUDY**  
*Developmental Psychology* Jenna Benere, Acadia University; Doug Symons, Acadia University

The current study examined two issues related to the social aspects of the use of mental state language by adults. First, whether an adult's use of mental state language can be affected in social situations by children's use of such language was examined experimentally. This study currently consists of 30 undergraduates who read a children's book to a child-doll surrogate which had a speaker implanted in its chest. An experimenter watching the interaction spoke for the doll, and either made reference to mental state aspects of the story in one condition and non-mental state elements in the control condition. Adults used more mental state words in the mental state than control condition, suggesting mental state language is affected by the social situation. Second, mental state language was examined as a form of discourse that underlies attachment security, and participants also completed measures of romantic attachment and a narrative measure of attachment. Participants relatively high in romantic avoidance used relatively less mental state language when reading to the child surrogate, and there were other relations between security and use of mental state language. Data analyses are preliminary at this stage and the data set will soon be doubled in size to further examine these issues.

**#3** **PRESCHOOLERS' GAZE REPORTING ABILITY AND THEORY OF MIND UNDERSTANDING**  
*Developmental Psychology* Elyse Boudreau, University of New Brunswick; Barbara D'Entremont, University of New Brunswick

Research investigating preschoolers' gaze reporting ability has suggested that 3-year-olds' performance is poor when asked to judge gaze direction using eyes alone, and that this ability requires an understanding of mental representation. Two studies were conducted to address these claims. Study 1 examined the gaze reporting ability and theory of mind (ToM) understanding of 39 preschoolers (Younger Group  $M = 3;1$ ; Older Group  $M = 3;11$ ) by asking where a dynamic video display of a model was looking in 2 conditions: eye movement cues only and eye movement plus head turn cues, and then administering a ToM scale. Study 2 was the same as above, except that the 40 children (Younger Group  $M = 3;0$ ; Older Group  $M = 3;11$ ) were shown a static photo rather than a dynamic video display. Contrary to prediction, children approached ceiling when reporting gaze direction. Males had more difficulty with gaze reporting and ToM understanding than females. A correlation emerged between ToM scores and the successful reporting of gaze using eyes only; however, this relationship failed to persist after controlling for gender. Results indicate that a representational understanding of mind is not required to report on someone's gaze direction. Implications for preschoolers' understanding of others' visual experience will be discussed.

**#4** **TRACKING ATTRITION PROCESS AND PREDICTORS IN THE OTTAWA STUDY OF CHILD OUTCOMES**  
*Developmental Psychology* Melissa Bourdages, University of Ottawa; Elisa Romano, University of Ottawa

This study will map the attrition process in the Ottawa Study of Child Outcomes (OSCO) and examine several factors that may influence attrition rates. Attrition is a common problem and can be detrimental to longitudinal studies. This study will expand on the limited research that has been conducted on variables influencing attrition rates. Participants in OSCO were recruited from a larger study at the Ottawa Hospital of over 3,000 women first assessed during pregnancy. Information about OSCO was sent to two hundred women who had agreed to being contacted for future research and who had a child between 2 and 3 1/2 years old. Those who returned the consent forms were contacted by phone to set up a testing appointment. Using a flowchart to track attrition, we will map out how many women were originally contacted by OSCO, how many responded and agreed to participate, how many attempts were required to set up an appointment, and how many participated. A regression analysis will be conducted on variables that may influence attrition rates such as, demographic (e.g., age of mother, education level of mother) and prenatal (e.g., maternal medical history, low birth weight). Prenatal variables were obtained by the larger Ottawa Hospital study. The findings will provide future researchers with knowledge of what variables may increase attrition rates and possible ways to prevent attrition.

**#5** **DEVELOPMENT OF A PARENT REPORT MEASURE OF ADOLESCENT COPING: A PRELIMINARY INVESTIGATION**  
*Developmental Psychology* Alina Carter, University of Windsor; Rosanne Menna, University of Windsor

To date, there are limited parent report measures of adolescent coping. This study examines the psychometric properties of a brief parent report measure of adolescent coping, based on the Adolescent Coping Scale (ACS; Frydenberg & Lewis, 1993). The measure is comprised of 18 specified coping strategies, rated on a 5-point scale, plus 2 open-ended questions to elicit parent identified adolescent coping strategies. Currently, 46 parents (74% mothers) completed the measure once, of which 21 completed it a second time approximately 2 to 4 months later. Means and standard deviations of the three coping scales (i.e., Solving the Problem, Reference to Others, and Non-Productive Coping) were similar to those found for the ACS General Short Form (Frydenberg & Lewis,

1993), as were the Reference to Others and Non-Productive Coping scales' coefficient alphas. However, the internal consistency of the Solving the Problem scale was poor, but improved substantially with the removal of one item. Comparisons between adolescent report and parent report of adolescent coping are considered. Implications for further fine-tuning and developing the parent report measure of adolescent coping are discussed.

**#6** **THE EFFECTS OF LEXICAL KNOWLEDGE ON CHILDREN'S NONWORD REPETITION**

*Developmental Psychology*

*Gina Chisholm, Mount Saint Vincent University; Jamie Metsala, Mount Saint Vincent University*

The present study examined the influence of lexical memory on young children's nonword repetition performance. Responses were examined across a group of young children (3-4 year-olds), middle children (5- year-olds) and older children (6-7 year-olds). Neighborhood density and lexical status were determined for the syllables from each of the 2-, 3-, and 4-syllable nonwords presented to children. Children's errors on the nonword syllables were analyzed to determine error types (word substituted for nonword target or the reverse) and neighborhood density was calculated for each error. The findings across the four hypotheses can be summarized as follows. First, word syllables within nonwords were repeated correctly more often than nonword syllables for the longest nonwords. As well, young children were less accurate than the two older groups at repeating nonword syllables, but there were no developmental differences for word syllables. Second, the young and middle groups more frequently substituted a word for a nonword target than the reverse; however, this effect was absent for the oldest group of children. Third, children were more accurate at repeating syllables from dense versus sparse neighborhoods for 3- and 4-syllable nonwords. Finally, the mean density of children's errors across each target syllable was higher than the syllable densities. Results provide support for the position that children's nonword repetition performance is impacted by long-term lexical knowledge and is not adequately represented as a relatively pure measure of phonological short-term memory.

**#7** **RECONCEPTUALIZING PARENTAL PSYCHOLOGICAL CONTROL INDEPENDENT FROM AUTONOMY SUPPORTIVE PARENTING: HOW BOTH CONSTRUCTS RELATE TO CHILD SELF-PROCESSES AND CHILD OUTCOMES**

*Developmental Psychology*

*Becky Churchill Keating, York University and Annapolis Valley District Health Authority; Colleen Beaudoin, York University; Maxine Gallander Wintre, York University*

Parental psychological control was reconceptualized as a manipulative type of control that creates an environment in which love and unconditional positive regard of the child is contingent on child behaviour. Past researchers held the view that parental psychological control and autonomy supportive parenting were opposite ends of the same continuum where a parent was autonomy supportive if s/he was not psychologically controlling. A new measure of parental psychological control, independent from autonomy supportive parenting items, was created to measure withholding love, guilt- and shame-induction, and controlled praise that is not confounded by items measuring autonomy supportive parenting. Support was found for the idea that psychological control and autonomy supportive parenting are not dimensions of one continuum. A model that looks at the influence of parental psychological control and autonomy supportive parenting on child outcomes (i.e., symptomatology and adjustment in school) through child self-process variables such as perceived ability to meet perceived parental expectations and self-concept was tested using both child (8-12-years old) and mother reports. In the child report of parenting model, child self-process variables mediated the negative relationship between psychological control and child outcome variables and the positive relationship between autonomy supportive parenting and all child outcome variables.

**#8** **VALIDATION TRANSCULTURELLE D'ÉCHELLES DE PRATIQUES PARENTALES AUPRÈS D'ADOLESCENTS FRANCOPHONES DU QUÉBEC ET DE FRANCE**

*Developmental Psychology*

*Michel Claes, Université de Montréal; Régine Debrosse, Université de Montréal; Dave Miranda, Université de Montréal*

Cette étude effectue une validation transculturelle d'échelles de pratiques parentales auprès de 722 adolescents (âge :  $M = 15.57$  ans;  $ET = 1.56$  ans) provenant du Québec et de France. L'instrument auto-rapporté mesure la perception qu'ont les adolescents des pratiques parentales de leurs mères et leurs pères. L'instrument final est composé de 6 échelles (11 facteurs de pratiques parentales) : la proximité émotionnelle avec les parents (Affection et Soutien); le rejet parental (Rejet); la tolérance parentale à l'égard des pairs (Tolérance); la communication avec les parents (Révélation de soi des adolescents et Ouverture des parents); le contrôle parental (Encadrement et Autorisation); les styles disciplinaires des parents (Induction, Punition et Coercition). Des analyses factorielles confirmatives indiquent une invariabilité satisfaisante de la structure factorielle des 6 échelles finales (11 facteurs) chez les deux parents (père et mère) et à travers les deux cultures (Québec et France) ( $CFI > .95$ ;  $RMSEA < .08$ ). La consistance interne des 11 facteurs est satisfaisante chez les deux parents et à travers les deux cultures ( $\alpha$  de Cronbach ajusté :  $M = .83$ ;  $ET = .08$ ; étendue : entre .56 et .93). Cet instrument psychométrique de langue française peut servir à la recherche développementale portant sur les pratiques parentales auprès des adolescents de la francophonie.

**#9** **SEX-RELATED DIFFERENCES IN PRESCHOOLERS' SYMBOLIC USE ON AN INHIBITORY CONTROL TASK**

*Developmental Psychology*

*Stephanie Collins, Dalhousie University; Sophie Jacques, Dalhousie University*



Carlson et al. (2005) have suggested that psychological distancing affects preschoolers' inhibitory control on the Less-is-More task (Boysen et al., 1996). In this task, children have to point to one of two reward arrays (either 1 or 6) that will be given to a 'naughty puppet' with the understanding that they will receive the remaining one. To receive the larger array, then, children need to inhibit their dominant response and point to the smaller array. To examine effects of symbols on inhibitory control, 61 preschoolers performed two Less-is-More-Tasks: one with a real symbol and one with a picture. The similarity between the symbol and reward itself was also manipulated. Symbols included depicted rewards, a large and small animal, unrelated control objects, or blank symbols. Children saw symbols that depicted rewards, a large and small animal, unrelated control objects, or blank symbols. Preliminary analyses indicate no sex differences across the animal, control, and no symbol conditions; however, they show a trend for the rewards condition with boys doing almost twice as well as girls, suggesting possible sex-related differences in symbolic abilities.

**#10**

*Developmental Psychology*

**A SECOND CORE DEFICIT? ORTHOGRAPHIC SKILLS IN READERS OF VARYING SKILL LEVEL**

Nicole Conrad, *Saint Mary's University*; Toni Green, *Brandon University*; A. Renee Strong, *Saint Mary's University*; Derrick Bourassa, *University of Winnipeg*

Orthographic skill, the knowledge and use of the specific letter patterns found in words, is an important component of successful reading. Deficits in orthographic skill may contribute to poor reading skills in children, particularly readers with slow naming speed. The present study examined the orthographic skills of 65 children in Grade 2 categorized according to the "double-deficit" hypothesis of Wolf and Bowers (1999). Within this theoretical framework, children with slow naming speeds, whether with or without concomitant deficits in phonological skills, may have a particular deficit in orthographic skills that contributes to their poor reading skills. Various measures of reading related skills were administered, including two measures of orthographic skill. Children were tested on their ability to recognize word specific orthographic patterns, and their ability to recognize orthographically legal and illegal letter sequences in briefly presented letter strings. Results indicated that all readers make use of the orthographic structure found in words, but that the level of orthographic knowledge differs depending on the skill level of the reader. Results are interpreted in relation to implications for intervention programs.

**#11**

*Developmental Psychology*

**DOUBLE TROUBLE: CHILDREN'S LEARNING ABOUT LETTER- AND MEANING-PATTERNS IN SPELLING**

S. Helene Deacon, *Dalhousie University*; Diane Leblanc, *Saint Mary's University*

Learning to spell in English can be challenging because there are several levels of regularities determining the letters chosen to represent words. Two of these lie in letter- and meaning-patterns. As an example of letter-patterns, long and short vowels in English are designated with a vowel followed by consonant singlet and doublet, respectively (e.g., diner and dinner). In terms of meaning patterns, the spelling of root words are often retained in related forms (such as knit in knitter). Research to date has typically investigated these two sources of information separately. The present experiment is designed to determine if children can use letter- and meaning-pattern information in tandem. To answer this question, we ask children in grades 2 to 4 to spell two- and one-morpheme words that contain consonant singlets (skater and miter, respectively) and doublets (knitter and patter, respectively). We are interested in whether children might be more accurate in choosing the correct number of medial consonants for two- than for one-morpheme words. This might be especially the case when the root morpheme indicates the correct number of consonants, as it does for the singlet, but not doublet items (e.g., skater, but not knitter). This study represents a first step towards understanding how children can bring together multiple sources of information in their spelling.

**#12**

*Developmental Psychology*

**EVALUATION OF AN EMERGING SIGN LANGUAGE IN THE DOMINICAN REPUBLIC AS CREATED BY CHILDREN: A COMPARATIVE STUDY**

Annie Drouin, *University of Ottawa*; Christopher Fennell, *University of Ottawa*

Rare is the occasion to witness the birth of a new language in a natural environment. Similar to a phenomenon seen in Nicaragua, deaf mute children in the Dominican Republic have created what appears to be a rudimentary form of Sign Language based on no previous exposure to such a language. If a language is emerging and developing, younger signers should have more complex language than older signers. In a semi-structured comparative study, nine Dominican deaf-mute students (4-19 years of age) were asked to sign the content of a story book. Sign complexity and spatial modulation were analyzed in order to evaluate the generational transmission of the language. No significant differences were observed between the two hypothesized generations of signers. This suggests three possibilities: 1) there is only one generation present; 2) the first generation was unable to adequately convey the language to the second generation; or 3) there are two distinct generations of signers, as the younger children, despite their less mature cognitive/language development, possess communication skills equivalent to those of the older, more experienced children. This language allows for new research to be completed on the innate versus environmental components of language creation and acquisition.

#13

*Developmental Psychology***THE DEVELOPMENT OF EXECUTIVE FUNCTIONS DURING PRESCHOOL:  
PREDICTING ATTENTIONAL DEFICITS***Julia Feldstein, Acadia University; Darlene Brodeur, Acadia University*

This study examines the development of inhibitory attentional components which influence maturation of executive functioning. An inhibitory system responsible for processing stimuli and responses develops simultaneously with the maturation of the prefrontal cortex between the ages of 3 and 5. These phenomena have been studied extensively in children using the Dimensional Change Card Sort paradigm (DCCS), although there is ongoing debate regarding the nature of the underlying attentional mechanism responsible for performance. Competing hypotheses relating to activation and inhibition accounts have been proposed; thus the development of attentional flexibility was explored in this study via a DCCS paradigm. A second goal was to examine the relationship between DCCS performance, attentional functioning, and severity of attentional deficits. Levels of attentional ability were assessed via parent and teacher report measures to identify problem behaviors potentially associated with developmental delays in inhibition and thus with a future diagnosis of ADHD. Research emphasized the severity of academic and social impairment associated with symptomology, evident in children as young as three years. Research was inspired by the premise that early identification of ADHD may reduce associated impairments and ameliorate mental health and behavioral functioning. Accuracy and reaction time measures were analyzed in conjunction with behavioral rating data.

#14

*Developmental Psychology***MOTHERS' DEPRESSIVE SYMPTOMS, THEIR OBSERVED AFFECT, AND THEIR  
TODDLERS' EAGERNESS TO LEARN***David Forman, University of Connecticut; Marie-Eve Dubois, Concordia University;  
Marie-Pierre Gosselin, Concordia University*

This study examined the relations between mothers' depressive symptomatology, their affect, and their toddler's eagerness to learn. We predicted observed parent mood in interactions would mediate between depressive symptoms and child motivation. This report is based on 88 mother-child dyads (mean age = 27 months), who visited the lab twice, a week apart. Depressive symptomatology was measured using the Beck Depression Inventory (BDI). Affect is the proportion of joy and positive mood minus negative affect and negative mood during five activities (free play, snack, block-building, questionnaire and gift;  $\kappa=.73$ ). Eagerness to learn was measured in an imitation task ( $ICC=.94$ ). Regression analyses were conducted in order to examine whether affect during the mother-child dyad visit at the laboratory mediated the relationship between BDI scores and children's eagerness to learn. BDI scores accounted for 7% of the variance in children's eagerness to learn, a significant but not large effect. Mothers with more depressive symptoms showed less positive affect with their children, but this did not account for relations with eagerness to learn. An ongoing project will examine whether the teaching and motivational strategies parents use mediate the relations between depressive symptoms and children's eagerness to learn over developmental time.

#15

*Developmental Psychology***WE ARE NOT SO SIMPLE AFTER ALL***Jillian Fraser, Mount Allison University; Ashley Beers, Mount Allison University;  
Angela Dalton, Mount Allison University; Gene Ouellette, Mount Allison University*

The Simple View of Reading is a well established theory of reading comprehension. The theory states that the components that contribute to reading comprehension are independent from one another. These components, as described by the Simple View, are linguistic comprehension and decoding. Recent research suggests that the Simple View may not take into account developmental changes in reading comprehension as children become more skilled readers, nor does it fully account for the repeatedly demonstrated importance of oral vocabulary in reading comprehension. The present study evaluates students in grade 6 on word reading, reading comprehension, linguistic comprehension, breadth of oral vocabulary, and depth of semantic knowledge, so as to more fully evaluate the role of oral vocabulary knowledge (breadth and depth) in word reading and reading comprehension, and in the process evaluate the accuracy of the Simple View in explaining reading comprehension among grade 6 students. The results are discussed with reference to alternate models of reading comprehension.

#16

*Developmental Psychology***HOW LANGUAGE BACKGROUND AFFECTS SPELLING: THE ROLES OF FIRST  
LANGUAGE AND COGNITIVE STYLE IN SPELLING ENGLISH PLURALS***Keiko Fujise, Dalhousie University; S. Helene Deacon, Dalhousie University*

First language can have a large influence on second language acquisition. Whether and how English-as-a-Second-Language (ESL) speakers transfer the knowledge of their first language when learning English may depend on the characteristics shared by the two languages. The primary purpose of the current study is to examine whether one's knowledge of first language affects spelling of the English plural -s. We will examine this issue by comparing the extent to which ESL learners utilize frequency-based learning (learning through frequent exposure) and rule-based learning (learning through explicit rules) when spelling the English plural -s. Participants will be adults who speak French, Japanese, or English as their first language. Whereas French shares the notion of plurality and the writing system with English, Japanese shares neither with English. The greater amount of exposure to alphabets as well as to the notion of plurality in French participants may lead them to utilize frequency-based knowledge in completing the task. On the other hand, Japanese participants may utilize rule-based knowledge because they do not have the luxury to resort to knowledge built up over time. We will also investigate individual's cognitive style that may influence the performance. This study will extend the developing area of research in second language morphological awareness.

#17

*Developmental Psychology***THE DEVELOPMENT OF EXECUTIVE FUNCTIONS IN VERY YOUNG CHILDREN WITH AUTISM**Nancy Garon, *IWK Health Centre*; Isabel Smith, *IWK Health Centre and Dalhousie University*; Susan Bryson, *IWK Health Centre and Dalhousie University*

Frontal cortical abnormalities and associated executive dysfunction offer one of the most promising accounts of the cognitive and social-communicative impairments in autistic spectrum disorder (ASD). The pattern of executive function (EF) findings in ASD, both for children and adults, consistently implicates impairments in inhibition of prepotent responses and set shifting (Hill, 2003). One critical outstanding need is to identify the earliest manifestations of EF deficits in ASD. The main goal of this study was to examine EF in young children with ASD, using a novel battery of EF tasks designed to be sensitive to developmental differences from 1.5 to 5 years. This battery was administered to 183 typical preschoolers (1.5-5 years) and 17 3-to-5-year-olds with ASD. Results reveal a consistent pattern of typical EF development. In contrast, a specific strengths and weaknesses were seen in ASD. While children with ASD had difficulty forming and shifting from a mental set, they showed no differences from mental-aged matched controls in maintaining a mental set once it was formed. The present results suggest that our new preschool EF battery is a promising tool for assessing EF in young children with developmental disabilities.

#18

*Developmental Psychology***THEMATIC CONTENT OF CHILDREN'S RECURRENT DREAMS**Aline Gauchat, *Université de Montréal*; Antonio Zadra, *Université de Montréal*; Jean R. Séguin, *Université de Montréal*

Recurrent dreams are considered to be psychologically important by dream theorists and clinicians. Although recurrent dreams have been studied in adults, no study has assessed their contents in children. 137 11 year-old children taking part in a longitudinal study completed a questionnaire concerning their dreams. 43 children reported recurrent dreams and provided a written description of their contents. The most frequently reported theme (33%) involved "facing a monster" followed by "death of a family member" (12%). Themes of "being chased", "being in a car accident" and "having a stranger entering, or trying to enter into the dreamer's house" were each reported in 9% of children. Themes involving the "death of the dreamer", and "walking at night and being threatened" were each present in 7% of the reports. Finally, "being late" and "animals becoming increasing larger" were reported in 5% of the children's recurrent dreams. Negative emotions predominated in 53% of the dream reports, 42% were affectively neutral, and only 5% were described as being positive. These preliminary results reveal marked differences between the contents of children's versus adult recurrent dreams. These differences may reflect developmental aspects of cognitive and representational abilities. In addition, the results have implications for recently proposed evolutionary theories of dream function.

#19

*Developmental Psychology***"TEACH ME!" CORRELATES OF TODDLER RECEPTIVENESS TO SOCIALIZATION**Marie-Pierre Gosselin, *Concordia University*; David Forman, *University of Connecticut*; Sarah Vannier, *University of New Brunswick*

Toddlers' receptiveness to socialization contributes to the acquisition of rules and skills. Previous work has shown that individual differences in eagerness to cooperate with parents cohere across discipline and teaching contexts. The goal of this study was to examine the child and parent correlates of children's general receptiveness to socialization. Toddlers ( $N=109$ ,  $M$  age = 26.38 months, 53 boys.) and their primary caregivers attended two laboratory visits. Children's cooperation was observed in two discipline tasks (Do and Don't task), and in two teaching contexts (elicited imitation and block building) during these two visits. A factor analysis yielded moderately strong loadings for all measures of child cooperation (33% variance accounted for, loadings average=.55), suggesting a general child receptiveness dimension. Because girls were slightly more receptive than boys,  $t(107) = 1.98$   $p < .10$ , separate regressions were conducted by gender. For girls, age and SES were found to be marginally significant predictors of receptiveness to socialization ( $\hat{\alpha}=.30$ , and  $.26$ ), with older girls and those from privileged families being slightly more receptive. For boys, parental responsiveness and child age were found to positively predict levels of receptiveness ( $\hat{\alpha}=.30$ , and  $.22$ ). Ongoing research will investigate interactions among parent and child factors, and changes over time.

#20

*Developmental Psychology***CHILDREN AND YOUTH'S EXTRACURRICULAR ACTIVITY PARTICIPATION: WHO PARTICIPATES?**Anne Guevremont, *Human Resources and Social Development Canada*

Participation in extracurricular activities has been associated with positive outcomes in children and youth. However, children and youth's extracurricular activity participation rates vary by socio-demographic characteristics such as child age and gender, family income, and whether or not the child lives in a single parent family. We used Cycle 4 data from the National Longitudinal Study of Children and Youth (NLSCY) to examine rates of extracurricular activity participation for a variety of activities for Canadian children and youth aged 6 to 17 years, and looked at how these rates vary by socio-demographic characteristics such as gender and family income. The majority of children and youth (86%) participated in at least one extracurricular activity. Girls were more likely than boys to participate in non-sport lessons and clubs/community groups. Children from the Western provinces had high participation rates in all activities; young children from the Eastern provinces had high rates of participation in clubs/community groups. Young children who lived in an urban area, with two parents, and were from families with higher incomes were more likely to participate in extracurricular activities. The results will be discussed with respect to policy implications for children and youth's extracurricular activity participation.

## #21

*Developmental Psychology***HOW DO ADULTS SPELL PAST TENSE VERBS?**Megan Hebert, *Dalhousie University*; Sebastian Pacton, *Paris Descartes University*;  
S. Hélène Deacon, *Dalhousie University*

A key question in language research is whether we learn through the use of rules. Past tense spelling has been a fertile testing ground for this debate; we build on this research by testing whether adults rely exclusively on rules when they spell past tense verbs. According to the morphological rule, regular past tense verbs (that sound the same in present and past tense; call/called) are spelled with -ed and irregular past tense verbs (that sound different in the two forms; hear/heard) are spelled phonetically. Spellers can also use analogy by referring to known words that sound alike. We will test adults' use of rules and analogies by comparing their spelling of pseudo words presented as regular and irregular verbs that are analogous (jalled-called) or non analogous (plard-yard) to real verbs. If adults rely exclusively on rules, then the status of pseudo words as analogous to real verbs should not affect spelling. If adults are using analogies, then the similarity to real verbs will increase accuracy (i.e., -ed for regular and phonetic for irregular). Further, to establish whether strategies vary among adult spellers, we will compare tertiary- and secondary-educated adults. We will discuss results at the CPA convention with respect to contemporary theories of spelling development.

## #22

*Developmental Psychology***MATERNAL PSYCHOLOGICAL CONTROL AND INTERNALIZING PROBLEMS IN EARLY CHILDHOOD**Gorette Imm, *University of Manitoba*; Bobbi Walling, *University of Manitoba*;  
Rosemary Mills, *University of Manitoba*

The purpose of this study was to determine whether an authoritative parenting style moderates the effect of mothers' use of psychological control on the development of children's internalizing problems. Because psychological control involves behaviours that are intrusive and manipulative of children's thoughts and feelings, it may be most conducive to the development of internalizing problems when parents are low in support and allow little autonomy. The sample was comprised of 218 children (127 boys, 91 girls) followed from age 3-4 (Time 1) to age 5-6 (Time 2). Mothers reported on their parenting practices at Time 1, and both parents assessed their child's internalizing problems at Time 1 and 2. As expected, psychological control predicted an increase in the children's internalizing problems between Time 1 and Time 2. In addition, there was a significant interaction between psychological control and authoritative parenting showing that psychological control predicted an increase in internalizing problems except when mothers were highly authoritative in their parenting. Exploratory analyses indicated that greater increases in internalizing problems were related specifically to lower autonomy granting. Findings suggest that respect for the child's autonomy may be the factor that protects children against the effects of psychological control.

## #23

*Developmental Psychology***THE DEVELOPMENT OF OBESITY STEREOTYPE CONSCIOUSNESS AND OBESITY STEREOTYPE CONTAGION AWARENESS**Megan Johnston, *Wilfrid Laurier University*; Lynne Zarbatany, *University of Western Ontario*

This study assessed age differences in obesity stereotype consciousness (knowledge that people are judged based on obesity stereotypes) and obesity stereotype contagion awareness (knowledge that people are judged based on the body weight of their associates). Thirty-six first- and second-grade children (N girls = 18; M age = 7.08 years) and 44 fifth- and sixth-grade children (N girls = 28; M age = 10.75 years) completed structured interviews. Children chose an average-weight or overweight figure (obesity stereotype consciousness), or the friend of an average-weight or overweight figure (obesity stereotype contagion awareness) likely to be selected by another child as a friend, study-buddy, soccer team-mate, and class party organizer, and justified their selections. As expected, older children evidenced greater obesity stereotype consciousness and obesity stereotype contagion awareness than younger children. However, obesity contagion awareness was relatively rare and likely builds upon obesity stereotype consciousness. Implications for childhood peer relationships are discussed.

## #24

*Developmental Psychology***BRIDGING INFERENCES IN SCHOOL AGED CHILDREN**Amber Johnston, *University of Guelph*; Marcia Barnes, *University of Guelph*;  
Alain Desrochers, *University of Ottawa*

Bridging inferences involves integrating ideas explicitly stated in text to form mental representations of what one reads. Research suggests that bridging inferences is needed for comprehension. The Bridging Inferences Task (BRIDGE-IT) was developed to assess children's ability to make inferences between adjacent sentences (near inference) and between sentences separated by text (far inference) with a multiple-choice, group administered measure. Research utilizing the BRIDGE-IT revealed main effects of grade and integration distance, such that the oldest children (grade 8) were more accurate than the youngest children (grade 3) and near inferences were more accurate than far inferences ( $N=112$ ). BRIDGE-IT scores predicted reading comprehension on a standardized measure, controlling for word decoding and vocabulary. Recently the BRIDGE-IT was revised to increase task difficulty and variability between grades. Also, items reflecting different content have been added to investigate bridging inferences with concrete and affective information. Preliminary data with 9 typically developing children (grade 3 through 8) revealed an effect of content type ( $p=.02$ ) and a trend of distance ( $p=.09$ ). Grade effects will be further investigated. Results will be discussed with reference to models of reading comprehension and the importance of constructing assessment tools based on these models.

#25

*Developmental Psychology*

**BULLIES AND VICTIMS: DOES EMOTIONAL INTELLIGENCE PLAY A ROLE?**

*Patricia Kloosterman, Trent University; Laura Wood, Trent University; Dana Reker, Trent University; James Parker, Trent University*

This study examines the relationship between social and emotional competency and bullying behaviour experienced by adolescents with and without special needs attending secondary schools. 558 adolescents completed the EQ-i:YV during the course of the school year to assess their level of emotional intelligence (EI). At the end of the academic year, official school records were used to classify adolescents recognized as either a bully ( $n = 25$ ) or victim ( $n = 18$ ), and to also identify those adolescents with special needs ( $n = 57$ ). Group comparisons revealed that in general, bullies and victims were found to score significantly lower than their nonbullying and nonvictim peers on several dimensions of EI. Significantly more bullies and victims were found among the adolescents with special needs in comparison to adolescents without special needs. In addition, adolescents with special needs scored significantly lower than the rest of the typical developing adolescent population on several scales of the EQ-i:YV. Findings are discussed with regards to the necessity of implementing preventative bullying programs for adolescents both with and without special needs.

#26

*Developmental Psychology*

**THE INFLUENCE OF TEMPERAMENT ON ELICITED IMITATION SKILLS IN CHILDREN**

*Crystal Lowe-Pearce, Dalhousie University; Isabel Smith, Dalhousie University*

Imitation is a critically important developmental milestone, which when impaired (as in children with autism), seriously compromises cognitive and social development. To clarify these relationships, we are exploring the variation in typical imitation development, and how individual differences (specifically temperament) affect performance. Past research links negative temperament with better cognitive abilities (e.g., Karrass & Braungart-Rieker, 2004). Our research group has also revealed significant positive relationships between negative affectivity and imitative skill in infants, whereas social responsiveness seems to relate to more positive temperamental characteristics (Nichols, 2005). In an attempt to parse these relationships further, the present study assessed elicited imitative abilities in 115 1-to-5-year-olds, using the Multidimensional Imitation Assessment (MIA; Lowe-Pearce & Smith, 2005). As predicted, children with higher negative affectivity scores performed better on the elicited imitation task. In contrast, spontaneous social behaviors and mothers' ratings of imitation in natural settings did not show the same relationships with temperament. We propose that temperamental differences influence how children approach imitation (i.e., as a learning mechanism, social opportunity, or both). Implications for future research with atypical populations are discussed.

#27

*Developmental Psychology*

**A COMPARISON OF THE SUPERVISION BEHAVIOR OF MOTHERS AND FATHERS OF TODDLERS IN A CONTRIVED INJURY-RISK SITUATION**

*Trevor MacIsaac, University of Guelph; Barbara Morrongiello, University of Guelph*

Unintentional injury is the leading cause for death for Western children, but research in this field is in its "infancy" (Schwebel & Gaines, 2007). Behavioral data on both parents is particularly lacking. In the current study, mothers and fathers were unobtrusively and independently videotaped with their toddlers ( $n=48$ ) in a "waiting room" containing contrived hazards and attractive non-hazards. Measures were taken of the children's interactions with the objects and of the parents' supervision when there was a hazard interaction. Nearly all the children (92%) interacted with one or more of the contrived hazards, and the proportion of hazard interactions did not vary by sex of child. When these hazard interactions took place, parents' supervision was rated as high or moderate only 40% of the time, and when they observed the interaction, they surprisingly only intervened 40% of the time. Implications for children's injuries and directions for future research are discussed.

#28

*Developmental Psychology*

**CONFLICT ORGANIZATION AND DYNAMICS IN PARENT-CHILD DYADS FROM THREE CULTURAL GROUPS: A STUDY OF EAST ASIAN, EASTERN EUROPEAN AND EUROPEAN CANADIAN FAMILIES**

*Dessislava Marinova, University of Waterloo; Hildy Ross, University of Waterloo; Olivia Ng, University of Waterloo*

In the present study, we examined normative patterns of conflict sequences in 96 families with preadolescents. Families were either born in Canada, or had recently immigrated from East Asia and Eastern Europe. Children and parents completed daily diaries about conflict type, outcome, satisfaction, and desire to change an aspect of the reported conflict. Participants reported a total of 1406 conflicts over a two-week period. Parent-child dyads who fought often about children's behavior tended to leave conflicts unresolved. Mothers were less likely to report compromises in conflicts over obligations and more likely to report compromises in conflicts about children's activities. In retrospect, children reported more willingness to submit during conflicts about obligations and less desire to submit in conflicts over activities they wished to pursue. Instead, they would have liked mothers to be more willing to submit when their own activities were the object of contention. Both children and fathers reported a desire to have more constructive negotiations. However, children were less likely to suggest that their mothers engage in more constructive negotiations during conflicts about obligations. This study provides evidence of unique features of conflict dynamics and resolution across mother-child and father-child dyads in families with preadolescents.

#29

*Developmental Psychology***PARENTS DISCUSS THEIR EXPERIENCES IN EARLY SCREENING FOR THEIR CHILDREN WITH AUTISM SPECTRUM DISORDERS (ASD): A CROSS-CANADA SURVEY**Alexa Martin-Storey, Concordia University; Paula Ruttle, Concordia University; Jennifer Nachshen, Miriam Foundation

Research has consistently emphasized that interventions for children with autism spectrum disorders (ASDs) are significantly more effective with younger children. However, in Canada, children are frequently required to receive a diagnosis in order to be eligible for interventions. Parents are generally the individuals who identify concerns with their child's development and pursue a diagnosis. In order to make the diagnostic process as efficient and comprehensible as possible, it is essential to understand the experiences that parents have had in securing these services for their children. The current study examines parent reports drawn from a qualitative questionnaire circulated on the Internet as part of a larger project on best practices for the early assessment and diagnoses of ASDs across Canada. Results indicate most parents identified a concern with their child's development before diagnosis. Overall parents' experiences regarding entry into the system, diagnostician involved, and diagnosis received varied; however, most parents reported long wait list times, a need for better informed medical professionals, and lack of available information. Parents represent essential stakeholders in improving service delivery to children with ASDs, and as such provide important insights into areas of improvement for the diagnoses of ASDs in young children.

#30

*Developmental Psychology***THE EFFECTS OF MATERNAL DEPRESSION ON INFANTS' TOUCHING BEHAVIOURS DURING PHYSICAL AND EMOTIONAL UNAVAILABILITY**Robin Moszkowski, Concordia University; Sabrina Chiarella, Concordia University; Dale Stack, Concordia University; Tiffany Field, University of Miami - Touch Research Institutes; Maria Hernandez-Reif, University of Alabama; Miguel Diego, University of Miami

Maternal depression impacts infants' communicative behaviours during social interactions. However, most research has focused on infants' distal behaviours (e.g. gaze, affect), neglecting the study of touch. Yet, infant touch is a central means through which infants communicate and regulate their emotions. The present study investigated the touching behaviours of 4-month-old infants of depressed and non-depressed mothers during the Still-Face (SF; maternal emotional unavailability) and Separation (SP; maternal physical unavailability) procedures. Results revealed that infants exhibited greater active types of touch (e.g. patting, and pulling) during both the SF and SP periods compared to the Normal periods. However, infants exhibited greater reactive and dys-regulating touch during the SP compared to the SF period, suggesting that maternal physical unavailability is more distressing than emotional unavailability. Moreover, depression negatively affected infants' touching behaviours: infants of depressed mothers used more reactive types of touch than infants of non-depressed mothers during both the SF and SP periods, suggesting greater disorganized regulation and difficulty self-soothing. Results underscore the impact of maternal depression on infant socio-emotional development and the importance of touch for infant communication and regulation during early social interactions.

#31

*Developmental Psychology***TEACHERS' EXPERIENCES AND PERCEPTIONS OF CHILDREN'S LIE-TELLING BEHAVIOR**Simone Muir, McGill University; Victoria Talwar, McGill University

Detection studies have largely focused on adults' abilities to detect adult lie-telling. Few have focused on adults and their ability to detect deception in children (Talwar & Lee, 2002). Even less research has examined professionals, more specifically teachers and their abilities to differentiate from child lie-tellers and truth tellers. The present study aims to examine teachers' accuracy at detecting antisocial and pro-social lies among both preschool ( $M = 4.91, SD = 0.36$ ) and grade age children ( $M = 7.54, SD = 0.727$ ). Participants ( $N = 33$ ) viewed 16 videos of children taking part in a modified temptation-resistance paradigm; designed to elicit lie-telling behaviours to conceal a transgression. Additionally, participants viewed 16 videos of children taking part in a disappointing gift paradigm; designed to elicit lie-telling behaviours in a politeness situation to avoid hurting another's feelings. Participant accuracy was determined by calculating the number of children they correctly identified as either truth-tellers or lie-tellers. Observers were more successful at detecting lies among grade-school children than pre-school age children. Observers were more successful at detecting pro-social lies than anti-social lies. The implications of this study are discussed in the context of theoretical and practical implications.

#32

*Developmental Psychology***GIRL TALK: HELP SEEKING BEHAVIOUR OF ADOLESCENT GIRLS WITH ACCESS TO A BEST FRIEND AND A ROMANTIC PARTNER**Susan Murphy, University of New Brunswick Graduate Student/University of Manitoba Resident 2007-2008

During adolescence peers are often in a position to act as helpers due to an increase in intimacy and time spent with friends and romantic partners. The study of help seeking from peers is important because use of this coping strategy is associated with better emotional and behavioural adjustment (e.g. Compas et al., 1991). Surprisingly, research investigating the role of peers in adolescent help seeking is relatively sparse and even fewer studies have included romantic partners as potential helpers. The purpose of this study was to investigate the help seeking patterns of girls who report having a same-sex best friend and a romantic partner. The participants were 93 girls from New Brunswick (grades 9-12) who completed a survey at school. Results indicated that girls were more likely to turn to a best friend than to a romantic partner and rated friends as being more helpful than romantic partners. For the most

part, problem type was not significantly related to girls' choice of helper. Girls who were in a casual versus a serious romantic relationship did not differ in frequency of help seeking from a best friend but serious daters were more likely to turn to their partners as well. These results are a first step towards differentiating between types of peers and understanding the multi-faceted nature of informal help-seeking behaviour among adolescent girls.

**#33** **THE QUALITY OF CHILDREN AND ADOLESCENTS' DEFINITIONS**  
*Developmental Psychology* Erin Murray, *St. Francis Xavier University*; Jennifer Sullivan, *St. Francis Xavier University*

This study assessed the quality of children and adolescents' word definitions. This extends a study conducted by Johnson and Anglin (1995) where the content and form of children's definitions were measured. While Johnson and Anglin (1995) recruited participants from grades 1, 3 and 5, the present study tested individuals from grades 2, 5, 8 and 11. Adolescents were included because findings that suggest that definitional development is still progressing well into adolescence (Nippold, Hegel & Sohlberg, 1999). The present study expected participants' definitions to increase in quality with age. To evaluate this hypothesis the present study individually tested students on their ability to provide definitions for words. These definitions were then evaluated on a scale from 1 to 4 (with 1 indicating both low quality content and form in the definition). The results of the present study agree with previous literature, indicating that the content and form of definitions generally improves with age. It was also found that the older participants, while providing higher quality definitions in general, were inconsistent. These findings support previous literature on children's word definitions, while also confirming that development of this metalinguistic ability is not complete in childhood.

**#34** **DIALOGIC VOCABULARY INTERVENTION WITH GRADE PRIMARY STUDENTS**  
*Developmental Psychology* Krista Morris, *St. Francis Xavier University*; Jennifer Sullivan, *St. Francis Xavier University*

The goal of this study was to evaluate a vocabulary enrichment program for 5- to 6-year-old children. Children in two Grade Primary classes in a Nova Scotia school participated in the experimental and control groups. The experimental group participated in a 12-week vocabulary enrichment program. The enrichment program was designed so that it could be easily implemented by undergraduate university students as a service learning experience for those studying the development of children. The students went into the Primary classroom and read stories and play word games with the children twice a week for the 12 weeks. Storybook reading has been found to be an effective method of teaching vocabulary to primary and early elementary school aged children. Pre-test and post-test vocabulary scores from the Peabody Picture Vocabulary Test – III and the J. M. Anglin's Revised Test of Absolute Vocabulary Knowledge were compared. Results are discussed in relation to the implications for further implementation of early elementary enrichment and the success of service learning as a way to implement this intervention. University students are seen as a valuable resource for the community. Service learning was found to be a very successful way to bring this enrichment program to the community.

**#35** **DEVELOPING KNOWLEDGE OF POLYSEMOUS VOCABULARY**  
*Developmental Psychology* Jennifer Sullivan, *St. Francis Xavier University*; Jeremy Anglin, *University of Waterloo*

This study investigated the development of knowledge of vocabulary, including the multiple meanings of words, during the school years. Twenty participants from each of Grades 2, 5, 8, and 11 were tested for their knowledge of all the meanings of a large random sample of words from an unabridged dictionary (Webster's Third, 1981). Approximately 47% of the words had more than one meaning. Total average estimated vocabulary increased from 17,970 words known in Grade 2 to 83,871 words in Grade 11. Not only did the number of words known increase dramatically through the school years but the total average estimated number of different word meanings known increased even more dramatically from 28,797 word meanings in Grade 2 to 185,990 in Grade 11. Three types of additional meanings for words tested were identified according to their relation to their principal meaning (known by the most children): homonyms (share no semantic relation); conversions (semantically similar but changed to a different grammatical part of speech); and metaphorical extensions (share some other semantic relation). Although older students knew increasingly more multiple meanings than younger ones, even the youngest children in Grade 2 knew a substantial number of such meanings. Generally, multiple meanings that were semantically related to the principal meaning were better known than unrelated meanings.

**#36** **THE RELATION BETWEEN CHILDHOOD TEASING AND ADULT ATTACHMENT STYLES IN ROMANTIC RELATIONSHIPS**  
*Developmental Psychology* Allison Musson, *University of Windsor*; Patti Fritz, *University of Windsor*

The current study explored the relation between childhood teasing and adult attachment styles in romantic relationships in a sample of 192 undergraduate students (168 females and 24 males) from the University of Windsor. It was predicted that childhood teasing, low self-esteem, and low trust in romantic partners would be correlated with a more anxious attachment style in romantic relationships. Further, it was predicted that low trust in romantic partners and low self-esteem would be correlated with higher levels of childhood teasing. Childhood teasing, low self-esteem, and low trust were all found to be correlated with a more anxious attachment style in romantic relationships. Furthermore, lower levels of self-esteem were correlated with higher levels of childhood teasing. However, lower levels of trust in romantic partners were not found to be correlated with higher levels of childhood teas-

ing. The relation between self-esteem, trust, and insecure attachment styles to the five specific domains (performance, social, appearance, family background, and academics) of teasing were also explored. Social teasing was found to be the most predictive of insecure attachment styles in romantic relationships.

#37

**EARLY AUTOBIOGRAPHICAL MEMORY FLUENCY IN ADULTS***Developmental Psychology*Duyen Nguyen, Memorial University of Newfoundland; Carole Peterson, Memorial University of Newfoundland

Parent-child relationships have a marked impact on children's development, continuing into adulthood. One impact it has in adulthood is the development of identity. According to McAdams' (1985, 2006) theory, the formation of identity is based upon one's life story, consisting of past memories, perceived present, and predictive future; collectively providing a sense of purpose and unity. Thus, recalling autobiographical memories is necessary in the construction of identity. Recently, Peterson et al. (in press) reported parent-child relationships influence the recall of early autobiographical experiences. As well, it has been postulated that the reasons for reminiscing also influences autobiographical memories (Webster & McCall, 1999). To this author's knowledge there is no study that has examined the interplay of parent-child relationships and the function of reminiscing to adult's earliest memories and autobiographical memory fluency. This study will investigate this issue by interviewing undergraduate students regarding their memories and administering questionnaires measuring parent-child relationships (i.e. Adolescents' Report on Parental Monitoring & the Network Relationship Inventory) and the function of reminiscing (i.e. Function Reminiscing Scale). ANOVAs and regression analyses procedures will be used to analyze the data. Results and implications will be discussed.

#38

**BODY IMAGE AND SELF-ESTEEM DURING EMERGING ADULTHOOD***Developmental Psychology*Amanda Nolan, Carleton University; Amanda Nolan, Carleton University; Anne Bowker, Carleton University; Natasha Rutishauser, Carleton University

The present study examined body image and self-esteem within the developmental period of emerging adulthood among Canadian university students. Of primary interest was whether or not differences in body image and self-esteem would be found as a function of gender and self-classification as an adult (i.e., whether a person considers her/himself to be an adult or not). It was expected that self-classified emerging adults would feel less positive about their body image and self-esteem than would self-classified adults. Participants were 70 university students (18 males, 52 females), with a mean age of 21.04 years. Participants completed the Physical Self-Description Questionnaire, the Body Image Ideals Questionnaire, and the Sociocultural Attitudes towards Appearance Questionnaire, 68.6% of participants were classified as "emerging adults" and 31.4% were classified as "adults". Contrary to expectations, body image satisfaction and self-esteem did not vary significantly as a function of adult status. Further, few gender differences were found. For all participants, satisfaction with physical appearance was the best predictor of general self-esteem, and the extent to which media images of attractiveness were internalized, was related to lower satisfaction with body image and self-esteem.

#39

**SELF-SILENCING AMONG FEMALES AND MALES: EXAMINING THE PSYCHOMETRIC PROPERTIES OF THE STSS-A AMONG ADOLESCENTS***Developmental Psychology*Sarah Jane Norwood, Carleton University; Annick Buchholz, Children's Hospital of Eastern Ontario; Katherine Henderson, Children's Hospital of Eastern Ontario; Martine Flament, University of Ottawa Institute of Mental Health Research; Gary Goldfield, Children's Hospital of Eastern Ontario

The current study sought to confirm the factor structure of a newly adapted version of the Silencing the Self Scale for Adolescents (STSS-A). The original STSS measured the schemas associated with how women make and maintain their relationships, and how these schemas may be related to depression. An exploratory study (Norwood et al., 2007) revealed a three-factor structure of the STSS-A in both males and females, and as predicted, found the constructs of self-silencing to be associated with both depression and anger. The goal of this study was to verify the three-factor scale by performing a confirmatory factor analysis of the STSS-A for both females and males adolescents. The sample consisted of 554 youth (295 females,  $M=14.4$  years and 259 males,  $M=14.53$  years). Adolescents completed the STSS-A as part of a larger battery of measures. The confirmatory factor analysis demonstrated support for the three-factor structure of the STSS-A, supporting it as a valid and reliable measure of self-silencing in adolescents.

#40

**IMAGINATIVE EXPERIENCES IN CHILDHOOD***Developmental Psychology*Danay Novoa, Brock University; Harry Hunt, Brock University

The investigation on adult recall of childhood experiences of imaginary companions, synaesthesias, and altered states of consciousness hitherto have only been studied separately and have been found to be related to fantasy proneness/imaginative absorption. However, no research has examined the relationship among these three areas of childhood experiences. This study explores the possible relationships among these childhood experiences and examines the possible relationship between childhood and adulthood characteristics such as fantasy proneness, spatial ability, and personality characteristics. This study also explores the effects of recalled childhood trauma on the development of these three forms of imaginative experiences. Fifty-four highly imaginative women aged 18 to 38 participated in the study at Brock University, St. Catherine's, Ontario. Results demonstrate that these childhood experiences are aspects of fantasy proneness/absorption and that there is a relationship between synaesthesias and the other



forms of imaginative experiences. Also, a positive relationship was found between imaginary companions and trauma, indicating that children may use some forms of fantasy as a means of defensive coping. Potential developmental pathways of these childhood experiences are also discussed.

#41

*Developmental Psychology*

**LANGUAGE AND ACADEMIC ABILITIES IN CHILDREN WITH SELECTIVE MUTISM**

*Matilda Nowakowski, McMaster University; Charles Cunningham, McMaster University; Louis Schmidt, McMaster University; Angela McHolm, McMaster University; Mary Ann Evans, University of Guelph; Shannon Edison, University of Guelph; Jeff St. Pierre, Child and Parent Resource Institute; Michael Boyle, McMaster University*

Past research has shown that children with selective mutism have significantly lower performance on tests assessing language (Manassis et al., 2007), but no differences in other academic areas such as math and reading (Cunningham et al., 2004). Apparently, no studies have examined all academic areas in the same sample. We investigated receptive language and academic performance in children with selective mutism ( $n = 30$ ;  $M$  age = 8.8 years), anxiety disorders ( $n = 46$ ;  $M$  age = 9.3 years), and community controls ( $n = 27$ ;  $M$  age = 7.8 years). Receptive language performance was measured using the Peabody Picture Vocabulary Test Revised (PPVT-R; Dunn & Dunn, 1998) and mathematics, reading, and spelling performance was measured using the Peabody Individual Achievement Test Revised (PIAT-R; Dunn & Markwardt, 1998). Compared to the community controls, children with selective mutism scored significantly lower on mathematics and receptive language while children with anxiety disorders scored significantly lower only on mathematics. Despite these significant differences, children with selective mutism and children with anxiety disorders still performed at age-level norms while the community controls performed above age-level. These results suggest that, despite their lack of speech, children with selective mutism still attain age-appropriate academic abilities.

#42

*Developmental Psychology*

**SHOWING THE WAY: EXAMINING MATERNAL SOCIALIZATION OF CHILDREN'S EMPATHIC CONCERN**

*Jacob Nuselovici, Centre for Research in Human Development; Brittany Scott, Centre for Research in Human Development; Paul Hastings, Centre for Research in Human Development*

The bulk of socialization research has focused on the how parents contend with unwanted behaviours in their children. But relatively little is known about the types of strategies that parents utilize to encourage and promote children's positive behaviours. The current investigation seeks to extend such research by examining the techniques parents utilize to promote positive behaviours. In this study, 120 children witnessed two accident simulations in a laboratory setting, and their responses were coded for aspects of empathic concern. Mothers' socialization was measured from their responses to open-ended hypothetical vignettes depicting children's prosocial behaviour. Mothers also witnessed a third accident simulation, and their behavioural responses are being coded. Preliminary analyses revealed significant correlations mother-reported guidance and encouragement of children's prosocial behaviours and children's displays of empathy, concern and helpfulness (mean  $r = .24, p < .05$ ). Additional analyses of mothers' behavioural engagement during actual distress situations will be included. Results will be interpreted within a framework of positive socialization.

#43

*Developmental Psychology*

**CHILDREN'S MOTIVATION TO READ, READING FOR PLEASURE, AND LITERACY PERFORMANCE**

*Stephanie Pagan, Carleton University; Monique Sénéchal, Carleton University*

Research consistently reveals positive relations between the frequency of reading and literacy skills. There is also compelling evidence showing that children with higher motivation to read have stronger literacy skills. The purpose of this study is to test whether the relation between motivation and literacy performance is mediated by reading frequency. We propose a model whereby motivation to read is linked to reading frequency which, in turn, is linked to literacy performance. Research also suggests that motivation decreases as children progress through elementary school and differs for boys and girls. Consequently, grade and gender differences will also be tested. 200 English-speaking children in grades 3 and 5 will complete: (a) standardized measures of reading, spelling, vocabulary, and arithmetic; (b) motivation, attitude, and reading self-concept scales; and (c) measures of leisure reading frequency. A parent survey will include questions related to: (a) child reading activity; (b) motivating their children to read for pleasure; and (c) control information about income and parent literacy. Analyses will test for grade and gender differences on measures of motivation, reading frequency, and literacy. Separate hierarchical regression analyses will also be conducted to test the proposed model. Theoretical and applied implications of the findings will be discussed.

#44

*Developmental Psychology*

**A REVIEW OF BEST PRACTICES IN THE DELIVERY OF PEDIATRIC REHABILITATION SERVICES**

*Véronique Parent, Université Laval; Sylvie Tétreault, Université Laval; Chantal Camden, Université de Montréal; Bonnie Swaine, Université de Montréal*

This paper surveys best practices in the planning and delivery of health and social services to children with disabilities. A systematic review of scientific literature is completed in the CINAHL, PubMed, and PsychLit databases. Results suggest that financial (e.g. offer and demand of services), community (e.g. partnerships with community-based agencies), and clinical (e.g. hiring more men-

tal health workers, using both individual and group therapy) factors must be considered in the planning and the delivery of more efficient pediatric rehabilitation services. Recommendations based on best practices are formulated for health and social service managers and therapists.

#45

*Developmental Psychology***MOTHERS' REASONS FOR READING TO THEIR CHILDREN WITH DEVELOPMENTAL DISABILITIES**

*Ashely Paterson, University of Windsor; Kimberly Babb, University of Windsor; Amy Camodeca, University of Windsor; Samantha Rummel, University of Windsor; Tatiana Nedecheva, University of Windsor; Sara O'Neil, University of Windsor; Marisa Bedard, University of Windsor*

Examined the reasons for reading and emotion socialization parenting styles in 105 mothers (age range: 16-55,  $M=37.8$ ,  $SD=5.86$ ) who participated in a storytelling study with their children who had developmental delays (82 males, 23 females; age range: 3-12,  $M=6.82$ ,  $SD=2.91$ ). Mothers completed a demographic questionnaire, the Reasons for Reading Questionnaire (adapted from Harkins, 1993), and the Emotion Related Parenting Styles Self-Test – Likert (Gottman, 1997; modified by Hakim-Larson et al., 2006). Age of child correlated positively with mothers' reported frequency of reading to their children and negatively with the importance that mothers placed on reading to entertain, to enchant, and to teach social and cultural traditions. Age of child at diagnosis correlated negatively with the importance that mothers placed on reading to entertain. Contrary to previous findings with typically-developing children, maternal education level correlated negatively with the importance that mothers placed on reading to prepare their children for school. Mothers' emotion coaching scores correlated positively with the importance they placed on reading to introduce emotionally difficult topics and to teach social values and beliefs. Implications for the link between mothers' meta-emotion philosophy and their reasons for reading are discussed and compared to findings from a previous study.

#46

*Developmental Psychology***PHYSIOLOGICAL STRESS RESPONSE AS A MEDIATOR BETWEEN PARENTAL BEHAVIOR AND CHILDREN'S FUNCTIONING: AN INTERGENERATIONAL, LONGITUDINAL STUDY**

*Paula Ruttle, Concordia University; Lisa Serbin, Concordia University*

Parental behavior has been shown to influence many aspects of children's social and behavioral development. One proposed mediating pathway from parenting to child outcomes is via the physiological mechanisms underlying the child's stress response; however, it remains unclear if this relationship exists. The present study examined 104 mother-child dyads. Maternal behavior was assessed by maternal sensitivity (observed via a mother-child teaching task) and maternal stress (as reported by mother). Child outcomes consisted of parent-reports of internalizing and externalizing behaviors. Children were asked to provide several saliva samples at various time points over two waking days. Samples were assayed for cortisol and alpha-amylase to provide measures of stress response. Preliminary correlational analyses revealed a significant association between maternal behavior measures and child outcomes. Multiple regression analyses revealed that only maternal stress remained a significant predictor of children's externalizing ( $\hat{\alpha}=.619$ ,  $p<.001$ ) and internalizing behavior ( $\hat{\alpha}=.670$ ,  $p<.001$ ). Future analyses will examine the relationship between child stress response and child outcomes and the potential mediating effect of child stress response in the relationship between maternal behaviors and child outcomes.

#47

*Developmental Psychology***CLINICIANS' EXPERIENCES SCREENING CHILDREN FOR AUTISM SPECTRUM DISORDERS (ASDs) : A CROSS-CANADA SURVEY**

*Paula Ruttle, Concordia University; Alexa Martin-Storey, Concordia University; Jennifer Nachshen, Miriam Foundation*

Clinicians, such as pediatricians, psychiatrists, psychologists, audiologists and speech therapists, are often involved in the screening and diagnosis of autism spectrum disorders (ASDs). Many children are diagnosed with an ASD several years after parents' concerns are vocalized to professionals. A diagnosis is frequently needed to receive the services needed to improve the level of functioning in individuals with ASDs and thus understanding the barriers associated with receiving a diagnosis is critical. Clinicians are able to provide a unique viewpoint to the barriers associated with receiving a formal diagnosis. The current study is part of a larger project on best practices for the early screening and diagnosis of ASDs across Canada and involves the examination of clinicians' reports from a qualitative questionnaire. Clinicians described the challenges they experienced with the early screening and diagnosis of ASDs as well as suggested possible solutions to these barriers. Results indicate that long waiting lists, lack of professionals able to diagnose ASDs, insufficient tools and lack of communication are the greatest challenges. Clinicians' perspectives provide vital insight into the challenges associated with ASDs screening and diagnosis and implementation of their suggestions to improve services may advance the screening and diagnosis process.

#48

*Developmental Psychology***HOW MENTAL STATE LANGUAGE DURING SOCIAL TALK AFFECTS THEORY OF MIND AND SELF TALK: A LONGITUDINAL STUDY**

*Christine Saykaly, McGill University; Douglas Symons, Acadia University*

A longitudinal study was conducted to investigate the role of parent's use of appropriate mental state language and theory of mind (ToM) development of their child. The relationship between the child's own use of mental state language was also investigated.

Participants were 43 child-parent dyads seen twice over a one year interval. Dyads were seen the summer before the child entered grade primary (Time 1) and again one year later when the child was entering grade 1 (Time 2). Dyads were taped using a digital camera while reading two books to assess the use of mental state language during joint reading. All utterances which were not part of the text were transcribed and coded for the use of mental state language and divided into appropriate use of both cognitive state and desire state terms. Each parent and child was coded separately. During both sessions, child participants took part in a battery of false belief tasks in order to assess ToM. At Time 2, children completed three self talk tasks which were digitally recorded and transcribed for use of mental state language. Results show that at Time 1, the use of appropriate cognitive state terms in social talk correlated with ToM scores but this effect does not last over time. There is no relationship between use of mental state language in social talk by a parent and the use of mental state language by a child during self talk.

#49

*Developmental Psychology*

**GENDER DIFFERENCES IN THE BIOLOGICAL REASONING OF PRESCHOOLERS: AN EARLY CONCEPTUALIZATION OF 'LIFE'**

Meadow Schroeder, *University of Calgary*; Jaime Palmer, *Simon Fraser University*;  
Hayli Stock, *Calgary Board of Education*; Susan Graham, *University of Calgary*;  
Anne Mckeough, *University of Calgary*

This study investigated gender differences in preschoolers' biological reasoning about the concept of 'life'. A younger group of 56 participants ( $M = 4;6$ ,  $SD = 3.3$  months) and an older group of 44 participants ( $M = 5;6$ ,  $SD = 3.8$  months) were asked about the function of 13 body parts, organs, and bodily processes. Participants were classified as Life Theorizers if they mentioned the importance of organs and body parts for maintaining life or avoiding death. Results indicated that the likelihood of being classified a Life Theorizer increased with age, and children who were Life Theorizers had a more sophisticated knowledge of internal organ and function than Non-Life Theorizers. Significantly more boys than girls were classified as Life-Theorizers, but they did not outperform girls in their responses to organ and body part function. The results show gender differences in biological reasoning emerging during the preschool years.

#50

*Developmental Psychology*

**WHAT MOMMY SAYS, GOES, BUT WHERE? DIFFERING RELATIONS BETWEEN POSITIVE MATERNAL BEHAVIOURS AND EMPATHIC CONCERN IN BOYS AND GIRLS**

Brittany Scott, *Concordia University*; Paul Hastings, *Concordia University*;  
Jacob Nuselovici, *Concordia University*

Socialization researchers have examined both parental reinforcement of desirable behaviours and appropriate management of negative behaviours in relation to children's empathic concern for others and engagement in prosocial behaviour. It remains uncertain whether stronger contributions to prosocial development are made from promoting positive behaviours or extinguishing negative behaviours, and whether sons and daughters might respond differently to these aspects of socialization. In this study, 99 mothers of 4-7 year-old children reported their parenting behaviours in responses to hypothetical depictions of their child engaging in prosocial and aggressive behaviours. The children were observed responding to adults' simulated injury and distress in a laboratory. Analyses revealed that different maternal behaviours were associated with empathic concern in boys and girls, and that relations between socialization practices and empathic concern differed depending on whether the maternal behaviour was reported in reaction to prosocial or aggressive child behaviours. Mother's praise for positive child behaviours predicted daughters' greater expression of concern for distressed adults, but engaged in fewer prosocial acts. Mothers' use of induction in response to negative child behaviours predicted sons' engagement in more helpful acts.

#51

*Developmental Psychology*

**THINK WAY BACK: A TWO YEAR FOLLOW-UP INVESTIGATING INFANTILE AMNESIA IN CHILDREN AND ADOLESCENTS**

Megan Short, *Memorial University of Newfoundland*; Carole Peterson, *Memorial University of Newfoundland*

Infantile amnesia is the absence of autobiographical memories among individuals for events that occurred early in their life, often before their fourth birthday (Rubin, 2000). There have been many studies that focused on infantile amnesia in adults but few have examined infantile amnesia in children. Moreover, research has shown that children do have long-term memories and in fact can think about the past (Peterson, Moores, & White, 2001). A study by Peterson, Grant & Boland (2005) examined the earliest memories in children and adolescents and found that a 6-9 year old age group recalled earlier events than older groups. These findings suggest that infantile amnesia occurs in childhood and that children lose some of their earliest memories as they get older. The current study is a two-year follow-up of this initial study where the participants will be contacted to have a follow-up interview concerning their earliest memories. The parents will also be asked to confirm any reported memories. Questions addressed will include (1) if children have the same earliest memories as they did two years previous, (2) if children remember a previous memory, and (3) if children can discriminate between their own memories and false ones. This study will expand the research on infantile amnesia in children, which has implications for their role as witnesses in the courtroom.

#52

*Developmental Psychology***PERSONAL STORIES OF EMPATHY IN ADOLESCENCE AND YOUNG ADULTHOOD: RELATIONS TO DISPOSITIONAL EMPATHY, STORY TYPE, AND PERCEPTIONS OF PARENTING**Kendall Soucie, *Wilfrid Laurier University*; Jessica Rathwell, *Wilfrid Laurier University*; Elise Bisson, *Wilfrid Laurier University*; Heather Lawford, *Wilfrid Laurier University*; Sam Al-Dabbagh, *Wilfrid Laurier University*; Michael Pratt, *Wilfrid Laurier University*

The present study was conducted in order to examine the development of personal stories of empathy. In conjunction with McAdam's (2001) narrative identity interview, 30 adults ( $M=18.23$ ,  $SD=1.65$ ) and nine adolescents ( $M=15.00$ ,  $SD=.50$ ) were interviewed in relation to four different empathy experiences: a) a time when they felt sad for someone, b) a time when they did not feel sad for someone when it seemed as though they should, c) a time when they put themselves in someone else's place, d) and a time when they did not put themselves in someone else's place when it seemed as though they should. It was expected that adults, as compared to adolescents, would score higher on dispositional empathy and would be able to recount more empathy stories. This prediction was supported by preliminary analyses. Adult narratives were also predicted to be more sophisticated (e.g., vivid, engaged, specific, depiction of characters' voices), meaningful or insightful, emotionally complex, and more likely to concern a relationship-oriented focus (as compared to an achievement-oriented focus in adolescents). Results and implications for the developmental course of empathy, in the form of a narrative or life story, are discussed in relation to both empathy and non-empathy experiences.

#53

*Developmental Psychology***THE ROLE OF SCHOOL CLIMATE IN BULLYING AND VICTIMIZATION**Alexandra Sutherland, *Queen's University*; Joanna Sue, *Queen's University*; Wendy Craig, *Queen's University*

It has been well-established that experiences of bullying and victimization can have a variety of detrimental consequences for victims and perpetrators. The main goal of this research is to increase our understanding of which factors place children and youth at risk for engaging in bullying and being victimized. A variety of individual risk factors have been identified, however few studies have investigated the role of broader contextual factors, such as school climate. Analyses were conducted using data collected through the Health Behaviours of School-Age Children and Youth survey (HBSC; WHO, 2006). The sample consisted of 9025 students in Grades 6 to 10 (47% males) clustered within 186 schools across Canada. Multi-level regression procedures were employed with students (level 1) nested within schools (level 2). Results indicated that more positive individual perceptions of school climate and higher grade levels were associated with lower rates of victimization, while controlling for overall school climate. Additionally, more negative perceptions of school climate and being male predicted higher rates of bullying. These results suggest that, regardless of overall school climate, the way that individuals perceive their schools is important in predicting the prevalence of bullying and victimization within schools.

#54

*Developmental Psychology***AN ATTACHMENT-INFORMED PERSPECTIVE OF SEXUALITY IN LATE ADOLESCENCE**Alicia Szielasko, *Acadia University*; Douglas Symons, *Acadia University*; Lisa Price, *Acadia University*

There is an increasing focus on adolescence and sexual relationships within an attachment theory framework. To that end, 94 18 and 19-year-olds completed a new self-report measure of sexual attachment style, the Sexual Attachment Measure (SAM), which had dimensions of secure, ambivalent, and avoidant styles. The SAM had good psychometric properties, with expected relationships between each dimension. Participants also completed measures of romantic attachment, sexual approach styles and behavior to address concurrent validity of the SAM. Secure sexual attachment style was negatively related to romantic insecurity and avoidance, and insecure sexual attachment styles were related systematically to insecurity in romantic relationships. A series of regression analyses controlling for gender, social desirability, and romantic attachment showed that sexual avoidance was related to a game-playing sexual approach and inversely predicted caring and romantic sexual approaches, sexual ambivalence was related to possessiveness in sexual relationships and perpetration of unwanted sexual contact on others, and a lack of security in sexual relationships predicted using verbal coercion on others. Research on attachment styles within sexual relationships promises to broaden an understanding of important intimate relationships in the transitional period from adolescence to adulthood.

#55

*Developmental Psychology***STREE OR STRIS: HOW CHILDREN DISTINGUISH SCRIPTS WITH THE SAME ALPHABE**Celina Thompson, *Dalhousie University*; S. H el ene Deacon, *Dalhousie University*; Jean Saint-Aubin, *Universit e de Moncton*; Lesly Wade-Woolley, *Queen's University*

A large proportion of the Canadian population achieves biliteracy—the ability to read and write in two languages. Individuals who learn to read scripts for two separate languages must have some way of distinguishing them. This might be especially difficult for languages sharing the same alphabet, such as English and French. We are conducting a study to address how children learning two languages can distinguish the texts they are written in. We will test whether children who are learning to read English and French text can use knowledge about letter patterns to distinguish English and French non-words. To address this question, grade two children from both French immersion and bilingual student populations will be presented with three spelling choices for a pronounced

non-word. In one task, they will be asked to select the correct spelling if the word were English, and in another task to select the spelling if the word were French. The three choices include a correct spelling for a vowel sound in English but not French (e.g. the sound /a/ spelled -ay in glay), a correct spelling in French but not English (e.g. -aie in glaie) and a distracter word for which the spelling is incorrect in both languages (e.g. -awn in glawn). We will discuss the results of analyses in relation to theories of bilingual reading development.

#56

*Developmental Psychology*

**USE YOUR WORDS: THE RELATIONSHIP BETWEEN INDIRECT AGGRESSION AND VOCABULARY AMONG PRESCHOOLERS**

*W. Joseph Trainor, University of Saskatchewan; Tara Gokavi, University of Saskatchewan; Patricia McDougall, St. Thomas More College; Tracy Vaillancourt, McMaster University*

Indirect aggression is thought to replace physical aggression once children attain sufficient verbal skills to use words in place of physical actions (Vaillancourt et al., 2007). Although research has found verbal ability to be associated with indirect aggression (Cote et al., 2007), studies have typically been restricted to examining verbal ability through either receptive or expressive vocabulary (rarely both). Few studies have considered verbal ability predictors of indirect aggression using preschoolers. The present research explored the relative and cumulative impact of both receptive and expressive vocabulary in a sample of 337 preschoolers at two time points (approximately one-year apart). Indirect aggression was defined as socially manipulative behaviour (e.g., encouraging others to dislike someone; Vaillancourt et al., 2003) and was assessed using both parent and teacher report measures. Receptive and expressive vocabulary scores were obtained using two subtests from the WPPSI-III. We hypothesized that higher scores on either measure of verbal ability would be associated with greater indirect aggression. Findings provide partial support for this hypothesis at Time 1, particularly for teacher reports of indirect aggression. Results of regression analyses examining the relative and cumulative effects of the two measures of verbal ability will be presented and discussed.

#57

*Developmental Psychology*

**WHEN BABIES OUTPERFORM GROWN-UPS: THE DEVELOPMENT OF MUSICAL SCALE SENSITIVITY**

*Christine Tsang, Huron University College at Western; Richard Rubenstein, Huron University College; Ann Holding, Huron University College*

Recent studies have demonstrated that musical perception changes with increased experience within a culture-specific musical framework. The present study examines infant and adult sensitivity to a novel, non-Western, non-diatonic scale structure. In Experiment 1, infants 6- to 8-months of age were familiarized for 3 minutes to a Balinese composition arranged in one of two Balinese scales. Using a visually-based preference task, it was found that infants preferred to listen to the scale which matched the familiarization stimulus over a scale that did not match ( $p < 0.02$ ). In Experiment 2, adult listeners were familiarized for 3 or 9 minutes to the same Balinese compositions, and subsequently asked to match scales to the familiarization stimulus. Adult listeners showed an effect of scale type ( $p < 0.01$ ), but did not appear to be able to match the scale to the familiarized compositions. Together, these results show that sensitivity to scale structure changes from infancy to adulthood, and furthermore support the notion that this change is due to culture-mediated experience with specific musical frameworks.

#58

*Developmental Psychology*

**ADOLESCENTS' ROMANTIC DEVELOPMENT AND FAMILY STRUCTURAL AND PROCESS VARIABLES**

*Marina Veprinska, University of Saskatchewan; Jennifer Connolly, York University*

The purpose of this study was to explore differences in romantic relationship facets of young adolescents from divorced and intact families, longitudinally. This study compared 2161 young adolescents (grades 5-8) from intact and divorced families on their dating stage development and romantic relationship quality. The findings show that adolescents from divorced families, compared to adolescents from intact families, report having more group and dyadic dating and more romantic peer pressure. As well, over time both dating stage development and romantic peer pressure increased progressively. Family conflict played a moderating role between family structure and both dating stage and romantic peer pressure. Parental monitoring was found to be a mediator variable between family structure and dating stage only. These findings suggest that research on the impact that family divorce has on adolescents' romantic relationships needs to take into account other family variables, such as family conflict and parental monitoring.

#59

*Developmental Psychology*

**CHANGE CHARACTERISTICS IN PARENT-CHILD CONFLICT NEGOTIATIONS**

*Marcia Vickar, University of Waterloo; Hildy Ross, University of Waterloo*

Parent-child interactions are an important aspect of family dynamics, and may be especially important to understanding family conflict. During conflict, family members disagree with one another, and resolution requires that changes be negotiated. The conflict negotiations of 65 mothers and fathers, with their older and younger children were analyzed to determine the characteristics of changes requested in parent-child interactions. These characteristics included who was more likely to request change, the type of change requested (behavioural and/or viewpoint), and the type of issue for which change was sought (social convention versus control). Overall, parents requested change more often, followed by requests from the older child and then the younger child  $\div^2$  ( $df = 2, N = 241$ ) = 6.17,  $p = .046$ . Parents also requested more changes in both behaviour and viewpoint compared to children who requested primarily behavioural changes  $\div^2$  ( $df = 4, N = 241$ ) = 20.41,  $p = .001$ . Additionally, parents nominated social conventional issues more often than children, who focused more on control issues  $\div^2$  ( $df = 6, N = 241$ ) = 34.57  $p = .001$ . The vertical na-

ture of power distributions in parent-child relationships is discussed as well as implications for more constructive family interactions.

#60

*Developmental Psychology*

**ASSOCIATION BETWEEN ILLNESS SEVERITY AMONG INFANTS WITH CYSTIC FIBROSIS AND CONGENITAL HEART DISEASE AT 1-YEAR AND CAREGIVER ATYPICAL BEHAVIOUR AT 7-YEAR FOLLOW-UP**

*Sabrina Voci, University of Windsor; Sheri Madigan, The Hospital for Sick Children; Diane Benoit, The Hospital for Sick Children and University of Toronto*

Longitudinal data collected from a large pediatric hospital were analyzed to examine the associations among infant illness severity, attachment, and caregiver atypical (e.g., hostile and/or frightening) behaviour. Participants were 50 mothers and their children who were diagnosed with congenital heart disease ( $n = 28$ ) or cystic fibrosis ( $n = 22$ ) during the first year of life. Illness severity was assessed using medical file data at 1 year; infant attachment was assessed in the Strange Situation procedure at 1 year; and caregiver atypical behavior was assessed during videotaped mother-child interactions at 1 and 7 years. Results revealed an association between illness severity at 1 year and caregiver atypical behavior at 1 year (fearful/disoriented,  $r = .26, p = .07$ ) and 7 years (affective communication errors,  $r = .49, p < .001$ ; role-reversing/sexualizing,  $r = .29, p < .05$ ; negative/intrusive,  $r = .30, p < .05$ ; fearful/disoriented,  $r = .25, p = .08$ ); whereas infant attachment was not associated with illness severity. This is the first study to investigate the impact of chronic illness on caregiver atypical behavior. The main implication of these findings is that the severity of a child's chronic illness may have both short- and long-term impacts on the quality of caregiving behavior expressed toward the child.

#61

*Developmental Psychology*

**YOUNG CHILDREN'S RISK OF UNINTENTIONAL INJURY: A COMPARISON OF MOTHERS' AND FATHERS' BELIEFS AND SUPERVISORY PATTERNS**

*Beverly Walpole, University of Guelph; Brae Anne McCarthur, University of Guelph; Barbara Morrongiello, University of Guelph*

Introduction: There is a growing interest in understanding how parent supervision influences young children's risk of injury. However, very little research has investigated the similarities and differences between mothers' and fathers' supervision practices. The present study compared the supervisory beliefs and supervisory behaviors of first-time mothers and fathers, and related these scores to their child's history of injuries. Methods: Parents of children 2-5 years each independently completed a telephone interview and previously validated questionnaires about their supervisory beliefs and practices, as well as their child's history of injuries. Results: Despite many similarities between the supervision indices obtained for mothers and fathers, how these supervisory patterns related to children's injury history scores differed. Children's frequency of minor and medically-attended injuries were each predicted from maternal supervisory scores but not from paternal scores. Conclusions: Maternal supervision seems to have more impact on children's risk of injury than paternal supervision, possibly because mothers spend more time with children than fathers

#62

*Developmental Psychology*

**DEVELOPMENTS IN PROSPECTIVE MEMORY PERFORMANCE FROM PRESCHOOL TO FIRST GRADE**

*Stephanie Walsh, Memorial University of Newfoundland; Stephanie Walsh, Memorial University of Newfoundland; Mary Courage, Memorial University of Newfoundland; Gerard Martin, Memorial University of Newfoundland*

Prospective memory (ProM) is the ability to form a plan or intention and remember to carry it out later in the appropriate context. ProM allows us to remember to pick up our kids from school, pay our bills on time, and call our friends on their birthdays. We examined ProM development in 3- to 6-year-olds using several different computer-based and naturalistic tasks. We found evidence that children younger than 5 years succeed on some ProM tasks by using retrospective memory (RetM) processes (e.g., rehearsal, cued episodic recall), but fail on ProM tasks that cannot be solved by using RetM processes. Only 6-year-olds consistently showed ProM when long retention intervals (i.e., 24 hr) prevented continuous rehearsal and no distinctive cues were presented to aid recall. Younger children's failures were not due to retrospective forgetting. We argue that the childhood development of ProM task performance reflects a variety of factors, which perhaps include the acquisition and/or more skilful use of effective planning strategies and growth in meta-cognitive skills (which coincide with developments in the prefrontal cortex), changes in social context (e.g., transition to school), and a developing self image. We conclude that the underlying cognitive processes required for successful context-appropriate recollection of plans and intentions are markedly immature until about age 6 years.

#63

*Developmental Psychology*

**IS EARLY CHILDHOOD ANXIETY FLYING UNDER THE RADAR? CHILDREN'S SOCIAL ANXIETY AND TEACHER RATINGS OF SOCIO-EMOTIONAL ADJUSTMENT**

*Murray Weeks, Carleton University; Robert Coplan, Carleton University*

Social anxiety is the fear of social situations and being negatively evaluated by others. Most previous studies of childhood social anxiety have employed clinical samples of children aged 10 years and older. The goal of the current study was to explore the correlates of social anxiety in an unselected sample of young children (aged 7-8 years). In particular, we were interested in potential differences in the way socially anxious children perceive themselves as compared to teacher ratings. Participants were  $n=178$  ele-

mentary school children in grade 2. Children were individually administered the Social Anxiety Scales for Children- Revised (SASC-R), as well as measures of loneliness and school liking/avoidance. Teachers completed measures of children's socio-emotional problems and school adjustment. Results indicated that social anxiety was positively associated with self-reported loneliness and school avoidance, and negatively related to school liking. However, other than a modest association with poorer academic achievement, social anxiety was unrelated to teacher-rated outcomes. To speculate on the findings, socially anxious children may actually be experiencing negative outcomes at school, which teachers are unable to detect. Alternately, socially anxious children may be showing cognitive distortions, whereby they falsely believe they are experiencing problems.

**#64** **PEER INTERACTIONS OF CHINESE SHY CHILDREN IN A SOCIAL CONTEXT**  
*Developmental Psychology* Biru Zhou, *Concordia University*; Celia Hisao, *University of Western Ontario*;  
Xinyin Chen, *University of Western Ontario*

The current study investigated peer interactions of Chinese shy-anxious children in a social context. The researcher examined children's interactions with their friends vs. two unfamiliar same age peers. Gender differences in peer interaction were observed in this study. Participants were 240 Chinese 11-year-old children from Beijing. Same-gender quartets of children were observed and videotaped through a one-way mirror during their laboratory visits. Preliminary analyses revealed that friends were more likely to make initiations and responses to their friends than to unfamiliar peers. Moreover, during peer interactions, active-low power and active-high power initiation styles were found to predict information exchange responses for both friends and non-friends. Furthermore, active-low power and active-high power initiations were also found to predict positive response from non-friend peers. Finally, the links between peer social interactions of friends and non-friends and individual socioemotional characteristics such as teacher-rated and observed shyness are explored. The study provides valuable information about interaction processes involved in friendship and peer relationships.

**#65** **LA CONSOMMATION DE CANNABIS ET L'INADAPTATION SCOLAIRE CHEZ DES ADOLESCENTS QUÉBÉCOIS : UN SUIVI LONGITUDINAL**  
*Developmental Psychology* Kali Ziba-Tanguay, *Université de Montréal*; Catherine Cyr-Villeneuve, *Université de Montréal*; Stéphanie Cormier, *Université de Montréal*;  
Michel Claes, *Université de Montréal*

L'adolescence est une période pendant laquelle l'expérimentation avec les substances psychoactives a souvent lieu. Plusieurs études épidémiologiques ont d'ailleurs démontré que le cannabis est la drogue illicite la plus fortement consommée chez les jeunes (Johnston et al., 2005; Adlaf, 2004). La présente étude examine le rôle de l'inadaptation scolaire dans la prédiction de la consommation de cannabis chez les adolescents québécois. Un échantillon de 792 adolescents (filles = 54%) de la région de Montréal a été suivi longitudinalement pendant trois ans, soit de 1999 à 2001. Les participants, âgés en moyenne de 14,3 ans au temps 1 (T1), ont complété un questionnaire portant en outre sur leurs habitudes de consommation de cannabis. De plus, l'adaptation scolaire, soit la motivation scolaire ainsi que le comportement des adolescents en classe et à l'école, a été mesurée à l'aide d'items inspirés par les travaux de Janosz (1996; 1997). Les données recueillies ont été analysées à l'aide d'une analyse de régression logistique hiérarchique. Les résultats indiquent que les difficultés d'adaptation scolaire (T1) constituent un facteur prédicteur important de la consommation de cannabis au temps 3 (T3) et ce, autant chez les filles que chez les garçons. Des analyses additionnelles seront exécutées en tenant compte de diverses variables sociodémographiques (sexe de l'adolescent, statut marital des parents, statut socioéconomique). Les résultats seront interprétés en considérant l'évolution récente de la consommation de cannabis chez les adolescents tout en traitant des difficultés scolaires et des problèmes de comportements comme facteurs de risque.

**#66** **CULTURAL IDENTITY AND ADJUSTMENT TO UNIVERSITY IN FIRST-YEAR ABORIGINAL STUDENTS**  
*Psychologists in Education* Louise Alexitch, *University of Saskatchewan*

Previous research with ethnic minority students has suggested that cultural factors, such as identification with one's ethnicity and perceived fit with a post-secondary institution, may play a key role in students' adjustment to university and their subsequent academic success (Alexitch & Ross, 2007; Dennis et al., 2005). The Multigroup Ethnic Identity Measure (MEIM; Phinney, 1992) was administered to first-year Aboriginal students to determine how commitment to, and exploration of, one's Aboriginal culture was associated with reasons for pursuing a university education, achievement motivation, academic and social adjustment to university (e.g., learning goals/needs, peer interactions), perception and use of campus services (e.g., academic advising), and academic performance. Scores on the MEIM were related to perceptions of the campus environment, satisfaction with programs, courses, and professors, and overall performance. The findings have implications for the provision of campus services to Aboriginal students and for Aboriginal student retention in post-secondary institutions.

**#67** **MARGINALIZED WOMEN AND APPRENTICESHIP TRAINING: INVESTIGATING A HIGH-SUPPORT MODEL**  
*Psychologists in Education* Jaswant Bajwa, *George Brown College*; Anna Willats, *George Brown College*;  
Georgina Quartaro, *George Brown College*

Using the RHVACT (Residential Heating, Ventilation and Air Conditioning Training) program for women at George Brown College as a case study, this workshop investigates the effectiveness of a high-support, cohort-style apprenticeship program for mar-

ginalized women who experienced violence, ongoing mental health and addiction issues, poverty and resulting problems. Using participatory action research methodology and combining qualitative and quantitative analyses, we identified successful and cost-effective practices and strategies that increased the resilience of our learners and their ability to complete a very rigorous skilled trades program. These practices have broad application for educators, program designers and others wishing to customize environments for adults who experience personal, practical and systemic barriers to successful learning. In the workshop, we will share the results of the research on key questions – What program supports did the women use and how did they use them? What are the women's perceptions of the program components? How do they compare with the staff's perceptions? Workshop participants will explore practical ways of applying these findings to their own practice areas. Opportunities for use of the best practices we have developed will be identified. The interactive discussion will allow participants to ask questions, and share their own experiences working with marginalized populations.

#68

*Psychologists in  
Education*

### **COPING STRATEGIES AND DEPRESSION AMONG POSTSECONDARY STUDENTS WITH READING DISABILITIES**

*Alyssa Baxter, McGill University; Alexander Wilson, Mount Allison University*

Approach coping strategies involve directly addressing a problem and its consequences, whereas avoidant coping strategies involve efforts to avoid dealing with stressors and have been implicated with anxiety and depression. The purpose of the present study was to investigate whether greater reliance on avoidance coping partly explains why individuals with reading disabilities (RD) report higher rates of depression. Postsecondary students with RD ( $n = 26$ ) were compared with a group of non-RD students ( $n = 28$ ) on measures of approach and avoidance coping, life stress, and depressive symptoms. No differences were found between the RD and non-RD groups in level of life stress or depressive symptoms. In terms of coping strategies, an opposite pattern of results was obtained than anticipated. The RD group relied significantly more on cognitive and behavioural approach coping and significantly less on cognitive avoidance coping compared to the non-RD group. Reliance on more effective strategies to cope with stress may demonstrate resilience and adaptive functioning among these university students with RD. Multiple regression analyses revealed that increased reliance on avoidance coping and greater life stress were predictive of the number and severity of depressive symptoms. This is consistent with previous research linking avoidance coping with stress and depression.

#69

*Psychologists in  
Education*

### **ACCOUNTING FOR THE PROBLEM-SIZE EFFECT IN CHILDREN'S PERFORMANCE ON MENTAL ADDITION VERIFICATION PROBLEMS**

*Derek Berg, Mount Saint Vincent University*

One of the most salient findings in the study of arithmetic is the problem-size effect; as the size of the problem's operands increases the difficulty of the problem increases (Ashcraft & Battaglia, 1978; Groen & Parkman, 1978). In child population, this effect has largely been explored with arithmetic production problems ( $4 + 3 = ?$ ) suggesting that working memory plays a significant role in performance (Adams & Hitch, 1998). Less well understood is children's arithmetic performance on verification problems ( $4 + 3 = 8$ , true or false). The purpose of this study was to examine the cognitive processes that account for children's differential performance on simple ( $5 + 4 = 8$ ) and complex ( $17 + 8 = 23$ ) mental addition verification problems. Seventy-two children (aged 9 to 12 years) completed measures of counting, phonological processing, short-term memory, and working memory. Results suggested that: (a) phonological processing, short-term memory, and working memory each individually predicted the problem size-effect, (b) phonological processing, short-term memory, and working memory emerged as predictors in a full regression model, and (c) examination of individual working memory components within the full model indicated that verbal and not visual-spatial working memory emerged as a predictor.

#70

*Psychologists in  
Education*

### **A DRIVEN VERSUS BALANCED APPROACH TO STUDYING: THE IMPORTANCE OF REST AND RECUPERATION IN ACADEMIC PERFORMANCE**

*Kristen Bouvier, Grant MacEwan College; Russell Powell, Grant MacEwan College*

A common finding is that time spent studying is unrelated to academic performance. Some studies, however, have shown that time spent studying does predict academic performance in students who are highly diligent (in the sense of engaging in high quality study sessions and being committed to their studies). This result has been interpreted in terms of the deliberate practice theory of expert performance. An important aspect of this theory however is that practice sessions should be interspersed with sufficient periods of rest and recuperation. In the present study, first-year college students' tendencies toward four personal study styles—balanced (regular study sessions with frequent breaks), driven (minimal breaks, studying to exhaustion), procrastinating (wants to be a good student but procrastinates), and laissez-faire (satisfied with minimal studying)—were assessed through an on-line questionnaire. On various measures of self-regulation and study habits, the balanced and driven approaches were significantly different from the procrastinating and laissez-faire approaches but not from each other. Both the balanced and driven approaches were positively correlated with self-reported high school grades, but the balanced approach was far more common even among students with superior grades. These findings are consistent with the deliberate practice theory of expert performance.

#71

*Psychologists in  
Education*

### **COGNITIVE PREDICTORS OF CHILDREN'S MENTAL ADDITION**

*Kathy Braunmiller, Mount Saint Vincent University; Derek Berg, Mount Saint Vincent University*



The cognitive underpinnings of arithmetic calculation in children are noted to involve working memory (Adams & Hitch; 1997); however, cognitive processes each related to arithmetic calculation and to working memory suggest that this relationship is more complex than previously stated (Bull & Johnston, 1999; Case 1985). The purpose of this investigation was to examine the cognitive predictors of mental addition in children. Forty-eight children (aged 7 to 9 years) completed measures of processing speed, attentional processing, working memory, and mental addition (e.g., simple  $5 + 4$  and complex  $8 + 7$ ). In preview, results suggested three important findings: (a) processing speed, attentional processing, and working memory each emerged as significant individual predictors of mental addition, (b) processing speed and attentional processing did not eliminate the contribution of working memory to mental addition, and (c) individual working memory components—verbal working memory and visual-spatial working memory—were differentially related to mental addition based upon the difficulty level of the addition problem. Results are discussed in terms of directions for future research on working memory in arithmetic calculation, with a specific focus on the early predictors of mental addition.

#72

*Psychologists in  
Education*

**DESIGNING A CULTURALLY SENSITIVE EVALUATION WHEN ISSUES OF  
CULTURE AND METHODOLOGY COLLIDE**

*Stryker Calvez, University of Saskatchewan; Peter Grant, University of Saskatchewan*

The authors conducted an evaluation of a postsecondary academic transition program for Aboriginal first-year students. The Aboriginal academic transition program was developed within a bi-cultural environment over three years and addresses academic, social, personal and cultural issues for program clients. An important concern of the evaluators was the need to provide concrete evaluative feedback while maintaining the cultural integrity of the program. Utilizing evaluation methodology that is predominantly used with programs for Euro-Canadians, the evaluators approached the task of designing a comprehensive evaluation in cooperation with key Aboriginal and non-Aboriginal stakeholders. Through an interactive and negotiated process, the evaluation methodology was adjusted to meet Aboriginal cultural communication processes and institutional goals. The end result was successful completion of an evaluability assessment and two process evaluations. These evaluations made salient the complexities of administering an academic transition program that attempts to integrate divergent cultural approaches into a unified and successful academic experience. The challenges and successes of approaching an evaluation with the goal of maintaining reliable methodology while honouring the cultures and traditions of Aboriginal peoples will be discussed.

#73

*Psychologists in  
Education*

**THE ASSOCIATION OF IMPAIRMENT AND PEER RATINGS TO DISRUPTIVE  
BEHAVIOR DISORDERS AND HIGH-FREQUENCY CLASSROOM RULE-VIOLATING**

*Rebecca Craig, Colchester East Hants Health Authority; Daniel Waschbusch, SUNY at Buffalo*

Children with Disruptive Behavior Disorders (DBDs; i.e. ADHD, ODD, and/or CD) are known to engage in high rates of classroom rule-violations (RV). However, it has not been determined in the literature what percentage of children who engage in high frequency rule-violating actually meet the diagnostic criteria of a DBD. The present studies suggest that 45-65% of children with high RV counts have a DBD, and that 10-20% of children with normal RV counts have a DBD. These studies further investigated the extent to which DBD and high frequency RV, alone and in combination, are associated with impaired social, academic, and behavioral functioning, as measured by teacher and parent ratings, and peer sociometric measures. In general, high RV was associated with social impairment in non-disordered participants but not in disordered participants. The high RV/disordered group, but not the high RV/non-disordered group, had more impaired teacher relationships. These studies have implications for the identification of DBDs, and for the treatment and services provided to disordered and non-disordered high-frequency rule violators in elementary school.

#74

*Psychologists in  
Education*

**PROCESSING SPEED DEFICITS IN ADHD: A FUNCTION OF ADHD OR OF  
COMORBID LD?**

*Megan Davidson, Queen's University; Allyson Harrison, Queen's University*

Research indicates that processing speed deficits are common in attention deficit hyperactivity disorder (ADHD), and several studies have shown processing speed measures to be among the best predictors of some ADHD symptoms. However, ADHD has high comorbidity with verbal and nonverbal learning disabilities (LDs), which are disabilities that are also associated with processing speed deficits. Clinically, in our university assessment center we have observed that among individuals with ADHD processing speed deficits are found mainly in those with comorbid LD. The relationship between ADHD and LD has been examined in children but not in adults. The present study compared performance on processing speed tasks in individuals diagnosed with ADHD ( $n = 66$ ) to individuals diagnosed with ADHD + LD ( $n = 41$ ). Participants were 107 post-secondary students referred for psychoeducational assessment. Processing speed tasks included those from the Woodcock Johnson Psychoeducational Battery (WJPB) and from the Wechsler Adult Intelligence Scale – Third Edition (WAIS-III). Significant differences were found between the two groups on all processing speed measures, such that individuals with ADHD + LD demonstrated lower scores on all processing speed measures examined ( $ps < .05$ ). This indicates that in our population processing speed deficits in ADHD without comorbid LD are uncommon.

#75

*Psychologists in  
Education***WHAT CAN YOU COUNT ON? THE ROLE OF WORKING MEMORY IN MATH  
DISABILITIES***Fiona Davidson, Dalhousie University; Melissa McGonnell, Dalhousie University;  
Penny Corkum, Associate Professor, Department of Psychology and Psychiatry,  
Dalhousie University*

Children with learning disabilities commonly experience difficulty with two fundamental areas of school curriculum: reading and mathematics. While reading disabilities (RD) have been the focus of much research, mathematics disabilities have received less attention. There is general agreement that phonological processing is the core deficit associated with RD. Research has not yet definitively identified which cognitive processes are implicated in children with mathematics difficulties or in children with both reading and mathematics difficulties. Working memory, particularly as defined by Baddeley and Hitch's multi-component model, has been recently identified as one cognitive process that may contribute to the development of both reading and mathematics skills. Study participants were children (ages 6-12) with phonological processing deficits. They were recruited through the LINKS Program offered by the Learning Disabilities Association of Nova Scotia. Participants completed a battery of measures including the Automated Working Memory Assessment Battery for Children and the reading and mathematics subsets of the WJIII. Analyses revealed a high frequency of mathematics disabilities in children with reading disabilities and similar contributions of components of working memory to reading and mathematics scores. Implications for classroom instruction are discussed.

#76

*Psychologists in  
Education***PRESERVICE TEACHERS' OPEN-MINDEDNESS, READINESS TO LEARN, AND  
ATTITUDES TOWARD LEARNING AND BEHAVIOR PROBLEMS IN CHILDREN***Nezihe Elik, Mount Saint Vincent University; Judith Wiener, OISE at the  
University of Toronto*

This study investigated the relationship between 274 preservice teachers' motivation to learn about children with learning and behavior problems (LBP) and their open-minded thinking dispositions, with their attitudes and self-reported intended behaviours toward these children. Path analyses indicated that preservice teachers' intended interventionist planned behaviours were predicted by their motivation to learn and open-minded thinking dispositions, which also were significantly associated with interventionist beliefs, positive emotions, and self-reported non-punitive intended immediate reactions. Preservice teachers' motivation to learn about children with LBP and their open-minded thinking dispositions predicted their intended behaviors significantly better than their specific beliefs about children with LBP. Implications of these findings for treatment of children with LBP, teacher education programs, and future research are discussed.

#77

*Psychologists in  
Education***ENVIRONMENTAL IMPACTS ON EARLY SCHOOL READINESS: CLASSROOM,  
FAMILY, NEIGHBORHOOD AND COMMUNITY PERSPECTIVES***Laurie Ford, University of British Columbia; Jessica Parker, University of British Columbia;  
Leah Gillespie, University of British Columbia*

The primary purpose of the poster is to examine the environmental factors that promote early school success. Prior research examining the ecological validity of the Early Development Inventory (EDI), a population-based measure of children's readiness to learn as well as the work with the British Columbia Atlas of Child Development will serve as a foundation for the presentation. The focus for the study will be on families, schools, and neighborhoods in the off-diagonal communities identified in the BC Atlas of Child Development. Objectives of the proposed study are to: • To explore the relationship of school readiness as measured by the EDI with measures of classroom environment, school level variables and teacher instruction. • To explore the relationship of school readiness as measured by the EDI with family variables as well as family perceptions of their child's school readiness. • To explore understand the relationship of neighborhood and community factors (as gathered from data bases, surveys, interviews, and observation data) that promote early school readiness as measured by the EDI. Better understand the key stakeholder perceptions of what is needed to best promote early learning in the off-diagonal communities as measured by the BC Atlas of Child Development and how that information relates early school success.

#78

*Psychologists in  
Education***HOSTILE ATTRIBUTION BIAS IN CHILDREN AND YOUTH WITH NONVERBAL  
LEARNING DISABILITIES***Tanya Galway, OISE at the University of Toronto; Megan Livingstone, Mount St.  
Vincent University; Jamie Metsala, Mount Saint Vincent University*

Children with nonverbal learning disabilities (NLD) display a specific pattern of cognitive and academic functioning and have been described as having impairments in the areas of social perception and social skills. Research has suggested that children with NLD are more likely to develop some forms of psychopathology, such as depression, than comparison groups. In an unrelated body of research, child populations with other types of difficulties (e.g., ODD, depression) have been shown to display a hostile attribution bias on social problem solving tasks. This study examined whether children with NLD (9-16 years) are more likely to ascribe hostile intent to characters in a series of verbally presented scenarios than normally achieving (NA) peers. Participants consisted of 16 children with NLD and 16 NA children. Children with NLD were rated higher on the CBCL and TRF for each scale examined: anxious/dep., withdrawn/dep., and aggressive. Children with NLD differed from NA peers on a measure of hostile attribution bias, more frequently endorsing that a story character was being mean. Group differences on hostile attribution bias were

accounted for by individual differences in depression and aggression, but not by individual differences in anxiety. The results are discussed within the context of better understanding social-emotional functioning in children and youth with NLD.

#79

*Psychologists in  
Education*

**COGNITIVE ABILITIES THAT UNDERLIE MATHEMATICS ACHIEVEMENT: A  
HIGH ABILITY PERSPECTIVE**

Daphne Gelbert, *University of British Columbia*; Laurie Ford, *University of British Columbia*

In this study the cognitive abilities underlying math excellence among schoolchildren are examined, with a focus on children of high mathematical ability. The relationship between cognitive functioning—as defined by the Cattell-Horn-Carroll (CHC) theory—and academic achievement among children who excel in mathematics is explored in order to understand the extent to which children with normative mathematical strength exhibit commensurate strength in any of the measures of broad CHH cognitive abilities. Results suggest that strengths in Short-Term Memory and Visual/Spatial Thinking significantly predict specific strength in math calculation skills, whereas strength in Fluid Reasoning significantly predicts specific strength in math reasoning. The results outlined in this study focus on a relatively unstudied exceptional group thus adding to the research body on the cognitive correlates of mathematics pertaining to the full ability spectrum.

#80

*Psychologists in  
Education*

**THE PERCEPTIONS OF NOVA SCOTIA SCHOOL PSYCHOLOGISTS REGARDING  
THEIR ROLES**

Maria Hasiuk, *Mount Saint Vincent University*; Elizabeth Church, *Mount Saint Vincent University*

There is relatively little research regarding the everyday practices of Canadian school psychologists. In this study, psychologists working in Nova Scotia schools were surveyed about their current practices, their desired practices, and obstacles and facilitators to achieving their goals. Thirty-four psychologists responded, a response rate of 63%. They reported that they spent the most time engaged in psychoeducational assessment, followed by report writing, behaviour assessment, and consultation. There were significant differences between their actual and desired functioning: respondents wanted more time for therapy, inservices, and prevention, and less time conducting psychoeducational assessments, writing reports, and travelling. Factors that influenced how they enacted their roles included the needs of schools, school teams, and administrators. Some psychologists reported having little control over how they allocated their time, while others had high levels. A number of challenges to achieving their desired functioning were identified, including heavy caseloads, others' lack of awareness of their expertise, overemphasis on psychoeducational assessment, and working in a non-psychology environment. Respondents also articulated strategies that helped them influence their allocation of time, such as communication/negotiation, educating others, and participating on school teams

#81

*Psychologists in  
Education*

**THE EFFECTIVENESS OF THE RAPPORT TEEN LEADERSHIP PROGRAM IN  
SUPPORTING THE DEVELOPMENT OF INTERPERSONAL SKILLS**

Yvonne Hindes, *University of Calgary*; Keoma Thorne, *University of Calgary*

Leadership is a central component of our lives. Increased awareness of the importance of engaging youth in the development of leadership skills has led to the emergence of youth leadership programming. Effective leadership is dependent on inter- and intrapersonal competencies (Conner & Strobel, 2007). However, research is lagging behind practice as there is lack of consistency in what youth leadership means and there is little support for leadership programs, particularly in their ability to produce long-term gains (Allio, 2005). The Rapport Teen Leadership Breakthrough Program targets the development of skills in areas such as communication, self-awareness, and other core values important to individual and team success. The purpose of this study was to conduct an outcomes-based evaluation of the effectiveness of the Rapport Program in enhancing leadership outcomes in 77 grade 10 and 11 students in western Canada. A pre- post-test comparison group design was employed as participants were divided into two groups, treatment and delayed treatment, and all participants were tested before treatment, immediately following treatment, six weeks after treatment, and six months after treatment using quantitative and qualitative measures that focused on interpersonal skills. Results indicated that the program improves a number of interpersonal competencies in both the short and long term.

#82

*Psychologists in  
Education*

**PERFORMANCE MISCALIBRATION IN ADOLESCENTS WITH LEARNING  
DISABILITIES: DOMAIN-SPECIFIC OR GENERALIZED TRAIT?**

Jenelle Job, *University of Alberta*; Robert Klassen, *University of Alberta*

One hundred adolescents (50 students with learning disabilities [LD] and 50 normally achieving [NA] students) will be recruited to perform various academic and non-academic tasks in an effort to explore the accuracy of calibration between perceived self-efficacy beliefs and task outcome (i.e., the accuracy of performance estimates compared to actual performance). The current study is designed to investigate the differences in performance calibration between adolescents with LD and their normally achieving counterparts. Research suggests that students with LD frequently overestimate their ability to perform well on academic tasks even though past performance dictates otherwise (Alvarez & Adelman, 1986; Graham, Schwartz, & MacArthur, 1993; Klassen, 2002; Pintrich, Anderman, & Klobucar, 1994). However, it is unknown whether this same miscalibration among adolescents with LD is domain-specific or a more generalized trait that applies across domains (e.g., non-academic settings) (Klassen, 2007). Results from a study investigating confidence calibration for a perceptual-motor task (i.e., throwing darts at a target from varying distances) in NA individuals by Gasser & Tan (2005) suggest that the efficacy beliefs of an individual are a far greater predictor of performance

than actual skill. Thus, the present study will explore these results in an LD population in an effort to better understand the influence of an adolescent's self-efficacy beliefs on subsequent performance in different domains. Adolescents with LD will be matched in terms of age, grade, and sex to an NA peer from his/her school. Participation consists of completing three academic (i.e., reading, spelling, and writing) and one non-academic (i.e., bean bag toss from varying distances) task. Prior to each task, students will rate, in writing, how confident they are in their ability to complete the task at hand. The proposed research study will employ a mixed methods approach (Johnson & Onwuegbuzie, 2004), using quantitative approaches to assess participants' performance calibration and qualitative measures to understand adolescents' self-efficacy beliefs. Analyses of quantitative data will be conducted for each of the scales using a multivariate analysis of variance (MANOVA) with gender and age as covariates (Fulk et al., 1998). The qualitative data collected will be coded according to analytical categories, whereby patterns and themes are sorted and separated. Once this process has been completed, differences between the groups can be identified and compared (Pope, Zeibland, Mays, 2000). Finally, conclusions will be drawn based on groups and a results comparison of the two approaches.

#83

*Psychologists in Education***SCHOOL PSYCHOLOGY IN CANADA: A SURVEY OF ROLES AND FUNCTIONS, CHALLENGES, AND ASPIRATIONS**Jason Jordan, *University of Calgary*; Yvonne Hindes, *University of Calgary*; Donald Saklofske, *University of Calgary*; Michelle Drefs, *University of Calgary*

The roles and functions of Canadian school psychologists have been shaped by numerous factors including provincial and national standards, school district and board demands, and availability and content of training programs (Saklofske et al., 2007). However, many aspects of the profession are not well defined and vary across Canada. Guided by the annual survey of the National Association of School Psychologists (NASP; Ysseldyke et al., 1997), a questionnaire was customized to examine the practice of school psychology in Canada. Surveys were distributed to members of the Canadian Association of School Psychologists (CASP), the Psychologists in Education section of the Canadian Psychological Association (CPA), and to provincial school psychology associations. The questionnaire examined the full range of practice domains and explored preferred and ideal professional roles. Biographical data allowed for the creation of a profile of school psychologists. Data were aggregated for all respondents as well as by regions across Canada. Aspirational and value-oriented questions allowed for construction of a "wish list" for the future of Canadian school psychology.

#84

*Psychologists in Education***TRANSITION FROM HIGH SCHOOL TO UNIVERSITY: USING EI TO PREDICT EARLY WITHDRAWAL**Katia Keefer, *Trent University*; Laura Wood, *Trent University*; James Parker, *Trent University*

Previous research has shown the utility of emotional intelligence (EI) in predicting long-term retention among post-secondary students. The present study examined whether emotional intelligence could predict early withdrawal (within the first term) from university among a large intake pool ( $N = 778$ ) of full-time first year undergraduate students who had recently graduated from high school. The students completed a measure of emotional intelligence prior to starting their first term at the university. At the end of the first term, students who withdrew were matched with a random sample of students who remained at the university based on age, gender, ethnicity and living accommodations (e.g., in residence). Low EI scores predicted students' early withdrawal from the university in the first months of study. The results are discussed in the context of institutional strategies aimed at improving first-year student experience and retention. Reasons for withdrawal among the group who left were also explored.

#85

*Psychologists in Education***TEACHERS' MOTIVATION AND JOB SATISFACTION IN NORTHERN CANADA**Robert Klassen, *University of Alberta*; Rosemary Foster, *University of Alberta*

Teachers' motivation beliefs exert a powerful influence on performance and job satisfaction. This mixed methods study reports how teachers' motivation beliefs (self- and collective efficacy) are related to job stress and job satisfaction in 107 teachers working in three settings in the Yukon. First, structural equation modeling was used to propose a model outlining the relationships among self-efficacy, collective efficacy, school climate, job stress, and job satisfaction. Second, individual interviews with 18 teachers in three regions of the Yukon were conducted to answer the questions, What do teachers in the North say about the sources of motivation, stress, and job satisfaction, and How does geographical location influence teachers' motivation and job satisfaction? Results from the study reveal that the job satisfaction of teachers in the Yukon was most influenced by teachers' beliefs in their own capabilities to influence student learning and by their own beliefs in colleagues' ability to teach students, regardless of the social context or students' cognitive abilities. Yukon teachers cited seasonal affect (dark cold winters) to be a stressor for students, staff, and communities.

#86

*Psychologists in Education***THE RELATIONSHIP BETWEEN PARENTAL INFLUENCE AND STUDENTS' DECISIONS TO PURSUE COURSES, PROGRAMS AND CAREERS IN THE SCIENCES**Paula Luedemann, *University of Alberta*; Janelle Schmidt, *University of Alberta*; Tejwant Chana, *University of Alberta*; Judy Lupart, *University of Alberta*; Donna McGhie-Richmond, *University of Alberta*

It is anticipated that by the year 2010 Canadian women will make up approximately 50% of the Canadian labour force. Despite this seemingly positive trend toward equitable gender-based participation in the labour force, females are significantly under-represented in the scientific and technological fields (Statistics Canada, 2002). The current 2-year study examines parental influence on student life-role and career choices. In Phase 1, participating students ( $N=385$ ) in Grades 7 and 10 completed a survey examining their attitudes toward and learning preferences in math and science. In Phase 2, students and their parents are completing the Academic Choices and Achievement Survey (Lupart, Cannon, & Rose, 1999; Eccles, 1994). In-depth interviews with students and their parent(s)/guardian(s) are also being conducted. The results of this study will provide insight into parent's roles in influencing students' decisions to pursue science activities, and careers. This research contributes to theory development and the promotion of science interest in females. Identification of the important influences on students' perceptions regarding science can inform implementation of interventions and strategies that are important to student development and maintenance of science interest.

#87

*Psychologists in  
Education*

**EVALUATION OF THE LINK BETWEEN SOCIAL NETWORKS AND STUDENTS' ACADEMIC ACHIEVEMENT**

Leslie MacKay, *University of British Columbia*; Ruth Ervin, *University of British Columbia*; Kathryn Hoff, *Illinois State University*; Simone Leung, *University of British Columbia*

This study examined the relationship between academic performance, social competence, and peer social networks in grade 4 students. Healthy social-emotional development plays an important role in facilitating non-academic outcomes (e.g., children's health) and promoting students' academic performance (Doll, et. al., 2004; Zins, et. al., 2004). The development of social-emotional competence is influenced by the social networks that children form (Bagwell, et. al., 2000). Research also suggests that social competence has an influence on and is reciprocally influenced by academic achievement (Welsh et al., 2001; Wetzel & Asher, 1995). Within the classroom, students form cohesive groups or "social networks" (Bagwell, et al., 2000). Past investigations have demonstrated that children cluster around other youths with similar behaviors such as academic engagement (e.g., Kindermann, 2007). In this study, the link between the formation of social networks and students' academic achievement was explored. Curriculum-based measures were administered to assess basic skills in reading, mathematics, and written expression, and Social Cognitive Maps were used to identify social groups in the classroom. Preliminary findings will be presented and discussed relative to their implications for practice and future research.

#88

*Psychologists in  
Education*

**EVALUATION OF DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS) FOR PREDICTING LITERACY ATTAINMENT IN CANADA AND NEW ZEALAND**

Leslie MacKay, *University of British Columbia*; Ruth Ervin, *University of British Columbia*; Elizabeth Schaughency, *University of Otago*; Sebastian Suggate, *University of Otago*; Jennifer Tong, *University of British Columbia*

This study evaluated whether theoretically- and evidenced-based measures of basic early literacy skills developed in the US predict literacy attainment from the beginning of schooling to a point where fluent decoding and reading for comprehension are expected (approximately grade 3) in Canada and in New Zealand. The Dynamic Indicators of Basic Early Literacy (DIBELS, Kaminski, Cummings, Powell-Smith, & Good, in press) were administered three times per year to samples from grades K to grade 3 in Canada and in New Zealand. The concurrent and predictive relationships between early measures of fluency in phonemic awareness, alphabetic principle, and reading of connected text and school used indices of literacy attainment are examined. Findings are discussed with respect to the utility of these measures for the early identification of risk and directions for future research.

#89

*Psychologists in  
Education*

**MORPHOLOGICAL REPRESENTATION OF INFLECTED AND DERIVED WORDS IN L1 AND L2 ADULTS**

Donald Martin, *St. Francis Xavier University*; Jennifer Sullivan, *St. Francis Xavier University*

A critical issue in the study of morphology is distinguishing between words previously learned, and those that can be constructed or deciphered with the rules of language, or through natural deductive processes. Inflectional morphemes do not modify the syntactic category or primary meaning of a given word (e.g., the addition of the suffix -ed to jump to form jumped) while derived morphemes are typified by a change to the syntactic category of a word (e.g., adding of the suffix -ness to numb to form numbness). This study contrasted the lexical representations of morphologically complex words between adult English as a first language (L1) and second language learners (L2). Previous research implies that an awareness of morphological relationships in L1 speakers develops over time and especially in regard to derived forms. To assess the hypothesis that a difference exists in the representation of inflected or derived words between English L1 and Chinese L2 learners a semantic priming task was employed. Since Chinese L2 learners are more likely to categorize words based on their semantic meaning relative to their first language, they were expected to show a smaller morphological priming effect than L1 participants. Results are discussed with respect to implications for teaching English to L2 learners.

#90

*Psychologists in  
Education*

**OBSERVING POSITIVE WORKING ALLIANCE IN TUTORIAL INTERVENTIONS FOR ADOLESCENTS WITH LEARNING DISABILITIES**

Elizabeth Roberts, *McGill University*; Rick Noble, *McGill University*; Jessica Toste, *McGill University*; Kristin Schaub, *McGill University*; Nancy Heath, *McGill University*

Tutorial interventions for adolescents with learning disabilities are facilitated by a positive relationship between the tutor and student. In the counselling context, the quality of relationship or “working alliance” between counsellor and client is one of the best predictors of positive outcomes. The Tutorial Working Alliance Inventory (TWAI) has been used to measure tutor and student perceptions of the three components of alliance: bond, task, and goals. However, the tutor behaviours that are indicative of a positive working alliance remain unclear. The objective of the present study was to qualitatively examine verbal and nonverbal actions displayed by tutors. Based on student ratings on the TWAI, one dyad with positive alliance and one with problematic alliance were selected. Two tutorial sessions (one month apart) were videotaped for each dyad. Videotapes were open-coded, by coders blind to alliance ratings, to generate a list of precise behaviours demonstrated by the tutor during the sessions. Associations were explored between frequency of behaviours and the three alliance subscales. Preliminary results suggest that behaviours related to task completion and goal setting were observed most frequently among the dyad with positive alliance. These findings will serve to enhance our ability to observe the presence of positive working alliance among tutors and students.

#91

*Psychologists in  
Education*

### **AN INVESTIGATION OF THE DEVELOPMENT OF ORAL NARRATIVE IN FIRST NATIONS CHILDREN**

*Angela Romaine, University of Calgary; Stan Bird, University of Calgary;  
Erin Tourigny, University of Calgary*

Oral narrative refers to the ability to tell stories aloud. The emergence and development of oral narrative serves as an important link to literacy. The aim of the current study was to examine various abilities related to oral narrative. Participants included 100 First Nations children between the ages of 5 and 9. Six measures were used to assess reading, language, intelligence, knowledge of positional concepts and story comprehension and composition. Data was analyzed using multiple regression, and an alpha level of .05 was used for all analyses. Results indicate that a number of these abilities are related to oral narrative. Specifically, expressive language, measured by the Test of Early Language Development – 3 (TELD-3), was related to comprehension of inferential questions. Receptive and spoken language were related to comprehension of factual and inferential questions. Expressive, receptive, and spoken language was also related to additive cohesion ties. Results also show that knowledge of positional concepts were related to comprehension of inferential questions. These preliminary results demonstrate the wide range of competencies involved in oral narrative.

#92

*Psychologists in  
Education*

### **GENDER DIFFERENCES IN ACHIEVEMENT, ANTICIPATED ADULT LIFE ROLES AND CAREER CHOICE AND SCIENCE**

*Janelle Schmidt, University of Alberta; Paula Luedemann, University of Alberta;  
Judy Lupart, University of Alberta; Tejwant Chana, University of Alberta;  
Donna Mcghie-Richmond, University of Alberta*

Serious female under-representation continues to be the norm in the sciences, engineering, and IT fields (Statistics Canada, 2003b). Education, government, business, and industry have expressed concerns about this under-representation. The current study examines the relationship between student beliefs and achievement in subjects related to science. In Phase 1, school grades, provincial achievement test scores and learning preferences in math and science were used to investigate patterns of difference and similarity between high, average, and low achieving Grade 7 and 10 students ( $N=385$ ). In Phase 2, the Academic Choices and Achievement Survey is being administered to identify important influences on students' perceptions and beliefs regarding science and their actual achievement (Lupart, Cannon, & Rose, 1999; Eccles, 1994). These results will contribute to an understanding of the interrelationships between academic abilities, reasons for pursuing particular careers, and factors that may influence academic and career choice. Educators and administrators will benefit from the research and recommendations as they strive to provide students opportunities to develop and achieve at their potential enabling them to succeed in today's economy.

#93

*Psychologists in  
Education*

### **STUDENTS' VIEWS ON THE NATURE OF SCIENCE AND THE INFLUENCE OF ATTITUDE, MOTIVATION, AND LEARNING ORIENTATION ON DEVELOPMENT**

*Meadow Schroeder, University of Calgary*

This study investigated the developmental trajectory of students' views of nature of science from Grades 5 to 9. Students were interviewed about nature of science that centered on a science project they had conducted during inquiry-based instruction (e.g., “How sure are you of what you found out in your study?”). The interview protocol focused on their practical epistemologies, that is, ideas students have about their own knowledge production in school science rather than their ideas about formal science. Students' views were coded to reflect levels of understanding and then examined for developmental trends. A secondary goal of the study was to determine the influence of student's attitudes, motivation, and learning orientation on the development of nature of science views. A questionnaire was administered that assessed these mediating factors. Students' developmental level of nature of science was compared to their attitude toward science, motivation, and learning orientation using a multiple regression analysis. No results are available at this time. Preliminary results will be available at the conference.

#94

*Psychologists in  
Education*

### **STUDENTS' KNOWLEDGE OF KNOWLEDGE OF PAEDIATRIC PAEDIATRIC ABI: ABI: THE EFFECTIVENESS OF AN EDUCATIONAL TRAINING PROGRAM**

*Holly Seniuk, Brock University; Dawn Good, Brock University*

CNS neurodevelopment continues from conception until ~ age 25, and is particularly enhanced by experience and interaction. When injury interrupts this developmental process, the child/youth's cognitive, social, emotional and physical capacities are at risk. While 27,000 students in the Ontario system have experienced acquired brain injury (ABI), teachers estimate the incidence at only 0.7% - five times less than expected. Since teachers have become the front-line cognitive and academic tutors for these children, their misconceptions and knowledge about the effects of ABI are of critical concern. Also, given Ontario does not have an ABI exceptionality category, students will be placed in a category that leads to inadequate/inappropriate treatment, or worse, no identification at all. 37 pre-service teaching students were tested for their knowledge and attitude towards children/youth with ABI previous to experiencing a specialized ABI training/video session, immediately post-training and again 1 month later. The training increased accuracy and awareness of ABI deficits by 65% which maintained for another month. Interestingly, there was a concomitant improvement in acceptance of students with ABI post-training, but after 1 month, the attitudinal improvement returned to baseline, despite maintained knowledge.

#95

*Psychologists in  
Education*

**USING THE TEEN LEADERSHIP BREAKTHROUGH TO IMPROVE  
INTRAPERSONAL OUTCOMES: AN EVALUATION STUDY**

Keoma Thorne, *University of Calgary*; Yvonne Hindes, *University of Calgary*

There is substantial evidence indicating that youth with positive self-esteem, self-confidence, and resilience will have more successful academic, social, and vocational outcomes (e.g., Davey, Eaker, & Walters, 2003). Programs that can successfully teach and sustain these leadership skills in youth may prove to be valuable tools for Canadian educators and practitioners. The Teen Leadership Breakthrough offered by Rapport Leadership International is a group youth leadership intervention that claims to create sustainable changes in self-esteem, self-awareness, self-confidence, and core values. To investigate its effectiveness, an outcomes-based program evaluation was conducted. A pre- to post-test comparison group design was used with 77 students (aged 14 to 17) randomly assigned to the treatment or delayed treatment group. Participants were tested on standardized and informal measures targeting intrapersonal competencies, before treatment, immediately following treatment, six weeks after treatment, and six months after treatment. Results indicate that although no significant differences existed between groups prior to treatment, the treatment group significantly outperformed the comparison group on multiple measures, suggesting that the program successfully improved intrapersonal skills. The implications for future research and broadening the scale of evaluation are discussed.

#96

*Psychologists in  
Education*

**APRÈS LE CANCER, L'ÉCOLE. LE POINT DE VUE DE JEUNES TRAITÉS POUR  
UNE LEUCÉMIE SUR LEUR BIEN-ÊTRE EN CONTEXTE SCOLAIRE**

Anne-Marie Tougas, *Université du Québec à Montréal*; Sylvie Jutras,  
*Université du Québec à Montréal*

L'étude visait à décrire comment 53 jeunes Québécois traités pour une leucémie percevaient leur bien-être à l'école. Leurs réponses à des questions ouvertes posées en entrevue individuelle ont fait l'objet d'une analyse de contenu classique avec accord interjuge et d'une analyse topographique révélant les thèmes balisant leurs perceptions du bien-être à l'école. Les indices de prégnance des thèmes ont été établis sur la base de leur cohérence conceptuelle et de leur fréquence d'apparition. Dans l'ordre, les thèmes sont la qualité des relations interpersonnelles, l'exercice des capacités mentales, les sources d'appui à la réussite, le bien-être subjectif et la santé physique. Les adolescents abordent plus fréquemment (62,5 %) le bien-être subjectif que les enfants (37,5 %;  $p=0,0015$ ). Tous décrivent ainsi leurs forces et difficultés psychologiques en contexte scolaire, mais les adolescents se distinguent surtout par l'importance accordée à agir selon leurs valeurs et à affronter leurs peurs. En revanche, les enfants voient davantage le bien-être subjectif en relation avec la prévention des difficultés et le fait de se sentir bien. L'étude met en évidence la priorité accordée aux relations interpersonnelles et à l'exercice des capacités mentales. Si les jeunes partagent une vision semblable du bien-être, leur niveau de développement pourrait expliquer les écarts observés.

#97

*Psychologists in  
Education*

**ENHANCING THE EI OF UNDERGRADUATE STUDENTS: IMPACT OF A BUSINESS  
ADMINISTRATION PROGRAM**

Laura Wood, *Trent University*; Asaf Zohar, *Trent University*; James Parker, *Trent University*

Previous research has shown that undergraduate students in a first year business management course that focused on the development of self-awareness saw significant improvements in their levels of emotional intelligence (EI) after completion of the course, above and beyond what was found for students not in the course. The present study examines what impact an undergraduate business administration program that emphasizes the need for self-awareness in the business environment has on students' EI. Sixty-five business administration students (aged 18 to 20) completed a measure of EI, the College Achievement Inventory (CAI), at the beginning of their first year in university (September) and again 3 years later, in their final year of study. Students were found to have higher scores on most EI dimensions, above and beyond levels that can be accounted for by age alone. Results are discussed with emphasis on integrating EI into the post-secondary business administration curriculum.

#98

*Psychologists in  
Education*

**SUCCESSFUL SCHOOL LEADERSHIP: DOES EI MATTER?**

Laura Wood, *Trent University*; Howard Stone, *Learning Ways Inc*; James Parker,  
*Trent University*

Emotional intelligence (EI) has previously been shown to be an important predictor in the effective leadership of school vice-principals and principals from a diverse range of school districts in Ontario (e.g., rural vs. urban). For the present study, the relation-

ship between successful school leadership and EI was examined in a large sample of superintendents of education from most school boards in Ontario. Participants completed a widely used measure of EI (the EQ-i), as well as a self-report measure of leadership abilities. Leadership abilities were also rated by several staff members. The results of the research demonstrate that the EI of senior education administrators is an important predictor of their success as leaders. This presentation will also provide recommendations related to the specific EI competencies that predict successful school leadership.

6/14/2008 – 10:00 AM to 10:55 AM – NOVA SCOTIA A, Marriott second floor

**Section/CPA Invited  
Speaker/Conférencier  
invité par la SCP  
et la section**  
*Social and Personality  
Psychology*  
**SECTION PROGRAM**

**THE EVIL THAT MEN DO LIVES AFTER THEM: RESPONSES TO HISTORICAL  
INJUSTICES**

Michael Ross, *University of Waterloo*

Around the world, groups are seeking government apologies and reparations for wrongs that they experienced in the distant past. Often those asking for redress were not affected directly by the original injustice, though they might continue to suffer from its ramifications. Canadian Groups that have recently demanded restitution for historical wrongs include African Canadians in Nova Scotia, First Nation communities, and people of Acadian, Chinese, and Italian heritage. Typically, current governments did not commit the original injustice, though arguably they inherit responsibility for it. In my talk, I consider social psychological antecedents and consequences of offers of government redress. I discuss why previously victimized groups are concerned about past injustices, why members of the nonvictimized majority might oppose redress, why governments often initially resist and then offer redress, as well as the forms and psychological consequences of redress. I report archival and controlled studies that speak to theoretical and empirical issues relevant to social psychologists concerned with group conflict and justice motivations, legal scholars concerned with resolving conflicts between nations and ethnic groups, and government decision makers grappling with whether and how to deal with historical injustices.

6/14/2008 – 10:00 AM to 11:25 AM – NOVA SCOTIA B, Marriott second floor

**Oral Paper  
Session/Séance de  
présentation orale**  
*International and  
Cross-Cultural Psychology*  
**SECTION PROGRAM**

**APPLIED CROSS-CULTURAL STUDIES**

Andrew Ryder, *Concordia University*

**A**

**THERAPEUTIC PROCESSES AND OUTCOMES OF DANG-KI: A CHINESE  
SHAMANISTIC HEALING IN SINGAPORE**

Boon-Ooi Lee, *National Institute of Education, Nanyang Technological University, Singapore*

As most models of psychotherapy have been developed based on Western worldview, they have to be adapted when being applied across cultures. One way to develop culture-specific psychotherapy is to learn from the indigenous healing systems of the cultural groups. This study focused on dang-ki, which is a form of Chinese shamanism in Singapore. A dang-ki is a person offering aid to supplicants through possession trance. The study sought to explore the patients' perceived helpfulness of dang-ki, and the possible explanations for its efficacy. In-depth interviews were conducted with 21 patients at 3 shrines in three phases: immediately before and after the healing, and approximately one-month later. Observations were also conducted on the patient-healer interactions during the healing. The results show that dang-ki was generally considered helpful probably due to several interrelated factors: extra-healing experiences (e.g., incremental effects from previous positive healing experiences), restoration of psychosocial functioning, social supports, positive patient-healer relationship (expectancy, shared explanatory models), culturally relevant approaches (e.g., the Taoist ways of coping, the Confucianist social harmony, transformation of the collectivistic self), and symbolic healing. Implications for developing culture-specific psychotherapy with Chinese patients will be discussed.

**B**

**SOCIAL PSYCHOLOGY IN IRAN**

Warren Thorngate, *Carleton University and Shahid Beheshti University*

Changes in Iranian society are influencing the development of psychology programmes in Iranian universities. New programmes are being developed in areas familiar to Canada (e.g., forensic psychology) and areas rarely seen in Canadian psychology (e.g., religious psychology and family psychology). Social psychology, now in its infancy in Iran, is emerging as one of the most rapidly developing areas of Iranian psychology, largely the result of student demand. My presentation will discuss how it is developing,



how it has led to Iran's first Centre for Social Psychology Research, and how the Centre plans to facilitate cross-cultural research collaborations.

C

**DOING FAVOURS**

*Francesca Ruscito, Carleton University; Zinat Esbati, Tehran University; Warren Thorngate, Carleton University*

This research examined cross-cultural differences in social interdependence for daily problem solving using Kahneman's "remember yesterday?" diary method. While people solve many daily problems on their own, they also solve problems with the help of others. Likewise, others solve some of their problems with our help. These acts of unpaid assistance are called favours. In this study we are interested in learning about doing favours and disfavours (creating problems) in different cultures. We asked students in Canada and Iran to answer questions about favours and disfavours they have done for/to others yesterday, and favours and disfavours done to them. Participants received a questionnaire asking them to list 3 favours and 3 disfavours done for/to them and done to/for others. The results give insights about cultural differences in the kinds of favours and disfavours done, and suggest that the methodology is a good one for exploring cultural differences in social interdependence.

D

**CONTENT AND NATURE OF ADVICE: A CROSS-CULTURAL STUDY**

*Mahin Tavakoli, Carleton University*

This study examined the content and nature of the advice given in two countries: Iran and Canada. A researcher-developed questionnaire that consisted of 13 letters, each describing a writer's problem and requesting advice, was administered to 36 Iranian and 27 Canadian university students; and participants' levels of religiosity were measured. The responses of participants to those letters were content analyzed, using five categories of advice: (1) change the self to suit the situation; (2) tolerate the situation; (3) change the situation to suit the self; (4) reach a compromise; (5) seek further advice. As predicted, Iranians more than Canadians advised advisees to change themselves to suit the situation and to tolerate the situation. Canadians more than Iranians advised advisees to change their situation to suit the self, to reach a compromise, and to seek further advice. Iranians offered fewer options to their advisees, suggesting that Iranian advice was more directive and pressured than Canadians'. The correlations between religiosity and the categories of changing the self and changing the situation were significant. The more religious participants were, the more they advised to change self to suit the situation, and the less they advised to change situation to suit the self.

E

**THE ACCULTURATION EXPERIENCES OF AZOREAN IMMIGRANT FAMILIES**

*Marie Morrison, University of British Columbia; Susan James, University of British Columbia*

Portuguese immigrants to North America represent a large ethnic group with unique family psychology and therapy needs. The present study investigated acculturation and the family lives of Portuguese (Azorean) immigrants in Canada. Methods of analytic induction and constant comparison from grounded theory were used to examine transcripts of interviews with 21 Azorean immigrant women and 28 Azorean immigrant men. Six major themes were identified: Process of Change, Family Relationships, Incorporating the New Culture, Language, Discord Resolution, and PreoccupaÃ§Ã£o. Meta-themes underlying this theme structure were (a) immigration and acculturation are stressors on the family unit, (b) family members adopt different acculturative strategies, and (c) as family members acculturate, discords arise and are resolved according to the cultural traits different members have adopted. Acculturation is typically conceptualized at the individual or group level (c.f. Berry, 2003). The current study provided valuable information for acculturation at an additional level: the family. Implications for family therapy with immigrant families include an indication for community-level interventions, emphasis on confidentiality, awareness of acculturation stress and different acculturative strategies within the family, and aiding the family in the negotiation and integration of a new bi-cultural reality.

6/14/2008 – 10:00 AM to 11:25 AM – HALIFAX A, Marriott second floor

**Symposium**

*Clinical Psychology*

**ISSUES IN ANALYZING LONGITUDINAL DATA**

*Dennis Jackson, University of Windsor; Robert Cribbie, York University; David Flora, York University; Ian Clara, University of Manitoba*

This symposium highlights some of the data analytical issues involved in analyzing longitudinal data. The topics include issues in analyzing pre-post designs, a comparison of hierarchical and growth curve approaches to analyzing longitudinal data, as well as piecewise latent growth curve models.

A

**INVESTIGATING CHANGES IN BEHAVIOUR OVER TWO TIME POINTS:  
A PERPLEXING TASK**

*Robert Cribbie, York University; John Jamieson, Lakehead University; Laura Mills, York University*

Psychologists are frequently interested in studying changes in behavior over time. For example, clinical researchers are often interested in whether a treatment has had an effect on behavior (e.g., depression, perfectionism, stress, etc.) from pre-treatment

(pretest) to post-treatment (posttest), or whether the amount of change in behavior is associated with other variables. However, the measurement of change is one of the most perplexing topics in all of statistics. Although it would seem that measuring change with only two time points would be a relatively simple case of a multiple time point design, the issues are not more straightforward. In this chapter we hope to introduce some of the important issues in two time point psychological studies, and also recommend appropriate methods for measuring change and identifying variables that relate to change. The issues in analyzing pretest-posttest studies will be investigated within the context of randomized experiments, naturally occurring groups, continuous correlates of change, and structural equation modeling.

**B** **PIECEWISE LATENT TRAJECTORY MODELS: WIDELY USEFUL AND EASY TO USE**  
David Flora, *York University*

Structural equation and multilevel models for linear change over time are now widely understood and applied in research. However, true change over time is more often non-linear than linear, and researchers often wish to test complex hypotheses about the effects of predictors on longitudinal change, thus limiting the usefulness of the standard model for linear change. Piecewise latent trajectory models are useful in a wide variety of situations, such as when a simple model is needed to describe non-linear change, or when the purpose of the analysis is to evaluate hypotheses about change occurring during a particular period of time within a model for a longer overall timeframe, such as change that occurs following onset of a treatment. This presentation describes piecewise trajectory models as a straightforward extension of the basic SEM model for linear change, which makes them relatively easy both to specify and to interpret. After presenting models for two linear slopes in detail, extensions that include additional linear slopes (i.e., a three-piece model) or a quadratic factor (i.e., a hybrid linear-quadratic model) are also described.

**C** **PROC MIXED VS LATENT GROWTH MODELING IN LONGITUDINAL RESEARCH**  
Ian Clara, *University of Manitoba*; Cam Huynh, *University of Manitoba*

The analysis of repeated measures designs requires a careful consideration of several issues, which include the characterization of the repeated measures themselves and dealing with missing data. Two current methods for modeling repeated measures data are with a mixed model (e.g., PROC MIXED) and with a latent growth curve model (LGM). These approaches, while having some similarity, provide different views of the relationships among variables in the model. These two approaches will be compared in the assessment of changes over time. The data will be from a sample of outpatients followed over four time points for their assessment of perceived social support. Both unconditional (no explanatory variables) and conditional (with explanatory variables) models will be examined and compared with respect to parameter estimates and model fit. The issue of handling missing data, and their effects on each of these approaches, will also be discussed.

6/14/2008 – 10:00 AM to 11:25 AM – HALIFAX B, Marriott second floor

**Symposium**  
*Clinical Psychology*

**OSISS: A PEER SUPPORT PROGRAM FOR CANADIAN FORCES MEMBERS, VETERANS, AND THEIR FAMILIES**

Juan Cargnello, *Veterans Affairs Canada*; Mariane Le Beau, *Department of National Defense*; Kathy Darte, *Veterans Affairs Canada*; Don Richardson, *Veterans Affairs Canada*; Jim Jamieson, *Department of National Defense*

The Operational Stress Injury Social Support (OSISS) Program is a jointly supported by the Department of National Defence and Veterans Affairs Canada to develop and provide a national peer support program to Canadian Forces members, Veterans, and their families affected by operational stress injuries and related conditions. The OSISS model utilizes peer support coordinators (PSCs), family peer support coordinators (FPSCs), and volunteers to reach out and provide one-on-one, as well as group social support. The PSCs employed by OSISS have all suffered from an operational stress injury such as PTSD whereas the FPSCs have all lived with a CF member or veteran suffering from an operational stress injury. Drawing on their similar experiences the OSISS model assumes that an individual suffering from an operational stress injury can more easily identify and accept support that is provided by a peer. The immediate credibility and acceptance of this support is proposed to have a positive effect on the psychological and physical well-being and overall recovery in the injured and their family. This presentation will outline the development of OSISS and highlight how clinicians, peer support coordinators, and family support coordinators work in accordance to provide assistance to military members, veterans and their families through difficult times.

**A** **STIGMA OF MENTAL ILLNESS IN THE MILITARY**  
Mariane Le Beau, *Department of National Defense*

Though continuous education within the Canadian Forces community is promoting a greater understanding and acceptance of operational stress injuries and related conditions among military members, veterans, and their families, the stigma associated with mental health problems remains a significant barrier to seeking help. In contrast, research strongly suggests that early intervention is a critical factor in mitigating and decreasing the adverse effects of trauma and other mental health disorders. This presentation will review the relevant literature and expand on the problem of stigma in the military and how it serves as a barrier to care and treatment.

**B SOCIAL SUPPORT AND THE OSISS MODEL**

*Kathy Darte, Veterans Affairs Canada*

Social support has been shown to a consistent factor in mitigating and protecting against psychological distress following trauma and injury. This presentation will detail the development of the the OSISS model as a means of providing social support to Canadian Forces members, Veterans and their families. Current organizational status of the program will be reviewed and future endeavors of the OSISS program will be proposed.

**C COLLABORATION OF PEER SUPPORT IN CLINICAL PRACTICE**

*Don Richardson, Veterans Affairs Canada*

Individuals who have served or still serve in the military have often been exposed to high levels of stress and traumatic events that the average person never experiences. Some of the adverse effects of these experiences are Depression, Post Traumatic Stress Disorder, Substance Abuse, and other Anxiety Disorders. This presentation will review relevant literature and expand on the collaboration that exists between OSISS and clinical settings. The OSISS program is instrumental in bringing the soldier and veteran into treatment earlier, help them maintain compliance with treatment, and provide social support throughout their treatment and recovery.

**D PROVIDING PEER SUPPORT TO FAMILIES**

*Jim Jamieson, Department of National Defense*

In an attempt to address the specific needs of the families of veterans and CF members suffering with operational stress injuries the OSISS Program expanded and introduced a family peer support component. This presentation will outline how the Family Peer Support Coordinators offer support to families affected by an operational stress injury by listening, providing information, engaging in discussion groups, and making connections to community resources.

6/14/2008 – 10:00 AM to 11:25 AM – HALIFAX C, Marriott second floor

**Symposium**  
*Sexual Orientation and  
Gender Identity Issues*  
**SECTION PROGRAM**

**GLTB RESEARCH IN CANADA VI**

*Todd Morrison, National University of Ireland, Galway; Robert Roughley,  
University of Calgary; Karen Blair, Queen's University; Krista Trinder,  
University of Saskatchewan; Kristen Dowling, University of Toronto*

**A COMING OUT EXPERIENCES OF CANADIAN GAY FATHERS: TRANSITIONS AND TRIUMPHS**

*Robert Roughley, University of Calgary; Kevin Alderson, University of Calgary*

The scholarly literature that has been conducted in the area of gay fatherhood has placed significant emphasis on parenting skills and on the subsequent impact they have on their children. Notwithstanding the fact that social and political climates are shifting toward positively addressing the cultural and worldviews of gay men, academic literature – unique to the Canadian experiences of gay fathers – is highly limited. In order to fill this scholarly gap, this study presents the findings of new qualitative research, using a phenomenological approach to explore the following question: What is the experience of being a heterosexually-married father who later discloses his gay identity to his spouse, child[ren], and other family members? Areas for discussion include: (a) gay identity development, (b) nature of the transition process from heterosexual marriage to coming out as a gay man, and (c) retrospective perspectives on pre- and post-coming out parenthood experiences. Lastly, the findings of this study suggest that participants have experienced a shift in their perceptions regarding how same-sex marriage has changed their dating practices and conceptions of both opposite- and same-sex marriages. The findings document each participant's journey, while addressing common thematic similarities and differences, within a uniquely Canadian context.

**B DESIRE: A COMPARISON OF SELF-REPORTED SEXUAL DESIRE IN MEN AND WOMEN, IN SAME-SEX AND MIXED-SEX RELATIONSHIPS**

*Karen Blair, Queen's University; Diane Holmberg, Acadia University*

It is well-established that, on average, gay male couples have sex more often than heterosexual couples, who in turn have sex more often than lesbians. These findings are sometimes interpreted as evidence that gay men experience particularly strong sexual desire, while lesbians are rather asexual. Surprisingly, however, no study has actually compared self-reported sexual desire in all four groups. In this study, 423 respondents (322 women, 205 heterosexual and 117 lesbian; 101 men, 48 heterosexual and 53 gay) completed the Sexual Desire Inventory, a 14-item self-report assessing sexual desire Overall, and towards Partner, Attractive Others, and Solitary Activity (i.e. masturbation). Gender effects were strong: men scored significantly higher than women overall, and on all subscales. Relationship type effects were much less apparent: there were no significant differences on the Overall scale or Partner subscale, and only small effects on the remaining subscales, with those in same-sex relationships scoring higher. Thus, gay men's

heightened sexual desire seems to owe much more to the fact that they are men than that they are gay; lesbians experience no less, and in fact somewhat more, sexual desire on average than their heterosexual female peers. Alternative explanations for the group differences in sexual frequency, other than sexual desire, are discussed.

**C PREDICTING HOMONEGATIVE BEHAVIOUR: A COGNITIVE OR AFFECTIVE ENTERPRISE?**

*Krista Trinder, University of Saskatchewan; Melanie Morrison, University of Saskatchewan*

To date, research on modern homonegativity (i.e., subtle negative attitudes and behaviours towards gay men and lesbian women) has used explicit measures which are often criticized due to their proneness to social desirability bias. To combat this problem, researchers have begun using implicit measures that are thought to operate just outside of conscious awareness. The purpose of the present study was to examine the degree to which explicit and implicit measures designed to tap cognitive or affective domains adequately predict homonegative behaviour. Male participants ( $N=125$ ) completed a questionnaire package containing measures of modern and old-fashioned homonegativity and a feeling thermometer. On the basis of participants' scores, 50 were called back to complete implicit measures of bias toward gay male targets. Implicit prejudice was measured using the cognitive-based Implicit Association Test (IAT) and a technique tapping affective reactions referred to as facial electromyography (EMG). Using multiple regression analyses, significant predictors of participants' homonegative behaviour on the basis of interactions with a presumed gay target were assessed. Specifically, analyses determined which measure (e.g., Modern Homonegativity Scale, feeling thermometer, IAT, or facial EMG) best predicts overt and covert discrimination. Implications of this research and future directions will be discussed.

**D COMING OUT TO MOM AND DAD: THE DISCLOSURE EXPERIENCES OF GAY MEN**

*Kristen Dowling, University of Toronto; Kim Bartholomew, Simon Fraser University*

We explored the coming out experiences of gay men and the corresponding response of their parents. We recruited a diverse community sample of gay men through a random-digit dialing procedure ( $N = 185$ ). Men varied in age from age 20 to 71 years (mean = 38). Age of coming out to parents ranged from 12 to 50 years for mothers (mean = 24) and from 14 to 47 years for fathers (mean = 25). Men most commonly reported coming out directly to both parents together. When just one parent was told, or was told before the other parent, it was most often the mother. Mothers' initial reactions tended to be more negative than fathers' reactions. Over time, however, both parents' acceptance greatly increased, with mother's current acceptance higher than fathers' acceptance. Participant age was positively correlated with age of coming out ( $r(110) = .40, p < .01$ ), indicating a cohort effect in age of coming out to parents.

6/14/2008 – 10:00 AM to 10:55 AM – SUITE 207, Marriott second floor

**Conversation  
Session/Séance de  
conversation**

*Psychologists in  
Education*

**PROFESSIONAL DEVELOPMENT NEEDS FOR EDUCATORS WORKING WITH  
CHILDREN WITH AUTISM SPECTRUM DISORDERS IN INCLUSIVE SCHOOL  
ENVIRONMENTS**

*Penny Corkum, Associate Professor, Department of Psychology and Psychiatry, Dalhousie University; Cynthia Giffen, Annapolis Valley Regional School Board; Isabel Smith, Associate Professor, Department of Pediatrics and Psychology, Dalhousie University; Susan Bryson, Professor, Pediatrics and Psychology, Dalhousie University and IWK health Centre*

Children with Autism Spectrum Disorders (ASD) are seen as among the most difficult children to serve in educational systems. Lack of success in both the academic and social realms of education have major long-term health implications for the children and their families, as well as for school personnel. The conversation session will start with a presentation of our research which used a mixed methods design to identify educators' professional development needs in order to determine how best to support their efforts to educate children with ASD within an inclusive educational system. Health researchers partnered with the Annapolis Valley Regional School Board and with the Nova Scotia Department of Education in order to carry out this research. Information was collected through a policy review, focus groups with key informants, and a survey of teachers and educational assistants. The results indicated that there are successes, but also many barriers to providing optimal education to children with ASD. After the presentation, our group, which includes professionals from both the health and education systems, will facilitate a discussion about how to address some of these barriers in order to meet the needs of children with ASD within inclusive educational systems. This symposium will be of interest to psychologists who work with school-aged children with ASD.

6/14/2008 – 10:00 AM to 11:25 AM – ATLANTIC SUITE, Marriott second floor

**Symposium**

*Psychoanalytic and  
Psychodynamic Psychology*

**PSYCHODYNAMIC PRINCIPLES IN PSYCHOTHERAPY: AN EXAMINATION OF  
KEY PROCESS VARIABLES**

*Maneet Bhatia, McGill University; Susie Gamberg, McGill University;  
Jonathan Petraglia, McGill University*

This symposium will examine crucial psychodynamic concepts and how they impact on the process of psychotherapy. These concepts are: the development of transference, patient attachment styles, defense interpretations and patient functioning, and the impact of the “absorption” of psychodynamic interventions on patient change process and outcome. Previous research has consistently shown these variables as pillars of psychodynamic theory and practice. The methodology used in these studies share an emphasis on process as a means of identifying the moment-to-moment experience of psychotherapy with the aim of providing a more vigorous understanding of what transpires “in-session”. The presentations in this symposium are aimed at showing that dynamic concepts are amenable to empirical investigation and evaluation.

**A THE RELATIONSHIP BETWEEN PATIENT ATTACHMENT STYLE AND WORKING ALLIANCE RUPTURE**

*Susie Gamberg, McGill University; Marilyn Fitzpatrick, McGill University*

This study investigated the relationship between attachment style and perceived therapeutic alliance for patients in psychotherapy. Attachment theory was originally developed to understand infants’ capacity to form bonds with others. The theory has been expanded to account for peoples’ ability to form bonds throughout adulthood. Bonds that are formed in psychotherapy between patients and therapists are an important component of the working alliance, which is known to influence the outcome of therapy sessions. Given the significant role of bonds in shaping patient outcomes, it is reasonable to believe that attachment style affects the alliance because of the bond component. Although a strong alliance can impact patient outcome positively, a disconnection in the bond between the patient and therapist, referred to as rupture, can lead to premature termination of therapy if not handled correctly. The sample was comprised of ninety-five ( $N=95$ ) patients who completed the Working Alliance Inventory (WAI; Horvath & Greenberg, 1989) and the Experiences in Close Relationships Scale (ECRS; Brennan, Clark, & Shaver, 1998). A correlation was found between the severity of bond rupture and a fearful avoidant attachment style. These results indicate that attachment style can be linked to patients’ ability to form strong connections with their therapists.

**B AN EXAMINATION OF THE RELIABILITY AND SHORT-TERM STABILITY OF TRANSFERENCE PATTERNS IN THE EARLY PHASE OF LONG-TERM DYNAMIC PSYCHOTHERAPY OF DEPRESSED ADULTS**

*Maneet Bhatia, McGill University; Debora D’Iuso, McGill University; Lisa Barbagello, McGill University; Natacha Wood, McGill University; Jonathan Petraglia, McGill University; John Christopher Perry, McGill University*

The transference is described as a central facet of a patient’s dynamics as they arise in long-term dynamic psychotherapy. Transference can be defined as patterns of thoughts, feelings, motivation, and behaviours that emerge in the therapeutic relationship and reflect enduring aspects of the individual’s relationships with important individuals outside of therapy (Sandler, 1976; Westen & Gabbard, 2002). This study examined the early manifestations of transference in the long-term dynamic psychotherapy of twenty-seven patients ( $N=27$ ) with mood, anxiety and/or personality disorders using the Psychotherapy Relationship Questionnaire (PRQ; Bradley, Heim & Westen, 2005), a systematic method for measuring transference by both observer raters and therapists. Our specific methodological aim was to examine the reliability and short-term stability of the transference patterns that emerged during the course of treatment. Results revealed low level of agreement between observer ratings and therapist ratings of transference, therefore indicating that one session is not adequate to assess transference. In addition, variables representing depression and general functionality are correlated with later transference development in psychotherapy. Implications of these findings are discussed.

**C A SEQUENTIAL ANALYSIS OF THERAPIST INTERVENTIONS AND PATIENT DEFENSIVE FUNCTIONING IN ULTRA-BRIEF PSYCHODYNAMIC PSYCHOTHERAPY**

*Jonathan Petraglia, McGill University; Yves DeRoten, University of Lausanne; Veronique Beretta, University of Lausanne; Emily Blake, McGill University; Jean Nicolas Despland, University of Lausanne; Martin Drapeau, McGill University*

This study examined the connection between therapist interventions, especially interpretations, and patient defensive functioning. The first session of thirty-two ( $N = 32$ ) Brief Psychodynamic Interventions were rated for therapist interventions and patient defensive functioning. Lag sequential analysis was used to determine if a) there are organized sequences of therapist interventions; b) there are sequences in the patients’ level of defensive functioning; c) there are sequences of therapist interventions leading to change in the patients’ defensive functioning; and d) there are levels of patient defensive functioning leading to organized therapist response. Results suggested that there are organized sequences in the therapists’ interventions and that patient in-session defensive functioning is relatively stable. However, no chain of therapist interventions led to a predictable sequence in the patients’ defensive functioning.

**D USING THE ATOS SCALE TO MEASURE CHANGE IN THE EARLY PHASES OF AFFECT PHOBIA THERAPY: A CASE STUDY EXAMINATION**

*Maneet Bhatia, McGill University; Darren Fowler, McGill University; Mariana Gil Rodriguez, McGill University; Johanne Godin, McGill University; Shafik Sunderani, McMaster University; Leigh McCullough, Harvard Medical School*

Most psychotherapy research focuses on the interventions that the therapist offers or the amount of therapy the patient receives. However, little attention has been paid to whether different interventions work or what effect they have on patients, and patient's in-session response to treatment. Greenberg (1996) suggests that a major problem with current clinical trials is their failure to account for the absorption of treatment when evaluating the effects of different treatments on outcome. Greenberg urges for the study of the link between patient change process and outcome, and for the effects of particular processes to be demonstrated. The Achievement of Therapeutic Objectives Scale (ATOS) is the result of years of research into the concept of psychotherapy "absorption" and is designed to assess the degree to which theory-driven, and clinically relevant treatment objectives are realized by patients within and across sessions (McCullough, Kuhn, Andrews, Kaplan, et al., 2003). The present study examined the link between the patient change process and outcome by investigating the adaptive shifts in behaviour that occurred in Affect Phobia Therapy (APT), a form of short-term dynamic psychotherapy (STDP) with a patient who presented with anxiety, relationship difficulties, and low self-worth. Significant improvements in overall functioning were observed.

**6/14/2008 – 10:00 AM to 10:55 AM – MARITIME SUITE, Marriott second floor**

**Committee Business Meeting**

**PROFESSIONAL AFFAIRS**

Ian Nicholson, *London Health Sciences Centre*

**6/14/2008 – 10:00 AM to 11:25 AM – ACADIA A, Marriott main floor**

**Symposium**

*Clinical Psychology*

**BEHAVIOURAL ADDICTIONS: PROBLEM GAMBLING AND EXCESSIVE INTERNET USE**

Richard Nicki, *University of New Brunswick*; Timothy Gallagher, *University of New Brunswick*; Steven Jefferson, *Queen Elizabeth II Health Sciences Centre*; Laura Nichols, *University of New Brunswick*; Jason Doiron, *University of Prince Edward Island*

This symposium consists of four presentations pertaining to factors relating to problem gambling and excessive Internet use, i.e., behavioural addictions. The first paper evaluates the effect of scrolling a warning banner across VLT machines informing players of the randomness of outcomes of games on VLT play and gambling cognitions in a select number of bars of a small Canadian community. The second paper focuses on the often neglected contribution made by two-way and three-way interactions of a number of critical variables, i.e., impulsivity, avoidant coping, stress, dissociation, and informational biases to the determination of problem gambling in VLT players and the implications of these interactions for treatment of problem gambling. The third paper investigates the impact of Internet addiction or excessive Internet use and two forms of self-efficacy on university adjustment. The last paper evaluates the influence of watching television programs featuring professional poker events or sporting events on gambling beliefs and behaviour using a controlled experimental design.

**A**

**EFFECTS OF A VIDEO LOTTERY TERMINAL (VLT) BANNER ON GAMBLING: A FIELD STUDY**

Timothy Gallagher, *University of New Brunswick*

The effects of a warning banner, informing patrons of the randomness of Video Lottery Terminal (VLT) outcomes on gambling behaviour and beliefs were tested in a field setting using a single-case ( $N=1$ ) reversal, ABA design. For a two week period, all the VLT screens in nine VLT establishments in a small city district displayed an experimental banner, "WARNING: PAYOUTS ARE RANDOM AND NOT CONTROLLED BY PLAYERS. NEAR WINS ARE ALWAYS LOSSES. Problem gamblers here recruited from patrons of these selected VLT establishments using the Canadian Problem Gambling Index (CPGI). Six participants attended three meetings each over a six-week period. They completed the Informational Biases Scale (IBS) and CPGI at each meeting. They returned diary data documenting their VLT playing behaviour two weeks prior to the banner insertion (A), two weeks while the banner was present (B), and two weeks after the banner was removed (A). At the final meeting, five participants also discussed, in a focus group, their gambling behaviour and beliefs. Overall, self-reported VLT gambling behaviour decreased significantly during the two-week banner/treatment period (B) when compared to baseline (A); this was followed by a return to baseline (A) levels. Substantial variability in individual gambling behaviour was found.

**B**

**INTERACTIVE EFFECTS OF FACTORS ASSOCIATED WITH VIDEO LOTTERY TERMINAL (VLT) GAMBLING**

Steven Jefferson, *Queen Elizabeth II Health Sciences Centre*

Pathological gambling is a serious disorder that affects 1% - 3% of the adult population (APA, 1994). Research suggests that five factors are consistently associated with pathological gambling: gambling cognitive distortions, negative affect, impulsivity, the tendency to dissociate while gambling, and an avoidant-focused coping style. Since most research to date has explored these factors only in isolation from one another, the purpose of the present study was to examine the interactive effects of these factors on Video Lottery Terminal (VLT) gambling, which has been shown to be especially conducive to the development of gambling problems. One-hundred-thirty-six community-sampled VLT players completed self-report inventories pertaining to each of the five

factors listed above, and two measures of problem gambling severity. Hierarchical multiple regression analyses of the continuous variable data revealed significant three-way interactions among avoidant-focused coping, negative affect, and dissociative states, and among cognitive distortions, negative affect, and dissociative states. These and other findings were discussed in terms of their implications for the prevention and treatment of pathological gambling, and directions for future research.

C

**INTERNET ADDICTION, SELF-EFFICACY AND UNIVERSITY ADJUSTMENT**

Laura Nichols, *University of New Brunswick*

University students are experiencing more mental health problems than at any other time in the previous three decades. Data obtained from the Center for Disease Control National University Health Risk Behavior Survey revealed that among the top ten health impediments to students' academic performance was excessive Internet/computer use. Building on the available literature and past research in our laboratory, this study investigated variables that may affect university adjustment: Internet addiction, Internet self-efficacy for self-control (ISE1), and Internet self-efficacy for competency and knowledge of the Internet (ISE2). First-year undergraduate students ( $N=187$ ) from the University of New Brunswick-Fredericton completed self-report questionnaire packages. Preliminary regression analyses revealed that ISE1 significantly predicted Internet addiction, and that Internet addiction significantly predicted university adjustment.

D

**THE IMPACT OF VIEWING TELEVISED GAMBLING PROGRAMS ON GAMBLING-RELATED BELIEFS**

Jason Doiron, *University of Prince Edward Island*; Stacey MacKinnon, *University of Prince Edward Island*

University students are particularly at risk for developing gambling pathologies, with prevalence rates of approximately 5 percent (Shaffer, Hall, & Vander Bilt, 1997), compared to approximately 2 percent in the general adult population. (Cox et. al. 2005). Texas Holdem' poker is a form of gambling that is growing in popularity among young university-aged males, and is pervasive in mainstream media. For example, professional poker tournaments in which players are competing for millions of dollars can be watched on each of the Canadian cable sports networks, often during prime time. This study examines the impact of viewing these televised gambling events on gambling-related beliefs. Based on modeling theory, it was hypothesized that viewing gambling-related television programs would increase perceived gambling-related self-efficacy and change other gambling-related beliefs as well. The study involves a two-group experimental design in which experimental group participants ( $n= 25$ ) view a televised professional poker event and control group experiments ( $n=25$ ) view a televised professional sporting event. Measures before and after viewing the events include strength of urge to gamble, intention to gamble, gambling-related self efficacy, and general beliefs about gambling. The results of this study will be discussed with an emphasis on the implications for prevention and treatment.

6/14/2008 – 10:00 AM to 11:25 AM – ACADIA B, Marriott main floor

**Symposium**

*Counselling Psychology*

**SECTION PROGRAM**

**TOWARDS A CANADIAN UNDERSTANDING OF COUNSELLING PSYCHOLOGY**

Beth Haverkamp, *University of British Columbia*; Robinder (Rob) Bedi, *University of Victoria*; Lynne E. Angus, *York University*; Kelly Smith, *Queen's University*

This symposium will present the work of the Executive Committee for a Canadian Definition of Counselling Psychology formed January 26th, 2007 by the current Chair of CPA's Section of Counselling Psychology, Dr. Vivian Lalande and co-chaired by Robinder (Rob) P. Bedi (University of Victoria, BC) and Beth E. Haverkamp (University of British Columbia, BC). The mandate of this nine member committee was to propose a definition of the field of counselling psychology in a Canadian context through a review of the literature on counselling psychology in Canada and other relevant international literature. Included with this definition was to be a summary of the uniqueness of the discipline of counselling psychology in Canada. The committee initially identified five core Canadian readings and 18 supplemental international readings as integrally informative to its mandate. Subsequent to this, a host of additional readings were identified as pertinent. In addition, the committee examined information from various academic and professional organizations across Canada and the rest of the world. Because of the apparent overlap between the fields of counselling and clinical psychology, feedback on the report was solicited from a clinical psychologist. Because of the potential for broad impact on the discipline of psychology in Canada, feedback was also solicited from a representative on the CPA

A

**THE MANDATE, TASKS, AND SIGNIFICANT ISSUES CONSIDERED**

Beth Haverkamp, *University of British Columbia*; Romeo Beatch, *Inukshuk Family Institute*; Robinder (Rob) Bedi, *University of Victoria*; Douglas Cave, *University of British Columbia*; José Domene, *Trinity Western University*; Greg Harris, *Memorial University of Newfoundland*; James Loh, *Independent Practice*; Anne Marie Mikhail, *McGill University*; Derek Truscott, *University of Alberta*

This paper will describe the process of the committee work including its mandate, the tasks and duties undertaken by committee members, and significant issues considered by the committee (e.g., formation of the Counselling Psychology section within CPA, similarities and differences between the disciplines of counselling psychology and professional counselling, similarities and dif-

ferences compared to clinical psychology and other areas of applied psychology, similarities and differences between counselling psychology as understood and practiced across the world, alignment with CPA accreditation standards, and professional and pragmatic implications of formalizing a definition).

**B REPORT FROM THE COMMITTEE**

Robinder (Rob) Bedi, *University of Victoria*; Romeo Beatch, *Inukshuk Family Institute*; Douglas Cave, *University of British Columbia*; José Domene, *Trinity Western University*; Greg Harris, *Memorial University of Newfoundland*; Beth Haverkamp, *University of British Columbia*; James Loh, *Independent Practice*; Anne Marie Mikhail, *McGill University*; Derek Truscott, *University of Alberta*

This paper will summarize the final report from the Committee and present a definition of counselling psychology for a Canadian context. Included with this will be a highlighting of the uniqueness of how counselling psychology is understood and practiced in Canada. The report of the committee will be embedded within a discussion of various national, international, historical, and professional perspectives and other influences relevant to establishing a Canadian definition.

**C COMMENTARY ON THE REPORT FROM THE PERSPECTIVE OF A CLINICAL PSYCHOLOGIST**

Lynne E. Angus, *York University*

This paper will provide commentary on the final report from the perspective of a Canadian clinical psychologist.

**D COMMENTARY ON THE REPORT FROM THE PERSPECTIVE OF A STUDENT AND A REPRESENTATIVE ON THE CPA BOARD OF DIRECTORS**

Kelly Smith, *Queen's University*

This paper will provide commentary on the final report from the perspective of both a graduate psychology student and a Representative on the CPA Board of Directors.

**6/14/2008 – 10:00 AM to 11:25 AM – ACADIA C, Marriott main floor**

**Workshop/Atelier de travail**

*Family Psychology*

**THE MAUDSLEY EVIDENCE-BASED FAMILY TREATMENT FOR YOUTH WITH ANOREXIA NERVOSA: LESSONS LEARNED**

Joanne Gusella, *IWK Health Centre*; Stephanie Casey, *IWK Health Centre*

Treating children and adolescents with Anorexia Nervosa is challenging work. Therapists and families are faced with reversing the course of a disorder in children who are reluctant to change. The Maudsley family-based approach is the only evidenced-based treatment that exists for this population. It was developed through a series of controlled treatment studies since 1987, and then the manualized version of the therapy was tested and found to be effective in terms of weight restoration and improving key psychological features related to disordered thinking in affected children. The goal of therapy is to mobilize the family to fight against the eating disorder. The Anorexia is externalized using a narrative approach and the parents are empowered to take charge of feeding their child and controlling activity levels in order to help free them of the disorder, and allow them to resume the normal course of healthy development. Our multidisciplinary Eating Disorders Clinic at the IWK Health Centre in Halifax organized a 2 day training with the developers of the model, Drs. James Lock and Daniel LeGrange, and have been using a modified Maudsley approach since 2001. In this workshop we will familiarize psychologists with the model, present evidence supporting its effectiveness, introduce case studies to discuss treatment successes and failures, and address questions about the model

**6/14/2008 – 10:00 AM to 10:55 AM – ALEXANDER ROOM, Marriott main floor**

**Keynote Speaker/Conférencier de la section**

*History and Philosophy of Psychology*

**SECTION PROGRAM**

**THE X-38 PROJECT: DONALD O. HEBB AND THE STUDY OF PERCEPTUAL ISOLATION**

Richard Brown, *Dalhousie University*

D. O. Hebb studied the effects of enriched and impoverished environments on behavioural development in rats and dogs. Hebb hypothesized that isolation could lead to changes in behaviour and attitude. In 1951, he was awarded the Defense Research Board of Canada (DRB) contract X-38 to conduct experiments on the effects of environmental restriction on behaviour. The first report on this project (1952) was classified "SECRET" by the DRB. However, at the 1953 APA meeting, Heron, Bexton and Hebb (1953) were allowed to present on the topic and three other papers were published on the effects of boredom on behaviour. The final report on project X-38 (1955) was also classified SECRET but the DRB sent copies to the British and American military. In 1956,



the US Congress was told about Hebb's sensory deprivation research and the New York Times ran an article entitled "Tank Test Linked to Brainwashing". The DRB did not allow Hebb to publish a rebuttal but Heron, in *Scientific American* (1957), published a diagram of the isolation room and examples of data from the isolated subjects. This paper examines the research on perceptual isolation in Hebb's lab between 1951 and 1955, the problems encountered when the work was classified SECRET, and some relevant current controversies.

**6/14/2008 – 10:00 AM to 2:25 PM – TUPPER ROOM, Marriott main floor**

**Workshop/Atelier de travail**

**CPA SITE VISITOR TRAINING WORKSHOP**

Peter Henderson, *The Rehabilitation Centre*; Arcangelo Caputo, *Canadian Psychological Association*

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 Accreditation Standards and Procedures, followed by instruction on how to prepare for and conduct a site visit for the Panel.

**6/14/2008 – 10:00 AM to 10:55 AM – COMPASS ROOM, Pedway to the Casino second floor**

**CPA Invited  
Speaker/Conférencier  
invité par la SCP  
Criminal Justice  
Psychology  
SECTION PROGRAM**

**HOW HAS PSYCHOLOGY INFORMED OUR UNDERSTANDING OF CRIMINAL BEHAVIOUR?**

James Bonta, *Public Safety Canada*

Criminal behaviour is a major social preoccupation to which psychology has made significant and broad ranging contributions. Developmental psychologists have identified the central factors that contribute to juvenile delinquency and mapped the life course of criminal careers. Psychologist are primarily responsible for the risk assessment procedures now widely used in the courts and corrections, and psychologist have designed and evaluated the interventions now accepted as effective for changing criminal behaviour. This presentation will demonstrate how general psychological principles have substantially shaped how we think about and deal with criminal behaviour, touching on the major questions of the stability of individual characteristics, the influence of peers and family, and the effects of punishment.

**6/14/2008 – 10:00 AM to 10:55 AM – COMPASS BOARDROOM, Pedway to the Casino second floor**

**Committee Business Meeting**

**INTERNATIONAL RELATIONS**

Janel Gauthier, *Université Laval*

**6/14/2008 – 11:00 AM to 12:25 PM – NOVA SCOTIA A, Marriott second floor**

**Symposium  
Social and Personality  
Psychology**

**CONTEMPORARY ISSUES IN THE PSYCHOLOGY OF PREJUDICE**

Paula Brochu, *University of Western Ontario*; Patricia Power, *National University of Ireland, Maynooth*; Claire Cullen, *National University of Ireland, Maynooth*; Khaya Clark, *University of Oregon*; Elizabeth Lee, *The Pennsylvania State University*

This symposium presents various perspectives on contemporary issues in the psychology of prejudice. The papers in this symposium focus on such topics as the measurement of and relations between implicit and explicit prejudice, group differences in the expression of and reaction to prejudice, prejudice confrontation, and modern expressions of prejudice. Moreover, the papers examine these issues in several different prejudice domains, including racism, homonegativity, and weight prejudice. In organizing this symposium, one major goal was to offer graduate students the opportunity to present their research at a major psychological conference and, for this reason, all of the presenters of the papers in this symposium are graduate students. In addition, this symposium is truly an international one, as the graduate student researchers are located in prominent universities in Ireland, the United States, and Canada. Furthermore, Drs. Melanie and Todd Morrison, who are world-renowned researchers in the area of the modern expression of prejudice, and who are currently editing a book dedicated to this topic, have expressed interest in acting as discussants. Thus, this symposium addresses a contemporary issue of major concern, is international in scope, and focuses on research being conducted by graduate students.

**A** **INVESTIGATING IMPLICIT RACIALLY-BIASED PERFORMANCES ON THE IMPLICIT RELATIONAL ASSESSMENT PROCEDURE (IRAP)**

*Patricia Power, National University of Ireland, Maynooth; Dermot Barnes-Holmes, National University of Ireland, Maynooth; Yvonne Barnes-Holmes, National University of Ireland, Maynooth; Ian Stewart, National University of Ireland, Galway*

This paper presents a series of studies that sought to determine if the Implicit Relational Assessment Procedure (IRAP) can be used to assess implicit racial beliefs. Participants in each study completed an implicit measure (the IRAP) and range of self-report measures (analogous to the Race-IRAP). The IRAP (a computerized response-time measure) involved presenting the sample stimuli "I think WHITE people are" and "I think BLACK people are" with either positive target words (e.g., "Friendly") or negative target words (e.g., "Hostile"). Each trial presented two response options; "True" and "False". Participants were required to make speedy and accurate responses in either a Pro-White/Anti-Black direction or a Pro-Black/Anti-White direction. Analysis of variance statistics indicated that response latencies depended upon the direction of the task and the race of the sample stimuli. Specifically, White Irish participants showed an in-group, Pro-White, bias, responding more rapidly to White-Positive-True and White-Negative-False IRAP trials, than White-Negative-True and White-Positive-False IRAP trials. In contrast, participants showed a relatively neutral response to Black people. Consistent with previous research in this domain, there were no significant correlations between the implicit and explicit measures (e.g., Greenwald & Banaji, 1995; Greenwald, et al., 1998).

**B** **A DIVERGENCE BETWEEN PERFORMANCE ON THE IMPLICIT RELATIONAL ASSESSMENT PROCEDURE (IRAP) AND THE MODERN HOMONEGATIVITY SCALE (MHS): BETWEEN-GROUP DIFFERENCES AND THE INFLUENCE OF A NEGATIVITY BIAS IN THE FORMATION OF GAY-RELATED IMPLICIT ATTITUDES**

*Claire Cullen, National University of Ireland, Maynooth; Dermot Barnes-Holmes, National University of Ireland, Maynooth; Yvonne Barnes-Holmes, National University of Ireland, Maynooth; Ian Stewart, National University of Ireland, Galway*

This paper presents a study that employed a known-groups approach (i.e., heterosexual and non-heterosexual participants) to determine if implicit and explicit homonegativity would: (a) be related; and (b) differ as a function of group-status. Each IRAP trial presented one of two sample stimuli (e.g., 'Straight' or 'Gay'), a single positive or negative target stimulus (e.g., 'abnormal,' or 'dangerous') and two response options/relational terms (e.g., 'Similar' or 'Opposite'). Four IRAP trial-types were created (i.e., Straight-Positive, Straight-Negative, Gay-Positive, and Gay-Negative). The Modern Homonegativity Scale (MHS: Morrison & Morrison, 2002) assessed explicit homonegativity. Results showed that the groups diverged on 'Gay-Negative' IRAP trials (i.e., only the heterosexual group produced implicit homonegativity). Specifically, the heterosexual group confirmed out-group 'Gay-Negative' IRAP statements more quickly than the non-heterosexual group who denied them more quickly. On the MHS, heterosexuals expressed greater homonegativity than their non-heterosexual counterparts. Crucially, implicit and explicit attitudes were unrelated. The IRAP effects are consistent with recent evidence suggesting the influence of a negativity bias in attitude formation (c.f., Kunda, 1999). Furthermore, the data suggest that the IRAP may provide a valid measure of implicit homonegativity.

**C** **MEASURING RACIAL PREJUDICE IN A MULTIRACIAL WORLD: NEW METHODS AND NEW CONSTRUCTS**

*Khaya Clark, University of Oregon; Chuck Tate, California State University, Bakersfield*

In this presentation, we discuss new methods to assess racial prejudice because existing methods provide a piecemeal understanding of the phenomenon, leading to an under-assessment of key constructs (e.g., ingroup favoritism, outgroup derogation) and providing no ways to assess new constructs, such as generalized outgroup derogation (negativity directed at all outgroups equally) and selective outgroup derogation (negativity directed at a specific outgroup [or specific outgroups]). The use of new response options, multiple presented targets, and multiple perceivers integrated into a single instrument is encouraged. The multidimensional architecture of the proposed instrument will allow researchers to uncover new constructs (e.g., selective or generalized outgroup derogation) and improve the assessment of existing constructs (e.g., ingroup favoritism, outgroup derogation) associated with racial prejudice. We conclude by arguing that the methodological and theoretical clarity offered by these new methods in a single instrument will supplement and advance our understanding of racial prejudice, and that the approach is equally applicable to both the child and adult literatures.

**D** **A COMPARISON OF PERCEIVED AND ACTUAL ETHNIC GROUP DIFFERENCES BETWEEN ASIAN AND BLACK WOMEN'S PUBLIC CONFRONTATIONS OF INTERPERSONAL RACISM**

*Elizabeth Lee, The Pennsylvania State University; Janet Swim, The Pennsylvania State University*

This research documented and confirmed ethnic group differences in confronting racism. In study 1, White college students perceived Asian women as less offended by and unlikely confronters of racist and rude comments compared to Black women. In Study 2, in a pre-study survey, Black and Asian women's perceptions replicated those of White participants. They also indicated their personal likelihood of confronting racist and rude comments which revealed that Black women thought they would be as likely to con-

front as other Black women while Asian women thought they would confront more than other Asian women. Participants who completed the survey were recruited to participate in a lab study on internet conversations. During the session they interacted over the internet with an ostensible White male who made either racist or rude remarks. Consistent with stereotypes, Black women were more likely to directly confront the perpetrator compared to Asian women, but this only emerged in the racist condition. Moreover, results supported a moderated mediation: All women were equally likely to rate the confederate as more racist in the racist condition. However, the more the Black women (but not Asian women) perceived the confederate as racist, the more likely they confronted. These results suggest that Asian women were holding back their desired responses.

**E UNDERSTANDING THE RELATIONS BETWEEN DIFFERENT FORMS OF WEIGHT PREJUDICE: THE INTERPLAY OF IMPLICIT EVALUATIONS, NONPREJUDICIAL GOALS, AND PERCEIVED DISCRIMINATION**

*Paula Brochu, University of Western Ontario; Victoria Esses, University of Western Ontario; Bertram Gawronski, University of Western Ontario*

The integrated framework of racism (Gawronski et al., in press) suggests that egalitarian-based nonprejudicial goals and perceptions of racial discrimination interactively determine the correspondence between implicit and explicit racism. The purpose of the present research was to extend this framework to the domain of weight prejudice. Participants completed a sequential priming task as a measure of implicit weight prejudice in addition to measures of explicit weight prejudice, nonprejudicial goals, and perceived weight discrimination. Consistent with the predictions of the integrated framework, regression analyses revealed that implicit and explicit prejudice were positively related when endorsement of nonprejudicial goals was low and perceived discrimination was high, and when endorsement of nonprejudicial goals was high and perceived discrimination was low. Analyses also indicated that implicit and explicit prejudice were negatively related when endorsement of nonprejudicial goals and perceived discrimination were both high, but unrelated when endorsement of nonprejudicial goals and perceived discrimination were both low. These patterns reflect central components of old-fashioned, modern, and aversive forms of prejudice. This research supports the generality of the integrated framework in the domain of weight prejudice, and provides insight into modern forms of this bias.

6/14/2008 – 11:00 AM to 12:25 PM – SUITE 207, Marriott second floor

**Symposium**  
*Traumatic Stress*

**PERSPECTIVES ON RESILIENCE, RESOURCEFULNESS AND INTEGRATION: ENHANCING REHABILITATIVE INTERVENTIONS IN SPECIAL MEDICAL, REHABILITATIVE AND ETHNIC POPULATIONS**

*Marek Celinski, Workplace Safety & Insurance Board and Private Practice; Giorgio Ilacqua, Workplace Safety & Insurance Board and Private Practice; Catherine Bart, Workplace Safety & Insurance Board and Private Practice*

An overview of the theory and research related to resourcefulness, resilience, coherence and integration will be provided. Resourcefulness is broadly defined to be relevant to coping with a wide variety of adverse events, including trauma, medical illness and chronic disease, divorce, death of a spouse, etc. Resourcefulness is significantly independent of emotional distress and psychopathology, and therefore should be separately assessed in psychotherapeutic interventions. The practical application of Resourcefulness in rehabilitative assessment and treatment of traumatic injury victims will be described. Two specialized instruments that assess Resilience and Resourcefulness will be described that are integral to this method and perspective. Recent multicultural research findings from Canada, Poland, Australia and other countries utilizing these instruments will be summarized.

**A RESOURCEFULNESS AND EFFORT IN ASSESSMENT AND TREATMENT OUTCOME**

*Marek Celinski, Workplace Safety & Insurance Board and Private Practice; Lyle Allen III, CogniSyst, Inc*

Data from symptom validity test (SVT) results and the Resourcefulness for Recovery Inventory (RRI) will be presented. The impact of SVT performance will be examined in terms of its effect on the RRI, and other neurocognitive measures in the context of psychological rehabilitation. Both initial assessment and the effect on treatment outcome on a broad array of measures will be covered. Measures of SVT are related to Resourcefulness, and but both are highly related to treatment planning and outcome.

**B DOES ETHNICITY MATTER? USE OF THE RESOURCEFULNESS FOR RECOVERY INVENTORY (RRI) AND THE RESILIENCE TO TRAUMA SCALE (RTS) IN SAMPLES OF ITALIAN AND SPANISH PATIENTS**

*Giorgio Ilacqua, Workplace Safety & Insurance Board and Private Practice*

The patients level of resourcefulness and resilience after a traumatic accident are essential variables to consider and the usefulness of the RRI and of the RTS have already been established with a sample of English speaking, culturally fluent Canadians. The present study proposed to transfer the diagnostic and therapeutic value of the RRI and of the RTS to ethnic groups which are significant in term of number and cultural influence in the Canadian multi-cultural mosaic. For this purpose the RRI and the RTS have been translated into Italian and Spanish. In the study presented, a sample of 40 Italian-Canadian and 20 Spanish speaking patients

are compared with the RRI the RTS to the standardization sample. The patients in the Italian and Spanish samples were continuous referrals to our clinic and all subjects were assessed initially and then followed up in psychotherapy. Similarities and differences are discussed in terms of condition constancy, higher initial levels of distress, levels of non-professional support, intensity of negative cognitions and poorer coping strategies. Considerations for treatment, implications for future developments and limitations of the present study are discussed.

**C** **MEASUREMENT OF PERSONALITY INTEGRATION IN MANAGEMENT OF HIGH STRESS MEDICAL PROCEDURES: ADJUSTMENT IN ORGAN TRANSPLANT**

*Catherine Bart, Workplace Safety & Insurance Board and Private Practice*

Many early personality theorists formulated constructs that were deemed protective in coping with the cumulative effects of life stress, and mediated in the stress-illness relationship. Operational application of these constructs was challenging in life threatening situations and trauma due to the complexity of coping demands. Unidimensional constructs were limited in their explanatory power of effective coping. A gradual shift has occurred toward recognizing multidimensional personality constructs such as resilience and resourcefulness hold greater promise in explaining coping and recovery in traumatic and life threatening situations. A higher order personality construct similar to resilience, Integration, was used to assess outcome in organ transplantation, a highly stressful and multifaceted life threatening situation. Findings indicated that Integration mediated the psychological response to organ transplant with less psychological distress and better overall adjustment. An implication for using personality measures in high stress medical situations is identification of effective copers and vulnerable individuals, with psychological treatment resources aimed to assist the latter.

6/14/2008 – 11:00 AM to 11:55 AM – ALEXANDER ROOM, Marriott main floor

**Oral Paper**  
**Session/Séance de**  
**présentation orale**  
*History and Philosophy*  
*of Psychology*

**BIOGRAPHIES**

*John Connors, Canadian University College and University of Alberta*

**A** **TRACKING THE BIOGRAPHY OF AN EMINENT, ITINERANT, NOTORIOUS PSYCHOLOGIST - HUGO MÜNSTERBERG - USING INTERACTIVE MAPS**

*Yee May Siau, University of Prince Edward Island; Annabel Cohen, University of Prince Edward Island*

The current project highlights the use of computer interactive maps to provide a fresh perspective on historical biography. The example is given of Hugo Münsterberg (1863-1916) a psychologist, philosopher, and prominent professor at Harvard, who traveled extensively within and between America (including Canada) and Europe. These journeys contributed to his impact in the various areas of experimental and applied psychology in which he was an innovator, including forensics, industrial (I/O), psychotherapy, and film perception. Despite his acknowledged contribution, some aspects of Münsterberg's work, such as that on film (e.g., "the Photoplay", Münsterberg, 1916), have been overlooked by psychology for complex reasons associated with his and others' personality and perspectives in interaction with world events. The presentation of his lifelong travels, using Google Earth, exploits geographic technology to spatially present historical information that is usually presented sequentially. It provides an efficient means for summarizing individual life experience and capitalizes on the advantages of visual over verbal presentation. For comparison, this technique will also be applied to the life of Henry A. Murray (1893-1988) who was briefly in a classroom of Münsterberg's, and who also became an eminent, itinerant, notorious professor at Harvard. (The support of SSHRC is acknowledged).

**B** **WILLIAM LINE (1897-1964): GENERALIST IN CANADIAN PSYCHOLOGY**

*John Connors, Canadian University College and University of Alberta*

Bill Line was born in Buckinghamshire, England on August 23, 1897. He was an undergraduate in chemistry at the University of London when World War I broke out. He enlisted with the infantry and rose to the rank of Captain with service in Egypt, France, and the Balkans. After the war he came to Canada and finished his degrees in chemistry and Mathematics at Mount Allison University in New Brunswick. His interests then turned to Philosophy and Education and he received an MA in Philosophy and an MA in Education from the University of Alberta. He taught at the University of Manitoba but soon returned to the University of London to study under Charles Spearman and received a doctorate in 1928. He came to the University of Toronto in 1929 where he remained until his death. In World War II he served with the Canadian Army as Director of Personnel Selection with Brock Chisholm with the rank of Colonel. During this time he established a system of personnel selection and intelligence testing in the Canadian Army. After the war Professor Line became the psychological advisor to the Department of Veterans Affairs in Ottawa, and consultant to the World Health Organization and the United Nations on personnel policies. He was founder and consultant to the International Institute of Child Study established by UNESCO in Thailand. He was a past president of CPA and the World Federation of Mental Health. He worked with the CNIB regarding blind soldiers and with Bill Blatz at the Royal Road School in Toronto. Courses he taught included construction of IQ tests, social, industrial, developmental, and systematic psychology.

6/14/2008 – 11:00 AM to 12:25 PM – COMPASS ROOM, Pedway to the Casino second floor

**Symposium**  
*Criminal Justice*  
*Psychology*

**FROM GRADUATE EDUCATION TO CLINICAL TRAINING: PREPARATION OF PROFESSIONALS FOR CRIMINAL JUSTICE SETTINGS**

*Joseph Camilleri, Queen's University; Leslie Helmus, Carleton University; Mark Olver, University of Saskatchewan; Denise Preston, Correctional Service of Canada; Andrew Starzomski, East Coast Forensic Hospital*

In the past 30 years, Criminal Justice Psychology has emerged as a specialized discipline within Psychology, and the need for forensic/correctional psychologists in the field is significant. Despite these facts, and high levels of graduate student interest, relevant graduate education and internship training opportunities are scarce. This symposium focuses on the preparation of forensic/correctional psychologists in Canada. The first presentation describes the results of a survey of Canadian psychology graduate programs that examined the availability and structure of criminal justice psychology training. The second presentation describes the results of a survey of Correctional Service of Canada institutions that provide specialized clinical training opportunities to graduate students in psychology. The third describes the process of setting up an internship program in the Correctional Service of Canada, and the fourth describes partnerships and issues that are essential to the development and enhancement of clinical training in criminal justice settings. The goals are to convey the current state of graduate education and clinical training in forensic/correctional psychology in Canada, consider impediments to increasing training opportunities, provide suggestions for continued progress, and increase awareness of and interest in clinical forensic/correctional psychology.

**A A SURVEY OF CANADIAN GRADUATE EDUCATION AND TRAINING IN CRIMINAL JUSTICE PSYCHOLOGY**

*Leslie Helmus, Carleton University; Joseph Camilleri, Queen's University; Mark Olver, University of Saskatchewan; Kelly Babchishin*

In the past 30 years, criminal justice psychology has emerged as a specialized discipline within psychology, evidenced by an increase in textbooks, journals, and professional associations devoted to the area. A recent study by Morgan, Beer, Fitzgerald, and Mandrachia (2007) found considerable availability of graduate training opportunities in American universities, as well as high levels of student interest. In Canada, Simourd and Wormith (1995) surveyed Canadian psychology graduate programs and found 15 programs (54% of responding universities) that offered some kind of criminal justice training. The purpose of the current study was to replicate Simourd and Wormith's (1995) study to assess changes in the availability of criminal justice psychology training at Canadian universities. All Canadian universities that offer graduate work in psychology were invited to complete a survey that assessed the availability and structure of criminal justice psychology training, including the number of students, faculty, and courses offered. Current opportunities for graduate training in criminal justice psychology are described and compared to previous findings.

**B A SURVEY OF CLINICAL FORENSIC PSYCHOLOGY TRAINING OPPORTUNITIES IN CANADIAN CORRECTIONAL SETTINGS**

*Mark Olver, University of Saskatchewan; Denise Preston, Correctional Service of Canada; Joseph Camilleri, Queen's University; Leslie Helmus, Carleton University; Andrew Starzomski, East Coast Forensic Hospital*

The recruitment and retention of psychologists has been an ongoing concern in the Correctional Service of Canada, despite what seems to be abundant interest among Canadian psychology graduate students in pursuing training and employment in correctional settings. The present study is a survey of institutions (hospitals and prisons) within CSC that provide opportunities for specialized training in clinical forensic psychology. Data will be presented concerning the range of available training opportunities, the frequency with which interns/practicum students receive such training, barriers to increasing training opportunities, and retention and recruitment issues of psychology staff. Implications for increasing the awareness of clinical forensic training opportunities among practicum students and interns, prospective job applicants, and university psychology departments are discussed.

**C FROM HERE TO THERE: SETTING UP AN INTERNSHIP PROGRAM IN A FEDERAL GOVERNMENT DEPARTMENT**

*Denise Preston, Correctional Service of Canada*

A confluence of factors has resulted in the Ontario region of the Correctional Service of Canada taking active steps to create a pre-doctoral internship program: internships are in short supply relative to the demand; forensic/correctional internships are even more scarce; human resource attrition is increasing with the retirement of the baby-boomers; and CSC is increasingly experiencing significant recruitment and retention difficulties. As the largest single employer of psychologists in Canada, and as a forensic/correctional setting, it is incumbent upon CSC to respond to the need for specialized internship placements, to assist in the preparation and training of new professionals and to address their recruitment difficulties and human resource needs. This presentation will describe the process of setting up an internship program in a federal government department, from making a business case to secure corporate support to welcoming interns through the front gates. The need to consider federal, provincial, university, and College of Psychologist requirements will be discussed, as will the internship program itself. The aim is to provide some lessons learned to assist others in undertaking a similar venture.

**D PARTNERSHIPS AND PROFESSIONALISM: DEVELOPING AND ENHANCING CLINICAL TRAINING IN CRIMINAL JUSTICE SETTINGS**

*Andrew Starzomski, East Coast Forensic Hospital*

Recent discussions about clinical training opportunities in Canadian criminal justice circles have highlighted various needs and limitations across the country. Some opportunities for training exist for both practica and internships. Various agencies, such as health boards and correctional services, are struggling to recruit and retain psychologists with some rudimentary experience in criminal justice. Psychologists' unique expertise with risk assessment and management continues to drive demand. To deal with these challenges, it is crucial that university training programs, criminal justice agencies and provincial regulatory boards work collectively. Such relationships should involve the collective muster of: (a) supervising psychologists in the field, (b) university-based psychologists who can connect students to community placements, (c) students themselves, (d) psychologists affiliated with local and national bodies (e.g., licensing boards, CCPPP, CPA) and (e) forensic service administrators who can appreciate the long-term merits of an organized approach to clinical training in criminal justice. This presentation will outline the state of such relationships in Atlantic Canada as a case study, including the centrality of accreditation standards to training goals, as well as the core competencies required for sound clinical practice.

**6/14/2008 – 11:00 AM to 11:55 AM – COMPASS BOARDROOM, Pedway to the Casino second floor**

**Committee Business Meeting CANADIAN NATIONAL COMMITTEE OF THE NATIONAL RESEARCH COUNCIL FOR THE INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE**

*Janel Gauthier, Université Laval*

**6/14/2008 – 11:30 AM to 12:25 PM – NOVA SCOTIA B, Marriott second floor**

**Conversation Session/Séance de conversation PROFESSIONAL PRACTICE CHIEFS IN HEALTH AND MENTAL HEALTH INSTITUTIONS: AN OPPORTUNITY TO SHARE OUR EXPERIENCES AND CHALLENGES**

*Vicky Veitch Wolfe, Psychology Professional Practice Chief, IWK Health Centre*

Professional Practice Chiefs in health and mental health care settings have many challenges, often faced with the daunting tasks of bridging the needs of the psychologists with institutional demands and expectations. This conversation hour will be an opportunity for PPCs to identify issues and to share experiences in effectively leading psychological practice and promoting psychology within their institutions.

**6/14/2008 – 11:30 AM to 12:55 PM – HALIFAX A, Marriott second floor**

**Symposium EMOTIONAL INTELLIGENCE AND CROSS-CULTURAL PERSPECTIVES**

*Psychologists in Education*

*Donald Saklofske, University of Calgary; Tongwei Li, University of Calgary; Eriko Fukuda, University of Calgary*

The recent interest in emotional intelligence is further reflected in research studies conducted in many other countries as well as the development of new assessment measures. While models and measures of cognitive abilities appear to 'travel' reasonably well across cultures and countries, it is less clear if EI measures grounded in a trait perspective show a similar robustness. This is observed when translating items from well known trait scales developed in western countries, but especially when trying to capture such key constructs, for example, as the Japanese view of "omoiyari" (i.e., empathy, sympathy). This symposium presents three papers that compare the results of EI measures obtained from both English (Australia, Canada, South Africa) and non-English speaking countries (China, Japan). As well, consideration is given to the data analysis methods employed in these comparative studies.

**A CROSS-CULTURAL VALIDATION OF EMOTIONAL INTELLIGENCE IN CANADIAN, AUSTRALIAN, AND SOUTH AFRICAN SAMPLES**

*Donald Saklofske, University of Calgary; Gina Ekermans, Stellenbosch University; Con Stough, Swinburne University of Technology*

The construct of emotional intelligence (EI) has been in a stage of active development during the past several years. While there are varying conceptual and measurement models describing EI, the cultural and variability is to a large extent still unknown. This paper explores the configural and metric invariance of a self-report EI measure, the EQ-i:S (Bar-On, 2002), in order to establish construct comparability and equivalence of EI in three cultural groups from South Africa, Australia and Canada. Multi-group confirmatory factor analysis (CFA) was used to examine the equivalence of the EQ-i:S measurement model over the three samples. The results are discussed in the context of the cross cultural robustness of EI whilst directions for future research and limitations of the present study are also discussed.

**B** **ASSESSING THE STRUCTURAL EQUIVALENCE OF A MEASURE OF EMOTIONAL INTELLIGENCE IN CHINESE STUDENTS FROM CHINA AND CANADA**

*Tongwei Li, University of Calgary; Donald Saklofske, University of Calgary; Gonggu Yan, Beijing Normal University*

Emotional intelligence (EI) has been extensively studied in the past 5 years, mainly in North America and Europe. However, there is limited research examining the measurement equivalence of EI measures in other countries, such as China. This research investigated structural equivalence of the College Achievement Inventory (CAI; Parker & Wood, 2005) in samples of Chinese university students in both China and Canada. Two groups, one in China ( $N=343$ ) and one attending university in Canada ( $N=150$ ), were administered a Chinese translated version of CAI. Another group of Chinese students ( $N=150$ ) studying in Canada was administered the English version. Exploratory and confirmatory factor analyses were conducted to test the structural equivalence of CAI. Compared with the results from the original Canadian sample, factor structures were not identical, suggesting careful consideration and investigation of measurement equivalence when employing EI measures across countries and especially where item and scale translations are required.

**C** **EXAMINING THE IMPACT OF JAPANESE CULTURAL ORIENTATION ON EMOTIONAL INTELLIGENCE**

*Eriko Fukuda, University of Calgary; Donald Saklofske, University of Calgary; Katsuo Tamaoka, Hiroshima University*

Western and Asian countries are grounded in different cultural orientations, including the dimension of individualism and collectivism (I-C). Such differences impact how people perceive their relationship with others and, in turn, this guides their behaviour in interpersonal interactions. However, this particular cultural factor has not yet been examined in the EI research literature. As the I-C orientation is different across cultures, it raises the question of whether the EI construct also varies. This presentation will examine the impact of the I-C cultural orientation in the EI assessment of Japanese university students using measurements developed in both western and Asian countries. The discussion will focus on the results of the translated versions of three EI measures including the College Achievement Inventory (CAI), the Schutte Self-Report Inventory (SSRI), and the Wong and Law Emotional Intelligence Scale (WLEIS). The main contribution of this study is to provide cross-cultural validation of both the EI construct and its measurement while recognizing the impact of cultural differences.

6/14/2008 — 11:30 AM to 12:55 PM — HALIFAX B, Marriott second floor

**Symposium**  
*Clinical Psychology*

**HELPING FAMILIES: THE DEVELOPMENT OF COMMUNITY CAPACITY TO PROVIDE EDUCATION AND SUPPORT TO FAMILIES OF PEOPLE WITH EATING DISORDERS**

*Olga Heath, Memorial University of Newfoundland; Patricia Nash; Nancy White, Eastern Health*

Family members of individuals with eating disorders report feeling anxious, overwhelmed and lost with regard to how to approach their ill family member and the professionals caring for their relative. While most specialty eating disorder programs acknowledge the crucial role of the family in recovery and may provide education and/or support programs for families, there is no direction for professionals outside of specialty programs on how to meet the needs of the families for whom specialty services are either not needed or not currently available. The papers in this symposium speak to the need for family education and support outside of specialized service delivery and how the Eating Disorder Working Group in Newfoundland and Labrador has addressed this need. The first paper, presented by parents of adolescents, articulates the history and need for services for families of adolescents and adults and how parents have been involved in the development of an education and support program. The second paper outlines the Provincial Model for Eating Disorder Services which is the context in which the family education and support program is housed and maintained. The final paper presents the program as it has been developed to roll out to non-specialized centres including rural primary health care centres. The evaluation plan for the program will also be reviewed in the final paper.

**A** **HISTORY AND NEED FOR SERVICES FOR FAMILIES**

*Patricia Nash; Catherine Skinner; Nancy White, Eastern Health; Olga Heath, Memorial University of Newfoundland*

As in many smaller jurisdictions, services for people with eating disorders in Newfoundland and Labrador have historically been poorly developed and uncoordinated resulting dissatisfaction for consumers, staff and families. While there has been some imperative to provide services for those very ill with Eating Disorders, there has been virtually no education or support available for families. This presentation will describe from the perspective of parents, the impetus to develop services for families in St. John's. The education program and support group established in the St. John's area will be reviewed highlighting the role of parents in the development and implementation of the services. The value of these services as experienced by and communicated to our parent presenters will be noted. The growing demand for education and support by parents and the family members of adults suffering from Eating Disorders both within and outside of St. John's will be discussed.

**B HELPING FAMILIES: FITTING IN TO THE PROVINCIAL MODEL FOR SERVICES FOR EATING DISORDERS**

Olga Heath, *Memorial University of Newfoundland*; Nancy White, *Eastern Health*; Catherine Skinner; Patricia Nash,

Government recently funded a proposal generated by an interprofessional eating disorder working group (EDWG) for an Intensive Day Treatment Program in Newfoundland and Labrador for persons suffering with Eating Disorders and for services to their families. The EDWG has recognized that in addition to tertiary intervention, there is a need for additional education and consultation for non-specialized providers around the prevention, identification, early uncomplicated treatment, referral and follow-up of eating disorders and the provision of services to their families. In response to that need, two significant initiatives have been developed; a multimedia "train the trainer" education program designed to increase community capacity to respond to the needs of persons suffering from eating disorders and an integrated but separate packaged education and support program for families to be developed and maintained by professionals in rural centres. We will present the Provincial Model highlighting the family section.

**C DEVELOPING COMMUNITY CAPACITY TO HELP FAMILIES**

Nancy White, *Eastern Health*; Olga Heath, *Memorial University of Newfoundland*; Catherine Skinner; Patricia Nash,

This paper will present the Education and Support Program for families as it will be implemented within the Newfoundland and Labrador Provincial Model for a continuum of eating disorder services using the "Train the Trainer" approach. We will address the crucial area of evaluation and present the plan for assessing the impact that the program has both from the perspective of the professionals organizing the services and family members accessing them. In addition, the potential opportunities for other jurisdictions outside Newfoundland and Labrador to avail of the program will be discussed.

**6/14/2008 – 11:30 AM to 1:25 PM – ATLANTIC SUITE, Marriott second floor**

**Workshop/Atelier de travail**

*Psychoanalytic and Psychodynamic Psychology*

**MANAGING NON-THERAPEUTIC REACTIONS WITH DIFFICULT CLIENTS**

Jon Mills, *Canadian Psychological Association*

One of the more difficult aspects to clinical work is encountering patients who present with multiple symptomatology, are treatment resistant, and who create negative feelings in the therapist. When therapists are challenged by their own negative emotional reactions to patients, they are more likely to act out their emotions in the therapy, which interferes with treatment success. Strong affective states that remain unrecognized and unprocessed by the therapist will likely be destructive in nature, thus leading to poor clinical interventions that can potentially ruin the treatment. This phenomenon is generally known as countertransference. Mental health professionals are generally guarded about discussing their negative thoughts and feelings toward their patients because they fear being judged or negatively evaluated by their fellow peers and colleagues. This is a most unfortunate occurrence because it perpetuates a climate of secrecy and professional dishonesty where clinicians either pretend that such things do not exist or view them as inherently bad and unethical. This is farthest from the truth. Therapists are human and will have their own human reactions to patients who are difficult to treat, and who are likely to provoke the therapist, thereby engendering negative emotional and behavioral reactions.

**6/14/2008 – 11:30 AM to 12:55 PM – ACADIA A, Marriott main floor**

**Conversation Session/Séance de conversation****GETTING FUNDED TO DO RESEARCH IN PSYCHOLOGY**

Christine Chambers, *IWK Health Centre and Dalhousie University*; Adam Radomsky, *Concordia University*; Patrick McGrath, *IWK Health Centre*; Raymond Klein, *Dalhousie University*; Sherry Stewart, *Dalhousie University*

Applying for and securing funding in support of conducting psychological research is frequently cited as a significant challenge by new and experienced investigators alike. This conversation session will provide an overview of common issues related to basic science and clinical research funding applications and provide guidance and tips for successful basic science. The session will be chaired by two early career investigators who have recently applied for funding and also served on peer review committees. The expert panel consists of seasoned investigators (from basic and clinical science) who have experience with each of the three major national funding agencies (CIHR, NSERC, and SSHRC). The chairs will provide an introduction to some of the challenges in applying for funding and common funding-related issues across the three funding agencies. Each of the panelists will then provide a brief overview of issues unique to each of the three funding agencies. The session will then be opened up for general questions and answers, both from the audience and in the form of pre-prepared questions from the session chairs based on common comments and queries raised during the funding application process. This session will be helpful to both new investigators as well as experienced investigators seeking further insights on the funding process.



6/14/2008 – 11:30 AM to 12:25 PM – ACADIA B, Marriott main floor

Conversation

Session/Séance de conversation

Counselling Psychology

SECTION PROGRAM

**CONVERSING ABOUT COUNSELLING PSYCHOLOGY IN CANADA**

Beth Haverkamp, *University of British Columbia*; Greg Harris, *Memorial University of Newfoundland*; José Domene, *Trinity Western University*; Robinder (Rob) Bedi, *University of Victoria*

This conversation session will provide an opportunity for members of CPA Section 24 (Counselling Psychology) and other interested parties to share their thoughts about counselling psychology in Canada and respond to the 2007 Report from the Executive Committee for a Canadian Definition of Counselling Psychology. Potential discussion topics that are likely to arise include: (a) counselling psychology as an identity or one of multiple identities, (b) distinguishing counselling psychology from other areas (e.g., clinical psychology, professional counselling), and (c) Canadian context factors informing our understanding of counselling psychology. Feedback from this conversation session in conjunction with the Report will be used to put forth an official definition and description of Counselling Psychology in Canada for CPA's Section on Counselling Psychology.

6/14/2008 – 11:30 AM to 11:55 AM – ACADIA C, Marriott main floor

Theory Review

Session/Séance de revue théorique

Counselling Psychology

**EXPLORING IDENTITY THEFT: (ANOTHER) CALL TO PSYCHOLOGY RESEARCHERS**

K. Jessica Van Vliet, *University of Alberta*

Identity theft has become a topic of growing concern in Canada and worldwide. This crime can take a heavy toll on its victims, often resulting in catastrophic financial losses, damaged reputations, and, in some cases, criminal records that may take years to clear. While there has been a growing body of research on the financial and legal costs of identity theft, we currently know little about the psychological and emotional impact of victimization. Criminologists have called on psychology researchers to explore the mental health aspects of identity theft and financial crime in general. However, these issues have received surprisingly little attention in the counselling and clinical psychology literature. This gap needs to be addressed if psychologists and others in the mental health field are to have the understanding necessary for helping identity theft victims. In this session, I review the existing research on the psychological consequences of identity theft and discuss ways in which counselling psychology can further our knowledge and understanding in this area. I also discuss a pilot study at the University of Alberta aimed at exploring victims' perspectives and psychological functioning in the aftermath of identity theft.

6/14/2008 – 12:00 PM to 1:55 PM – NOVA SCOTIA CD, Marriott second floor

Poster/Affiche

**POSTER SESSION "G"/ PRÉSENTATION PAR AFFICHAGE**

Environmental Psychology, Industrial and Organizational Psychology, Psychology in the Military, Sexual Orientation and Gender Identity Issues, Students in Psychology, Teaching of Psychology, Women and Psychology (SWAP) Psychologie de l'environnement, Psychologie industrielle et organisationnelle, Psychologie du milieu militaire, Orientation sexuelle et identité sexuelle, Étudiants en psychologie, Enseignement de la psychologie, Femmes et psychologie

#1

*Environmental Psychology*

**DOING IT FOR THE RIGHT REASONS: HOW SELF-DETERMINED MOTIVATION AND SELF-CONSCIOUSNESS AFFECT SELF-REPORTS OF PRO-ENVIRONMENTAL BEHAVIOURS**

Simon Beaudry, *University of Ottawa*; Luc Pelletier, *University of Ottawa*

How can we explain that some people behave in a coherent way and reach their goals, while others fail? According to Self-Determination Theory, an autonomous (vs. controlled) regulation is more functional as it is more conducive to coherent goal pursuit. According to Control Theory, self-consciousness (SC) is needed to evaluate and compare our current behaviour against standards that may be private or public. In the present study, we hypothesized that autonomous individuals rely on private SC to regulate their behaviours, thus explaining the higher level of behaviour-goal coherence. In contrast, controlled individuals rely more on public SC to regulate their behaviours, and thus show increased incoherence. To test these hypotheses, participants ( $N=223$ ) completed measures of global self-determination, private and public SC. A few weeks later, they completed measures of pro-environmental behaviours designed to reflect the level of coherence of their goals. Regression analyses revealed that private SC mediated the relationship between autonomous regulation and coherence, whereas public SC mediated controlled regulation and incoherence. These results suggest that individuals with an autonomous orientation, as opposed to controlled, rely on different monitoring processes to regulate their behaviours, and that may explain either why they reach or fail to reach their goals.

#2

*Environmental Psychology*

**EXECUTIVE FUNCTION AND PRO-ENVIRONMENTAL BEHAVIOR IN ADULTS**

Meredith Flannery, *Dalhousie University*; Sophie Jacques, *Dalhousie University*

A major challenge in the encouragement of pro-environmental behaviors (e.g., recycling or composting) is demonstrating long-term maintenance of desired actions. Recent research suggests long-term health-related behavior change may be linked to executive function skills (Hall et al., 2006). Like health behavior, establishing new pro-environmental behaviors often involves problem solving and long-term planning, which require executive function skills. This study examined the relation between executive function skills and pro-environmental behavior in adults. Using Ajzen's Theory of Planned Behavior (1991), executive function skills were assessed to examine the degree to which actual behavioral control explains differences in pro-environmental behaviors at the individual level. Three dimensions of executive function were examined using a problem solving framework (Zelazo et al., 1997). Preliminary results suggest that individuals with better executive function skills engage in more pro-environmental behaviors and actual behavioral control explains significant variance in pro-environmental behavior.

**#3** **WORLDVIEW CHANGE AND TERROR MANAGEMENT THEORY**  
*Environmental Psychology* Christina Long, *Lakehead University*; Mirella Stroink, *Lakehead University*

Past Terror Management Theory studies have shown the impact of cultural worldviews in shaping human thought and behaviour, and how people respond to uncontextualized mortality salience and worldview threat manipulations with denial, defensiveness, intergroup hostility and worldview change. This study explored what kinds of worldview threat and mortality salience manipulations result in worldview change as opposed to defense in the context of climate change messages. 152 undergraduate psychology students were randomly assigned to one of four experimental conditions. Findings indicated that environmental messages concerning climate change including MS induction were more effective in eliciting worldview change than Control or WT conditions in female but not male participants. Male participants were more open to worldview change in response to the Control climate change condition that contained non-threatening environmental information than in response to messages including MS, WT or MS&WT manipulations. The findings of this study also indicated a marginally significant effect of condition on Death Thought Accessibility (DTA). Self-esteem and gender were found to moderate the effect of condition on measures of worldview change but not DTA.

**#4** **ADAPTATION IN CROSS-CULTURAL NEGOTIATIONS**  
*Industrial and Organizational Psychology* Wendi Adair, *University of Waterloo*; Su-jin Lee, *Korean Advanced Institute of Science and Technology*; Jenesis Squires, *University of Waterloo*; Michelle Castaldi, *University of Waterloo*

Traditional perspective taking involves the active consideration of the other party's alternatives and reference points in negotiation and has been established as an important pre-negotiation tool (Galinsky & Mussweiler, 2001). Galinsky and Mussweiler (2001) demonstrated that perspective taking in negotiations increases individual gains by reducing certain judgment biases. The current study sought to better understand the effect of perspective taking in cross-cultural negotiations, specifically, the effects of cultural perspective taking (CPT). CPT is proposed as the active consideration of the other party's culturally-normative negotiation expectations and norms prior to negotiation. Actively considering the other party's cultural expectations and norms affects joint gains at the dyad level and affects the negotiated outcomes differently than traditional perspective taking. The current study also aimed to replicate the effects of perspective taking on individual gains within mono-cultural and cross-cultural negotiations.

**#5** **VALIDATION OF THE SATISFACTION WITH WORK SCALE IN SIX ORGANIZATIONAL SETTINGS**  
*Industrial and Organizational Psychology* Nicole Bérubé, *John Molson School of Business*; Marylène Gagné, *John Molson School of Business*; Magda Donia, *John Molson School of Business*; Richard Koestner, *McGill University*; Nathalie Houlfort, *École Nationale de L'administration Publique*

We validated the Satisfaction with Work Scale (SWWS) in six different samples of workers, and in English and French. Satisfaction with work refers to satisfaction with work as a domain of an individuals' life. It is conceptually a higher order construct than job satisfaction, which is subsumed into work satisfaction. Our confirmatory factor analysis yielded a one-factor structure, which was shown invariant across languages and samples. The test-retest reliability of the SWWS was high, indicating that it is a stable construct over time. In addition, in two of our samples, both the SWWS and global job satisfaction were measured. The factor analysis of the SWWS items with the job satisfaction items found that the items loaded cleanly on two separate factors with no cross-loadings. Overall, results showed that the SWWS is a reliable, stable, and valid measure of satisfaction with work as a domain of life. In addition, we found that satisfaction with work is distinct from job satisfaction both conceptually, and empirically. The SWWS was also positively related to inclusion of work into the self, which indicates how involved people are with their work, and a measure of intent to leave that has been previously linked to job satisfaction. Compared to Job Satisfaction, we found that satisfaction with work was a stronger correlate of organizational commitment.

**#6** **ACADEMIC MOTIVATION**  
*Industrial and Organizational Psychology* Luc Bourgeois, *Student*; Natalie Polito, *Student*; E. Kevin Kelloway, *Supervisor*

Consistent with previous research (e.g., Barling, Loughlin & Kelloway, 2002), we examined professors' transformational teaching and students' experienced stress as predictors of student motivation, academic performance and satisfaction. Consistent with theories of transformational leadership, transformational teaching was defined as student perceptions of professors' inspirational

motivation, intellectual stimulation, individualized consideration and idealized influence. Students' stress was defined as a function of both work load and recovery experience. Additionally, we hypothesized that students' intrinsic motivation would mediate the relationships between professors' leadership and students' stress as the predictors and students' academic performance and satisfaction as the outcomes.

**#7 PSYCHOLOGICAL HEALTH AT WORK: THE ROLE OF CLIMATE, JUSTICE AND SATISFACTION OF BASIC PSYCHOLOGICAL NEEDS**

*Industrial and Organizational Psychology*

*Maryse Brien, Université de Montréal; Dominic Lapointe, Université de Montréal; Marilyn Champagne, McGill University; Andre Savoie, Université de Montréal*

The direct and indirect costs related to psychological health at work were estimated at approximately 14 billion dollars in Canada (Canada Health, 2001). Several studies evaluated the negative consequences of an inadequate work environment on psychological health (McNeeley, 1983; Brenner & Bentall, 1984; Malanowski & Wood, 1984; Shirom, 1987; Farber, 2000; Farber & Asher, 1991; Friedman, 1991; Spencer, 2000). However, the majority are descriptive. In this study, the association between two indicators of psychological health at work (well-being and distress) and three inductors (organisational climate, justice and satisfaction of basic psychological needs) is analyzed. Questionnaires measuring well-being at work, distress at work, organizational climate, justice and basic psychological needs were completed by 171 educators. The main results, based on linear regressions, showed that climate and justice were positively related to well-being and negatively related to distress. Also, hierarchical regressions showed that satisfaction of basic psychological needs can be a partial mediator of this relationship. The conclusion is that organisational climate and justice are associated with psychological health at work, and that this association is partly explained by the satisfaction of basic psychological needs. Thus, organizations could have advantages to favor good working conditions.

**#8 UNDERSTANDING BARRIERS TO SEXUAL HARASSMENT REPORTING AMONG FEMALE EMPLOYEES: A THEORETICAL APPROACH**

*Industrial and Organizational Psychology*

*Andrea Butler, University of Windsor; Greg Chung-Yan, University of Windsor*

Sexual harassment is a prevalent problem within the workplace. Unfortunately, few sexually harassed women decide to seek out formal organizational support by filing an official sexual harassment complaint or grievance. The goal of the current study was to examine factors that affect whether female employees decide to make use of their organizations' sexual harassment policies and file a formal sexual harassment grievance. Specifically, the current study investigated the relationship between perceptions of distributive justice, procedural justice, interactional justice and sexual harassment reporting behaviour. Furthermore, much of the previous research on predictors of reporting behaviour has been primarily atheoretical. In the current study, two theoretical frameworks were explored: Feminist theory (Pryor, LaVite & Stoller, 1993; Tangri, Burt & Johnson, 1982; Riger, 1991) and theories of Organization Justice (Adam, 1965; Bias and Moag, 1986; Leventhal, 1980; Thibaut & Walker, 1975). An online survey was administered to female hospital workers. Implications for a broader theoretical framework for perceived barriers to reporting behaviour are discussed.

**#9 APPROACHES TO CONFLICT RESOLUTION IN INTERRACIAL INTERACTIONS**

*Industrial and Organizational Psychology*

*Alix Carter, Saint Mary's University; Debra Gilin Oore, Saint Mary's University*

The steady increase of cultural diversity in society promotes increasing interactions between people of different races in everyday life. These interactions can have negative implications for social, academic and job outcomes. Consumer studies show that black individuals in cross-race negotiations often demonstrate poorer outcomes than in same-race negotiations. In this research, participants are randomly assigned to either a white or black "partner" in a simulated University group-work conflict scenario. Participants receive a picture of their potential partner which serves as a cue for the interaction. Participants assume a role in a detailed academic conflict case in which the issues are schedule flexibility, timelines, and task assignments. Planned conflict resolution styles as well as impressions and evaluations of the imagined partner are compared across same-race and cross-race conditions. Research provides insight into the possible detrimental consequences of interracial interactions within the workplace. However, awareness of the issue can provide employers and employees with knowledge for correction of such negative outcomes.

**#10 THE INFLUENCE OF SELF-CONSTRUALS AND THINKING STYLES ON THE RELATIONSHIP BETWEEN WORKPLACE STRESSORS AND STRAIN**

*Industrial and Organizational Psychology*

*Greg Chung-Yan, University of Windsor; Catherine Kwantes, University of Windsor; Yating Xu, University of Windsor; Cheryl Boglarsky, Human Synergistics International*

Although a number of studies have investigated individual difference factors—such as personality and coping responses (Cooper, Dewe & O'Driscoll, 2001)—as moderating the relationship between taxing environmental stimuli (i.e., stressors) and their negative consequences for health and well-being (i.e., strain), few studies consider the role that cultural differences have on these relationships. To address this gap, the current study introduces the potential moderator of self-construals: the differential emphasis people place on group (interdependent self) versus individual goals (independent self; Markus & Kitayama, 1991). It is anticipated that self-construals moderate the relationship between workplace stressors and strain, although the strength of their influence will depend on whether the stressors reflect individual stressors (e.g., work overload) or social stressors (e.g., interpersonal conflict).

Furthermore, the influence of self-construals is expected to be explained by differences in thinking styles: people's self-image and their perceived relationship with others and their work activities (Cooke, 1986, e.g., growth, inclusion, cooperation). Implications for cross-cultural stress research are discussed.

**#11** **VIOLENCE, ABUSE OF POWER AND DISENGAGEMENT OF UNIVERSITY PERSONNEL**  
*Industrial and Organizational Psychology* **Francois Courcy, Université de Sherbrooke; Alexandre Morin, Université de Sherbrooke; Isabelle Madore, Université de Sherbrooke**

This study examines the deleterious role of exposure to violence (victimization and observation) and the abuse of power based on eight targets of commitment (organization, superior, colleagues, work activity, tasks, occupation, career, and clientele). Although the disengagement is recognized as one of the harmful effects of violence (Leblanc & Kelloway, 2002), this relationship must be tested on different targets of commitment. The data is based on 1416 workers of a Canadian university. Participants had to complete a questionnaire on-line that included Madore's Workplace Affective Commitment measure (2005) [24 items divided up into eight targets of commitment,  $.75 < \alpha < .92$ ]. Furthermore, participants had to answer as victims (9 items,  $\alpha = .87$ ) and as observers (21 items,  $\alpha = .93$ ) on an adaptation to the academic community of the Courcy & Savoie's questionnaire on workplace aggression (2004). Finally, within the scale of abuse of power created for the study (4 items,  $\alpha = .86$ ) according to the recommendations of Skarlicki and Folger (1997), participants were required to answer as observers. Analyses of multiple hierarchical regressions show different effects depending on the target of commitment ( $0 < R^2 < .12$ ). The presence of interaction effects is also tested according to the method of Aiken and West (1991) and is confirmed for five targets of commitment [double interactions].

**#12** **GENERAL MENTAL ABILITY'S CAPACITY MEASURED BY TWO COGNITIVE APTITUDE TESTS ADMINSTRATED WITH AND WITHOUT TIME LIMITS TO PREDICT CONTEXTUAL, AND GLOBAL PERFORMANCE: A TASK, PREDICTIVE VALIDITY STUDY**  
*Industrial and Organizational Psychology* **Pascale L. Denis, Université du Québec à Montréal; Denis Morin, Université du Québec à Montréal; Claude Guindon, Hydro-Québec**

Recently, the use of cognitive aptitude tests (e.g., g-factor related tests) in selection has increased substantially (Gatewood et al., 2007). Considering the importance of the g-factor in performance's prediction (Bertua et al., 2005; Hunter & Hunter, 1984), a non representative evaluation of this aptitude can involve a non optimal decision and increase selection cost for the organization (Schmidt & Hunter, 1998). Although tests assessing the g-factor are generally completed in speed mode (i.e., with time limit), results obtained under such conditions can underestimate the real performance of candidates due to stress (Wonderlic Personnel Test, 1992). Therefore, some authors have proposed an administration without temporal constraint (i.e., power mode) but however, they do not provide any norms for it. In addition, few studies have tested the g-factor's capacity to predict contextual performance (Borman, 2004). Two studies were undertaken in order to test the capacity of the general mental ability, evaluated in speed and power mode with two different tests, to predict various types of performance in employment. Overall, results from regression analyses revealed that general mental ability, when evaluated in power mode only, predicts task performance as well as both dimensions of contextual performance, namely job dedication and interpersonal facilitation.

**#13** **THE TEAM COUNTERPRODUCTIVE WORK BEHAVIORS QUESTIONNAIRE: A CONFIRMATORY FACTORIAL ANALYSIS OF ITS STRUCTURE**  
*Industrial and Organizational Psychology* **Guillaume Duguay, Université de Montréal; Nalia Temimi, Université de Montréal; André Savoie, Université de Montréal**

Counterproductive work behaviors (CWB) is an important issue for organizations. Particularly, team work might easily be endangered by CWB within the team. As a way to assess those behaviors, some researchers built scales as Spector (2006) or Lanyon and Goodstein (2004). As Fox, Spector, Goh, and Bruursema (2007) noted, most studies on CWB are criticized for their self-report methodology. Hence, there might be a need for a more external measure. But even with an external measure with a good inter-rater reliability, the particular context of team work requires that CWB be adapted to reflect the inherent interdependence nature of teams. As a way to answer that need, the Team Counterproductive Work Behaviors Questionnaire (TCWBQ) was built by Temimi and Savoie (2007). The first exploratory analysis made on the questionnaire revealed a three factor structure (Eigen value  $< 1$ , Explaining 62% of the variance) composed of Social loitering ( $\alpha = 0.91$ ), Domination behaviors ( $\alpha = 0.84$ ), and Exploitation behaviors ( $\alpha = 0.64$ ). The aim of the present study is to assess the previously found structure of the TCWBQ over an expanded sample of 440 persons. This time, a confirmatory factorial analysis using structural equation modeling will be done to assess the validity of the previously found structure. A complete presentation of the results will be exposed in the actual presentation.

**#14** **PERFORMING IN THE NATIONAL HOCKEY LEAGUE: JUST A MATTER OF TIME?**  
*Industrial and Organizational Psychology* **William Dunlop, University of British Columbia; Natalie Allen, University of Western Ontario**

Data from the 2005/2006 National Hockey League (NHL) season were used to examine relations between "time-based" player characteristics and both individual and team performance. At the individual level of analysis ( $n=946$ ) player's age, tenure with his team, and tenure with the league were all positively related to several performance measures (e.g., number of goals, number of as-

sists). Of these, team tenure was the strongest predictor of performance and the sole (positive) correlate of the player's plus/ minus rating. At the team level of analysis ( $n=30$ ), we examined both mean level and diversity of these time-based variables. Average team tenure - but not league tenure - correlated positively with wins and negatively with losses. The age diversity of teams was marginally related to both regular season wins and regular season losses, such that more diverse teams won fewer, and lost more, games than less diverse teams. Some of these relations, of course, reflect the fact that successful players are more likely to be retained by the NHL and/or their team, while other relations can be interpreted through the lens of team composition theory.

**#15** **INVESTIGATING THE EFFECTS OF WORK-FAMILY BALANCE ON EMPLOYEE PRODUCTIVITY**  
*Industrial and Organizational Psychology* Nicole Evers

Recent studies suggest that individuals are increasingly faced with an unbalanced work-life (Lewis & Cooper, 1999), resulting in an increase in the pressures associated with the nature of both work and family (Arnold, 2005). The objective of this research was to investigate the effects of work-family balance on employee behaviour, including their levels of organisational commitment and job involvement, and organisational outcomes including absenteeism, presenteeism, employee engagement, and organisational efficiency. The participants, 53 male and 91 female employees of a single organisation completed a 146 item questionnaire. In brief, the results indicate that the multi-factorial model significantly explains the variance in employee outcomes and organisational outcomes. They also show that work-family balance measures are significantly related to a number of both antecedent and outcome variables, but do not play a mediating role. Unfortunately there was no quantitative or qualitative support for a link between presenteeism and absenteeism, uncovering theoretical criticisms of the former and methodological criticisms of the latter. Finally we discuss these results in terms to their impact on the literature, and the need for further analyses of our data and for new studies to test elements of our proposed model.

**#16** **CORE SELF-EVALUATIONS, MOTIVATION, AND PERFORMANCE: APPROACH OR AVOID?**  
*Industrial and Organizational Psychology* Lance Ferris, University of Waterloo; Stephen Risavy, University of Guelph; Douglas Brown, University of Waterloo

Core self-evaluations (CSE) represent "fundamental assessments that people make about their worthiness, competence, and capabilities" (Judge, Bono, Erez, & Locke, 2005, p. 257). While the predictive utility of CSE has been established in numerous studies, the majority of these studies have not examined the process through which CSE exerts its influence on outcomes such as performance. Yet specifying the mediating mechanisms through which CSE influences outcomes is a critical component of theory testing: the mediating mechanisms in a theory are the "theoretical glue that welds a model together" (Whetten, 1989, p. 491). In the present study, we examine approach and avoid motivational mechanisms as competing mediating mechanisms linking CSE with job performance. 76 employed participants completed measures of CSE and approach/avoid motivation at two points in time. Participants subsequently nominated a work peer to complete a survey on the focal participant's job performance. Results indicated that the effect of CSE on job performance is mediated through avoidance motivation mechanisms, not approach mechanisms as posited elsewhere (Judge et al., 2005). Our results suggest a need to reconceptualise the nature of CSE and its motivational effects.

**#17** **NEGOTIATION EFFECTIVENESS IN CROSS- VERSUS SAME-RACE PAIRS: A TEST OF THE MODERATING ROLE OF PREJUDICE LEVEL**  
*Industrial and Organizational Psychology* Annette Gagnon, Saint Mary's University; Debra Gilin Oore, Saint Mary's University

Research on negotiations has examined cross-cultural implications and outcomes but has yet to focus on negotiations between members of the same culture but of a different race. Consumer studies have suggested that racial minorities tend to fare worse in negotiations than White individuals. In addition, interaction studies have found evidence suggesting that low prejudice individuals fare worse or "choke" under the pressure of cross-race interactions relative to same-race interactions (Vorauer & Turpie, 2004). These differences in interactions and negotiations illustrate the importance of conducting a cross-race negotiation study. In this study participants negotiate with either a White confederate or a Black confederate who uses a script through the Chat provider MSN Messenger. Negotiation outcomes such as joint and individual outcomes as well as partner evaluations are compared across both same-race conditions and cross-race conditions with the belief that cross-race outcomes will be lower than same-race outcomes. Prejudice level is examined as a moderator with the belief that low prejudice individuals will once again "choke" and have worse negotiation outcomes with a partner of a different race, compared to their performance with a same-race partner.

**#18** **EFFECT OF PERCEPTIONS OF POLITICS AND PERFORMANCE ON PERCEIVED ORGANIZATIONAL SUPPORT**  
*Industrial and Organizational Psychology* Harjinder Gill, University of Guelph; Joan Finegan, University of Western Ontario; Dana Knoll, University of Guelph; Stephen Risavy, University of Guelph

Research has demonstrated that performance appraisal (PA) ratings are often distorted or manipulated for political reasons (Murphy & Cleveland, 1995). For example, employees may believe that managers give inaccurate PA ratings in order to punish or motivate employees. To date, little research has examined how these perceptions influence work attitudes. We hypothesized that an organization's top performers might react more negatively to perceptions that the performance appraisal process is political than

weak performers and that this negative reaction would be reflected in their perceptions of organizational support. One hundred and eleven employees of a Canadian head office and distribution plant responded to a survey, and we were able to match supervisor ratings of performance to 51 respondents. Using moderated multiple regression, we found that the interaction between perceptions of PA politics and performance ratings predicted perceived organizational support. For low performers, perceptions of PA politics were not related to their perceptions of organizational support, whereas for high performers, perceptions of PA politics were negatively related to perceived organizational support. Theoretical and practical implications of the findings are discussed.

#19

*Industrial and  
Organizational Psychology*

**EMOTIONAL LABOUR: SCALE DEVELOPMENT AND VALIDATION**

*Leah Hamilton, University of Western Ontario; Leah Sheppard, University of Western Ontario; Stephanie Hastings, University of Western Ontario; Julie Vecchi, University of Western Ontario; Joan Finegan, University of Western Ontario*

Emotional labour occurs when employees express unfeared emotions or suppress felt emotions in order to comply with organizational display rules (Vecchi, 2006). This construct is of interest to industrial/organizational psychologists because it leads to stress (Zapf & Holz, 2006), burnout (Brotheridge & Lee, 2002; Hochschild, 1983) and decreased job satisfaction (Diefendorff & Richard, 2003). Despite its inception nearly twenty-five years ago (Hochschild, 1983), emotional labour remains a largely understudied phenomenon. In part, this is due to the fact that the many different conceptualizations of the construct have made it difficult to interpret and extend past research findings. For example, researchers disagree about how many dimensions comprise emotional labour. In addition, this area of investigation has been plagued with measurement issues, resulting in questions regarding which emotions should be included in the measure, and whether the emotions assessed should be occupation-specific. The current research sought to develop and validate a new measure of emotional labour by adapting and extending existing scales by Glomb and Tews (2004) and Vecchi (2006). Results and implications for future research are discussed.

#20

*Industrial and  
Organizational Psychology*

**POTENTIAL EFFECTS OF THE TYPE OF EMPLOYMENT AND REASONS FOR WORKING AMONG HIGH SCHOOL STUDENTS**

*Steve Harvey, Bishop's University; Anton de Man, Bishop's University; Annie Benoit, Université de Sherbrooke*

Teenage workers are now a common part of the workforce and studies have identified both benefits and potential pitfalls to balancing school and work (e.g., Barling & Kelloway, 1999). This study extends the research within a sample of nearly 200 working high school students by examining the stress-related outcomes that the type of work and reasons for working has on the individual (e.g., psychological strain, burnout and overload). The results suggest that working for personal gain and growth reasons may be beneficial to the individual's well-being whereas those reporting that they work for economic reasons to help support the family may experience effects to the contrary. Whether one is working for a family business, outside employer or is self-employed also seems to make a difference in the levels felt overload and burnout. The need to examine the type of work and reasons for working are discussed within the context of research on adolescence and work.

#21

*Industrial and  
Organizational Psychology*

**PREDICTING WORKPLACE DEVIANCE USING BROAD AND NARROW PERSONALITY TRAITS**

*Stephanie Hastings, University of Western Ontario; Thomas O'Neill, University of Western Ontario*

Certain "Big Five" factors of personality are theoretically (Trevino, 1986) and empirically (see a recent meta-analysis by Berry, Ones, & Sackett, 2007) related to workplace deviance. However, the Big Five factors of personality are highly complex in that each is comprised of multiple facets (Paunonen & Nicol, 2001). To advance theory on how personality relates to deviant behaviors, and to maximize the prediction afforded by personality traits, we investigated the effects of the Big Five and their constituent facets on workplace deviance. Usable data were collected from 200 university students enrolled in introductory psychology who currently or previously held an employment position. We found that the Big Five obscured important facet – criterion relationships. For example, neuroticism did not predict deviant behaviors, whereas its facet, anger, was a significant predictor. In addition, we found evidence for the "cancellation effect" (Tett & Christiansen, in press), where the facets of friendliness and excitement seeking (facets of extraversion) correlated significantly, but in different directions, with deviance. The net effect was a non-significant extraversion – deviance relationship. How our results can be used to advance theory, and maximize the prediction of deviant behaviors through personality assessment, will be outlined at the conference.

#22

*Industrial and  
Organizational Psychology*

**EMOTIONAL INTELLIGENCE DEVELOPMENT: AN EXPERIENTIAL LEARNING APPROACH**

*Ivona Hideg, University of Toronto; Stephen Risavy, University of Guelph; John Michela, University of Waterloo; Joan Condie, Sheridan Institute of Technology and Advanced Learning; Mariana Soraggi, University of Waterloo; Kathy Tsang, University of Waterloo*

Successful leadership in the 21st century requires leaders not only to be intelligent and educated, but also attuned to their own and others' emotions. Consequently, many organizations are seeking to implement effective programs for developing emotional intel-

ligence (EI). However, there is a paucity of research addressing the most effective approaches to EI development and training. This paper describes the development, implementation, and evaluation of an EI development initiative that was based on the principles of experiential learning (Kolb, 1984). First, an appropriate EI model for our participants (science and engineering specialists in training for entrepreneurship) was developed. Our model is a hybrid model that includes both competency- and ability-oriented schemes of EI. Next, activities were created for experiential learning, matching one-to-one with our EI model. Participants attended four training sessions and completed activities for experiential learning between the sessions. After the training was completed, participants completed an evaluation questionnaire and some participants took part in follow-up interviews. Results revealed that participants were favourable in their assessment of the training program. Moreover, participants reported the training was valuable and they learned EI strategies. This study has implications for future EI development initiatives.

**#23**

*Industrial and  
Organizational Psychology*

**THE IMPACT OF ORGANIZATIONAL CULTURE AND CIVILITY OF TREATMENT ON PERCEPTIONS AND PERPETRATION OF EMAIL INCIVILITY**

*Camilla Holmvall, Saint Mary's University; Lori Francis, Saint Mary's University; Ashley Thompson, Saint Mary's University*

Workplace incivility reflects rude and inconsiderate treatment, with an ambiguous intent to harm the target (Andersson & Pearson, 1999). A growing literature suggests that incivility can have negative repercussions for employees and for their organizations (e.g., Cortina, Magley, Williams, & Langhout, 2001). Thus, understanding the causes of incivility is of great importance. In the current study, we used a mixed between-within subjects experimental design ( $N=54$ ) to explore the roles of organizational culture (formal vs. informal) and civility of treatment received (civil vs. uncivil) in the perception and perpetration of email incivility. Because the rules for appropriate conduct are more clear within a formal culture (Andersson & Pearson, 1999), we expected the stimulus emails (especially the uncivil stimulus) to be perceived as more uncivil within a formal (vs. informal) culture. Following predictions by Andersson & Pearson (1999), we also expected that independently-coded perpetration of incivility would be greater (a) in response to uncivil (vs. civil) emails, and (b) within an informal (vs. formal) culture. Coding and analysis of the data is in progress. Results will be discussed, in addition to the limitations and implications of our research.

**#24**

*Industrial and  
Organizational Psychology*

**CUSTOMER INJUSTICE AS A MEDIATOR OF THE RELATIONSHIP BETWEEN SUPPORTIVE ORGANIZATIONAL POLICIES AND JOB-INDUCED TENSION**

*Camilla Holmvall, Saint Mary's University; Aaron Schat, McMaster University*

The work of Hochschild (1983) and other scholars (e.g., Ashforth & Humphrey, 1993) has contributed to a growing awareness of the demands that are placed on customer service workers in their interactions with customers. In some cases, these demands include experiencing negative customer behaviours, such as customer interactional injustice (Rupp & Spencer, 2006) and aggression (Grandey, Dickter, & Sin, 2004). Implicit in this research is the prevailing notion that because "the customer is always right", the customer can engage in negative behaviours without sanction and that service workers must face these behaviours with little recourse, and even "with a smile." An issue that warrants further investigation is whether an organization's intolerance of customer aggression—through the provision of supportive policies and practices—can actually reduce workers' exposure to negative customer behaviour and indirectly impact workers' well-being. In the present study, we tested this notion using a cross-sectional correlational design ( $N=172$ ). Results suggest that perceiving greater support from the organization in terms of positive policies and procedures was related to reduced exposure to customer injustice, which in turn was associated with lower levels of job-induced tension. Limitations and implications of these findings will be discussed.

**#25**

*Industrial and  
Organizational Psychology*

**SOCIAL DESIRABILITY SCALES AS PREDICTORS OF PERFORMANCE APPRAISAL BEHAVIOURS IN A SIMULATED APPRAISAL CONTEXT**

*R. Blake Jelley, University of Prince Edward Island; Richard Goffin, University of Western Ontario*

Although social desirability is frequently studied as a response bias, social desirability may itself be a meaningful construct (Paulhus, 1991). Social desirability refers to the tendency to respond in a manner that makes the respondent appear favourable to others. The self-deceptive enhancement (SDE) form of social desirability reflects a subconscious, self-enhancing response bias, whereas impression management (IM) refers to the purposeful tailoring of questionnaire responses to create a positive social image (Paulhus, 1991). Performance raters who present themselves favourably on a social desirability scale (consciously or subconsciously) might be expected to rate leniently in order to be viewed favourably by a ratee. In the present study, 150 undergraduates participated in a simulated performance appraisal in which they observed a videotaped performance vignette and, after a delay, provided performance ratings and one-on-one feedback to the ratee. Neither SDE nor IM correlated significantly with rating leniency. However, significant correlations were observed between SDE and self-reported discomfort (-), observed discomfort (-), and inflated verbal feedback (+). No significant correlations involving IM and the criteria were observed. Contributions to the literature on social desirability and individual difference predictors of performance appraisal behaviour were discussed.

**#26**

*Industrial and  
Organizational Psychology*

**PERCEPTIONS OF THE SINCERITY OF A CORPORATE APOLOGY IN RESPONSE TO WRONGDOING**

*Gwen Jenkins, York University; Regina Schuller, York University; Ward Struthers, York University*

Apologies are unlikely to result in forgiveness unless perceived to be sincere. In spite of their strategic use to minimize public backlash, however, corporate apologies are often successful in moderating anger. The present study investigated the impact of compensation and remorse on the perceived sincerity of a corporate apology. Whereas prior research has demonstrated that compensation increases the perceived sincerity of an apology, there is little empirical evidence indicating that remorse has the same effect. Results will be discussed in light of their theoretical and practical significance.

#27

*Industrial and  
Organizational Psychology*

**CONFLICT MANAGEMENT STRATEGIES: WHAT WE THINK AND WHAT WE DO**

Ritu Kaushal, *University of Windsor*; Cathy Kwantes, *University of Windsor*

Across the globe, an increased potential for interaction has led to a higher likelihood of interpersonal conflict in the personal, social, and organizational domains of our lives. The strategies chosen to deal with such conflict reflect an individual's cultural background, personality characteristics, and the specific situational context in which s/he is placed. Often, there exists a gap between how an individual would like to respond to a conflict situation and how s/he actually responds to the scenario. Actual responses to conflict may reflect what an individual deems as an appropriate way to respond, given the context in which s/he is responding while ideal conflict responses may reflect what an individual considers to be an appropriate way to respond, given the individual responding. In this way, the discrepancy between actual and ideal conflict management strategies may be widened or narrowed by influences such as cultural norms, temperament, and contextual factors, as each of the above may serve as a constraint to behaviour. This study explored the link between actual and ideal strategies of conflict management and their relationships with cultural and personality variables. Relevance of the findings and their implications with respect to conflict management and resolution issues are discussed.

#28

*Industrial and  
Organizational Psychology*

**RELATIONS OF CONSERVATISM AND SEXISM TO SELECTING A POLITICAL CANDIDATE**

Suzanne Kiani, *University of Guelph*; Leanne Son Hing, *University of Guelph*

Gender inequalities are a significant problem in Canada's federal government as it has not yet reached the recognized the United Nations' minimum benchmark of having elected 30% women. This study will assess the roles of sexism and conservatism in participants' evaluations of, and voting preference for, a female vs. male political candidate. Sexism and conservatism are both empirically and conceptually confounded (e.g., Modern Sexism). In previous work, Son Hing, Hamilton, Chung-Yan, and Zanna (in press) proposed a two-dimensional model of prejudice that involved explicit Modern Racism (i.e., controlled) and implicit (i.e., automatic) racism. In this study, this model was adapted to explore sexism. Participants, 100 male students, will complete a measure of explicit Modern Sexism, a measure of implicit sexism (a gender/competence IAT), and measures of conservatism (i.e., economic, political, and social). We will consider participants who score both high on the explicit Modern Sexism Scale and on the sexism IAT to be Modern Sexists. In contrast, those who score high on the explicit Modern Sexism Scale but low on the sexism IAT will be considered Principled Conservatives. We predict that Modern Sexists but not Principled Conservatives will demonstrate gender discrimination in their evaluations of political candidates. Moreover, we will explore the relations among the different forms of sexism and conservatism. Results and their implications will be discussed.

#29

*Industrial and  
Organizational Psychology*

**TOWARD AN UNDERSTANDING OF TEAM CONTRACTS**

Joy Klammer, *University of Western Ontario*; Natalie Allen, *University of Western Ontario*; Trevor Carruthers, *University of Western Ontario*; Sarah Ross, *University of Western Ontario*; Allison Boyd, *University of Western Ontario*; Erin Marcotte, *University of Western Ontario*; Erica Lundberg, *University of Western Ontario*

There is a growing recognition in North American engineering schools that teamwork skills are essential for professional engineers. Rather than leave the development of teamwork skills to chance, many engineering programs are conducting teambuilding sessions for their newly formed engineering student project groups. Teambuilding sessions provide the opportunity to socialize team members and allow them to set expectations for their collaborative efforts. To the degree that socialization provides information that reduces the uncertainty/anxiety about expected team behaviour, it has the potential to reduce conflict and increase satisfaction and performance (Jones, 1986). As part of team socialization, some schools have implemented the use of the "team contract" – an agreement, made among the team members themselves, that outlines the expectations that the team has for its members. Little is known, however, about the characteristics of team contacts or their links with team outcomes. In this exploratory research we collected data from 310 engineering students ( $n=71$  teams) who drafted team contracts during teambuilding sessions. We examined (a) the characteristics of the contracts (themes, degree of detail) and (b) the relations between these characteristics and several team outcomes: conflict, viability, and overall team performance.

#30

*Industrial and  
Organizational Psychology*

**MODELLING THE EFFECT OF COMBINING FAKABLE AND NON-FAKABLE MEASURES ON SELECTEE PERFORMANCE**

Shawn Komar, *University of Waterloo*; Douglas Brown, *University of Waterloo*; Stephen Risavy, *University of Guelph*; Chet Robie, *Wilfrid Laurier University*

Faking research has demonstrated that the intentional distortion of responses on non-cognitive measures, such as personality tests, will have a negative impact on the criterion-related validity of these measures. Because these measures are seldom used alone in



applied settings, the practical impact of faking may be attenuated once combined with other measures, such as cognitive ability, which are not susceptible to faking. The present study sought to investigate this possibility by modeling a number of selection scenarios in which performance is predicted using a measure of conscientiousness, which has been shown to be susceptible to faking, in concert with a measure of cognitive ability. Each measure was used either alone, as a unit-weighted composite, or as an initial hurdle before selection on the other measure. Results indicated that the impact of faking conscientiousness on selectee performance is largely dependent on how the conscientiousness measure is combined with cognitive ability. For some scenarios, faking conscientiousness had little impact on the performance of the group ultimately selected, while in others faking resulted in a level of performance that was below that achieved through selection using cognitive ability alone.

**#31 ORGANIZATIONAL CULTURES AND INDUSTRY TYPE: AN EXAMINATION OF GOODS VERSUS SERVICES**

*Industrial and Organizational Psychology*

*Joanna Kraft, University of Windsor; Catherine Kwantes, University of Windsor; Cheryl Boglarsky, Human Synergistics International*

Organizational culture affects both organizational outcomes, such as growth and productivity, and individual outcomes, such as satisfaction and turnover (Balthazard, Cooke, & Potter, 2006). Research has suggested that one impact on organizational culture is the nature of work, or the industry, of the organization. For example, Phillips (1994) found support for two separate "industry cultures" through a qualitative examination of culture within two macro-organizations. Occupational choice is also related to organizational culture, as different occupations have somewhat different ideal organizational cultures (Kwantes & Boglarsky, 2004). The purpose of the study was to investigate differences in organizational culture across two industry categories, service and goods, using the OCI – a quantitative measure of organizational culture which allows for a direct comparison of cross-sections (Balthazard et al.). The respondents in this study consisted of 1920 individuals (from 35 organizations) who worked for a healthcare organization and 1240 individuals (from 53 organizations) who worked for a manufacturing organization. While both groups preferred constructive aspects of organizational culture, employees in the service industry had stronger preferences than those in the manufacturing sector.

**#32 THE EFFECTS OF SUPERVISORS' MENTORING ON EMPLOYEES' ATTITUDES: A DOUBLE-EDGED SWORD ?**

*Industrial and Organizational Psychology*

*Guylaine Landry, HEC Montréal; Christian Vandenberghe, HEC Montréal*

We examined the effects of supervisors' mentoring on their subordinates' organizational commitment (OC), career commitment and turnover intent (TI). Drawing on Scandura's work (1992), we theorized that mentoring would be formed of three factors: vocational mentoring, role modeling and social support. We postulated that these factors would negatively predict TI and contribute to increase the three forms of OC – i.e., affective (AC), normative (NC) and continuance (CC) commitment – and career commitment. We also hypothesized that AC, NC and CC would negatively predict TI whereas career commitment would positively predict this outcome. Data were collected from a sample of university alumni ( $N=439$ ) and were analyzed using LISREL. Our model yielded a good fit to the data [ $X^2(215)=585.68, p=0.00, NNFI=0.98, SRMR=0.05$ ]. Mentoring negatively affected TI and positively predicted AC and CC. In turn, AC and CC diminished TI. However, mentoring did not predict career commitment while the latter positively predicted TI. The findings indicate that by acting as mentors, supervisors can directly decrease subordinates' TI as well as strengthen their commitment to the organization. They also indicate that mentoring does not represent a double-edged sword as it did not increase subordinates' level of career commitment, the only variable in our model which resulted in a stronger desire to leave.

**#33 CONSTRUCTION AND VALIDATION OF THE DENTISTS' VALUES SCALE**

*Industrial and Organizational Psychology*

*Angela Langille, Saint Mary's University; Vic Catano, Saint Mary's University; Tom Boran, Dalhousie University; Don Cunningham, Dalhousie University*

During the dental school admissions process, decision makers are focused on determining which applicants will most likely become competent practitioners. As such, the admissions procedure may benefit from the inclusion of a reliable, valid tool that can be used to assist in predicting the degree to which applicants are likely to become successful students and practitioners. One factor that is related to success in the dental profession is values, which are principles that guide behaviour. However, systematic research on the values of dentists is lacking. For example, past research has demonstrated inconsistent results using a mix of generic values measures. Therefore, the purpose of this research was to develop and validate the Dentists' Values Scale (DVS), a measure of dentists' career-related values. Information obtained from focus groups and existing literature determined values included in the DVS. The DVS was administered to a sample of dental practitioners, and reliability and validity of the scale was assessed. After initial scale development and validation, the scale was administered to a sample of students, and analyses were conducted to determine the relationship between values of dentists and dental students.

**#34 RELATION BETWEEN INFLUENCE TACTICS AND WORK ATTITUDES**

*Industrial and Organizational Psychology*

*Jessica Leal, University of Guelph; Harjinder Gill, University of Guelph*

Considerable research has examined the conceptualization, measurement, and effectiveness of different influence tactics. Less research has examined the factors that affect employees' choice of influence tactics. Influence tactics can be classified as either soft (e.g., inspirational appeal), neutral (e.g., exchange), or hard (e.g., coercive) depending on the degree of freedom that an employee

has to reject or accept the influence attempt. The present study examined whether employees' work attitudes and behaviours were related to their use of influence tactics. It was predicted that employees with positive work attitudes and behaviours would be more likely to use soft tactics and less likely to use hard tactics. Eighteen university residence assistants participated in the study and completed an online survey that measured their job satisfaction, perceptions of organizational support, feelings of empowerment, citizenship behaviours, and their use of influence tactics. Results indicated that empowerment and citizenship behaviours were positively and significantly related to the use of soft tactics. Although not significant, job satisfaction was negatively related to the use of hard tactics ( $p = .09$ ), and unexpectedly, perceived organizational support was positively related to neutral tactics ( $p = .09$ ). Implications and limitations of the findings are discussed.

#35

*Industrial and  
Organizational Psychology*

**YOUNG WORKERS' EXPERIENCES OF SEXUAL HARASSMENT**

Manon LeBlanc, *Bishop's University*; Jean-Michel Latulippe, *Bishop's University*

The vast majority of Canadian youth (aged 15 to 24) are employed. Many of these individuals work in jobs that involve direct interaction with the public (e.g., cashier, sales person, bartender), which may place them at risk for sexual harassment. With few exceptions, existing research on harassment has focused on supervisors and colleagues as perpetrators. Yet, clients and customers may also engage in sexual harassment. A recent study that examined public-initiated sexual harassment suggests that it is associated with negative personal (e.g., psychological health) and organizational (e.g., job satisfaction) outcomes. In the current study, we examine whether female, full-time university students who experience sexual harassment during their summer employment report decrements in psychological well-being and job satisfaction. In addition, we investigate whether customer service orientation ('the customer is always right' orientation) moderates these relationships. Using multiple regression analyses, our results showed that customer service orientation exacerbates the impact of sexual harassment on psychological health. The implications of our findings will be discussed.

#36

*Industrial and  
Organizational Psychology*

**THE DEVELOPMENT AND APPLICATION OF AN EMPLOYMENT-RELATED MOTIVATIONAL DISTORTION SCALE IN PERSONALITY ASSESSMENT**

Zehra LeRoy, *University of British Columbia*; A. Ralph Hakstian, *University of British Columbia*; Carrie Cuttler, *University of British Columbia*; Tenzin Gonsar, *University of British Columbia*; Lauren Florko, *University of British Columbia*; Loretta Siu, *University of British Columbia*; Nicole Desjardins, *University of British Columbia*; Pylin Chuapetcharasopon, *University of British Columbia*

Research suggests that personality traits predict important job-related behaviours, a fact that accounts for the common use of personality inventories as part of personnel selection systems. Applicants are, however, often motivated to distort their responses on these inventories to increase their chances of success, a behaviour referred to as employment-related motivational distortion (EMD). The goals of this study were to, (1) explore the nature of EMD by developing a scale and factor analysing the items, and (2) to evaluate the potential use of this scale in an industrial sample. To develop the EMD scale, the BIODATA-250 personality inventory was first completed by two samples of undergraduate students; a group that completed the inventory under a normal-response condition ( $n = 633$ ), and a group that completed the inventory under a cued-motivational distortion (MD) condition ( $n = 529$ ). Items for this scale were selected based on mean-item differences while appropriately controlling for Type I error. A factor analysis of the items produced four common factors—Conscientiousness, Integrity/Rule Abiding, Dominance/Leadership, and Concern for Others. Use of the EMD scale is discussed in the context of cross-validation results with an additional undergraduate student sample and an industrial sample within a large Canadian telecommunications company.

#37

*Industrial and  
Organizational Psychology*

**LEADERS' RISK BEHAVIOR AND ITS OUTCOMES ON PERCEPTION OF CHARISMA: CROSS-CULTURAL COMPARISON**

Huiwen Lian, *University of Waterloo*; Doug Brown, *University of Waterloo*

This study examined the effects of leaders' risk behavior, organizational performance and culture on perception of leader charisma. Subjects included 161 Canadian and 149 Chinese undergraduates who read a vignette describing the risky behaviors taken by the CEO of a pharmacy company and the following organizational performance. A 2 (leaders' risk behavior, less/more risk) by 3 (organizational outcome, negative/no information/positive) by 2 (culture, Canadian/Chinese) design was employed. MANOVA analysis indicated significant effects of leaders' risk behavior, organizational outcome and culture on perceived leader charisma. The results suggest that although leaders' risk behavior was an important determinant of perceptions of leader charisma for both Canadians and Chinese, perception of charisma was affected more by leaders' risk behavior for Canadians than for Chinese; (2) the organizational outcome could impact the effects of leaders' risk behavior on followers' perception of charisma only for Canadians, but not for Chinese.

#38

*Industrial and  
Organizational Psychology*

**BACK TO THE FUTURE: A REVIEW OF EMPIRICAL WORKS ON ORGANIZATIONAL VISION**

Vivian Lo, *University of Waterloo*; John Michela, *University of Waterloo*

For more than a decade, writers from the business press have held that organizational vision plays a vital role in leadership and management. Over this period, scholarly research on this topic has been accumulating. Our research entailed a comprehensive review of empirical studies that have been published in Psychology journals and Management journals since the 1990s. Variables in these studies include antecedents, consequences, and specific aspects of organizational visions and the processes of vision formulation and vision communication. Accordingly, the review identifies trait, behavioural, and situational factors that influence the creation of a viable vision. The review also covers research supporting the effectiveness and impacts of a vision on various individual and organizational-level outcomes such as followers' empowerment and organizational growth. Sizable gaps and methodological challenges in this literature are noted, as are worthwhile lessons learned.

#39

*Industrial and  
Organizational Psychology*

**COMMITMENT, MOTIVATION, AND ENGAGEMENT: WHAT'S THE DIFFERENCE?**

Elyse Maltin, *University of Western Ontario*; *Natasha Parfyonova*, *University of Western Ontario*; *Tim Jackson*, *University of Western Ontario*; *Kate McInnis*, *University of Western Ontario*; *John Meyer*, *University of Western Ontario*

Commitment, motivation, and engagement are three constructs with a great degree of overlap. This study examined the relations among commitment as described by the three-component model (Meyer & Allen, 1997), motivation as described by self-determination theory (Ryan & Deci, 2000), and engagement as described by Schaufeli (e.g. Schaufeli, Baker, & Salanova, 2006). Undergraduate students completed paper-and-pencil surveys at the beginning of the school year, and web-based surveys 3 more times throughout the school year. Motivation was measured at two levels (see Vallerand, 1997): motivation for pursuing a university education (i.e., reasons for pursuing a university education) and motivation for daily academic activities. It was expected that higher-level motivation (for going to university) would be more highly related than task-focused motivation to commitment towards a university education. Engagement was expected to be more highly related to task-based motivation than higher-level motivation. Results largely confirmed expectations. Relations among all of the constructs as well as implications for studying and managing commitment, motivation, and engagement in the work context are discussed.

#40

*Industrial and  
Organizational Psychology*

**THE INFLUENCE OF ORGANIZATIONAL HIERARCHY ON THE PERCEPTION AND PERPETRATION OF E-MAIL INCIVILITY**

Jennifer Martinell, *Saint Mary's University*; *Lori Francis*, *Saint Mary's University*; *Camilla Holmvall*, *Saint Mary's University*

This study investigates whether the hierarchical relationship a person has with an email correspondent will influence one's perceptions of incivility in received emails and the level of incivility perpetrated in responses to those emails. Participants ( $N=36$ ) assumed the role of a manager and received and responded to emails (matched for level of incivility) from a supervisor, a peer, and a subordinate. We expected participants to perceive the most incivility in emails from subordinates (vs. peers and supervisors) and to perpetrate the most incivility in their replies to subordinates (vs. peers and supervisors). Our first hypothesis was supported. Participants perceived the highest level of incivility in the stimulus emails that were from subordinates. The second hypothesis was partially supported. Independently rated incivility was equally high in responses to subordinates and to peers, but lower in responses to supervisors. Future research and practical implications will be discussed.

#41

*Industrial and  
Organizational Psychology*

**THE EFFECT OF AN AMBIGUOUS STRESSOR ON COUNTERPRODUCTIVE WORK BEHAVIOURS (CWB)**

Matthew McDowell, *University of New Brunswick*; *Shelley Parker*, *University of New Brunswick*

The following study explored the effect of an ambiguous stressor on the rates of counterproductive work behaviours (CWB) in an academic setting through the application of a stress/emotion/strain model (Fox, Spector & Miles, 2001). On September 14th, 2007, The Commission on Post-Secondary Education in New Brunswick published a report that recommended changes to post-secondary education, such as potential closure to the University of New Brunswick's Saint John campus and conversion to a polytechnic institute. This created an ambiguous, variable situation for the university population as a whole. Based on Fox et al (2001) it was hypothesized that the increase in ambiguity would lead to an increase in negative affect, particularly anxiety and anger, and that the negative affect would mediate the effect of this ambiguous stressor on CWB. Results are examined with respect to Fox et al.'s model and the implications for understanding CWB within an academic population.

#42

*Industrial and  
Organizational Psychology*

**PSYCHOLOGICAL CONTRACTS AND ORGANIZATIONAL COMMITMENT PROFILES: AN EXAMINATION OF THE EMPLOYER-EMPLOYEE RELATIONSHIP**

Kate McInnis, *University of Western Ontario*; *John Meyer*, *University of Western Ontario*

Understanding the commitments an employee and his or her employer make to each other is important to organizations. The present study explores the associations between employers' commitment to employees, as reflected in the perceived psychological contract, and employees' commitment to the organization. Traditionally, psychological contracts have been measured based on the contents of the contract (e.g., promotion opportunities), making it difficult to generalize findings across work arrangements. The present study adopts and extends a new approach to examining psychological contracts by looking at the contracts' features (e.g., stability). One hundred and sixty-seven nurses from various hospitals in Ontario completed surveys including measures of com-

mitment (i.e., affective, normative, and continuance), psychological contract features, and perceived contract fulfillment. Results illustrated that perceptions of the psychological contract varied meaningfully across employees with different commitment profiles. Our findings contribute to I/O research by further advancing commitment profile research and extending the features approach to measuring psychological contracts. In addition, the present study provides guidance on managing these contracts effectively in organizations. Directions for future research are also highlighted.

#43

*Industrial and  
Organizational Psychology*

#### **MEASURING EMOTIONAL INTELLIGENCE: VALIDATION OF THE COMPOSITE EMOTIONAL INTELLIGENCE MEASURE (CEIM)**

Sonya Melnyk Stevens, *Saint Mary's University*; Michael Teed, *Saint Mary's University*; Sarah Campbell, *Saint Mary's University*; Victor Catano, *Saint Mary's University*; Stephanie Vandal, *Saint Mary's University*

There have been several attempts to measure ability-based emotional intelligence (EI) through self-report (e.g., Schutte, 1998; Tett et al., 2005; Wong & Law, 2002). Self reports measures are appealing because they are easy, fast, and have face validity; however, these measures of ability-based EI frequently fail to sample the entire EI domain, do not relate to measures of cognitive ability and personality, and are not correlated with the only performance-based measure of ability-based EI (i.e., Mayer-Salovey-Caruso Emotional Intelligence Test; Mayer et al., 2002). In a recent study, Stevens, Teed, Campbell & Catano (2007) created a new Composite Emotional Intelligence Measure (CEIM) that addresses these critiques. The objective of the current study was to provide additional validation evidence for this new promising measure. A sample of employed undergraduate students completed the CEIM and measures of personality and cognitive ability. The factor structure, reliability, and convergent validity of this measure were evaluated. Results and implications will be discussed.

#44

*Industrial and  
Organizational Psychology*

#### **THE ROLE RECEIVER CHARACTERISTICS PLAY IN DETERMINING THE EFFECTIVENESS OF EXPLANATIONS**

Graham Nagy, *University of Waterloo*; Brian Holtz, *University of Calgary*

Research has found that adequate managerial explanations for negative outcomes can mitigate negative subordinate reactions. The main purpose of this study was to investigate whether characteristics of the person receiving an explanation moderate the positive effect that explanations have on fairness perceptions. Specifically, explanations were categorized as an excuse, justification, or apology, which resulted in a 2 X 2 X 2 factorial design. Fairness theory led us to focus on organizational identification and trust in one's leader as important receiver characteristics that could interact with explanations. The study also investigated the relative effectiveness of combining multiple forms of explanations. In general, the results did not show support for a moderating influence of organizational identification or trust. Interestingly, there were significant main effects for both organizational identification and trust in one's leader on ratings of procedural, interpersonal, and informational fairness, but not distributive fairness. Finally, there was no evidence that combined-explanations were better than single explanations at improving fairness perceptions.

#45

*Industrial and  
Organizational Psychology*

#### **THE EFFECTS OF FAMILY-FRIENDLY WORKPLACE POLICIES ON WORK-INTERFERENCE-WITH-FAMILY AND ORGANIZATIONAL OUTCOMES**

Thomas Oliver, *University of Guelph*; Karen Kobarik, *University of Guelph*; Allyson McElwain, *University of Guelph*; Donna Lero, *University of Guelph*

Increasing numbers of employers are providing family-friendly workplace policies (FFWP; Osterman, 1995). Research shows that these policies are associated with both reduced work-family conflict (WFC) and favorable organizational outcomes (Lobel, 1999). However, most previous studies are limited due to their: 1) focus on one organization, 2) cross-sectional designs, 3) failure to separately examine the subcomponents of WFC (e.g., work interference with family and family interference with work), and 4) disregard of moderating variables such as gender and organizational level. A prospective study of managerial employees from four job sectors (Rosin & Korabik, 2003) found that FFWP had differential effects on organizational outcomes for men versus women and for different aspects of WFC. By examining differences between managerial and nonmanagerial employees, the current prospective study seeks to expand upon their findings. A sample of 668 Canadian men and women from three job sectors was used to investigate the interrelationships among FFWP, reduced WFC and improved organizational outcomes (i.e., job satisfaction and turnover intentions). We also assessed the moderating effects of gender and job level. Results will be discussed in terms of whether WFC is related more to work overload for managers, but to lack of job control for nonmanagerial employees.

#46

*Industrial and  
Organizational Psychology*

#### **LES LIENS ENTRE LES COMPORTEMENTS DE CITOYENNETÉ ORGANISATIONNELLE ET INTENTIONS COMPORTEMENTALES DE DÉPART**

Pascal Paillé, *Université Laval*; Pascal Paillé, *Université Laval*

On assiste actuellement en psychologie des organisations à un engouement pour le thème de la citoyenneté organisationnelle. D'importants efforts ont été faits pour identifier les variables qui stimulent la citoyenneté organisationnelle. En revanche, les liens entre la citoyenneté organisationnelle et d'autres comportements, tels que le départ volontaire par exemple, restent négligés. Pourtant mieux comprendre la nature de cette influence peut être utile aux managers dans une problématique centrée sur la relation d'emploi durable. Cette étude présente les résultats d'une recherche sur les liens entre les comportements de citoyenneté organisationnelle (altruisme, entraide, civisme, esprit d'équipe) et plusieurs intentions comportementales de départ (intention de quitter

l'organisation, intention de quitter le poste actuel, intention de quitter l'équipe). Une revue de la littérature montre plusieurs carences qu'une recherche empirique sur un échantillon de 355 gestionnaires s'est attachée à combler. Les données améliorent les connaissances en spécifiant de manière plus détaillée quelles formes de citoyenneté influencent quelles intentions comportementales liées au départ. Il apparaît que l'esprit d'équipe est la forme de citoyenneté qui est dotée de la plus grande capacité prédictive. Les limites, les avenues de recherches futures et les apports sont présentés dans la discussion.

#47

*Industrial and  
Organizational Psychology*

**SUPERVISOR PERSONALITY AND PRAISE OF THE ORGANIZATION:  
RELATIONSHIPS WITH EMPLOYEE AFFECTIVE COMMITMENT TO THE  
SUPERVISOR AND THE ORGANIZATION**

*Alexandra Panaccio, HEC Montreal; Christian Vandenberghe, HEC Montreal*

Theoretical and empirical evidence suggests that supervisor personality and behavior could exert an effect on subordinate attitudes. We examined the relationships of employee perceptions of supervisors' Big Five personality traits and praising of the organization with employee affective commitment to the supervisor and the organization. Drawing on a sample of 508 university alumni, analyses revealed that supervisor extraversion, agreeableness, conscientiousness and openness to experience were positively related to employee affective commitment to the supervisor. Further, supervisor conscientiousness and openness to experience indirectly contributed to increase employee affective organizational commitment via their impact on affective commitment to the supervisor. Finally, we found that supervisor praise of the organization moderated the positive relationship between affective commitment to the supervisor and affective organizational commitment, such that the relationship was stronger when the supervisor actively praised the organization in his communications with employees. Results have implications for manager selection and development, as they highlight the effect exerted by supervisor personality and behavior on employee attitudes towards the supervisor as well as the organization.

#48

*Industrial and  
Organizational Psychology*

**PERSONALITY DIFFERENCES AMONG PROFILES OF STUDENT COMMITMENT  
TO EDUCATION**

*Natalya Parfyonova, University of Western Ontario*

There has been little research devoted to personality and workplace commitments (Erdheim, Wang, & Zickar, 2006). Using a sample of university students ( $N=285$ ), we examined if motivational and exchange-oriented personality variables are related to students' affective, continuance, and normative commitment to education. We found that autonomy causality orientation, a personality construct described in self-determination theory of motivation, was positively related to affective commitment to education, while controlled causality orientation was positively related to continuance and normative commitment to education. Comparisons of mean levels of personality traits across combinations of commitment components demonstrated that highly committed students (i.e., all three components are high) and those with commitment profiles involving high affective commitment had higher levels of autonomy orientation and lower levels of reciprocity wariness (i.e., a dispositional tendency to be fearful of exploitation in social relationships) than uncommitted students (i.e., all three components are low). Students with a commitment profile involving high normative and continuance commitment had higher controlled orientation than students whose commitment to education was primarily affective. The implications of these findings for research on workplace commitments are discussed.

#49

*Industrial and  
Organizational Psychology*

**AN INVESTIGATION INTO THE INCIDENCE OF HALO AND ORDER EFFECTS  
IN STRUCTURED INTERVIEWS**

*Matthew Prosser, Saint Mary's University; Victor Catano, Saint Mary's University;  
Bernadette Gatien, Saint Mary's University; Jason Slaunwhite, Saint Mary's University*

This study examines whether the intercorrelations between performance dimensions used in structured interviews are the result of halo or order effects. A total of 240 undergraduate university students (Female = 156, Male = 84) participated in rating videotaped structured interviews wherein the order of the questions was manipulated in order to determine if the interviewee's responses on one item influenced subsequent ratings (halo/order). Individual differences on various factors (e.g. cognitive ability) were also measured to determine their level of influence. Results of the study indicate that there was in fact an order effect such that when a question is presented it has an immediate impact on the following question. Consistent with previous research, gender of the rater, and specific personality factors were significant predictors of interview score. Implications of the results and future research are discussed.

#50

*Industrial and  
Organizational Psychology*

**YOUTH INVOLVEMENT IN ORGANIZATIONAL DECISION-MAKING:  
A SYNTHESIS OF QUALITATIVE RESEARCH**

*Heather Ramey, Brock University; Linda Rose-Krasnor, Brock University*

Youth involvement in organizational decision-making appears to contribute to positive youth development, with research pointing to benefits for youth identity exploration, social competence, skill-building, and social capital. Knowledge about the effects of youth involvement on organizations, however, is limited. There is a need to systematically review and interpret the extant research, which primarily takes the form of case studies, and to integrate it with current theories of organizational change. Wheeler (2000), for example, has theorized that organizational effects are compatible with the characteristics of learning organizations. Learning organizations are businesses committed to ongoing learning and adaptation, with characteristics, such as a culture of inquiry, team

learning, and empowerment, that have been correlated with positive financial and knowledge performance. In this synthesis of qualitative research, the empirical literature will be analysed according to dimensions of youth involvement, including type of youth involvement and organization, and degree of youth responsibility. A preliminary analysis based on 8 studies (final analysis will be based on a minimum of 15) indicates that youth involvement has produced significant tangible achievements for organizations, and suggests parallels between study findings and Wheeler's theory, including greater clarity in organizational mission, a key characteristic of learning organizations.

#51

*Industrial and  
Organizational Psychology*

#### **WORK-FAMILY CONFLICT AND ORGANIZATIONAL OUTCOMES: THE IMPACT OF GENDER AND POLYCHRONIC TIME PREFERENCE**

Stephen Risavy, *University of Guelph*; Allyson McElwain, *University of Guelph*;  
Karen Korabik, *University of Guelph*; Donna Lero, *University of Guelph*

With factors such as the increase of dual-career families, work-family conflict (WFC) is of growing concern in today's society and has garnered significant attention from researchers (e.g., Ilies et al., 2007). However, there is a paucity of research examining individual differences (e.g., time preference) that may be associated with experiencing WFC. Individuals with a monochronic time preference prefer to complete one task at a time, whereas those with a polychronic time preference prefer to complete many tasks simultaneously (i.e., multi-tasking; Hall, 1983). Past studies have demonstrated that women have a more polychronic time preference than men (Manrai & Manrai, 1995) and that men and women often experience WFC differently (McElwain, Korabik, & Rosin, 2005). However, no previous research has examined: 1) the relationship between time preference and WFC, 2) the impact of this relationship on organizational outcomes (e.g., job satisfaction, turnover intentions), or 3) whether gender moderates these relationships. The current study investigated these issues with a sample of dual earner parents (349 men and 303 women) employed full-time in three sectors (manufacturing, education, and health). The results will be discussed in terms of whether a polychronic time preference alleviates WFC, particularly for women, and whether this produces beneficial organizational outcomes.

#52

*Industrial and  
Organizational Psychology*

#### **ATTITUDES TOWARD FACULTY UNIONS**

Caitlin Sampson, *St. Francis Xavier University*; Jennifer Sullivan, *St. Francis Xavier University*

The purpose of this study is to investigate the effect of union certification on the attitudes of university faculty members. The members of a recently certified faculty union in Atlantic Canada were surveyed to assess their attitudes toward unions in general, faculty unions, and their own union. Job related factors of seniority, rank, tenure status, trust in administration and job satisfaction were measured. Social factors of culture, religion, disability or minority status, and parental influence were also measured to see if there was a relationship between these variables and a faculty member's voting behaviour and union attitudes. We predicted that there would be both economic and non-economic factors influencing union attitudes. We predicted that participants who are higher ranking, have more seniority, have more trust in the administration, or more job satisfaction would report more negative attitudes toward unions. Also, participants who report less religious involvement in their lives, more parent involvement in or support of unions, having visible minority status or having a disability would report more positive attitudes toward unions. Results are discussed in relation to the implications for faculty satisfaction and faculty support of future collective bargaining.

#53

*Industrial and  
Organizational Psychology*

#### **BELIEF IN A JUST WORLD, SOCIAL COMPARISONS, AND DEVIANT WORKPLACE BEHAVIOURS: A TEST OF A MULTILEVEL MODEL**

Jeffrey Spence, *University of Waterloo*; D. Lance Ferris, *University of Waterloo*;  
Douglas Brown, *University of Waterloo*; Daniel Heller, *Tel Aviv University*

Research on social comparisons has generally focused on emotional and self-evaluative consequences of social comparisons (i.e., creation of positive/negative affect, changes in self-esteem). However, recently, Greenberg et al. (2007) argued that social comparisons can generate emotions that can have behavioural consequences. For the current study, we sought to examine the behavioural consequences of engaging in social comparisons in the workplace. Specifically, we investigated the dynamic relationship between engaging in social comparisons at work and committing deviant workplace behaviours. To do so we used a diary study methodology, in which 100 employees completed daily surveys for seven days, reporting the extent to which they engaged in upward and downward comparisons and deviant behaviours. Employees also completed a one-time measure of their belief in a just world (BJW). The results were analyzed using hierarchical linear modeling (HLM) and revealed several main-effects. Specifically, it was found that upward social comparisons led to a significant increase in deviant behaviours directed at the organization. Most notably, however, several cross-level interactions were found, indicating that employees' BJW moderated the relationship between social comparisons and deviant workplace behaviours. Results and implications will be discussed.

#54

*Industrial and  
Organizational Psychology*

#### **WHO RUINED MY WORK? SOCIAL COGNITIVE FACTORS AFFECT EYEWITNESS MEMORY FOR A WORKPLACE ACCIDENT**

Veronica Stinson, *Saint Mary's University*; E. Kevin Kelloway, *Saint Mary's University*;  
Jennifer McNutt, *Saint Mary's University*; Wafa Saoud, *Saint Mary's University*;  
Celia Moase, *Saint Mary's University*; Melissa Duffy, *Saint Mary's University*

Workplace accident investigations often rely on information provided by eyewitnesses to determine the cause of the accident and identify ways of preventing future mishaps. Employees probably have schemas of others being safety-conscious or not, and these schemas may contribute to memory distortions. Supervisors convey information about the values of an organization to their subordinates; they play an important role in reflecting organizational culture. Having a schema for a safety-conscious supervisor may induce eyewitness to make schema-congruent memory errors, and make corresponding attributions of responsibility and inferences about the organization's values. Participants ( $N=143$ ) worked in small groups on an artistic task; they were motivated to produce as many high-quality paintings as possible in 20 minutes. Organizational culture was manipulated during a pre-work meeting overseen by the experimenter who emphasized the importance of safety or productivity (or control). A confederate posing as a participant caused a minor workplace accident that ruined completed paintings. The Organizational Culture manipulation affected productivity and biased memory recall. Our results suggest that the data (i.e., memory recall) on which accident investigators rely is error-prone. Implications for occupational accident investigations will be discussed.

#55

*Industrial and  
Organizational Psychology*

**FORGIVING UNFAIR TREATMENT: THE ROLE OF INTERDEPENDENT  
SELF-CONSTRUAL**

*Kathy Tsang, University of Waterloo; Agnes Zdaniuk, University of Waterloo;  
D. Ramona Bobocel, University of Waterloo*

Victims of injustice are faced with several options, including doing nothing, engaging in revenge against the perpetrator, forgiving the perpetrator, or some combination of the three. Forgiving is a constructive approach that benefits the victim, perpetrator, and the relationship between the two. In the current research, we address the question of "who is more likely to forgive?" by examining the role of interdependent self-construal in determining forgiving behaviour following an injustice. Drawing on theory and research, we hypothesized that following the experience of an injustice, individuals with a strong (vs. weak) interdependent self-construal would be more likely to forgive as a means to restore positive self-regard. In addition, drawing on theorizing in cultural psychology (e.g., Markus & Kitayama, 1991) we expected this relationship to be stronger when the perpetrator of the unfairness is in-group member rather than an out-group member. In contrast to past research, which has relied on self-report measures of forgiveness and intentions to forgive, the current study assessed forgiveness behaviour. As predicted, the results revealed a main effect of interdependent self-construal, such that individuals with a strong (vs. weak) interdependent self-construal were more likely to forgive the perpetrator. Implications for forgiveness and justice literatures are discussed.

#56

*Industrial and  
Organizational Psychology*

**USING NEED AND ENRICHMENT THEORY TO UNDERSTAND THE WORK-FAMILY  
INTERFACE**

*Melissa Warner, University of Guelph; Peter Hausorf, University of Guelph;  
Karen Korabik, University of Guelph*

The purpose of this research is to provide a review of the predominant theoretical frameworks used to describe the interaction between work and family roles and present an integrative model linking both positive and negative aspects of work and family. The goal is to better understand the psychological and instrumental processes underlying costs and benefits associated with work and family roles, and to explore how multiple role enrichment may operate. A conceptual and testable model depicting the direct and indirect relationships involved in the work and family is provided. A review of past theories describing the work-family interface will be provided, followed by the presentation of a theoretical and testable model depicting the relationships between work-family enrichment, need theory, and work-family conflict. It is suggested that involvement with family and work leads to instrumental and psychological benefits and costs, associated with each role. Furthermore, the basic needs of competence, autonomy, and relatedness are presented as important psychological benefits that directly impact affect within a domain and indirectly influence work-family enrichment and quality of life. This research addresses several gaps in the previous work-family literature including the lack of an integrative model incorporating both positive and negative aspects of work and family.

#57

*Industrial and  
Organizational Psychology*

**A TEST OF WORK SELF-EFFICACY X WORK ENGAGEMENT INTERACTION EFFECTS  
ON THREE MEASURES OF PRODUCTIVITY IN A HEALTHCARE ENVIRONMENT**

*John Yardley, Brock University; Mokhtar Khalladi-Noka, Metrics@Work Inc*

This study is based on survey data obtained from health-care workers from an Ontario hospital ( $n=606$ ). Three measures of productivity: Sick Absenteeism (single item, days sick absent in past year), Presenteeism (Koopman et al., 2002) and Work Impairment (Reilly Associates Health Outcomes Research, 2004) were regressed on Work Engagement (UWES - 9 item version, Schaufeli et al., 2002) and a slightly modified Self-efficacy scale (Chen, Gully and Eden, 2001) where the word "work" was added to each item. Only the three negative items were used from the 5-item version of the Stanford/American Health Association Presenteeism Scale (SAHAPS), due to a two-factor split on negative and positive items. Using centred variables (Jaccard, Turrisi, and Wan, 1990), hierarchical moderated regression analyses revealed significant main effects ( $p<0.05$ ) for Work Engagement with Presenteeism and Work Impairment. We also found significant main effects ( $p<0.05$ ) for Work Self-efficacy but only for Work Impairment. Most importantly, however, the interaction term (composed of the multiplicative values of the centred Work Engagement and Work Self Efficacy) was significant ( $p<0.05$ ) with Presenteeism and Work Impairment. The breakdown of the SAHAPS, the main effect findings and the significant interactions will be discussed in the context of the work engagement and productivity literature.

#58

*Industrial and  
Organizational Psychology***PSYCHO-SOCIAL INCIVILITY INTERACTIONS: EXTERNAL VERSUS  
INTERNAL PERPETRATOR INFLUENCES***John Yardley, Brock University; Mokhtar Khalladi-Noka, Metrics@Work Inc*

Workplace incivility is increasingly a focus of academic research and professional practice. This paper demonstrates a very different pattern of interactions depending on whether the perpetrator is internal or external to the organization. The study used 14 self-reported incivility items (Einarsen & Raknes, 1997), presented with multiple other Quality of Work Life scales to staff of a Canadian hospital. 929 clinical staff met the listwise criteria for inclusion in this study. In a series of 2x2 ANOVA analyses three support constructs: Co-worker Cohesion, Manager Satisfaction, Local Work Environment were crossed with four perpetrator types of incivility: two internal incivility perpetrators (i.e., co-worker and supervisor/manager); and two external incivility perpetrators (i.e., patient/family member and physician) on three outcomes (i.e., Intention to Remain, Organizational Satisfaction, and Job Satisfaction) for a total of 36 (3 x 4 x 3) interaction analyses. Importantly, 67 of the 72 (93%) of the main effects were significant, but more importantly a striking pattern of significant interactions was found: 0 of 18 (0%) for internal perpetrators and 14 of 18 (78%) for external perpetrators. The interactions demonstrated much higher positive outcomes under conditions of low incivility and high support/satisfaction. These patterns will be discussed in the presentation.

#59

*Industrial and  
Organizational Psychology***LE MENTORAT AU TRAVAIL : APPORTS DE LA RECHERCHE À LA  
PRATIQUE***Dominic Lapointe, Université de Montréal; Maryse Brien, Université de Montréal;  
André Savoie, Université de Montréal*

Le mentorat au travail est un puissant outil d'apprentissage qui soulève un intérêt croissant depuis quelques années, et ce, autant dans les pratiques des organisations que dans la documentation scientifique. Cependant, peu a été fait jusqu'à maintenant pour relier et confronter ce qui est connu en recherche et ce qui est appliqué en pratique. La présente étude a donc pour objectif de palier partiellement à cette lacune. Pour ce faire, un état des connaissances issu de la recherche et de la praxis est présenté concernant les caractéristiques du mentor et du mentoré, les paramètres d'un programme mentorat, les facteurs contextuels à la relation mentorale ainsi que les coûts et bénéfices du mentorat. En synthèse, diverses conclusions et recommandations sont formulées, particulièrement en regard du recrutement, de la sélection et de la formation des acteurs concernés. Ainsi, il apparaît judicieux de sélectionner les mentors et les mentorés sur la base de certaines caractéristiques personnelles, offrir au préalable une formation de qualité aux acteurs concernés, d'impliquer les acteurs dans la constitution des dyades, de dégager une période de temps consacrée à la relation mentorale. Enfin, le mentorat au travail peut être bénéfique pour le mentor, le mentoré et l'organisation.

#60

*Military Psychology***BATTLING THE WARRIOR FRAMEWORK: POSITIVE LEADERSHIP PRACTICES FOR  
PROMOTING GENDER INTEGRATION IN THE CANADIAN FORCES COMBAT ARMS***Angela Febbraro, Defence R&D Canada - Toronto*

Since the 1989 Canadian Human Rights Tribunal ordering the Canadian Forces (CF) to fully integrate women into all occupations, the CF has made considerable progress in gender integration. By late 2003, women comprised 16.3% of the CF (Leuprecht, 2004). However, the Canadian Army has had particular difficulty attracting and retaining women in the combat arms, where women account for only 3.9% of officers and 1.4% of non-commissioned members (Holden & Tanner, 2001). These patterns are echoed by recent surveys indicating that combat units are the least accepting of women (Capstick, Farley, Wild, & Parks, 2004). To gain a better understanding of how gender integration in the combat arms could be facilitated, interviews were conducted with 26 women in the CF combat arms. In particular, participants identified several leadership practices for promoting gender integration, including: not singling out women; having positive attitudes towards women in combat; mentoring; understanding family issues; setting gender-neutral performance standards; refraining from gender stereotyping and sexist behaviour; and inspiring teamwork between women and men. Discussion focuses on how positive leadership practices can mitigate against the combat-focused "warrior framework" (Davis & McKee, 2004) that in recent years has gained legitimacy as a schema for describing the military.

#61

*Perception, Learning and  
Cognition***DEVELOPMENT OF SPATIAL MEMORY AND THE RELATIONSHIP WITH  
STRATEGY USE IN LATE CHILDHOOD***Farah Budhani, York University; Amanda Stewart, York University; Josie Marando,  
York University; Mary Desrocher, York University*

There has been a debate in the development of spatial memory concerning the innateness of location memory versus the influence of organization on item recall. We hypothesized that spatial memory would improve with age during late childhood. Presentation of a visually or semantically organized display was predicted to illicit strategy use and accuracy in performance. The use of one or more strategies was predicted to positively influence spatial ability. Typically developing children between 9 to 12 years ( $N=240$ ) participated in this study. The task involved viewing, memorizing, and re-creating a 2D visual array of common objects organized in three conditions: categorical, random, and clustered. Increases in age and strategy use were significant predictors of greater memory performance. Strategy use significantly differed between conditions, whereby it was more frequently adopted in the categorical and clustered conditions. Memory for the categorical and clustered conditions was better than the random condition, regardless of age. The increase in performance with age invalidates the notion that location memory is an innate capacity. The



difference in presentation of objects resulted in patterns of strategy use and performance; thus, semantic and visual organization can serve as tools for spatial memory and can be used in the development of educational models for children.

#62

*Perception, Learning and Cognition*

**LINGUISTIC ANALYSIS AND VERBAL ERRORS: A LOOK AT UM, PAUSES AND 'LIKE'**

*Brian Condran, Mount Saint Vincent University; Michelle Eskritt, Mount Saint Vincent University; Mary DeLaney, Mount St. Vincent University*

Linguistic analysis has often been used as a method of studying cognitive processes in action. The ways in which people construct sentences can convey a wealth of information about how a person thinks about something, much in the same way as the actual content shows what a person is thinking about. Verbal errors such as improper use of the word 'like' and hesitations could be indicative of sentence planning time. The present study looks at the structure of people's verbalization of at least two different stories involving highly familiar others: their best friend and their romantic partner of at least a year. Stories were coded for word length and number of verbal errors. Preliminary analyses indicate that improper use of the word 'like' was found primarily in stories about one's best friend. Other types of verbal errors were found to co-occur in similar frequencies across story conditions, suggesting that the number of verbal errors a person makes could be a matter of individual difference as opposed to differences in topic. Additionally, the number of instances of improper 'like' useage suggests a fundamental cognitive difference exists when talking about best friends and romantic partners.

#63

*Perception, Learning and Cognition*

**SITUATED COGNITIVE PERFORMANCE: DO SHIFTING GENDER SCHEMAS INFLUENCE TASK PERFORMANCE?**

*Brian Condran, Mount Saint Vincent University; Michelle Eskritt, Mount Saint Vincent University*

Situated social cognition is a relatively recent theoretical framework which holds that many cognitive processes may be highly influenced by social context. Gender schemas have been previously shown to be influenced in this manner, changing within an individual based on their current situation. While cognitive performance on 'gender advantage' tasks such as mental rotation has been shown to be largely dependant on a person's gender schema, no research has looked at the effects of shifting gender schemas on cognitive performance. Participants in this study will read fictional dating profiles of individuals seeking either masculine or feminine individuals. Cognitive performance will be then measured on four tasks: mental rotation, verbal analogy, non-word decision and word generation. These results will be compared against a baseline of non-primed individuals. Participants exposed to masculine seeking profiles are expected to perform better on the former two tasks relative to the baseline. Superior performance is expected on the feminine tasks by those who viewed feminine-seeking profiles. Such findings would indicate that even basic cognitive constructs are susceptible to the influence of the external world.

#64

*Perception, Learning and Cognition*

**THE MENTAL REPRESENTAION OF GESTURE**

*Angela Dalton, Mount Allison University; Ashley Beers, Mount Allison University; Jill Fraser, Mount Allison University; Gene Ouellette, Mount Allison University; Karen Nicholson, Mount Allison University*

Research has suggested that gesturing may have a beneficial effect on working memory. The nature of this facilitation, however, is not clear. Goldin-Meadow et al (2001) found that when participants were allowed to gesture while describing previously solved math problems they were better at concurrently holding a list of letters in verbal working memory. Wagner et al (2004) obtained similar results using a spatial working memory task. Therefore it would appear that gesturing enhances working memory regardless of the type of working memory task. That is, gesturing does not simply shift the cognitive load to visuospatial working memory or gesturing would only benefit performance on verbal tasks. It should be noted, however, that the spatial task of Wagner et al required the recall of dots located in a grid. The presence of a grid may actually lead participants to rely on a verbal strategy by sub-vocalizing dot coordinates. The current study evaluated the effects of gesturing on different working memory tasks by incorporating a verbal task (letter recall) and a spatial dot recall task that did not have reference grids. The findings are discussed with reference to whether gesturing lightens the overall cognitive load of memory tasks or rather shifts the cognitive load to visuospatial working memory, thus facilitating only verbal tasks. In addition, gender effects are discussed.

#65

*Perception, Learning and Cognition*

**VISUOPROPRIOCEPTIVE INTERMODAL PERCEPTION AND THE RUBBER HAND ILLUSION**

*Timothy Dummer, Dalhousie University; Chris Moore, Dalhousie University*

Body perception is believed to arise from the intricate relationship between intermodal sensory input and a continually changing conceptual diagram of the body. Any interference to this process, such as when a person views a rubber hand being stimulated by a probe in synchrony with the occluded real hand, will lead to a misperception whereby tactile sensations are falsely referred to the non-body part (i.e. rubber hand illusion). Our research is focused on further analyzing the nature of this phenomenon using conditions of visuoproprioceptive movement. An apparatus was devised that would synchronize visual with felt movement and hence elicit the rubber hand illusion. For the first experiment, results evidenced equally robust rubber hand illusion effects in a visuotactile and two visuoproprioceptive conditions when compared to a unimodal vision only condition. These results suggest that the illusion requires conflicting multimodal sensory stimulation and not simply directed visual attention. For Experiment 2, we compared

an intentional movement with a passive movement and observed the pattern of rubber hand illusion reports. Results evidenced stronger effects but only for male participants in an intentional movement condition. This suggests not only that feelings of agency are involved in body perception but also that top-down processes may have influenced performance.

#66

*Perception, Learning and Cognition*

#### **WHAT PEOPLE WANT FROM THEIR PROFESSIONALS: ATTITUDES TOWARD DECISION MAKING STRATEGIES**

*Joseph Eastwood, Memorial University of Newfoundland; Brent Snook, Memorial University of Newfoundland; Jamison Mercer, Memorial University of Newfoundland*

In the current study, attitudes toward four types of decision making strategies (clinical/fully-rational, clinical/heuristic, actuarial/fully-rational, and actuarial/heuristic) were examined. Participants ( $N = 80$ ) were split randomly between a legal or medical decision making scenario and asked to judge, on a 7-point rating scale, each strategy in terms of (a) preference, (b) accuracy, (c) fairness, (d) ethicalness, and (e) similarity to how legal and medical professionals render decisions. Results showed that the clinical/fully-rational strategy was rated the highest across all attitudinal judgments, whereas the actuarial/heuristic strategy received the lowest ratings across all judgments. Considering the two strategy-differentiating factors separately, clinically-based strategies were always rated higher than actuarially-based strategies and fully-rational strategies were always rated higher than heuristic-based strategies. The potential implications of the results for professionals' and those affected by their decisions are discussed.

#67

*Perception, Learning and Cognition*

#### **TIME COURSE OF THE PERCEPTION OF BIOLOGICAL MOTION: AN ERP STUDY**

*Jonathan Fawcett, Dalhousie University; Aaron Newman, Dalhousie University*

Humans have developed specialized mechanisms for recognizing the movements of other humans, involving the posterior superior temporal sulcus and ventral temporal regions. A previous study (Jokisch et al., 2005. *Behav. Brain Res.*, 117:195) reported ERP components (N170 and N300) sensitive to biological motion, but did not distinguish between the onset of visual stimuli depicting human forms and biological motion specifically. We addressed the specificity of these components by presenting static dot arrays that began to move after 200-400 msec as point-light videos depicting upright and inverted human actions. For both static and moving stimuli, differences between upright and inverted human forms were observed in the amplitude of a negativity peaking at ~230 ms and maximal over right ventral occipital-temporal electrodes. This component may be sensitive to recognizing human forms rather than biological motion. On the other hand, a later negativity (N300) that differentiated upright and inverted forms was observed only after motion onset, and was maximal at right parietal-occipital electrodes. These results suggest that biological motion perception involves an initial stage of human form recognition, followed by a stage specific to moving biological forms. JMF supported by NSERC and the Killam Trusts; AJN supported by NSERC, CFI, and the Canada Research Chairs program.

#68

*Perception, Learning and Cognition*

#### **EXECUTIVE CONTROL PROCESSES IN ITEM-METHOD DIRECTED FORGETTING**

*Jonathan Fawcett, Dalhousie University; Tracy Taylor, Dalhousie University*

By combining an item-method directed forgetting paradigm with stop-signal (E1 and E2) and inhibition of return (IOR; E2) tasks, the current study explored commonalities between directed forgetting and other types of executive control. Following each study-phase memory instruction, Experiment 1 presented participants with a centralized green circle (Go Signal) requiring a speeded detection response that was sometimes replaced by a red circle (Stop Signal) cancelling that response. Experiment 2 extended this methodology by presenting the study word and Go Signal to the left and right and requiring a localization response; as such, each study word acted as an uninformative spatial cue in relation to each Go Signal. Although stop signal reaction times (SSRTs) were not affected by the preceding memory instruction in either experiment, the F instructions did facilitate stopping by delaying responses. Furthermore, IOR was observed following F but not R instructions. The finding that F instructions interact with other executive control mechanisms to slow subsequent responses provides support for the view that intentional forgetting is an active cognitive process.

#69

*Perception, Learning and Cognition*

#### **SEX DIFFERENCES IN GLOBAL/LOCAL PROCESSING: REALITY OR A FIGMENT OF TEST CONSTRUCTION?**

*Ashley Grau, University of Western Ontario; Albert Armieri, University of Western Ontario; John Schram, University of Western Ontario; Riley Hinson, University of Western Ontario; Andrew Johnson, University of Western Ontario*

Research on sex differences in global/local processing has been sparse, and is marked by an inconsistency of stimulus characteristics, task parameters, and procedural variables. Given the frequency with which the global/local paradigm is used, it is important to establish the extent to which sex is a noteworthy confound. In the present study, 31 men and 15 women completed a newly created global/local processing task which incorporated elements of previously-used measurement tools, while balancing design considerations that may demonstrate sex biases. It was found that men and women were equally likely to be global processors on this measure,  $t(35) = -0.394$ , and that the number of global processors was equal to the number of local processors in the overall sample. These results challenge the existence of sex differences in global/local processing, and suggest that more work needs to be done in addressing the methodological complexities associated with measuring this construct.

#70

*Perception, Learning and Cognition***L'EFFET DU STRESS PHYSIQUE ET ÉMOTIONNEL SUR LES DIFFÉRENTES COMPOSANTES DE L'APPRENTISSAGE DE DIFFÉRENTS NIVEAUX**Julien Lemay, *Université d'Ottawa*

Depuis bien longtemps on étudie la mémoire, et bien qu'on commence à comprendre les mécanismes biologiques reliés à la mémoire, il n'y a aucun modèle théorique qui fait unanimité. La recherche présente a comme but d'évaluer le lien entre le stress et les fonctions mnésiques d'un point de vue purement théorique pour en arriver à l'élaboration d'un modèle théorique. Le stress vient sous toutes sortes de formes et son lien avec l'apprentissage varie grandement de cas en cas, il peut aider ou nuire dépendamment de l'intensité, du nombre de répétitions ou quand il est admis; de façon générale le stress facilite les apprentissages qui ont un lien avec celui-ci, que ce soit par l'entremise d'un avantage évolutionnaire ou que le stress lui-même soit un renforçateur que le rat associe avec une séquence d'événements. Par contre, certaines situations ne s'expliquent pas bien avec le modèle cognitif « attention -> capture sensorielle -> mémoire à court terme -> mémoire à long terme ». C'est pourquoi je suggère l'ajout d'un module d'autorépétition qui dure beaucoup plus longtemps que dans la mémoire à court terme. Le nouveau modèle développé, dans sa nature, permet de faire ce qu'aucun autre modèle théorique a permis; il peut être vérifié directement (par l'entremise d'expériences) et indirectement (l'apprentissage en situation de stress semble invalider les autres modèles populaires)

#71

*Perception, Learning and Cognition***INHIBITION OF RETURN AND COGNITIVE SEARCH STRATEGIES: DOES IOR ACCOUNT FOR INCREASED SEARCH EFFICIENCY DURING RELAXED SEARCH?**C. Meghan McMurtry, *Dalhousie University*; Raymond Klein, *Dalhousie University*; Jeffrey MacLeod, *McMaster University*

Previous studies (e.g. Smilek, Enns, Eastwood, & Merikle, 2006) have suggested that people may perform difficult visual search tasks more efficiently when they are told to relax and let the target come to them than when they are told to actively search for the target. Inhibition of return (IOR; for a review see Klein, 2000) is the tendency for attention, once disengaged, to avoid returning to a previously attended location. The present study examined whether IOR could account for the increased efficiency in "relaxed" visual search. Thirty-eight people (30 women and 8 men) were assigned to one of two groups receiving different search instructions: relaxed/passive search ( $n=19$ ) and active search ( $n=19$ ). The two groups were matched on visual search efficiency and handedness. Participants performed two blocks (240 trials each) of search and probe combined trials. Each trial consisted of either 4 or 8 items with one-half of the trials containing targets and two-thirds of the trials including a probe. In contrast to the results obtained by Smilek and colleagues (2006), no effect of search instruction was found for reaction time  $F(1, 36)=.191, p>.6$ , or search accuracy,  $F(1,36)=1.259, p>.2$ . Further analyses and potential reasons for this non-replication are discussed.

#72

*Perception, Learning and Cognition***PROCESSING SPEED IMPAIRMENTS OF MATH DISABLED CHILDREN**Allison McNeil, *Mount Saint Vincent University*; Derek Berg, *Mount Saint Vincent University*

A consistent finding across studies of math disabled (MD) children is their failure to develop proficiency in arithmetic calculation (e.g.,  $6 + 3$ ; Geary, 1987, 1990). Specifically, compared to their normally achieving (NA) peers, MD children tend to be less accurate (e.g., Ostad, 1998) and to provide correct answers more slowly (e.g., Jordan & Montani, 1997). In light of these difficulties, memory functioning (working memory) and memory-related abilities (processing speed; Case, 1985) have moved to the forefront as potential explanations for poor math development of MD children. However, examination of the cognitive processing impairments of MD children have focused largely upon memory systems (working memory, short-term memory) with little attention focused upon memory-related abilities. The purpose of this study was to examine whether MD children are characterized by possessing speed impairments related to accessing phonological (e.g., numbers, letters) and semantic representations (e.g., colours, pictures) from long-term memory. In a sample of 36 NA and MD grade 2 children (ages 7-8 years), results suggested that MD children experience a general processing speed impairment; rather, than a specific impairment (numeric representations) that has been reported previously in relation to other cognitive processes (short-term memory; Siegel & Ryan, 1989).

#73

*Perception, Learning and Cognition***EXAMINATION OF CONTEXTUAL CONTROL OF MEMORY AND EPISODIC MEMORY**Riana Mian, *Memorial University of Newfoundland*; Gerard Martin, *Memorial University of Newfoundland*; Carolyn Walsh, *Memorial University of Newfoundland*

Studies that have examined whether animals possess an analogue to human episodic memory have typically used birds or rats. The current study collected preliminary data to uncover whether Yucatan miniature pigs (*Sus scrofa*) could be used to study episodic memory. Four female pigs were tested on habituation and contextual control of discrimination learning. They were introduced to a sequence involving four trays, each with a unique odor, location and temporal order. They were then tested with the first and last tray from the sequence and rewarded for visiting the tray they encountered first. All four pigs were able to return to the first tray at an above-chance level, that is, 72% of the time, [ $t(2)=9.68, p < 0.01$ ]. These findings suggest that pigs are sensitive to relative recency and may serve as a starting point for developing tests of episodic memory in animals and non-verbal humans.

#74

*Perception, Learning and Cognition***A COLOR AND WEIGHT RELATION MODEL AND ITS APPLICATION TO AESTHETIC DESIGN OF ARTEFACTS FOR VISUAL BALANCE**Mohammad Ali Mokarian, *Carleton University*; W.J. Zhang, *University of Saskatchewan*

The goal of the study was to develop a quantitative model for representing the equivalent weight of a color. The model considers all colors represented in the RGB space, and both foreground and background colors are considered. The model can be employed to conduct the design of artifacts based on an aesthetics principle – a visually balanced artifact is simulating more positive emotion. The approach used to develop this model is artificial neural network technique. In particular, first, the structure of color was presented by a code system – i.e., RGB. Second, a collection of color samples using the code system was generated. Third, the sense of the weight of colors is solicited from a group of human subjects, the number of which was determined to make the entire approach statistically sound. It is noted that the solicited data are in fact “training data” in the context of artificial neural network technique. Fourth, the learning process was designed and carried out based on the training data to establish the model. The validation of the model was made by comparing the result computed using the model with that computed by one existing method in the literature and with that obtained experimentally, respectively. Using the model, a method was developed for integrating the measured weight of colors with the weight of areas which led to quantifying visual balance of a depiction.

#75

*Perception, Learning and Cognition*

#### **VIDEO GAMES AND PERCEPTION OF VERY LONG DURATIONS BY TEENAGERS**

Simon Tobin, *Université Laval*; Simon Grondin, *Université Laval*

Video games are very popular with teenagers these days. They spend a lot of time playing, often instead of doing homework or physical activities. Some data suggest that teenagers might lose the track of time while they play such a type of game. Therefore, a disrupted time perception while playing could partially explain why teenagers play so much. To test this hypothesis, 116 teenagers (14-15 years old) had to judge prospectively and retrospectively the duration of three consecutive tasks: 8 and 24 minutes of video game (Tetris) and 8 minutes of reading on a computer screen (control task). The main hypothesis received support: A game inclined profile resulted in lower time estimation on the 24 minutes video game session. A game inclined profile includes variables such as the total number of hours spent playing per week, the usual gaming session length, and the dependence on video games. Moreover, for a same duration, the video game task was estimated as shorter than the reading task. Also, the results confirmed the application of Vierordt's law to such durations. These findings were true for both time estimation paradigms, prospective and retrospective, and were not affected by the task difficulty level. An attention-based explanation was advanced to account for the main finding.

#76

*Perception, Learning and Cognition*

#### **ATTRACTIVE AVERAGE FACES AND UNATTRACTIVE AVERAGE FACES**

Scott Veenvliet, *Tyndale University College*; Sampo Pauronen, *University of Western Ontario*

We used a computer morphing algorithm to combine male and female faces into composite target stimuli that were rated by subjects on attractiveness. We found support for the average is attractive hypothesis, whereby the more faces that were included in a composite, the more attractive was the result. However, the function relating the number of faces averaged to the attractiveness of the composite differed depending on whether the constituent faces were attractive to begin with or unattractive. Attractive individuals, both men and women, had the least to gain from averaging their facial features, reaching an asymptote of attractiveness very quickly, whereas unattractive individuals had the most to gain. Furthermore, a composite face based on the average of both attractive and unattractive individuals was less attractive than a composite based exclusively on attractive individuals. Although consistent with the average is attractive hypothesis, our results demonstrate that the most attractive faces are not average.

#77

*Perception, Learning and Cognition*

#### **THE EFFECTS OF VISUAL CAPTURE ON PROPRIOCEPTION OF LIMB POSITION**

Jennifer Woodland, *University of New Brunswick*; Geoff Carre, *Cape Breton University*

To function effectively from day to day we must have a sense of proprioception (feeling of where our bodies are positioned in space). Proprioception is an important sense although it can be easily fooled when discordant visual stimuli are present. The present study examined whether vision overrides proprioception of limb position and also if the aftereffects caused as a result of visual capture decay over time. The participants were asked to locate the position of their arm after looking into a mirror at a discordant visual image and again while holding their eyes closed. The results of the study indicated that looking at the discordant visual image of the arm in the mirror caused the participants to inaccurately locate the position of their arm whereas holding their eyes closed had no effect on locating the position of their arm. Also, the aftereffects caused as a result of visual capture decayed over time as proprioception became more accurate.

#78

*Sexual Orientation and Gender Identity Issues*

#### **LESBIAN, GAY, BISEXUAL, AND TRANS EMPLOYEE RESOURCE GROUPS AS SOCIAL MOVEMENTS WITHIN CORPORATIONS**

Robin Church, *Ryerson University*; You-Ta Chuang, *York University*

The social movement literature examines ways social actors produce and maintain a set of beliefs and meanings that help to mobilize resources and inspire and legitimate action in the interest of a movement's goals. These sets of action-oriented beliefs are called collective action frames and are designed to mobilize action by accomplishing three tasks. The first task is to define a problem or injustice and its importance. The second is to develop an understanding of who or what is responsible for the problem and to propose the activities or strategies to address the problem or injustice. The third is to motivate people to take action. Our research includes employee resource groups (ERGs) in Canada and the United States and employs semi-structured interviews and focus

groups. We will report on our on-going research with LGBT ERGs examining their role as social movements within their respective corporations. Our Research Questions reflect the three tasks of the collective action frame: 1. What factors gave rise the emergence of the LGBT ERG? 2. How did the ERG organize itself? Attract members? Resources? Make decisions? Any obstacles in establishing and maintaining the ERG? 3. What change-oriented activities or strategies were employed by the ERG? How were these undertaken?

#79

*Sexual Orientation and Gender Identity Issues*

**MINORITY STRESS, RESILIENCE, AND SEXUAL FUNCTIONING IN SEXUAL-MINORITY WOMEN**

*Jacqueline N. Cohen, University of New Brunswick; E. Sandra Byers, University of New Brunswick*

Adapting from Meyer (2003), we developed a model to study the effect of minority stress on the sexual functioning of sexual-minority women (SMW). The model proposes that SMW who have experienced prejudice events, those who have experienced sexual victimization, and those with higher internalized heterosexism will have poorer sexual functioning. In contrast, according to the model, SMW who identify as feminist and who appraise their relationships more positively will report better sexual functioning. Participants were 583 women in same-sex relationships of at least one year's duration who completed an online survey. The respondents appraised their sexual functioning very positively across a range of dimensions. We found that higher internalized heterosexism was associated with lower sexual satisfaction, lower sexual esteem, more negative thoughts in sexual situations, and more anxiety in sexual situations, suggesting that internalized negative beliefs about one's sexual-minority identity may be activated in sexual situations. Higher relationship satisfaction was associated with better sexual functioning across multiple dimensions, however, suggesting that relationship quality may be an important resilience factor for SMW.

#80

*Sexual Orientation and Gender Identity Issues*

**PSYCHOMETRIC PROPERTIES OF THE SUPPORT FOR LESBIAN AND GAY HUMAN RIGHTS SCALE**

*Daragh McDermott, National University of Ireland, Galway; Todd Morrison, National University of Ireland, Galway*

The purpose of this study was to examine the psychometric properties of the Support for Lesbian and Gay Human Rights Scale (Ellis, Kitzinger, & Wilkinson, 2002). Copies of this scale and several validation measures (e.g., religious fundamentalism and social dominance orientation) were distributed to 267 female students attending modules in psychology at a large Irish university. Output from an exploratory factor analysis (unweighted least squares with oblimin rotation) did not support the tripartite structure noted by Ellis et al. Instead, a two-factor solution appeared to be most reasonable, with the first factor assessing global support for the human rights of sexual minorities (GLOBAL, 14 items) and the second factor focusing more narrowly on the legality of homosexuality (LEGAL, 4 items). Fit statistics for this two factor model were good (e.g., CFI = .93; AGFI = .98). Scale score reliability coefficients for the two factors were .86 and .61. Finally, scores on the GLOBAL subscale correlated significantly with religious fundamentalism, social dominance orientation, religious attendance, and religious self-identification (i.e., less support was evident among those who reported higher levels of all validation measures). For the LEGAL subscale, mixed results were obtained. The potential uses of this modified measure of support for gay and lesbian human rights are outlined.

#81

*Sexual Orientation and Gender Identity Issues*

**THE EFFECTS OF A POSITIVE PSYCHOLOGY EXERCISE ON RELATIONSHIP AND SEXUAL SATISFACTION**

*Jillian McIntosh, University of Winnipeg; Michael McIntyre, University of Winnipeg; Cherie Werhun, University of Winnipeg*

This thesis will examine two main questions. The first question is; are changes in perceived well-being induced by positive exercises also accompanied by changes in relationship and sexual satisfaction? The second question is; are the changes induced by positive exercises durable enough to maintain a significant effect over time? Participants in this study will fill out the following questionnaires: Satisfaction with Life Scale, Fordyce Emotions Questionnaire, Relationship Assessment Scale, Hudson's Index of Sexual Satisfaction, Rotter's Locus of Control Scale and The E-scale for Empathy. These questionnaires will be completed at pre-test, post-test and follow up visits. During the interval between pre-test and post-test they will complete Martin Seligman's Three Blessings Exercise for the duration of 21 days. Data collection will be completed by May of 2008.

#82

*Sexual Orientation and Gender Identity Issues*

**BANNED FROM SERVING: THE AFFECT OF ANTI-HOMOSEXUAL LAWS ON CANADIAN MILITARY WOMEN**

*Jennifer Moore, University of New Brunswick; Carmen Poulin, University of New Brunswick; Lynne Gouliquer, McGill University*

Until 1992, gays and lesbians were prohibited from serving in the Canadian Armed Forces; those who did were forced to hide their sexuality or face discharge (Park, 1994). The impact of this policy has been under-researched, especially regarding Canadian military women. The present study examines the psychological, physical, and social health consequences associated with the pre-1992 investigations and eventual discharge of Canadian servicewomen for homosexuality. Twelve in-depth semi-structured interviews were conducted with former soldiers who self-identified as lesbian. Data were analyzed using the Psycho-Social Ethnography of the Commonplace (P-SEC) methodology (Gouliquer & Poulin, 2005), which directs the researcher to seek knowledge about insti-

tutions from the vantage point of marginalised groups. Participants adopted various cognitive and behavioural coping strategies to avoid being discovered and discharged by the Special Investigative Unit of the military police. Participants reported that the military's relentless surveillance and their own ongoing risk-evaluation and identity hiding contributed to negative social, psychological, and physical health effects. Participants suffered high stress levels, physical exhaustion, depression, substance abuse, and social isolation. Findings are discussed in relation to the literature on stalking.

#83

*Sexual Orientation and  
Gender Identity Issues*

**"I HAVE NOTHING AGAINST THEM, BUT..." CORRELATES  
OF MODERN HOMONEGATIVITY AMONG UNIVERSITY EMPLOYEES**

Todd Morrison, *National University of Ireland, Galway*; Melanie Morrison,  
*University of Saskatchewan*

Blatant endorsement of the characterological inferiority of marginalized groups has declined; yet, stereotyping, prejudice, and discrimination remain problematic. The concept of modern prejudice has been used to account for this discrepancy. The modern perspective suggests that individuals' objections to outgroups are more subtle and reflect the concern that these groups manipulate the idea of equality in the "aggressive" pursuit of undeserved gains. We have formulated and examined a construct entitled "modern homonegativity (MH)" which applies the modern framework to gay men and lesbian women. Although several studies have been published on MH, to date, all respondents have been university students. This limitation was addressed in the current study (i.e., a large sample of employees at a Canadian university were recruited,  $N=1161$ ). Results indicated that male respondents were more homonegative as were those reporting less income, less education, and greater religiosity and political conservatism. Findings also supported the view that prejudice is a generalized phenomenon (i.e., endorsement of modern homonegativity was associated with endorsement of modern sexism and modern racism). Finally, output from a series of multiple regression analyses underscored the need to distinguish between modern and old-fashioned homonegativity (i.e., they were inter-related, yet distinct).

#84

*Sexual Orientation and  
Gender Identity Issues*

**EMOTIONAL, PHYSICAL, AND SEXUAL EXPERIENCES OF ABUSE IN MALE  
AND FEMALE SAME-SEX RELATIONSHIPS IN CANADA**

Melissa St. Pierre, *University of Windsor*; Charlene Senn, *University of Windsor*

Emotional, physical, and sexual experiences of abuse in same-sex relationships exist at significant rates, warranting attention from researchers. However, few studies in this area of research have included Canadian or rural samples. Primarily explorative and descriptive in nature, findings from this research offer estimated prevalence rates of same-sex partner abuse in different sized provinces and communities across Canada. Comparisons between men and women, rural and urban, and ethnic majority and minority participants will be presented. Preliminary results suggest that approximately half of the sample of 146 participants who had completed the survey by late October 2007 had experienced some form of severe emotional, physical, sexual and/or verbal abuse focused on their lesbian or gay identity at the hands of a same-sex partner. Preliminary results indicate that partner abuse in same-sex Canadian partnerships exists at rates comparable to those cited in the literature.

#85

*Students in Psychology*

**FINDING A VOICE: AN EXAMINATION OF STUDENT EXPERIENCES AT THE  
UNIVERSITY OF REGINA**

Janel Fergusson, *University of Regina*; Cindy Bote, *University of Regina*;  
Jody Haukeness, *University of Regina*; Samantha Oscar, *Washington State University*;  
Susan Potter, *University of Regina*; Christopher Toma, *University of Regina*;  
Natasha Will, *University of Regina*; Cannie Stark, *University of Regina*

As part of the requirements of an undergraduate psychology course in advanced research methods, fourteen University of Regina students, from both the University of Regina proper and its Federated Colleges were interviewed about their perceptions of their education, their perceptions of other students, faculty, and administration, and their perceptions of their educational environment. After an overall review and discussion of the data, themes of accountability and alienation were especially apparent. Interviewees communicated a need for accountability from professors and students as well as university accountability for the quality of education students are receiving and efficient use of student funds. Students become dissatisfied with their university experiences when they begin to feel alienated from other students, professors, and the administration. This alienation results from a competitive atmosphere amongst students, lack of access to student services, and inaccessibility of instructors. Although alienation and accountability were definite themes, the overarching theme students conveyed in the interviews was their desire to be heard. Students want to have a voice in determining their educational experience and they want to be consulted about policies and implementations that affect them and their university atmosphere.

#86

*Students in Psychology*

**TIPS FOR PROFESSIONAL MOBILITY**

Stephen DeMers, *Association of State and Provincial Psychology Boards*

Obtaining registration or licensure in another province, state, or country following receipt of the initial license can often involve difficult obstacles. This paper will review common problems and strategies for individuals seeking professional mobility.

#87

*Teaching of Psychology*

**INFLUENCES ON ACADEMIC INTEGRITY PRACTICES IN INTERNATIONAL STUDENTS**

*Sobia Ali, University of Windsor; Alma Roldan, University of Windsor; Kathryn Lafreniere, University of Windsor*

This exploratory study examined influences on international students' attitudes toward and engagement in academic dishonesty. As international student populations are growing on Canadian university campuses, the unique circumstances that may impact international students' academic experiences need to be examined to better understand and serve this population. International students' sense of belonging to and identification with their heritage and contact cultures (Acculturation Index: Ward & Kennedy, 1994), as well as feelings of loyalty to the heritage culture (Horizontal/Vertical Individualism/Collectivism Scale: Singelis, Triandis, Bhawuk, & Gelfand, 1995), were examined, as the literature indicates that those who have a strong identification with their collectivistic culture may feel a cultural obligation to assist members of their in-group. Additionally, students' perceptions of the fairness of academic evaluation procedures were investigated, as the literature suggests that students who find course instruction unfair are more likely to feel that academic dishonesty is justified. External pressures (such as parental, cultural, and financial) to succeed academically were also explored. Attitudes toward and engagement in academic dishonesty were measured using an Academic Dishonesty Scale (Lambert, Hogan, & Barton, 2003). Findings will be discussed in the context of the unique circumstances that impact on international students, and recommendations for tailoring campus services to better meet the needs of these students will be made.

#88

*Teaching of Psychology*

**GENDER IN RELATION TO COMPETITION IN THE UNIVERSITY CLASSROOM**

*Sasha Bennett, Saint Mary's University; Tony Cox, Dalhousie University (Computer Science Faculty); Maryanne Fisher, Saint Mary's University*

Competitive classroom environments have been used by instructors to stimulate active learning and to inspire students to perform at the highest level possible. However, there exists a large body of psychological and educational literature that shows women are more likely to feel negatively about direct competition, and in certain situations, attempt to avoid these sorts of interactions. We therefore explored the existence of sex differences in experiences and attitudes towards competitive classroom environments. To date, 111 participants have completed an extensive survey about their educational histories, experiences, and goals. We found that men are significantly more likely than women to report that they enjoy a competitive classroom. As well, women were significantly more likely to report that a competitive classroom discourages them from participating, and that they would drop a course if they found it too competitive. Thus, we propose that the use of competition can be detrimental, especially for women, and may create non-inclusive classrooms. We will examine some implications of these findings, and suggest ways that competition might be used without causing these undesirable effects. Instructors will learn of potentially harmful practices, the effects of these practices, and possible methods for improving students' classroom experiences.

#89

*Teaching of Psychology*

**DO JUDGMENTS OF LEARNING IMPACT STUDENTS' REVIEWS OF PEERS' PAPERS?**

*Nicole Burnett, University of Northern British Columbia; William Owen, University of Northern British Columbia*

Having student peers review written papers is a useful teaching tool as it allows students to improve their own writing skills and gain further knowledge about writing (Topping, 1998). One set of issues concerning the use of peer review for student papers is that students tend to have an overly optimistic view of their own performance and a biased view of others' performance (Cann, 2005). In this study, students in a third year cognition course were asked to review two of their peers' term papers. The peer review grade was then compared with the professor's grade. The discrepancy between the professor's grade and the students' grade was significantly different from zero, indicating a trend for students to give higher grades. However, the majority of students ranked the two papers they reviewed in the same order as the professor, indicating that they could distinguish good and not-so-good papers. It was also noted that the majority of grade inflation was due to a sub-set of the class – students whose final grades were in the bottom 30% of the class. We will also report a follow up study, where we asked students to indicate what grade they expected to receive on their paper in order to help determine if one's judgment of learning is related to inflating peers' paper grades. The overall goal of this project is to identify students who would benefit from peer review training.

#90

*Teaching of Psychology*

**JOB FIT AND ANXIETY IN UNIVERSITY PROFESSORS**

*David Korotkov, St. Thomas University; Ian Fraser, St. Thomas University; Michael Houlihan, St. Thomas University; Kim Fenwick, St. Thomas University; Kristin McDonald, St. Thomas University; Tom Fish, St. Thomas University*

Anxiety levels in university professors are high relative to other occupations. Generally, professors have reported a lack of time to perform their duties as well as problems in staying current with the literature. This stress may contribute to inconsistencies in work demands, which has been linked to burnout across various occupations. To test this incongruity hypothesis, a sample of tenured and non-tenured university professors were administered a questionnaire pertaining to work load (teaching, service, research), perceived beliefs concerning university based job descriptions, and overall anxiety. Analysis of the data supported our hypothesis that faculty who experience a perceived discrepancy between beliefs and actual workload, tended to experience more anxiety. Differences were also found between tenured and non-tenured faculty in terms of workload and anxiety.

#91

*Teaching of Psychology***EXPERIENCES OF BEGINNING TEACHERS: PROMOTING POSITIVE TRANSITIONS**Stephanie Martin, *University of Saskatchewan*; Laurie Hellsten-Bzovey, *University of Saskatchewan*; Diane Miller, *University of Saskatchewan*

The Becoming a Teacher project is a SSHRC funded longitudinal (3-year) study of the transition experiences of beginning teachers in Saskatchewan. A mixed-method design including surveys and in-depth interviews is used to explore the transition experience across personal, interpersonal, socio-cultural, and environmental domains. Specifically, ten first-year teachers were selected to provide insight into a diverse range of experiences during their first year of teaching and were interviewed using case study methodology. This presentation will focus on the results of these case study interviews by describing a) how beginning teachers experience their first year of teaching, b) how they construct, maintain, and envision their professional identity, and c) what they regard as resources and barriers during this critical phase of professional development. Using a resiliency perspective, implications for teacher preparation, professional identity development, and further research will be identified. Research group: Laurie Hellsten, PI; Gwen Dueck; Bruce Karlzenig; Stephanie Martin; Diane Miller; Janet McVittie; Cecilia Reynolds

#92

*Teaching of Psychology***STUDENT PARTICIPATION IN COLLABORATIVE SOCIAL SCIENCE AT A COMMUNITY COLLEGE**William McConnell, *North Island College*; Roger Albert, *North Island College*; John Marton, *North Island College*

We explored the feasibility and pedagogical value of conducting interdisciplinary social science research at a community college. The research involved a contemporary methodological issue (measuring fear of crime), students who were at an early stage of their academic careers (second-year), and involved collaboration across several social science courses. Students participated to a limited extent in clarifying wording of survey items, were exposed to the development of sampling procedures, received training in interviewing for survey research, conducted community interviews, and coded or entered data. Students also completed a ten-item questionnaire seeking their views on participation. Their responses indicated that they viewed participating as worthwhile, their understanding of research increased, they would recommend participation to their fellow students, and expressing a very high interest in personally participating in further research. These findings add to the small literature on the value of early undergraduate exposure to collaborative social science research within the university setting and show that benefits extend to community college students.

#93

*Teaching of Psychology***EFFECTIVE ACADEMIC PERFORMANCE: THE ROLE OF ADAPTION-INNOVATION**Nicholas Skinner, *King's University College*

Considerable previous research has investigated the role of temperament in educational attainment (e.g., Cattell, 1965; Skinner, 2007). Following from Skinner's (1992) finding that the personality dimension of Adaption-Innovation (i.e., cognitive style; Kirton, 1976) underlies Kolb's (1976) learning styles (converger, diverger, assimilator, accommodator), the present study will examine the related possibility that Adaption-Innovation can be similarly instructive in the isolation of the components of successful academic performance. Using the simulation procedure developed by Skinner (1982), a representative sample of first-year undergraduates will respond to the Kirton Adaption-Innovation Inventory (KAI) as they think it would be completed by either an "academically strong" or "academically weak" student. Support for the prediction that academically stronger students (compared to their academically weaker counterparts) will obtain lower Efficiency and Rule/Group Conformity and higher Originality KAI sub-scale scores should allow the conclusion that personality attributes are as central to effective "studenting" as they are to proficient teaching. (Such results will also underscore again the importance of understanding the first-order factor structure of Adaption-Innovation.)

#94

*Women and Psychology***ENGAGING YOUTH IN RESEARCH: A SYSTEMATIC EVALUATION OF FOCUS GROUP APPROACHES**Bobbie Dawson, *University of Prince Edward Island*

This research systematically evaluated data quality at the method level by exploring differences between two different focus group research approaches used with rural high-school aged females. A traditional focus group method was compared with a focus group enhanced by team-building activities, collage-building, and a participant presentation. Such enhancement techniques were adapted from adultism (the oppression of youth) reduction strategies and youth engagement strategies. Additionally, criteria were proposed for assessing whether meaningful differences in data quality were indeed created. Focus groups were compared at various points of the transformation from raw data to code-able fragments to establishment of themes. The four criteria for comparing the transcripts were: 1) number of coding references and their word density, both per participant and per transcript; 2) number of participants that contributed to each identified theme for each focus group; 3) contribution of the focus group moderator(s); and 4) total number of themes emerging from each focus group transcript. Findings suggest that the enhancements were effective, particularly the process of participants presenting their collage to key stakeholders.

#95

*Women and Psychology***RECONNECTING MIND AND BODY: YOGA PRACTITIONERS TALK ABOUT THE IMPACT OF YOGA ON THEIR BODY IMAGE**Christina Drost, *University of Regina*



Current treatments for body dissatisfaction and disordered eating focus on changing distorted cognitions and learning rational resistance to unhealthy beauty ideals. However, these cognitive approaches have been shown to have limited effectiveness and have been criticised for encouraging mind/body dualism. It has been suggested that treatments that take a more holistic approach and integrate aspects of the mind, body, and spirit, would be more effective. One such possible approach is yoga therapy. There has been some preliminary evidence that yoga may be an effective approach to treating women with body image and eating disturbances in a more holistic manner. However, there is limited research on this topic. The purpose of the current study is to examine how yoga practitioners feel about their bodies and whether or not they think that yoga has improved their body image, health, and well-being. This is a qualitative study involving conducting semi-structured interviews with women who regularly practise yoga and analysing the interview data using grounded theory methodology. This study is aimed at finding new ways to help improve women's sense of embodiment and exploring the possibility of integrating yoga into treatments for women who struggle with body dissatisfaction and disordered eating and thereby, hopefully increasing the effectiveness of these treatments.

#96

*Women and Psychology*

**MEDICALISED MENOPAUSE: INSTITUTIONAL RESPONSES TO WOMEN'S EXPERIENCES**

*Kerri Gibson, University of New Brunswick; Carmen Poulin, University of New Brunswick*

While the virtues of hormone replacement therapy (HRT), and more recently its harmful side effects, are becoming common knowledge, little research focuses on women's actual experience with HRT. To address this gap, in a previous study (Gibson & Poulin, 2006), we examined women's experience with menopause and HRT. We sought to elucidate the roles of the medical and pharmaceutical institutions in shaping women's experiences of menopause and HRT. In the present study, we interviewed five family physicians and two pharmaceutical representatives to obtain institutional reactions to women's concerns. The Psycho-social Ethnography of the Common Place (P-SEC) (Gouliquer & Poulin, 2005) was employed. Specifically, we asked interviewees to react to three organisational moments (OMs-events that serve the institutions yet complicate the lives of marginalised groups) women had spoken of: 1) brief physician visits, 2) advertising HRT, and 3) prescribing HRT. Findings highlight certain systemic issues within the institutions, such as how the financial goals behind the pharmaceutical industry can complicate the perception of reliability of information, and the disadvantages of certain payment methods for physicians. The discussion focuses on the ethics of care in the current Canadian health-care system. Policy considerations are also discussed.

#97

*Women and Psychology*

**IDEALS OF WOMANHOOD AND YOUNG WOMEN'S IDENTITIES**

*Heather Jacques, University of Calgary; H. L. Radtke, University of Calgary*

This research project explores young women's talk about the ideals of womanhood, particularly those associated with marriage, parenthood, and career. In previous research, multiple social positions have often been studied with married, employed mothers, effectively leaving out women who have not taken up these positions. The current study was unique in seeking interviews with young women who were not married, employed mothers, but potentially preparing to take up such multiple social positions. Thirty young women (aged 18-26) discussed the cultural ideals of womanhood (e.g., "Superwoman", the notion that women can do "it all") and how they situate themselves in relation to these ideals in conversation sessions involving two young women and the interviewer. Using discourse analysis as a conceptual framework and methodology, the young women's acceptance of, and/or resistance to, dominant cultural ideals of womanhood were explored. The implications for their identity were also examined. Three themes are emphasized in this presentation: young women (1) resist cultural ideals through adopting a discourse of individual choice and freedom; (2) despite this resistance, tend to privilege motherhood over career; and (3) position themselves as currently balancing multiple demands and continuing to do so in the future, with no clear plans for handling identified competing demands.

#98

*Women and Psychology*

**THE POWER OF WORDS: GENDERED LANGUAGE IN ATTACHMENT MEASURES**

*Lynda Ross, Athabasca University*

Concurrent with the proliferation of research in adult attachment are concerns about the measurement of the attachment construct. Given traditional gender differences in relationship socialization practices, studies focussed on gender and attachment have been remarkably absent. 224 introductory psychology students responded to a survey containing 6 different attachment measures. Separate multivariate analysis of variance were used to evaluate mean gender differences across attachment subscales. Significant gender differences were evident in all of the analyses. A smaller independent sample evaluated the gendered language of 64 phrases taken from 3 attachment measures. Participants rated each item in terms of masculinity-femininity on a 7-point scale. A series of one-sample t-tests against a fixed mid-point indicated significant variation away from the neutral in rating items as either masculine or feminine. Consistent with propensities, based on self-evaluations, for males (e.g., dismissing, uncomfortable with relationships) and females (e.g., preoccupied, need for approval) to more frequently be categorized in stereotypical ways, items and subscales reflecting these findings were evaluated in the same stereotypical ways. Results are discussed in terms of gender bias inherent in the language used to construct attachment scales and its impact on the validity of these scales.

#99

*Women and Psychology*

**THE DEVELOPMENT OF A MIDWIFE-MOTHER RELATIONSHIP QUESTIONNAIRE (MMRQ)**

*Lucille Rossiter, University of Regina; Lucille Rossiter, University of Regina; Donald Sharpe, University of Regina*

Midwives are women who assist other women during the birthing process. In this study, a measure of the midwife-mother relationship (MMRQ) was created. In Study 1, mothers and midwives were interviewed. Central to the emerging theory derived from the qualitative analysis of the data is a connection similar to the therapeutic relationship discussed in the psychology literature. The main theme, Birthing: Connecting on a Therapeutic Level, was comprised of three super-constructs: Psychological Elements, Midwifery, and the Midwife. In addition, this therapeutic connection occurred in the context of two variables: Obstetrical Knowledge and Political Environment. In Study 2, the MMRQ was administered to 90 women across Canada who had given birth in the last year with the assistance of a midwife. A principal component analysis of these data revealed five factors for the MMRQ, specifically the Quality of the Emotional Bond, Personal Growth and Development, Experiential Understanding, Personal Acceptance and Understanding, and Personal Respect and Empowerment. The development of a psychometrically sound measure of the midwife-mother relationship will be helpful to study quantitatively those aspects of maternal care and psychological well-being related to the shared relationship between midwives and mothers.

#100

*Women and Psychology*

**BUT WHAT IF I AM SEXUALLY ASSAULTED BEFORE I GET TO UNIVERSITY?: A FIRST LOOK AT WHETHER UNIVERSITY LEVEL SEXUAL ASSAULT RESISTANCE PROGRAMS CAN BE USED IN HIGH SCHOOL**

*Charlene Senn, University of Windsor; Sobia Ali, University of Windsor; Carrie Hojnoski, University of Windsor*

Over the past three years, the first author has been developing a rape resistance education program for first year university women based on the best current theories, empirical knowledge, and best practices. This program has been shown to be effective in increasing perception of risk of acquaintance rape, decreasing harmful attitudes that hold women responsible for sexual assault, increasing self-defense self-efficacy, and increasing knowledge of the most effective self-defense strategies across the short and longer term for women who have had the program versus those who have not. However, many sexual assaults occur while young women are still in high school. This study documents a pilot study of the effectiveness of the program adapted in minor ways for several small groups of girls between 16 and 19 in three local high schools. Perception of risk, attitudes and beliefs about rape, self-defense self-efficacy, and knowledge of self-defense tactics were measured before and one week following provision of the 9 hour program. The results are discussed in the context of the challenges of providing in-depth feminist education in a high school setting.

#101

*Women and Psychology*

**INTIMATE PARTNER MISTREATMENT AND ITS INFLUENCE ON CURRENT INTERPERSONAL RELATIONSHIPS**

*Natasha Will, University of Regina; Regan Shercliffe, University of Regina*

The purpose of this research is to understand the influence of intimate partner mistreatment on women's relationships. Participants will be approximately 50 women over the age of eighteen who have been in a committed heterosexual relationship. Participants will be obtained through the psychology participant pool at the University of Regina and through snowball sampling. A survey will be administered to gather demographic and relationship information. The Beck Anxiety Inventory (BAI), the Multi-dimensional Pain Inventory (MPI), and the Experiences in Close Relationships- Revised (ECR-R) questionnaire will be administered to explore possible negative symptoms. The expected results are that those who have experienced intimate partner abuse either directly or indirectly will have higher levels of anxiety, decreased overall mood, and will be less satisfied with their interpersonal and intimate relationships. Although the participants are not a typically "at-risk" sample it is likely that partner mistreatment is experienced by these women as well. As "abuse" commonly includes only physical and sexual abuse it is possible that the participants will not recognize psychological/ emotional abuse as so. The results of this research may be significant in understanding, identifying and preventing intimate partner mistreatment.

#102

*Women and Psychology*

**CONCEPTUAL METAPHORS AND CLOSE RELATIONSHIPS**

*Sharon Woodill, Mount Saint Vincent University; Michelle Eskritt, Mount St. Vincent University; Mary Delaney, Mount St. Vincent University*

Lakoff and Johnson (1980) suggest that metaphor is not just a linguistic device but a basic mechanism of conceptual cognition. Furthermore, conceptual metaphors though typically unconscious, serve to structure everyday interactions; therefore, it should follow that conceptual metaphors used for cognizing interpersonal relationships will also provide sources of meaning for broader social patterns. This study examines how relationships between best friends and romantic partners are metaphorically conceptualized. Interviews were conducted with graduate and undergraduate students involved in a best friend and romantic relationship for a minimum of one year to collect narrative data about both the participants and their relationship partners. This data was then analyzed for metaphoric structures used to conceptualize these relationships. Further analysis will examine whether individual differences in conceptualization can be found based on education, gender or sexuality. Preliminary results show that romantic relationships tend to be conceptualized as constructed fragile objects and best-friend relationships as organic familial bonds. These findings lead us to conclude a viable link between conceptualizations of interpersonal relationships, the duration of relationships and broader social patterns such as marriage and divorce rates.

#103

Social and Personality  
Psychology

**SELF-OBJECTIFICATION AND MENTAL HEALTH: THE MEDIATING ROLE OF  
BODY IMAGE COPING STRATEGIES**

Claire Shove, Brock University; Becky Choma, Brock University; Stanley Sadava,  
Brock University

According to objectification theory, western society socializes women to adopt and internalize an outsider's view of their physical selves, one that views women as objects (Fredrickson & Roberts, 1997). In the present research we hypothesized that trait self-objectification would relate to proximal and distal mental health outcomes. Further, we predicted that body image coping strategies would mediate the associations between self-objectification and negative mental health. Four hundred university-aged men and women completed measures of trait self-objectification, body shame, disordered eating attitudes, depression, body esteem, subjective well-being, perceived health, and consent to unwanted sex. Results from regression analyses demonstrated that, as hypothesized, trait self-objectification was significantly associated with lower proximal and distal mental health outcomes among women. Moreover, several of these relations were mediated by body image coping strategies. Finally, none of the relations with self-objectification were found among men, as predicted. Implications of findings and further direction will be discussed.

6/14/2008 – 12:00 PM to 12:55 PM – HALIFAX C, Marriott second floor

Conversation

Session/Séance de  
conversation

Students in Psychology

**WHAT ARE THE BENEFITS OF MENTORING EARLY CAREER PSYCHOLOGISTS?**

Iris Jackson, Ottawa Academy of Psychology; Paul Basevitz, Gilmour Psychological Services

Graduate programmes in professional psychology have historically trained students for careers in research or public practice. Traditional applied training venues for graduate students are practica and internship programmes within public institutions such as hospitals. Increasing numbers of graduate students in professional psychology go on to careers in private practice, however, and there is a corresponding need to provide them with training, mentoring and role modeling for this career avenue. The Ottawa Mentorship Group, initiated 8 years ago, responds to this need. A survey of mentees who have passed through the group identifies benefits to mentees in establishing a professional identity and professional ethic as well as promotes the solidarity of the profession in Ottawa. This conversation session will review how the Group works and the outcomes it has achieved.

6/14/2008 – 12:00 PM to 12:25 PM – MARITIME SUITE, Marriott second floor

Theory Review

Session/Séance de  
revue théorique

Women and Psychology

**WOMEN'S EXPERIENCES OF HYPOACTIVE SEXUAL DESIRE DISORDER:  
FEMINIST ASSESSMENT PERSPECTIVES**

Maren Conrad, University of Calgary; Sharon Cairns, University of Calgary

Hypoactive sexual desire disorder (HSDD) is defined by the DSM-IV-TR (American Psychiatric Association, 2000) as "persistently or recurrently deficient (or absent) sexual fantasies and desire for sexual activity," (p. 541). The diagnostic criteria are problematic as there are no normative data on what constitutes "normal" sexual desire. Given the prevalence of low sexual desire is significantly higher in women than men we believe that this topic warrants feminist analysis. The vast majority of the HSDD literature is based on either a medical or biopsychosocial model (with a major emphasis on biological components). Etiologically, there is no question that biological factors are significant in some women's HSDD, but we contend that contextual factors deserve a more thorough examination. This review will critically examine the HSDD assessment literature and formulate an assessment model that integrates a feminist psychological framework with the biopsychosocial model. The biopsychosocial model necessitates the examination of cognitive, affective, behavioural, biological, and environmental client factors, while the feminist psychological framework explores the relevant issues of gender, privilege, and context. It is expected that adoption of this feminist biopsychosocial model will result in less pathologizing of women's sexual desire levels and more effective interventions.

6/14/2008 – 12:00 PM to 12:55 PM – ACADIA C, Marriott main floor

Conversation

Session/Séance de  
conversation

Traumatic Stress

SECTION PROGRAM

**PSYCHOLOGICAL RESPONSE TO DISASTER AN INTERACTIVE DISCUSSION**

Charles Hayes, Hayes Psychological Services Ltd.; Janice Howes, Queen Elizabeth  
II health Sciences Centre; Nicole Aubé, Private Practice

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ASSOCIATION OF PSYCHOLOGISTS  
OF NOVA SCOTIA

The focus following past disasters was for psychologists and others to use Critical Incident Stress Management (CISM) techniques to assist first responders and others in preventing Post Trauma Stress Disorder and other disorders. In Canada, the principal model was a proprietary form of CISM developed by Dr. Jeff Mitchell. Recent media criticisms of the trauma industry and professional Cochrane Reviews have not supported the use of CISM following disasters. An alternative approach called Psychological First Aid (PFA) has been suggested. While PFA is based on empirical principles, it too has not been scientifically validated. There are those that argue that CISM is effective when used with homogenous groups of first responders who have been trained in its use. CISM use might be best limited to such specific groups, with PFA being used with all others. The primary focus of the Conversation Session is how best to use volunteer psychologists in the advent of a major disaster. There is some evidence from recent disasters that memoranda of understandings are insufficient in and of themselves to ensure the smooth deployment of psychologists during the post disaster period. The Conversation Session is designed to assist in the appropriate and effective deployment of psychologists through identifying key issues in establishing links with government, methods for keeping current lists of suitably trained psychologists, and how best to lobby government agencies for ongoing communication regarding issues in the post-disaster field.

**6/14/2008 – 12:00 PM to 12:55 PM – ALEXANDER ROOM, Marriott main floor**

**Section/CPA Invited  
Speaker/Conférencier  
invité par la SCP  
et la section**

*History and Philosophy  
of Psychology*

**SECTION PROGRAM**

**PSYCHOLOGY, PHILOSOPHY, AND THE CHALLENGES OF HISTORICISM**

*Leendert Mos, University of Alberta*

On the relationship between psychology and philosophy, it is historicism that challenges the premise, common to our short history of psychology, concerning their distinction. Of course, the more thoughtful historians did not abandon universal philosophical concerns but held that such questions were essentially historically conditioned. Psychology sidestepped the critique historicism leveled against philosophy by escaping into the fancy of science. Yet in the 20th century it was not philosophy but history that has proven to challenge psychology as a science: can psychology's explanations and standards of investigative practice meet the challenges of situation/context/time? The point is subtle. Psychology is not subservient to history but psychology's "subject matter" is essentially historical. This claim avoids the historicist critique that no philosophical traditions can be true since these are always historically conditioned. But it recognizes that psychology as essentially an historical endeavor admits of the possibility that at some particular time/place there are ideal conditions - captured in traditions - for discovering psychological truths. It is traditions/ideals that are the appropriate contexts for psychological inquiry.

**6/14/2008 – 12:00 PM to 12:55 PM – COMPASS BOARDROOM, Pedway to the Casino second floor**

**Conversation  
Session/Séance de  
conversation**

**CPA FACT SHEETS**

*Catherine Lee, University of Ottawa; Maggie Gibson, Parkwood Hospital;  
Karen Cohen, Canadian Psychological Association*

As a member and public service, CPA maintains a well-used series of fact sheets. Some have been authored by Section members, some have been co-authored with other organizations and others have been developed by CPA staff. CPA is very appreciative of the effort that many members have put in to authoring a fact sheet. The goal of the conversation session is to discuss procedures and guidelines that enable us to: Identify a protocol for authorship of fact sheets Develop a protocol for review and revision of fact sheets over time Ensure that a proposed fact sheet presents a comprehensive view of its topic Identify gaps and a means of recruiting experts who can author fact sheets to fill these gaps Define parameters for use of the fact sheets. Beyond its specific utility in enhancing a valued CPA public service, the conversation session should be of relevance to all who are interested in knowledge translation. We are particularly interested in soliciting the participation of all CPA Sections. The proceedings of the symposium will be communicated to all Section Chairs.

**6/14/2008 – 12:30 PM to 1:25 PM – NOVA SCOTIA A, Marriott second floor**

**CPA Invited  
Speaker/Conférencière  
invitée de la SCP**

*Developmental Psychology*

**SECTION PROGRAM**

**MUSIC IN THE LIVES OF INFANTS**

*Sandra Trehub, University of Toronto*

Infants are less proficient than adults at perceiving simple auditory stimuli, but they are surprisingly proficient with complex auditory patterns such as music. For one thing, they detect the smallest meaningful differences in pitch and timing that are used in

music around the world. More importantly, they perceive relations in pitch and timing that are critical for the understanding and enjoyment of music. Obviously, infants know little about the musical conventions of their culture, which frees them from some of the biases of adults with such knowledge. As a result, they sometimes perceive the nuances of foreign music more readily than adults do. Infants use their precocious musical skills in everyday life. Mothers around the world use a musical style of speaking and a distinctive way of singing during interactions with their infants. The response to such musical interactions is overwhelmingly positive. The universal interest in music and its prevalence in caretaking contexts are inconsistent with the scientific view of music as an inessential frill. Indeed, cross-cultural and cross-species evidence is consistent with the notion of general-purpose mechanisms that underlie the perception of music along with species-specific motivational mechanisms that underlie the perpetuation of music across cultures.

**6/14/2008 — 12:30 PM to 2:25 PM — NOVA SCOTIA B, Marriott second floor**

**Workshop/Atelier de travail**  
*International and Cross-Cultural Psychology*

**RESILIENCY AND THE PLURALIST: EXPANDING THE THERAPIST'S WORLDVIEW**  
*Joanne Ginter, Sundancer Psychological Services and Child and Youth Wellness Center of Leeds and Grenville*

Life stories, including cultural myths and legends, provide the essential focus of narrative and constructive therapies with an understanding that people are the creators of the stories that give life events connectedness and meaning. Each individual (and family) possesses a life story woven with successes, challenges, and failures, including the rituals of life acquired through family, culture and religion. Yet the inclusion of religion as a topic in therapy is challenging given the historically polarized relationship between psychology and religion: one viewing religion as a liability and the other as an asset. Despite this, a new dialogue is emerging: one that reflects the diversity of humanity and the multiplicity of these disciplines. Therapists are faced with challenges of growing multiculturalism and are asked to expand their worldviews with an understanding of pluralism and diversity. We must understand the creation of our own spiritual platforms and how to expand our ability to support others in addressing life's challenges. Found within the discourse of both psychology and religion, resiliency, a process of creative meaning making, can be used to build the bridge between diverse positions; And to help therapists expand their worldviews and become pluralists.

**6/14/2008 — 12:30 PM to 12:55 PM — MARITIME SUITE, Marriott second floor**

**Theory Review  
Session/Séance de revue théorique**  
*Counselling Psychology*

**CONFIDENTIALITY IN GROUP WORK**  
*Heather Higgins, Acadia University*

Confidentiality in group work is important in order for trust and cohesiveness to be established among group members. In spite of the importance of confidentiality, it can be difficult to enforce and impossible to guarantee. This session will include a presentation of literature on the topic of confidentiality, as well as a discussion of some leader skills which can be used when covering this topic in both psychoeducational and counselling/therapy groups. Ethical dilemmas will also be discussed.

**6/14/2008 — 12:30 PM to 1:25 PM — ACADIA B, Marriott main floor**

**Conversation  
Session/Séance de conversation**  
*Counselling Psychology*

**CAN AN ANNUAL CHECK-UP SAVE A MARRIAGE? IMPLICATIONS FOR RELATIONSHIP COUNSELLING**  
*Robert Roughley, University of Calgary; Linette Lawlor, University of Calgary*

In many cultures, seeking marriage counselling is considered taboo, often occurring as a last resort for those in marital distress. When couples experience marital discord, core issues often include communication difficulties, lack of effort to resolve problems (thinking problems will go away in time), or restrictions due to cultural expectations and norms. Couples may not willingly recognize that a problem exists, or may not have the skills to mediate healthy relationship transitions. Two questions must be asked: Why are available counselling services not being utilized by couples in distress; and, how can counsellors assist couples with marital difficulties before it is too late to save their marriage? Cordova (2005 / in press) investigates the use of a yearly marital check-up as a counselling strategy for marital success. Within an interactive discussion format, participants will be called upon to explore and discuss their professional experiences in the area of relationship and family therapy with regards to the appropriateness of marital check-ups in the Canadian multicultural milieu.

6/14/2008 – 12:30 PM to 12:55 PM – COMPASS ROOM, Pedway to the Casino second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Criminal Justice*  
*Psychology*

**WILL RATIONAL EMOTIVE BEHAVIOR THERAPY CONTINUE TO EVOLVE AFTER THE PASSING OF ALBERT ELLIS? A RATIONAL EMOTIVE BEHAVIOR THERAPY EVOLUTIONARY THEORY REVIEW WITH AN EMPHASIS ON CRIMINAL JUSTICE SYSTEM APPLICATIONS**  
*Jerome Fransblow, Correctional Service of Canada*

Albert Ellis developed Rational Emotive Behavior Therapy in 1955. Surveys of the theoretical orientations of Canadian and American clinical psychologists revealed that Ellis is their most influential psychotherapist (Werner, 1991; Smith, 1982). Presumably Ellis' high influential rating is due to the flexibility of REBT to 1) various applications: anger management; recovery from addictions; relationship counselling; stress management; PTSD and 2) various applied settings: (correctional, psychiatric, medical, health, educational). This theory review with an emphasis on Criminal Justice System applications will first generally examine how REBT has evolved since its inception in 1955 and secondly address its continual evolution and development after the recent passing of Albert Ellis. REBT has retained many important features (the interrelationship of cognitive emotive behavioral processes, a humanistic view of the self, and the dangers of self-rating). However the very nature of REBT theory encourages flexibility and this has resulted in many significant improvements (a greater range of cognitive, emotive, imaginal, and behavioral methods, clear distinctions between healthy and unhealthy negative emotions, the primary role of rigid absolutistic "musts" in the accountability of psychological disturbance, and the greater role of "force and energy" in therapeutic change).

6/14/2008 – 1:00 PM to 2:55 PM – HALIFAX A, Marriott second floor

**Workshop/Atelier de**  
**travail**  
*Psychologists in*  
*Education*

**THE PSYCHOLOGIST'S ROLE IN SCHOOL SAFETY AND THREAT/RISK/NEED ASSESSMENTS**  
*Juanita Mureika, New Brunswick School District 18*

School safety and school violence, although not new concepts, are ones with which society is becoming more familiar. Schools, in turn, are becoming better prepared to ensure safety for staff and students and to address potential threats and threatening individuals through prevention, intervention and postvention protocols. The emerging role of school psychologists as mental health professionals in the school has positioned school psychologists to have a key role in promoting school safety, and in violence prevention and crisis response. This workshop will address all aspects of school trauma, including safe schools practices, violence prevention, intervention protocols, and postvention measures for the school population and for the threat maker, and will examine tools and procedures for each aspect of intervention.

6/14/2008 – 1:00 PM to 2:25 PM – HALIFAX B, Marriott second floor

**Symposium**  
*Clinical Psychology*

**EXPLORING THE ROLE OF SLEEP PROBLEMS IN CHILDHOOD PSYCHOPATHOLOGY**

*Penny Corkum, Associate Professor, Department of Psychology and Psychiatry, Dalhousie University; Kimberly Woodford, IWK Health Centre; Rachel Panton, Colchester Regional Hospital; Erin Moon, Dalhousie University; Nicolle Vincent, Dalhousie University*

This symposium is comprised of five presentations which provide an overview of some of the research our lab members are conducting examining the relationship between sleep problems and child psychopathology. The symposium will start with a general developmental and theoretical overview of sleep and its potential relationship with child functioning. We will then explore sleep problems in typically developing children as well as children with Attention-Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorders (ASD) and those who suffer from chronic pain conditions. The complex relationship between sleep and psychopathology will be explored in each presentation. The goal of the symposium is to increase awareness of this relationship and to share information related to the assessment and treatment of sleep problems in children.

**A**

**THE RELATIONSHIP BETWEEN SLEEP AND PSYCHOPATHOLOGY IN CHILDREN**

*Penny Corkum, Associate Professor, Department of Psychology and Psychiatry, Dalhousie University*

This brief presentation will provide an overview of sleep in typically developing children in order to provide a context for the following presentations. The information presented will be based on a review of the newest empirical research as well as clinical practice parameters. In addition to providing a developmental context, an overview of the potential relationships between child health and sleep will be highlighted.

**B SLEEP AND QUALITY OF LIFE IN ELEMENTARY SCHOOL-AGED CHILDREN**

*Kimberly Woodford, IWK Health Centre; Jennifer Mullane, Dalhousie University*

This presentation will provide an overview of a randomized control trial for children with sleep problems Better Nights, Better Days: Treatment for Sleep Difficulties. This RCT is a module of the Family Help Program at the IWK Health Centre in Halifax. The results of the trial will be shared with particular attention paid to how sleep and treatment of sleep problems are related to health-related quality of life (HRQL) for school-aged children both with and without Disruptive Behaviour Disorders. The results of this study demonstrated that the behaviourally-based sleep intervention improved the overall sleep of its child participants, which in turn improved HRQL. This was particularly the case in the psychosocial health domain, as well as on measures children's functional health and well-being. Results of the current study are in keeping with the extant body of literature which indicates that treatment of sleep difficulties can lead to improved health across multiple domains of a child's life.

**C SLEEP IN CHILDREN WITH ADHD**

*Rachel Panton, Colchester Regional Hospital; Sarah Ironside, Dalhousie University; Fiona Davidson, Dalhousie University*

There is much debate about the causal relationship between sleep problems and ADHD. This presentation will first orient the audience to this debate and highlight some of the methodological problems that limit firm conclusions. Of these methodological issues, the failure to address medication status and medication history is perhaps one of the most problematic. We will share the results of our study in which we examined the impact of immediate release Ritalin on sleep quality and quantity in medication-naïve, newly diagnosed children with ADHD. We found that although the medication was effective in reducing ADHD symptoms, medication resulted in statistically and clinically significant changes in the children's total sleep time and sleep onset latency. We will also address the persistence of these sleep changes over time and potential circadian changes which result from medication. This presentation will conclude with recommendations about the need to closely monitor children's sleep when treating ADHD with stimulant medication.

**D TREATMENT OF SLEEP PROBLEMS IN CHILDREN WITH AUTISM SPECTRUM DISORDERS**

*Erin Moon, Dalhousie University; Isabel Smith, Associate Professor, Department of Pediatrics and Psychology, Dalhousie University*

A growing body of research indicates that sleep problems are a significant issue for many children with Autism Spectrum Disorders (ASD). A wide range of sleep problems have been identified in this group, including: abnormal sleep-wake patterns; problems with sleep onset; early morning waking, generally poor sleep; shortened night sleep; night waking; and excessive co-sleeping. Although it is clear that sleep problems are common and clearly linked to impairments in daytime functioning in children with ASDs and their families, the treatment of sleep problems in this population has received little empirical attention. The current presentation will review the empirical literature on the prevalence, nature and treatment of sleep problems in this population. As well, the results from a case series evaluation of a manualized behaviourally-based treatment program for sleep problems in children with ASD will be shared. The presentation will conclude with a discussion of the challenges of implementing this treatment program and potential solutions to these challenges.

**E SLEEP IN CHILDREN WITH CHRONIC PAIN**

*Nicolle Vincent, Dalhousie University; Christine Chambers, Associate Professor, Department of Pediatrics and Psychology, Dalhousie University & IWK Health Centre*

Pediatric pain is a common health problem with far-reaching psychosocial and health consequences. Chronic pain is associated with multiple impairing factors, such as low mood, poor social functioning, weaker academic performance, and disrupted family relationships. Chronic pain is also associated with sleep disruption. This presentation will provide an overview of the empirical literature on the association of pain and sleep. As well, the results of an empirical study which explored the relationship between self-reported sleep and recurrent pain in a community-recruited sample of children and adolescents will be shared. The results of this study indicate that sleep disturbance is associated with overall pain. Moreover, it was found that depression and catastrophizing were significant partial mediators between the sleep disturbance and pain relationship. The presentation will conclude with a review of the clinical implications of research in terms of assessment and treatment recommendations.

6/14/2008 — 1:00 PM to 2:55 PM — HALIFAX C, Marriott second floor

**Workshop/Atelier de travail**  
*Students in Psychology*

**EFFECTIVE TEACHING STRATEGIES FOR TEACHING ASSISTANTS AND NEW FACULTY**

*Philip Johnson, McGill University; Pamela Seeds, University of Western Ontario; Nicholas Skinner, King's University College*

For beginning academics, teaching at the postsecondary level can be understandably daunting and challenging. Co-sponsored by the Section for Students and the Section for Teaching in Psychology, this workshop will provide information on specific topics pertinent to teaching assistants and new faculty members such as: balancing teaching and research roles, developing course materials, creating a positive learning environment, developing one's teaching style, the role of humour in teaching, effective grading practices, and motivating students and teachers alike. The workshop is equally applicable to academics of all experience levels who wish to further refine their teaching techniques. Presentations will be informed by current research and the experiences of each of the presenters, followed by a Q & A session.

**6/14/2008 – 1:00 PM to 1:25 PM – SUITE 207, Marriott second floor**

**Theory Review  
Session/Séance de  
revue théorique**  
*Psychologists in  
Education*

**NEW CONCEPTUAL FRAMEWORK: REFLECTIVE E-LEARNING IN CONTINUING  
MEDICAL EDUCATION (CME)**

Kit Leung, *McGill University*; Pierre Pluye, *McGill University*

Purpose: This study aims to develop a new conceptual framework in which reflective learning (RL) is operationalized for e-learning in a CME context. Methods: Reviewing literature, Dewey's reflective thought, Schön's RL, and Resnick's higher order thinking are compared for extracting reflection characteristics. Consequently, five cognitive processes are identified and described to formulate a conceptual framework. Results: The proposed conceptual framework of RL comprises five interrelated processes: meaning construction, interpretation, conceptual change, validation and generalization. The interrelations of these processes are linear hierarchical, and cyclic. 1. Linear: RL occurs when the higher level cognition emerges sequentially from different levels of basic cognition, e.g., validation emerges from conceptual change which derives from interpretation that is supported by meaning construction. 2. Cyclic: RL occurs in cyclic paths in which at least two cognitive processes are repeated in a cycle, e.g., validation re-occurs to reject or confirm new meanings ensued from interpretation. A cycle ends when outcomes of validation are satisfactory. Conclusions: This proposed conceptual framework may operationalize reflective learning as it occurs, and is being validated in a research on CME reflective e-learning activities.

**6/14/2008 – 1:00 PM to 2:25 PM – MARITIME SUITE, Marriott second floor**

**Symposium**  
*Social and Personality  
Psychology*

**CURRENT PERSPECTIVES IN PSYCHOLOGICAL STATISTICS: TESTING AND  
INTERPRETING EFFECTS**

Robert Cribbie, *York University*; Andrew Johnson, *University of Western Ontario*;  
Dave Flora, *York University*; Jeremy Biesanz, *University of British Columbia*;  
Dennis Jackson, *University of Windsor*

Regardless of one's experimental hypothesis, the primary goal of experimental research is to explore the nature (and magnitude) of one's statistical effect. In this symposium, we begin with a discussion of the null hypothesis, and explore the ways in which null hypothesis significance testing may hamper the testing of theory, and stifle critical thinking. We then discuss methods through which researchers can clearly present the magnitude of their research findings, by using simple descriptives and graphical methods. Our next presenter discusses the use of effect size estimates in the identification of indirect effects, as well as the power of redefining traditional null hypothesis statements. Finally, we discuss the information conveyed by the multivariate effect in a MANOVA, and the importance of interpreting this effect in one's post-hoc analysis.

**A** **THE USE OF NULL HYPOTHESIS SIGNIFICANCE TESTING AS A  
SUBSTITUTE FOR CRITICAL THINKING**

Andrew Johnson, *University of Western Ontario*; Kristina Neely, *University of  
Western Ontario*

For more than a half-century, methodologists have railed against null hypothesis significance testing as being wrong, or at least limiting. Curiously enough, use of this paradigm persists – and indeed, has proliferated to such an extent that the complexity of statistical analyses demanded by higher-tier journals expands with every passing year. In this talk we will review the controversy surrounding the null hypothesis significance testing debate, and we will discuss the impact that the hegemony of p has had on evidence-based practice, tests of equivalence, and the encouragement of critical thinking among undergraduate students.

**B** **EFFECT SIZES FOR PSYCHOLOGICAL RESEARCH REPORTING: IT  
DOESN'T HAVE TO BE SO COMPLICATED!**

Dave Flora, *York University*

A greater appreciation for the limitations of significance testing has contributed to an increased emphasis on the importance of reporting effect sizes when statistically summarizing empirical research. Effect size indices are also key pieces of information for



power analysis and meta-analysis. Part of this presentation will be dedicated to describing the wide variety of effect size statistics that are commonly recommended in various situations. However, despite this variety of effect size indices, this presentation will show that for the purpose of basic research reporting, effect size is best conveyed using simple descriptive statistics and graphics.

**C** **SEPARATING INFERENCE FROM EFFECT SIZE ESTIMATION FOR INDIRECT EFFECTS**

Jeremy Biesanz, *University of British Columbia*; Carl Falk, *University of British Columbia*; Victoria Savalei, *University of British Columbia*

Theoretical models and hypotheses specifying indirect or mediated effects are common in the social sciences. An indirect effect reflects a causal hypothesis where an independent variable's influence on the dependent variable is mediated through an intervening variable. Initial approaches to testing mediational hypotheses (e.g., Sobel's (1982) asymptotic standard error and Baron & Kenny's (1986) sequential steps) have been supplanted in recent years by methods that generate a confidence interval around the observed indirect effect size (e.g., bootstrapping or resampling, the direct product confidence interval, and hierarchical Bayesian MCMC modeling). Simulation work demonstrates that these latter confidence interval methods are superior in terms of Type I error rate and statistical power relative to Sobel's test and Baron & Kenny's approach. Although estimating effect sizes and associated confidence intervals provides valuable information, in the context of mediation, inferences based on confidence intervals can be misleading in finite samples. Instead we examine a class of methods for determining the probability of the observed data given the complex null hypothesis of no mediated effect. We argue, based on simulation work, that inferences should be separated from confidence interval estimation for the smaller samples prevalent in psychology in the context of mediation.

**D** **PUTTING THE MULTIVARIATE BACK IN MULTIVARIATE ANALYSIS OF VARIANCE**

Dennis Jackson, *University of Windsor*

Multivariate Analysis of Variance (MANOVA) is a multivariate extension of Analysis of Variance and is frequently recommended as a method of analysis when an experimenter is interested in group differences across multiple dependent variables. One advantage, often cited, is that it helps to protect against inflation of type I error (e.g., Tabachnick & Fidell, 2007). When researchers use MANOVA, a significant effect results in the immediate quandary of choosing a method for interpreting the effects. Based on examination of the literature and prevalent textbooks, a common approach is to follow-up a significant MANOVA with individual ANOVAs. In doing so, researchers ignore the multivariate nature of the data. A procedure for examining significant MANOVA effects without losing the multivariate nature of the data will be presented.

6/14/2008 – 1:00 PM to 1:55 PM – ACADIA A, Marriott main floor

**Workshop/Atelier de travail**

*Teaching of Psychology*

**SERVICE LEARNING: AN ALTERNATIVE TO TRADITIONAL PEDAGOGY**

Andrea Arsenault, *Mount Saint Vincent University*; Elizabeth Bowering, *Mount St. Vincent University*

While not widely used in Canada, Service Learning (SL) is an exciting alternative to traditional in-class learning. By definition, SL requires a student to complete unpaid hours in a community organization. This hands-on requirement provides real-life experience and facilitates connections with professionals in the field (Furco, 1994; Kretchmar, 2001). Despite its demonstrated benefits, the process of mounting a SL course component may be daunting for faculty, for both philosophical and logistic reasons. The objective of today's workshop is to highlight both the philosophy behind SL and instructional design issues. In designing a potential SL course for our department, we interviewed Psychology faculty who require SL in their courses, students with SL experience, and administrators who coordinate SL programs. From these interviews and our review of literature, we created a practical "how-to" guide entitled "Incorporating Service Learning into Undergraduate Psychology". Our guide includes a sample syllabus, bibliography of course readings, sample assignments, and evaluation tools. In addition to showcasing our guide, today's session will review benefits of SL, interview findings, challenges (e.g., placement selection, off-site supervision), and possible solutions. Participants will have the opportunity to develop a SL component to be incorporated into their courses.

6/14/2008 – 1:00 PM to 1:55 PM – ACADIA C, Marriott main floor

**Conversation Session/Séance de conversation**

*Rural and Northern Psychology*

**IS RURAL DIVERSITY AN OXYMORON?**

Becki Cornock, *University of Manitoba*; Karen Dyck, *University of Manitoba*; Greg Gibson, *University of Manitoba*; Anna Marie Carlson, *University of Manitoba*

A significant number of Canadians live in predominantly rural settings and require specialized mental health services. It can, however, be challenging for psychologists to provide quality services for clients living in rural, northern, and/or remote areas given factors such as travel, scarce resources, and the diversity of presenting problems, to highlight but a few. Furthermore, research and

personal experience tell us that rural populations are increasingly diverse with respect to ethnic, cultural, and religious background. In keeping with our professional goals to be culturally sensitive and culturally competent, we invite interested parties to join our panel in discussing the unique cultural facets of rurally based practice. Through this conversation we hope to explore common themes, stereotypes, and myths, as well as share examples of creative and innovative practice.

6/14/2008 – 1:00 PM to 2:25 PM – ALEXANDER ROOM, Marriott main floor

**Oral Paper**  
**Session/Séance de**  
**présentation orale**  
*History and Philosophy*  
*of Psychology*

**SOCIAL HISTORIES**  
Thomas Teo, *York University*

**A** **“WE’RE JUST FRIENDS”: THE SOCIAL CONSTRUCTION OF FRIENDSHIP AND THE FRIEND / ROMANTIC PARTNER DISTINCTION – A DISCURSIVE PROJECT**  
Courtney Chasin, *University of Calgary*; H. Lorraine Radtke, *University of Calgary*

Psychological studies on friendship typically focus on the individual characteristics and responses of friends and fail to provide a theory of friendship that serves to distinguish it from other types of personal relationships. This study adopted a discursive, social constructionist perspective aimed at exploring how young adult friends understand friendship in relation to other types of personal relationships. Pairs of young adult friends, recruited specifically to include gender and sexuality identity diversity, participated in conversation sessions about friendships, romantic partnerships, and relationships that “blur the line”. The conversation sessions constituted an opportunity for the two friends to “do” friendship in the context of talking about friendship. In constructing their friendships with each other and positioning themselves in relation to their other relationships (e.g., romantic partnerships), participants oriented to gender and heteronormativity, exclusivity in romantic relationships, and the privileging of romantic partnerships. The paper concludes by discussing the implications of identifying these tacit expectations for theorizing how, and to what effect, friendships and other personal relationships, as forms of social organisation, are accomplished and perpetuated.

**B** **CONSTRUCTING MASCULINITY: A DISCURSIVE INVESTIGATION OF MALE VICTIMS OF FAMILY VIOLENCE AND MASCULINE IDENTITIES**  
Michaela Zverina, *University of Calgary*; Henderikus Stam, *University of Calgary*;  
Robbie Babins-Wagner, *Calgary Counselling Centre*

Theories of masculine identity (particularly hegemonic masculinity) are generally attempts to provide a framework for male dominance, oppression or violence. These theories rarely address the question or possibility of men as victims of violence. Psychotherapeutic groups for male victims of family abuse (particularly intimate partner abuse) are rare. Aside from their infrequency, men in such groups engage in conversations of competing cultural identities: the identity of strong, independent, autonomous men, and the identity of victims of violence. This paper will report, in part, on an investigation of how men produce, reproduce, and negotiate their masculine identities in a group psychotherapy context. Men were videotaped as part of their participation in the Calgary Counselling Centre 14-week group program for male victims of violence in an intimate, heterosexual relationship (titled “A turn for the Better”). Their sessions were recorded and transcriptions were analyzed using discourse analysis. The results of this analysis will inform a discussion of theories of hegemonic masculinity, counselling men, and the nature of family violence.

**C** **THE PRIVATE LIFE OF DONALD O. HEBB**  
John Connors, *Canadian University College and University of Alberta*

Although much is known about the academic interests of this most famous Canadian psychologists, Hebb was such a private man that most of us don’t know who Hebb the man really was. The non-academic interests of Don Hebb are explored through his hobbies (chess and sailing), leisure reading interests, humor enjoyed, religious interests, musical favorites, and personal friends.

6/14/2008 – 1:00 PM to 2:25 PM – COMPASS ROOM, Pedway to the Casino second floor

**Symposium**  
*Criminal Justice*  
*Psychology*

**FROM “WHAT WORKS” TO “MAKING IT WORK”: THE STRATEGIC TRAINING INITIATIVE IN COMMUNITY SUPERVISION (STICS) PROJECT**  
Guy Bourgon, *Public Safety Canada*; Leticia Gutierrez, *Carleton University*;  
Tanya Rugge, *Public Safety Canada*; Kyle Simpson, *Carleton University*

As more and more evidence accumulates regarding “What Works” in reducing re-offending, corrections agencies are faced with the challenge of “Making It Work”. Translating empirical evidence to everyday real world practices involves many different players all working to ensure that the services provided maintain their integrity and adhere to the principles of effective interventions. Paramount difficulties of taking the “science” to the “street” includes the specifics of risk assessment and strategies of supervision,

methods and services used to target and address criminogenic needs, as well as ensuring that the services utilize empirically founded best practices that are responsive to a wide and diverse group. Policies, procedures, and practices must be developed and implemented, staff must be trained, and monitoring systems must be in place to ensure services and practices are not just rooted in, but congruent with empirical evidence. The following symposium will describe and examine an evidence-based training initiative for probation officers and the research project designed to evaluate it.

**A** **WHAT WE KNOW AND WHERE WE NEED TO GO FOR EFFECTIVE COMMUNITY SUPERVISION**

*Leticia Gutierrez, Carleton University; James Bonta, Public Safety Canada; Guy Bourgon, Public Safety Canada; Tanya Rugge, Public Safety Canada; Terri Scott, Public Safety Canada; Annie Yessine, Public Safety Canada; Leslie Helmus, Carleton University; Kyle Simpson, Carleton University*

The majority of offenders in Canada are in the community under the supervision of probation officers (POs). Although there is an abundance of literature regarding effective correctional treatment programs, relatively little is known about how POs can facilitate change in offenders. The 'What Works' body of knowledge suggests that POs would be most effective when they adhere to the principles of risk, need, and responsivity. What little research that has examined actual clinical practices of POs has illustrated the difficulty of "Making It Work" (Bonta et al., 2004; Trotter, 1996). In an effort to move community supervision from simply knowing about "What Works" to actually "Making It Work", a prospective research project called the Strategic Training Initiative in Community Supervision (STICS) was developed. STICS is an empirically founded training program and supervision model for POs to facilitate offender change. The following presentation provides an overview of the literature regarding the effectiveness of community supervision and what is known regarding POs' intervention efforts. Finally, we outline the rationale for and evaluation methodology of the STICS Project. The methodology incorporated random assignment and included multiple measures of offenders and POs at multiple time periods, including audio-taped PO-offender interviews.

**B** **THE "HOW TO" OF STRATEGIC COMMUNITY SUPERVISION: THE STICS TRAINING PROGRAM**

*Tanya Rugge, Public Safety Canada; James Bonta, Public Safety Canada; Guy Bourgon, Public Safety Canada; Terri Scott, Public Safety Canada; Annie Yessine, Public Safety Canada; Leticia Gutierrez, Carleton University; Leslie Helmus, Carleton University; Kyle Simpson, Carleton University*

Considerable research has examined the "What Works" principles; however, less attention has been paid to the practical side of how to "Make It Work". The Strategic Training Initiative in Community Supervision (STICS) is a comprehensive 3-day training package providing a practical model, as well as specific skills and structure based on the "What Works" principles. With the primary focus of facilitating change in pro-criminal attitudes and cognitions, the STICS model has four basic components. The first component teaches probation officers to develop a road map for supervision from an offender's risk/needs assessment, including how to prioritize a multitude of needs. The second component stresses how to develop a good working alliance within a supervision context and teaches POs specific skills and interventions that encourage PO-offender collaboration. The third component highlights how to use cognitive-behavioural interventions with a primary focus on identifying and changing pro-criminal thinking patterns. The fourth component instructs POs to teach and facilitate the practice of fundamental cognitive and behavioural skills (e.g., cognitive restructuring, self-management, problem-solving) including enlisting community resources to facilitate change. This presentation will describe the STICS training model that attempts to bring "What Works" to the daily work of community supervision.

**C** **A LOOK BEHIND CLOSED DOORS: ALTERING THE PO-OFFENDER SUPERVISION SESSION**

*Kyle Simpson, Carleton University; James Bonta, Public Safety Canada; Guy Bourgon, Public Safety Canada; Tanya Rugge, Public Safety Canada; Terri Scott, Public Safety Canada; Annie Yessine, Public Safety Canada; Leticia Gutierrez, Carleton University; Leslie Helmus, Carleton University*

The goal of STICS training was to equip probation officers (POs) with a set of skills to engage in effective evidence-based practices with the offenders they supervise. In January 2007, the first group of POs participated in STICS training with the last group trained in May 2007 for a total of 52 trained POs. A randomly assigned control group of 29 POs received a ½ day workshop on 'What Works' evidence. Each PO was expected to recruit six offenders to participate in the project and a variety of data was gathered at intake, 3 months, and 6 months. Analysis of the data received to date focussed on examining if and to what degree the behaviour and intervention strategies and skills used by STICS trained POs were comparable to untrained control POs. This presentation will focus on two primary questions. One, did STICS training result in changing the POs behaviour during supervision sessions? Audio taped PO-offender supervision sessions were examined prior to and following training. Two, did STICS training have an effect on the skills, attitudes, and behaviour of the offenders? Following description of the offender sample, between group differences on skills, attitudes, and compliance at 6 months were examined. Implications of "Making It Work" efforts are discussed.

**6/14/2008 — 1:00 PM to 1:25 PM — COMPASS BOARDROOM, Pedway to the Casino second floor**

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Criminal Justice*  
*Psychology*

**PUBLIC SATISFACTION WITH POLICE IN A CANADIAN CITY:  
 CONSTRUCTING A MODEL OF PERFORMANCE EVALUATION DETERMINANTS**

*Andrew Welsh, Wilfrid Laurier University*

Existing research suggests that measuring public satisfaction with police performance is complex. Several factors appear to influence evaluations of police services, including prior contacts with law enforcement personnel, neighbourhood conditions, and perceptions of crime. However, researchers have yet to clearly identify a model to explain what aspects of policing influence citizens in forming their attitudes. The overall purpose of this study to address the following questions: (1) To what extent do public perceptions of crime and public safety affect evaluations of police performance?, (2) To what extent do neighbourhood context and socio-economic status affect evaluations of police performance?, and (3) Is public satisfaction with police a unidimensional or multi-dimensional construct? Self-administered surveys were mailed to a random sample of 1000 households in Brantford, Ontario. Respondents completed several scales measuring perceptions of crime and neighbourhood conditions, prior police contact, community policing priorities, and satisfaction with police services. Analyses will focus on the various dimensions of police performance that influence public levels of satisfaction and, additionally, how perceptions of crime, safety, and neighbourhood conditions contribute to these evaluations.

**6/14/2008 — 1:30 PM to 2:55 PM — NOVA SCOTIA A, Marriott second floor**

**Symposium**  
*Developmental Psychology*

**EMOTION SOCIALIZATION RESEARCH IN CANADA: NEW STUDIES OF AN  
 EMERGING TOPIC IN DEVELOPMENTAL PSYCHOLOGY**

*Paul Hastings, Concordia University; Julie Hakim-Larson, University of Windsor;  
 Rosemary Mills, University of Manitoba; Tanya Martini, Brock University;  
 Melissa Simard, Concordia University*

The socialization of children's emotional development is emerging as a major topic in developmental psychology. Effective and appropriate emotion socialization has profound implications for children's adjustment and well-being. Canadian developmental scientists are at the fore-front of this burgeoning field, and this symposium highlights the diversity of leading-edge research being conducted at five universities. In their four papers, the researchers examine emotion socialization by parent and by peers, of preschool-aged, school-aged and adolescent children, who were drawn from normative, clinical, disabled, and socioeconomically disadvantaged samples. Emotion socialization was assessed through parent self-report, spouse-report, child-report, observed parent-child interactions, and audio-recorded maternal narratives. Indices of children's positive adjustment and emotional, behavioural and social problems were obtained from parent-reports, teacher-reports, child self-reports and direct observations. Prospective, longitudinal designs were utilized in two of the studies to reveal the presence of effects of earlier maternal emotion socialization on children's later adjustment, and the absence of effects of earlier child problems on later mother and peer emotion socialization. The moderator will give an integrative synthesis of the exciting results of these four innovative studies.

**A** **SOCIALIZING EMOTIONAL COMPETENCE IN THE FAMILY: THE ROLE OF  
 NARRATIVES AND STORYTELLING**

*Julie Hakim-Larson, University of Windsor; Sylvia Voelker, University of Windsor;  
 Kimberley Babb, University of Windsor*

Narratives and stories provide structure and meaning to interpersonal experiences. Parents may intentionally or inadvertently utilize narratives and stories to teach children about emotional self-awareness, coping, and empathy. As described by Gottman, Katz, and Hooven (1997), parents differ in emotional self and other awareness and in their ability to empathize with children. There are also parental differences in appropriately coaching or criticizing and dismissing emotions in children. The purpose of the present research is to identify how mothers' emotion-related parenting styles contribute to the quality of emotion socialization during storytelling. In the first study, 41 mothers of preschoolers were recruited through a Psychology department undergraduate participant pool. In the second study, funded by CHEO Provincial Centre of Excellence, 105 mothers of preschool and school-aged children with disabilities were recruited from the local community. Mothers were audio recorded as they interacted with their children while telling them a story from a text-free picture book. Mothers also completed questionnaires on reasons for reading and emotion-related parenting style. Mother-child interactions were transcribed and coded for emotion language, and indicators of empathy, and coping. The results are discussed in terms of how to optimize socialization of emotion in families.

**B** **EARLY CHILDHOOD SHAME IN RELATION TO TEMPERAMENT AND PARENTING**

*Rosemary Mills, University of Manitoba*

Shame is distressing, involving self-blame, the desire to hide, and difficulty sustaining social interaction. Although essential for normal development, excessive shame is a risk factor in development. This study examined temperamental characteristics and parenting practices associated with shame responding in normally developing young children. Participants were 225 children (129 boys, 96 girls) ranging from 3.7 to 4.5 years of age and their parents. Shame responding was assessed from children's emotion-expressive

behavior in response to failing six performance tasks. Parenting practices were assessed from self and spouse reports. Child temperament was assessed from parent ratings. Girls' shame responding was associated with low maternal and low paternal support, especially among girls high in attentional focusing or low in anger; with higher shaming by fathers among girls high in inhibition or low in anger; or with cumulative exposure to low maternal support and high paternal shaming. Boys' shame responding was associated with low maternal and low paternal support among low angry boys; with higher shaming by fathers among high inhibited or low angry boys; or with cumulative exposure to low maternal support and high paternal shaming among low angry boys. Findings raise the possibility of multiple pathways in the development of shame.

**C** **MATERNAL REGULATION OF ANGER AS A PREDICTOR OF ANGER AND AGGRESSION IN LOW- AND MIDDLE- INCOME CHILDREN**

Tanya Martini, Brock University; Carol Root, University of Toronto;  
Jennifer Jenkins, OISE at the University of Toronto

The present research examined links between SES, maternal control of anger in response to child displays of anger and vulnerability, and children's externalizing displays (as reported by peers, teachers, mothers and observers) at two points in time (T1 and T2), one year apart. Ninety-four mother-child dyads (43 girls and 51 boys, aged 3 to 6 years) participated. Greater regulation of maternal anger in response to child vulnerability predicted less anger and aggression reported by teachers and observed during free play periods at school at T1. Moreover, maternal regulation of anger in response to child vulnerability mediated the relationship between family income and T1 child anger and aggression, as reported by teachers and observed during free play at school.

**D** **ADOLESCENT ADJUSTMENT IN RELATION TO EMOTION SOCIALIZATION BY MOTHERS AND PEERS**

Melissa Simard, Concordia University; Paul Hastings, Concordia University

Parental responses to young children's emotions predict children's emotional adjustment, with non-supportive responses associated with more internalizing (IP) and externalizing problems (EP). Fewer studies have examined whether children's IP or EP predict their subsequent emotion socialization (ES), or how adolescents' experiences of ES by parents and peers are related to adjustment. This prospective longitudinal study followed 33 boys and 20 girls with low to clinical levels of EP and IP from preschool-age to early adolescence. Youths reported on parents' and peers' ES (responses to negative emotions), and mothers and youths reported on IP and EP. Youths perceived that mothers and peers responded very differently to their anger, fear and sadness; for example, peers were more supportive of anger displays. Preschool IP and EP did not predict ES in adolescence, but youths' IP and EP were concurrently associated with ES by mothers. For example, youths with more IP saw mothers as more punitive of negative emotions, whereas youths with more EP described mothers as magnifying or reflecting their negative emotions. There were fewer links between youth's problems and ES by peers. These results point to the continued importance of ES by mothers for the emotional and behavioural adjustment of adolescents.

6/14/2008 — 1:30 PM to 1:55 PM — SUITE 207, Marriott second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Psychologists in*  
*Education*

**DISTRIBUTED E-LEARNING OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT AND TRAINING OF SCHOOL PSYCHOLOGISTS**

Michelle Drefs, University of Calgary; Ken Ryba, University of Calgary;  
Donald Saklofske, University of Calgary

Time and access problems are commonly cited barriers to psychologists' engagement in continuing professional development (Curran et al., 2006). The shortage of school psychologists, particularly within rural or isolated communities, may be attributed to difficulties in accessing traditional school psychology training programs due to distal or personal/family obligations. Distributed learning opportunities (e-learning) can provide individuals with flexible access to online continuing professional education and training opportunities within their home communities. This presentation will demonstrate new communication technologies, and examine the effectiveness of providing training in the administration of the Woodcock-Johnson III Tests of Achievement through distributed learning. This session is relevant to school psychologists (trainers and practitioners), but especially those who face barriers to traditional forms of knowledge dissemination and training (e.g. inadequate time and resource, location in isolated and rural communities).

6/14/2008 — 1:30 PM to 2:55 PM — ATLANTIC SUITE, Marriott second floor

**Symposium**  
*Traumatic Stress*

**THE LONG-TERM EFFECTS OF EARLIER TRAUMA ON SENIORS AND THEIR CAREGIVERS**

Connie Kristiansen, Carleton University; Jacqueline Wickett, University of Western Ontario;  
Suzanne Cooper, Carleton University; Kathryn Belicki, Brock University

The papers in this symposium concern the long-term effects of earlier trauma on seniors (i.e., people 60+ years old) and the experiences of professionals who care for traumatized seniors. Jacqueline Wickett will present the findings of a quantitative study of

the effects of interpersonal (e.g., child abuse, combat) and noninterpersonal (e.g., car accidents, natural disasters) traumas on seniors' well-being and the factors that mediate and moderate these effects. Suzanne Cooper will then present the findings of a qualitative study of the ways gender- and age-related social discourses constrain seniors' understandings of their earlier traumatic experiences, their disclosure of these experiences, and their help-seeking behaviour. In the third presentation, Connie Kristiansen will describe the findings of a study of workers' (e.g., nurses, personal care attendants) experiences caring for senior trauma survivors in long-term residential care. In her role as discussant, Kathryn Belicki will conclude the symposium by drawing attention to some of the theoretical, applied and research implications of the findings of these studies.

**A THE ENDURING EFFECTS OF EARLIER TRAUMA ON SENIORS' WELL-BEING**

*Jacqueline Wickett, University of Western Ontario; Connie Kristiansen, Carleton University*

The present study examined the effects of earlier exposure to interpersonal (e.g., child abuse, combat) and noninterpersonal (e.g., car accidents) trauma on seniors' psychological, physical and social well-being and the processes by which these effects occur. A community sample of 310 senior men and women aged at least 60 completed measures of their experiences of trauma, well-being, coping, reminiscence, current stress, and exposure to traumagenic dynamics (i.e., situations that made them feel powerless, betrayed and/or stigmatized). Correlational analyses indicated that senior survivors of interpersonal trauma had poorer psychological and physical well-being and path analyses revealed that negative reminiscence, current stress and exposure to traumagenic dynamics mediated these relations. In contrast, senior survivors of noninterpersonal trauma had poorer physical well-being and a hierarchical regression analysis indicated this relation was moderated by current stress. The strengths and limitations of this research, as well as the implications of these findings for interventions designed to enhance senior trauma survivors' well-being, are discussed.

**B A DISCOURSE ANALYSIS OF SENIOR TRAUMA SURVIVORS' DISCLOSURE AND TREATMENT-SEEKING BEHAVIOUR**

*Suzanne Cooper, Carleton University*

This research sought to understand how discourses around gender and aging relate to seniors' understandings of their own traumatic experiences, their disclosure of these experiences to others, and their treatment-seeking behaviour. Data was obtained via semi-structured interviews with 18 senior women and men who had experienced various types of trauma (e.g., sexual abuse, war). Discourse analysis revealed that common social views of victims, trauma and the elderly play a role in how participants formulate their experiences. For example, senior women used justifications such as 'self-blame' and 'minimization of abuse' to understand their earlier traumatic experiences. Conversely, senior men drew upon discourses such as 'non-victim' and 'self-reliance.' Taken together, these discourses served to constrain senior women's and men's ability to disclose their trauma and seek help for their trauma-related symptoms. The implications of these findings for understanding the long-term effects of trauma will be discussed.

**C RESIDENTIAL CARE WORKERS' EXPERIENCES WITH SENIOR TRAUMA SURVIVORS**

*Connie Kristiansen, Carleton University; Darcy Ammerman, Carleton University*

Sixty-two long-term care workers (e.g., nurses, personal care attendants) completed a survey assessing their experiences providing care to senior trauma survivors. Most (77.4%) indicated that they had cared for at least one senior trauma survivor. They also indicated that senior trauma survivors were exposed to an array of trauma-related stimuli, including verbal, physical or sexual abuse, trauma-related environmental triggers (e.g., personal care by male attendants, media reports of trauma), and actions that might instill trauma-related feelings (e.g., powerlessness, betrayal and stigmatization). Consistent with this exposure, care workers rated senior trauma survivors as thinking about their traumas at least sometimes and indicated that at least some displayed the intrusive, avoidance and hyperarousal symptoms of Posttraumatic Stress Disorder. Nevertheless, these care workers had little trauma-related training and only one of the six participating facilities had routine inquires into trauma during resident intake, trauma-related psychological treatment resources and trauma-related staff training. Discussion will focus on care providers' suggestions for increasing the well-being of senior trauma survivors in residential care and the implications of these findings for policy and future research.

**D REFLECTIONS ON STUDIES OF TRAUMATIZED SENIORS AND THEIR CAREGIVERS**

*Kathryn Belicki, Brock University*

Drawing on her experience as both a researcher and clinician concerned with trauma and abuse, Kathryn Belicki will conclude the symposium by discussing some of the salient theoretical, applied and research implications of the findings of these studies.

6/14/2008 – 1:30 PM to 1:55 PM – COMPASS BOARDROOM, Pedway to the Casino second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Criminal Justice*  
*Psychology*

**CANADIAN POPULATION HEALTH INITIATIVE'S IMPROVING THE HEALTH OF  
CANADIANS: MENTAL HEALTH, CRIME AND PUBLIC SAFETY**

*Elizabeth Votta, Canadian Institute for Health Information*

Mental health can be influenced by various individual, social, cultural, physical and socioeconomic determinants. These factors, in isolation or combination, can also be related to people's engagement in criminal behaviours. Further, individuals with a mental illness are over-represented in Canada's corrections system. In a recently report, the Canadian Population Health Initiative looked at the links between mental health, engagement in criminal behaviour, crime prevention and repeat offending among those with a diagnosed mental illness. The report presents new analyses of mental health-related factors and delinquent behaviours among youth. It also looks at the prevalence of mental illness and history of criminal behaviours among people in mental health beds in Ontario. The report looks at the various mental health programs in Canada's correctional facilities. It also highlights published evaluations that speak to the effectiveness of various programs at both addressing mental health and preventing crime among youth.

6/14/2008 – 2:00 PM to 2:55 PM – SUITE 207, Marriott second floor

**Conversation**  
**Session/Séance de**  
**conversation**

**MENTAL HEALTH SURVEILLANCE PROJECT**

*Karen Cohen, Canadian Psychological Association; John Hunsley, University of Ottawa;*  
*Robin Westmacott, University of Ottawa; Nigel Flear, Canadian Psychological Association*

In 2007, CPA received a grant from the Public Health Agency of Canada to develop an electronic practice network to capture information on the mental health needs of Canadians. The initial phase of this project was to be accomplished by obtaining a sample of the country's psychologists to supply information to a database by responding to web-based practice surveys. This presentation will report on the development of the database and surveys, the use of a real-time sampling methodology for one of the surveys, and the summary data collected on the demographic and practice characteristics of psychologist participants as well as the demographic, clinical, and treatment characteristics of their clients.

6/14/2008 – 2:00 PM to 2:55 PM – ACADIA A, Marriott main floor

**Conversation**  
**Session/Séance de**  
**conversation**  
*Sexual Orientation and*  
*Gender Identity Issues*

**"LUST IN TRANSLATION, WET DREAMS OF GENIE, AND OTHER  
MISADVENTURES OF MEN ON THE ROAD TO TEMPTATION":  
GAY MALE PORNOGRAPHY AS AN AVENUE FOR PSYCHOLOGICAL INQUIRY**

*Todd Morrison, National University of Ireland, Galway*

Although one may question the accuracy of statistical information pertaining to the consumption and profitability of sexually explicit material, it is estimated that gay male pornography constitutes one-third to one-half of the revenue generated by the adult industry. Further, the limited research that is available suggests that gay men report high levels of exposure to this medium and that gay pornography plays an important role in gay men's sexual validation and in gay culture more generally. Despite generating considerable revenue and seeming to possess importance vis-à-vis gay male desire and identity, this topic has received scant attention from psychologists. In this conversation session, research on gay male pornography will be reviewed. Particular attention will be paid to whether this medium is suitable for analysis within the harms-based framework; a perspective which, until recently, has dominated the study of heterosexual pornography. Directions for future research, both quantitative and qualitative, will be outlined. (WARNING: Sexually explicit material illustrative of key concepts will be shown in this session.)

6/14/2008 – 2:00 PM to 2:55 PM – ACADIA C, Marriott main floor

**Section Business Meeting**  
*Rural and Northern*  
*Psychology*  
**SECTION PROGRAM**

**RURAL & NORTHERN PSYCHOLOGY**

*Karen Dyck, University of Manitoba*

The Rural and Northern Psychology Section Annual Business Meeting. This year this will also include the presentation of the recently created North Star Student Award." This award was established to recognize the student with the most meritorious submission to the section's 2008 convention program.

6/14/2008 – 2:30 PM to 4:25 PM – NOVA SCOTIA B, Marriott second floor

**Workshop/Atelier de travail**  
Students in Psychology

**THE RIGHT WAY TO WRITE: TIPS ON WRITING FOR PUBLICATION**  
Kelly Smith, *Queen's University*; David Dozois, *University of Western Ontario*;  
Lindsay Uman, *Dalhousie University*

Preparing a manuscript for publication in a peer-reviewed journal can be a daunting process, yet it is also a significant aspect of academia and graduate school. Becoming familiar and comfortable with writing papers is a process that evolves with experience throughout undergraduate and graduate school, and can be aided greatly by practical tips. Led by two senior graduate students with publication experience, and a faculty member with extensive writing experience, this workshop will expose students to writers at different stages of their careers. This interactive workshop will address the stages of writing a paper, offer tips for success, and answer common questions about the publication process. Topics include using outlines and structures, working with collaborators, determining the order of authorship, targeting appropriate journal outlets, and addressing editorial reviews. The workshop will focus primarily on writing empirical articles, although other types of publications (e.g., review papers and commentaries) will also be discussed. This workshop aims to be practical and useful for writers at all stages of experience – from those individuals who have no publications, to those wanting to enhance an already refined skill set. References and handouts will be provided.

6/14/2008 – 2:30 PM to 2:55 PM – HALIFAX B, Marriott second floor

**Theory Review**  
**Session/Séance de revue théorique**  
*Clinical Psychology*

**COMMUNITY-BASED EARLY INTERVENTION FOR YOUNG CHILDREN WITH AUTISTIC SPECTRUM DISORDERS**  
Isabel Smith, *Dalhousie University and IWK Health Centre*

High rates of diagnosis of autistic spectrum disorders in young children, coupled with greater public awareness of the need for early intervention, have led to widespread demand for increased treatment resources for this population. In the proposed review session, evidence for the efficacy and effectiveness of early intervention (EI) programs for young children with autistic spectrum disorders (ASD) will be presented. First, the key elements of efficacious treatment of ASD will be briefly reviewed, including recent data from controlled trials. A variety of intervention models will be considered, including the UCLA early intensive behavioural intervention (EIBI) model (Lovaas & Smith, 2003), naturalistic behavioural intervention models (e.g., pivotal response treatment; Koegel et al., 2003), and parent-mediated models (e.g., Schreibman & Koegel, 2005; McConachie et al., 2005). The session will emphasize EI programs that attempt to translate evidence-based practices to cost-effective implementation in the community, using the Nova Scotia EIBI model as a case study. Discussion will focus on the strengths and limitations of current models and on future research questions.

6/14/2008 – 2:30 PM to 3:25 PM – ALEXANDER ROOM, Marriott main floor

**Oral Paper**  
**Session/Séance de présentation orale**  
*History and Philosophy of Psychology*

**INSTITUTIONS**  
John Connors, *Canadian University College and University of Alberta*

**A**

**THE (DIS)CONNECTED SPREAD OF THE ASYLUM ACROSS CANADA**  
Jennifer Bazar, *York University*

The history of the institutionalization of the insane in Canada dates back as early as 1694 with the opening of the Hôpital Général de Ville Marie, Québec. However, specially designated institutions for the care of the insane, known as asylums, were only introduced beginning in the 1830s. The first "Provincial Lunatic Asylum" in Canada opened on 14 November 1835 in Saint John, New Brunswick. It was followed shortly afterwards by the opening of the institutions at Beauport, Québec in 1845 and Toronto, Ontario in 1850 (their temporary accommodations opening in 1839 and 1841, respectively). Though the Provincial Asylums opened roughly within a decade of one another, their administrative approaches were radically different. The most drastic disparity was the private versus public systems in Québec and Ontario. The dissimilarities also contributed to the rate at which additional asylums opened in each province. In this paper I will explore the spread across Canada of the asylum for the insane in the early-to-mid nineteenth century. I will focus on the various factors contributing to the decision to open an asylum in each province while also presenting the differences and similarities between the approaches undertaken.

**B**

**AGENCY AND BICULTURALISM: A CULTURALLY VARIABLE CONCEPT OF AGENCY**  
Roger Frie, *Long Island University*



There has been renewed interest in agency amongst psychologists. This presentation will consider the importance of culture for understanding and conceptualizing agency. I believe it is necessary for psychologists to guard against the universalistic belief that human agency will take the same form regardless of social and cultural context. I will focus specifically on the role of agency in biculturalism. I propose that agency plays a central role in enabling the bicultural person to navigate different sets of cultural norms and is thus important to the achievement of bicultural competence. I will use a brief clinical example to illustrate the way in which the expression of agency can take different forms for the bicultural person depending on her cultural contexts. Whereas cultural and agency have traditionally been explained using one-dimensional concepts, I will propose a multidimensional concept of "situated agency" with theoretical and clinical implications for understanding the nature of bicultural experience.

**6/14/2008 – 2:30 PM to 4:25 PM – TUPPER ROOM, Marriott main floor**

**Workshop/Atelier de travail**  
*Counselling Psychology*

**A FEMINIST APPROACH TO CRISIS COUNSELLING**

Ann Marie Dewhurst, *Valerian Consulting Ltd.*; Karen Nielsen, *Athabasca University*

There is an established body of literature which confirms that the experience of crisis and trauma is gendered. In reviewing the crisis intervention literature we could find no explicit reference to a feminist crisis intervention model. If feminist principles are not clearly integrated into a model, the likelihood that the issue will be seen from a feminist perspective is low. The earlier gender-based interventions occur in the crisis intervention process, the more likely a woman is to get her needs met and the severity of trauma experienced to be reduced. Crisis counselling focuses on the assessment of strengths, the identification of existing coping skills and the development of new ones. Feminist crisis counselling recognizes that women's experiences of crisis must be understood within the broader socio-political contexts of their lives. Our work is guided by three feminist counselling principles; a) an egalitarian relationship, b) the personal is political and c) valuing the female. This workshop will illustrate four basic phases of feminist crisis counselling (i.e., exploration, normalizing, affirmation and action phases). The crisis intervention model described is intended for use with women who have experienced isolated traumatic events or repeated traumas.

**6/14/2008 – 2:30 PM to 2:55 PM – COMPASS ROOM, Pedway to the Casino second floor**

**Theory Review**  
**Session/Séance de revue théorique**  
*Criminal Justice Psychology*

**"WHO, US?" - A BIOPSYCHOSOCIAL MODEL FOR ASSESSING MALINGERING**

Hugues Hervé, *Forensic Psychiatric Services Commission*; Barry Cooper, *Forensic Psychiatric Services Commission*

Due to clear secondary gains, the malingering of illnesses in medical-legal contexts is a situation that is not uncommonly seen. Unfortunately, the research indicates that the systematic assessment and accurate detection of malingering remains problematic in clinical settings, resulting in both false positive and negative errors. Clearly, such errors can have devastating consequences for those involved, including personal, social and financial. Nonetheless, despite the increasing attention to this topic in recent years, particularly with regard to test development, there is still no agreed upon approach available to inform clinical practice, let alone one that is systematic, comprehensive and evidenced-based. To this end, the proposed presentation will introduce a biopsychosocial model for the assessment of malingering, an approach that is based on the latest research and that has demonstrated clinical utility in a variety of medical-legal contexts (e.g., forensic psychiatric, correctional, compensation). This model stresses predisposing, precipitating, and perpetuating biopsychosocial factors involved in mental illness. Clinical-forensic case studies will be presented to illustrate both the components and the practical utility of this model. Implications for a variety of medical-legal contexts will be discussed.

**6/14/2008 – 3:00 PM to 4:25 PM – NOVA SCOTIA CD, Marriott second floor**

**Workshop/Atelier de travail**  
*Students in Psychology*

**PREVENTING STAGE FRIGHT: SUCCESSFUL TIPS FOR EFFECTIVE TEACHING AND LEARNING IN PSYCHOLOGY: A WORKSHOP FOR GRADUATE STUDENTS**

Robert Roughley, *University of Calgary*; Meadow Schroeder, *University of Calgary*

For many graduate students, the initial experience of entering into the classroom as an instructor represents a key milestone in their development as an academic. What is often lacking in graduate training are formal seminars to assist students in their successful transition from student to teacher. The acquisition of teaching skills and strategies are core competencies in the development of a rewarding professional career. Essentially, purposeful and meaningful pedagogy results from the successful integration of one's philosophy of teaching into the classroom experience. The literature summarizes four key qualities for effective teaching: content expertise, communication skills, assessment practice, and motivational factors. What essential skills will assist you in your first teaching experience? This highly interactive workshop will assist participants in developing an awareness of good teaching practices. Attendees will be called upon to identify, assess, and reflect upon current skill level through experiential activities. Seven core

principles of good teaching practice, including active learning will be explored. At the conclusion of this seminar, participants will leave with skills and strategies that will support the creation of positive initial teaching experience.

**6/14/2008 – 3:00 PM to 4:55 PM – NOVA SCOTIA A, Marriott second floor**

**Workshop/Atelier de travail**

*Developmental Psychology*

**STEP BY STEP ACADEMY MODEL: A MULTI-COMPONENT, FLUENCY-BASED APPROACH TO EDUCATING LEARNERS WITH SPECIAL NEEDS IN THE MAINSTREAM**

*Elizabeth Benedetto-Nasho, Step By Step Learning Group Inc; Kevin Cauley, Step By Step Learning Group Inc; Emily Foster, Step By Step Learning Group Inc*

Children participated in a Step by Step Academy Model that included age appropriate mainstream classroom placement in addition to a segregated classroom experience that utilized a multi-component fluency-based approach to teaching both academics and school related social behaviors. Precision Teaching, Direct Instruction and Fluency Based Instruction were key components of instruction. This workshop is designed to share the results of a unique program designed to meet the needs of children who could benefit from a combined experience of special education for core academics in addition to a supported integrated experience with an emphasis on the teaching of both social and learning-directed behaviors. Participants enrolled in the STEP CLASS PROGRAM attended their age appropriate mainstream classroom from 30 to 90% of the school day with or without active facilitation with the remainder of the day spent in STEP CLASS. This multi-component fluency-based approach included use of Precision Teaching methodology to promote academic and social skill behavior change, 1-1 instruction using primarily Direct Instruction curriculum, and an emphasis on the building of component tool skills through the use of Fluency Based Instruction. This presentation will highlight the learner's growth over time both in the mainstream classroom and in the 1-1 instructional context. Three measures of change were incorporated into the learners' growth reports: Standard Celeration Chart data reflecting a variety of classroom and academic behaviors, adaptive behavior change and standardized testing of academic achievement. Participants of this workshop will: (1) become familiar with the STEP CLASS model; (2) become familiar with the curriculum and measurement strategies used to assess daily growth; and (3) be given the opportunity to assess the benefits of the model through the use of standardized test scores.

**6/14/2008 – 3:00 PM to 3:55 PM – ATLANTIC SUITE, Marriott second floor**

**Conversation Session/Séance de conversation**

*Teaching of Psychology*

**WORKING TOGETHER: AN INTEGRATIVE PROGRAM FOR RESPONSIVE PRACTICE**

*Stephanie Martin, University of Saskatchewan; Tim Claypool, University of Saskatchewan; Jennifer Nicol, University of Saskatchewan*

The University of Saskatchewan's Master of Education in School and Counselling Psychology provides foundational preparation in two areas of applied psychology. Students enter with a Bachelor's degree in either Psychology or Education and aspire to work in school-based or health/human service agencies. The program includes ten 3-credit courses, two 400-hour practica and a thesis. Currently in its fourth year of implementation, 36 students have been admitted and graduates have secured employment in a variety of settings (schools, private practice, mental health and community-based agencies). The program originally developed in response to a unique Saskatchewan context with the intention of offering core courses in school and counselling psychology in order to prepare future psychologists and counsellors who, from a resilience, strength-based perspective, provide direct (assessment, intervention) and indirect (consultative, collaborative, advocacy) psychological services to children, youth, their families, school personnel, and the community. How are we doing so far? What unexpected rewards and challenges have arisen? Core faculty, program graduates and current students will be present for the purposes of (a) describing the program, and (b) reflecting on issues of disciplinary convergence and divergence with special attention to training issues and student experiences.

**6/14/2008 – 3:00 PM to 4:55 PM – MARITIME SUITE, Marriott second floor**

**Workshop/Atelier de travail**

*Psychoanalytic and Psychodynamic Psychology*

**TOO LONG A DAUGHTER: THE CASE OF RUTH**

*Kadri-Ann Laar, Toronto Institute for Contemporary Psychoanalysis*

In this paper the narrative of the first year and a half of the psychoanalysis of Ruth, a woman in her late fifties, provides the base for the author's and analyst's reflections on the psychoanalytic process. This retrospective of an analysis illustrates how the use of concepts drawn from various theories and schools of thought i.e.: attachment, object relations, self psychology, and relational theories helped to make sense, to create and give meaning to Ruth's experiences and to the analytic relationship. The contribution of theory to blind spots in the analytic process is also examined in reference to the persistence of a preoedipal mother-daughter transference-countertransference in this analysis. According to Aron(2002)contemporary psychoanalytic theories privilege feminine imagery in their attempts to capture how psychoanalysis functions. Analysts think in terms of "holding environments", "mirroring" the patient's affect states, "containing" their thoughts through maternal-like "reverie", and of being "good enough analysts", mod-

eled on “good enough mothers”. The analyst in this case discovered in retrospect how she had become imprisoned in her own gender, only able to attend to the mother-daughter dyad, and make sense of what was happening in the analysis mostly on the basis of the above mentioned gendered metaphors

**6/14/2008 — 3:00 PM to 3:55 PM — ACADIA A, Marriott main floor**

**Conversation  
Session/Séance de  
conversation  
Clinical Psychology**

**ARE ALL EFFECTIVE TREATMENTS THE SAME? DISENTANGLING  
EMPIRICALLY BASED INTERVENTIONS FROM EACH OTHER**

*Adam Radomsky, Concordia University; Martin Antony, Ryerson University;  
Kate Corcoran, Cognitive Behaviour Therapy Clinic; Keith Dobson, University of Calgary;  
William Whelton, University of Alberta*

A growing emphasis on empirically based psychological treatments has coincided with both a growing number of theoretical models of treatment and an associated increase in the number and variety of techniques used in a wide range of treatment settings. Both psychologists and consumers have expressed confusion over how these different treatment modalities compare with each other in terms of theoretical and practical considerations. Although some have suggested that there are clearly defined differences between different treatments, others have proposed that some treatments are indistinguishable from each other. Questions have been raised about whether or not most or all of these different approaches would fit within a cognitive-behavioural framework. On the other hand, some psychologists would argue that different theoretical orientations have led to extremely different interventions. Others still have wondered about the confusion in the general public that might follow from a large number of effective and possibly similar interventions. This discussion will involve prominent psychologists from a number of different theoretical orientations (including CBT, mindfulness-based, and experiential emotion-focused therapies) and will attempt to address the similarities, differences, and confusion associated with different effective approaches to treating a variety of psychopathologies.

**6/14/2008 — 3:00 PM to 4:55 PM — ACADIA B, Marriott main floor**

**Workshop/Atelier de  
travail  
Clinical Psychology**

**RECORDING TECHNOLOGY AND PSYCHOLOGICAL PRACTICE**

*Francis Campbell, Roland Canada Ltd. and McLeod & Associates Ltd.; Peter Lafferty,  
Roland Canada Ltd.*

The use of technology in psychological practice has become commonplace, including the use of recording as a tool in the therapeutic process. This workshop focuses on the use of digital recording devices which have been employed in a private practice setting and can be recommended with confidence. The digital recording products to be featured in this workshop are convenient and easy to integrate into a typical practice setting. Relaxation/hypnosis themes can be practiced at home and updated as required. Parenting advice, homework assignments and education can help maintain continuity of care with families. Neuropsychological, psycho-educational and vocational assessment results can be recorded, making the process of recall easier for the respondent. Long distance therapy or infrequent therapy contacts can be bridged using recordings to continue education and supportive counseling. In summary, digital recording can aid in promoting wellness and treatment compliance. The practical application of these concepts will be introduced using two products currently available on the market; the Roland CD-2e CD Audio Recorder and the Edirol R-09 Field Recorder. These products offer features such as recording to CD or MP3 formats, allowing for a wide variety of clinical applications.

**6/14/2008 — 3:00 PM to 4:25 PM — ACADIA C, Marriott main floor**

**Section Business Meeting  
Women and Psychology  
SECTION PROGRAM**

**SECTION ON WOMEN AND PSYCHOLOGY (SWAP)**

*Charlene Senn, University of Windsor*

**6/14/2008 — 3:00 PM to 3:25 PM — COMPASS ROOM, Pedway to the Casino second floor**

**Theory Review  
Session/Séance de  
revue théorique  
Counselling Psychology**

**SEARCHING FOR EXISTENTIAL ATTRIBUTION**

*Yoshiyuki Takano, University of British Columbia*

Perhaps the strongest urge human beings have to seek the existential meaning of incomprehensible tragic life events (Frankl, 1959/1984; Takano, 2003; Takano, 2006; Wong & Weiner, 1981). In such situations, mere causal attribution is insufficient. People must resort to existential attribution. Introduced by Wong and Weiner (1981), existential attribution is defined as a reason-based explanation based on subjective reflections and values (Wong, 1998). Triggering a search for meaning, it provides coping

strategies and self-validation simultaneously (Lee, 2006; Rudolph & Steins, 1998; Wong, 1991). Our understanding of this important type of attribution is limited, essentially since it lacks a clear distinction from causal and teleological explanations (Wong, 1991). To clarify the concept, this research examines the constituents and the self-validation process in existential attribution by using a self-validation model, a validation network of peoples' experiential world of the relations, meanings, values, and feelings which provide a coping framework (Ishiyama, 1989). By clarifying the concept of existential attribution, this research makes a crucially important contribution to stress and coping process research in traumatic life events and advances the concept of meaning-formulating process questions in counselling, a means to assist clients seeking meaning in tragedy.

**6/14/2008 – 3:30 PM to 3:55 PM – ALEXANDER ROOM, Marriott main floor**

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*History and Philosophy*  
*of Psychology*

**A THEORY OF PSYCHOLOGICAL MEASUREMENT FOR LATENT VARIABLE MODELS**  
*Peter Halpin, Simon Fraser University*

A theory of psychological measurement for latent variable models is proposed. Extant theories typically interpret the central concept of latency in analogy with non-problematic examples from "physical" measurement. Dissimilarities among applications, however, motivate a specification within the domain of psychological testing. It is argued that many of the concepts addressed by testing are ambiguous in the sense that they can be unexhaustively and differentially manifested by multifarious criteria. Selecting a sub-set of these criteria to use as test items partially identifies an empirical context by which to define a measurement procedure. What is measured by such a procedure is here termed a latent concept, and it is to be distinguished from its pre-measurement conception. Of course, the quantitative properties of the latent concept and its relation to peoples' responses to test items must be theorized, and this can often be facilitated by known results for various latent variable models. The successful application of such a model allows a reduction (in the data analytic sense) of the observed criteria to the latent concept. Operationalism (cf. Green, 2001) and other views on latent variable psychometrics are discussed (e.g., Borsboom, 2005; Michell, 2000).

**6/14/2008 – 3:30 PM to 4:25 PM – COMPASS ROOM, Pedway to the Casino second floor**

**Symposium**  
*Criminal Justice*  
*Psychology*

**FAMILY FACTORS IN OFFENDING**  
*Jean Folsom, Correctional Service of Canada; Gordana Eljdupovic, Correctional*  
*Service of Canada; Lloyd Withers, Canadian Families and Corrections Network*

In spite of the fact that family and marital factors are among the central eight risk/needs factors identified by Andrews and Bonta (2006), psychologists, have thus far, made little contribution to assessment and treatment in this area. Within most adult correctional systems, the focus of the psychologist's attention has been almost exclusively on the offender. The object of this symposium is to bring some light on this area and to generate some thought and discussion on the role that psychology can play in assessing and intervening in this much needed area.

**A** **DESCRIPTIVE ANALYSIS OF INCARCERATED FATHERS**  
*Jean Folsom, Correctional Service of Canada*

Paternal incarceration has a significant effect on the family. There is very little Canadian data on incarcerated fathers and their children and this lack of demographic information hampers intervention, policy and program development. The purpose of this study is to provide an analysis of the parenting status of a sample of federally incarcerated men in Canada. It also examines the pre-incarceration lifestyle of the fathers and the extent of their contact with their children following incarceration. Participants are 534 federally sentenced male offenders who were undergoing orientation to the federal correctional system at the Millhaven Assessment Unit. They completed a self-report questionnaire on family demographics, criminal activity, drug and/or alcohol use, financial and educational status and parent-child contact during incarceration. A question was also included about the criminal activity of their children in order to examine the issue of intergenerational criminal activity. The results of these factors will be presented, as well as some comparisons between the fathers and non-fathers on the criminal history variables. The extent of the impact of paternal incarceration on society is discussed in light of the possible number of children in Canada affected by it. Issues around intergenerational crime and strategies to disrupt it will be discussed.

**B** **MOTHERING ROLES OF FEMALE OFFENDERS**  
*Gordana Eljdupovic, Correctional Service of Canada; Lloyd Withers, Canadian Families and*  
*Corrections Network*

Compared to male offenders, female offenders are more often the only care providers for their children. Consequently, maternal incarceration is more disruptive for both the children and the mothers. Children of incarcerated single mothers often have to move out of their environments and move into a foster home or a relative's home. This in turn creates additional stress for the mother

and may negatively affect her well-being. The purpose of this study was twofold. First, to explore trends regarding the mothering roles of women offenders. For this purpose, a file review of 400 women offenders was conducted in 1999. The second purpose of this study was to compare these findings with the data provided in the Survey of Federally Sentenced Women published in 1990. To the extent possible, these two samples were compared on a number of aspects regarding women offenders' mothering roles such as the number of children the mothers had, and the primary care provider role and children's accommodation during the mothers' incarceration. The effects that these identified trends regarding mothering roles have on women offenders' well-being, adaptation to incarceration and possible reintegration are discussed.

**C** **FAMILY GROUP DECISION-MAKING FOR RE-INTEGRATION**  
*Lloyd Withers, Canadian Families and Corrections Network*

Some criticisms of restorative justice have included that restorative justice approaches are 'high on principle, low on practice'; not focused on factors related to criminal behavior; are one-shot events and/or may not address future harm reduction. Family group decision-making for re-integration uses a family group conference to assist the family of the offender to prepare a written family-based reintegration plan that focuses on dynamic factors related to criminal behavior. A community mentoring team assists the family with their plan for one year, post release. The approach thus combines a restorative justice component, a correctional component and an extended community engagement component. The presentation will include the results of this approach on a sample of 23 offenders and their families.

6/14/2008 — 3:30 PM to 4:25 PM — COMPASS BOARDROOM, Pedway to the Casino second floor

**Conversation** **FORCED COMMUNICATION OR EMERGENT COMMUNICATION? MISCONCEPTIONS**  
**Session/Séance de** **ON LEADING CLASS DISCUSSION IN THE COLLEGE CLASSROOM**  
**conversation** *Dengting Boyanton, University of Texas at Brownsville*  
*Teaching of Psychology*

The purpose of this qualitative study was to identify the key factor which determines classroom discussion quality and to discover the type of discussion which most benefits learning. Classroom communication plays a critical role in students' learning (Vygotsky, 1967). It influences student motivation to learn (Menzel & Carrell, 1999), fondness for the teacher and instruction (Moore, Masterson, Chrisophel, & Shea, 1996), and teacher credibility (Thweatt & McCroskey, 1996). It provides opportunities for students to become active learners (Bonwell & Eison, 1991), assists them in developing critical thinking and problem-solving skills, and enhances their learning (McKeachie, 1999; Nilson, 1998). This qualitative study identified motivation as the key factor in determining the quality of class discussion. Based on participants' motivation to talk, classroom discussion can be classified into emergent communication and forced communication. Emergent communication occurs when the participants' minds are activated and full of new ideas, and they are eager to express these ideas. Forced communication happens when the participants are not motivated to talk but are required or forced to do so. This study revealed that college professors are unaware of these two types of communication. They often encouraged forced communication and repressed emergent communication.

6/14/2008 — 4:00 PM to 5:25 PM — ATLANTIC SUITE, Marriott second floor

**Symposium** **QUALITATIVE RESEARCH IN PSYCHOLOGY: EXPERIENCES OF TEACHING**  
*Teaching of Psychology* **AND LEARNING IN THE DISCIPLINE**  
*Terry Mitchell, Wilfrid Laurier University; Richard Walsh-Bowers, Wilfrid Laurier University;*  
*Rory Coughlan, Trent University; Dana Friesen, Wilfrid Laurier University;*  
*Julian Hasford, Wilfrid Laurier University*

Qualitative research methodologies are becoming increasingly influential in psychology, as a growing number of psychologists recognize the theoretical, empirical, ethical, and practical value of qualitative methods. This trend has also been fuelled by mounting critiques of positivism for its inability to examine researcher and participant subjectivity, its neglect of contextual nuances, and its claims of value neutrality. To address these limitations, and to reframe the study of human lives within a value-based paradigm that embraces pluralism, many psychology researchers are turning towards qualitative and mixed methods research. Despite this emerging epistemological and methodological paradigm shift, however, there are few opportunities for undergraduate and graduate training in qualitative methods in psychology. Faculty and students with an interest in qualitative research often struggle to negotiate the institutional and epistemological norms that preside in most psychology programs. This symposium will present a series of papers that examine the philosophical and practical challenges of teaching and learning qualitative research in psychology, from both faculty and student perspectives. We hope the symposium will create a forum for faculty and students to share challenges, opportunities, and lessons learned for integrating qualitative research methodologies and epistemologies into psychology training.

**A** **A FACULTY PERSPECTIVE ON CREATING DISCURSIVE SPACE FOR A**  
**QUALITATIVE THESIS, DISSERTATION, OR JOURNAL PAPER**  
*Richard Walsh-Bowers, Wilfrid Laurier University*

When students in Psychology who use qualitative methods attempt to compose a thesis, dissertation, or journal paper, they face an established set of writing standards and rhetorical norms, collectively known as “APA style.” Typically taken for granted in undergraduate and graduate education in Psychology, these standards and norms originated in the development of report-writing for quantitative laboratory experiments. But conventions for format, style, and content pose conflicts for many authors of qualitative writing-products, because the phenomena of interest for qualitative inquiries lend themselves to innovative compositional forms and writing styles. Until recently with the re-emergence of qualitative methods, these compositional alternatives have been absent in mainstream, post-World War II North American Psychology. From a faculty perspective, I discuss how research supervisors can facilitate students creating discursive space for and do justice to their qualitative inquiries. With appropriate supervision, thesis and dissertation students can make the transition from unreflective reproduction of the normative rhetoric to an intentional rhetorical approach that is more congruent with the spirit and intent of qualitative inquiry. Central to this transitional process is an alternative epistemological principle: researcher and author reflexivity. However, students and their supervisors need to be alert to disciplinary constraints on actualizing rhetorical pluralism.

**B** **THE IRONY OF QUALITATIVE RESEARCH IN PSYCHOLOGY: A HOLISTIC METHODOLOGY IN A DUALISTIC DISCIPLINE IS MIRRORED BY A DEEP DIVISION IN STUDENT EXPERIENCES**

*Rory Coughlan, Trent University*

Mainstream North American psychology tends to be viewed by critics as a deeply dualistic conservative, and reductionist enterprise, creating knowledge products that predict and control human behaviour. Conversely, qualitative methodologies, drawing upon feminist and discursive traditions examine multi-layered and richly contextualized experiences with a view to resisting traditional privilege and power and a commitment to emancipatory ethics. Such a marriage would thus seem unlikely and unworkable unless one is a critical theorist or practitioner. In my experience this division is reflected in the way psychology students cope with this more emancipatory perspective after years of socialization in the discipline. Students who struggle tend to be more committed to traditional psychological perspectives that valorize objectivist natural science epitomized by rules and “cookbooks”. They feel secure with a scientific model extending received wisdom by means of hypothesis testing. Those that take to qualitative methodology tend not only to have a more sophisticated understanding of statistical analysis, they crave the opportunity to uncover whole new explanatory paradigms and to grapple with multi-layered universes where the rules must be continually reconstructed and logically defended. The difference is also demonstrated in an orientation to application: a worldview linked to valorizing external validity over internal.

**C** **LEARNING AGAINST THE GRAIN: REFLECTIONS ON THE CHALLENGES AND REVELATIONS OF STUDYING QUALITATIVE RESEARCH METHODS IN AN UNDERGRADUATE PSYCHOLOGY COURSE**

*Dana Friesen, Wilfrid Laurier University; Terry Mitchell, Wilfrid Laurier University; Mary Friesen, Wilfrid Laurier University; Becki Rose, Wilfrid Laurier University*

Undergraduate programs in psychology in Canada rarely provide qualitative methods as an integral part of the undergraduate curriculum. When programs do offer qualitative methods courses they are often single stand alone courses without adequate institutional support. Given the scientific traditions of training within psychology, it is important to consider the epistemological and infrastructural challenges faced by undergraduate students in psychology when they are first introduced to qualitative methods. In this paper three psychology students reflect, with their professor, on their experiences of learning qualitative methods in their senior years as undergraduates. One of these students will present on the many challenges, both intellectual and practical, of learning against the grain within a discipline that is firmly rooted in positivism. This presentation outlines the authors’ reflection on these challenges and insights gained from exercises which position them as both the knower and known when conducting life history studies in which they participate as both interviewer and interviewee. The presentation will conclude with practical suggestions for incorporating qualitative research methods into the undergraduate curriculum, and will advocate for increased methodological pluralism within psychology programs.

**D** **UNDERGRADUATE EXPERIENCES OF LEARNING QUALITATIVE METHODS IN PSYCHOLOGY: A QUALITATIVE STUDY**

*Julian Hasford, Wilfrid Laurier University; Terry Mitchell, Wilfrid Laurier University*

Despite the growing influence of constructivist epistemologies and qualitative research methods in the social sciences, qualitative research is rarely taught at the undergraduate level; particularly within psychology. Most psychology programs continue to emphasize positivist epistemologies and methodologies in their undergraduate training. Consequently, many students face considerable challenges when learning qualitative research for the first time. Few empirical studies, however, have explored students’ experiences of learning qualitative research at the undergraduate level. This paper will discuss findings from a qualitative study of undergraduate students’ experiences of qualitative research methods and epistemologies. The study was based on interviews with 39 students who were enrolment in a third year introductory course in qualitative research methods in psychology. Interviews were conducted and transcribed by students as part of the course learning activities. Our analysis of the data highlights the personal, epistemological, and institutional challenges and opportunities in learning qualitative research at the undergraduate level. Implications for undergraduate psychology training will be discussed.

6/14/2008 — 4:00 PM to 4:55 PM — ACADIA A, Marriott main floor

**Conversation**  
**Session/Séance de**  
**conversation**  
*Clinical Psychology*

**COLLABORATIVE PROBLEM SOLVING: THE ROAD BEYOND THE DECISION TO QUESTION PRACTICE**

*Debbie Johnson Emberly, IWK Health Centre; Kristen McLeod, IWK Health Centre; Karen Comeau, IWK Health Centre; Monique Yazbek, IWK Health Centre; Trevor Hall, IWK Health Centre*

The treatment of disruptive child and adolescent behaviour has traditionally focused on behaviour management programs. While these programs are effective for some children, they are not effective for all children and families. The IWK Health Centre Child and Adolescent Mental Health and Addictions program are strategically implementing an innovative approach for managing challenging behaviour known as Collaborative Problem Solving (CPS) (see Greene & Ablon) within three demonstration sites: an in-patient mental health service, a children's residential program, and a community based team. CPS proposes that challenging behaviour be understood and handled in the same manner as other recognized learning disabilities, i.e., children and adolescents labelled as difficult lack important cognitive skills essential to handling frustration and mastering situations requiring flexibility and adaptability. These challenges are best addressed by teaching children the skills they lack. The conversation will focus on the evolution of project, from initial conception, through resource development and allocation, staff training and implementation, including strategies utilized to improve and measure success as well as challenges to implementing a philosophical shift and clinical practice change. Perspectives will be offered from management, educator, clinical and front line staff.

6/14/2008 — 4:00 PM to 4:55 PM — ALEXANDER ROOM, Marriott main floor

**Conversation**  
**Session/Séance de**  
**conversation**  
*Clinical Psychology*

**CONSULTATION IN PSYCHOLOGY: A PROFESSIONAL ROLE YET TO DEFINE?**

*Véronique Parent, Université Laval; Katherine Buell, Ongwanada; Catherine Bégin, Université Laval*

There are currently increasing requests for psychologists giving "consultation" services to their peers, other health professionals (e.g., physicians) or community services (e.g., school, mental health services, correctional services). A review of the literature about "consultation" in psychology reveals that there are few contributions systematically defining the character or evaluating the efficacy of that professional activity. It appears that "consultation" may still be confused with psychological intervention. This conversation session aims at defining "consultation" as a specific professional activity distinct from intervention. Using examples from the field of health psychology, clinical, ethical, and training considerations related to "consultation" activities are explored.

6/14/2008 — 4:30 PM to 4:55 PM — NOVA SCOTIA CD, Marriott second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Psychologists in Education*

**PEER MEDIATED INTERVENTIONS**

*Theresa Andreou, University of British Columbia*

Schools today are bombarded with demands to meet the increasing academic and social-emotional needs of their students in an environment where time and resources are already stretched to capacity. The promotion of efficient and effective system level strategies is paramount. The National Association of School Psychologists (NASP) and CPA (Canadian Psychological Association) both advocate that school psychologists work to ensure that best practices and scientifically validated programs are implemented across school systems to broadly address the diverse needs of all learners. Research evidence supports the conclusion that peer mediated interventions (PMI) are evidence-based practices that school psychologist can systemically disseminate to meet these growing demands. In this session two decades of extensive research on the efficacy and the social validity of PMI will be reviewed and results highlighted across educational domains for diverse groups of students. This overview will include updated practical resources and descriptions of class-wide peer tutoring, reciprocal peer tutoring, positive peer reporting, group contingencies, peer-monitoring, peer mediation, and cooperative groups. The salient features critical to successful implementation such as monitoring and evaluation strategies as well as potential road blocks will be discussed through the presentation of case studies.

6/14/2008 — 4:30 PM to 4:55 PM — NOVA SCOTIA B, Marriott second floor

**Theory Review**  
**Session/Séance de**  
**revue théorique**  
*Psychologists in Education*

**CLASSROOM WORKING ALLIANCE AS A PREDICTOR OF STUDENTS' SCHOOL OUTCOMES**

*Jessica Toste, McGill University; Nancy Heath, McGill University*

Positive teacher-student relationships have been characterized as a protective factor that clearly serves to support resilient functioning in diverse domains. However, there currently exists no unique measure of relationship that fully recognizes the complexities of the classroom environment and the interactions that take place within. This session will review a program of research that seeks to validate the Classroom Working Alliance Inventory (CWA) as a measure of teacher-student relationship, as well as the contribution of alliance to students' school-related outcomes. Specifically, findings from two recent studies will be presented. In the first study, the association between student performance and perceptions of working alliance is explored among 53 elementary school children (28 male, 25 female). Evidence was found to support the predictive validity of the CWA for student performance. Further, results revealed a complex interaction between the alliance components: task, bond, and goal. The second study investigates the relationship between school satisfaction and working alliance among 50 elementary-aged students (33 male, 17 female). While students' ratings of alliance were greatly predictive of their school satisfaction, teachers' ratings made less of a contribution. The final discussion centers on the contribution of this research program to our understanding of the classroom working alliance and the unique interactions that define the teacher-student relationships. Implications for alliance-building and fostering student success will be presented.

**6/14/2008 — 4:30 PM to 5:25 PM — SUITE 207, Marriott second floor**

**Conversation  
Session/Séance de  
conversation**  
*Psychologists in  
Education*

**IEPS: WHERE'S THE DATA?**

*William McKee, University of British Columbia; Yvonne Martinez, University of British Columbia*

The objective of this conversation session is to bring together Psychologists in education and other participants and stakeholders to discuss current policy, procedure and practice in the use of data in evaluation and planning individual education plans (IEPs) for students with special needs. The co-moderators will briefly report the initial results of a province-wide (BC) study of policy and practice in the use of data in managing Individual Education Plans (IEPs) for students with a variety of special needs. Findings will compare and contrast policy and current practice with emphasis on how schools operationalize expected learning outcomes and the ways schools use data to evaluate observed learning and behaviour outcomes. The subsequent discussion will allow participants to explore policy and practice across provincial jurisdictions and to engage in an open discussion of issues in data-based decision making and "best practices" in the development, implementation and monitoring progress of IEPs and other planned interventions. Additional discussion will focus on related issues of treatment integrity, progress monitoring and accountability and, data-based decision making.

**6/14/2008 — 4:30 PM to 4:55 PM — ACADIA C, Marriott main floor**

**Theory Review  
Session/Séance de  
revue théorique**  
*Counselling Psychology*

**CYBER-COUNSELLING: A NEW FRONTIER FOR CAREER COUNSELLORS**

*Jonathan Petraglia, McGill University; Emily Blake, McGill University; Maneet Bhatia, McGill University; Martin Drapeau, McGill University*

The proliferation of internet-based career counselling or cyber-counselling over the last decade is substantial. For example, in 2001 there were several thousands counsellors practicing on the Internet, by 2005 a search with the words "internet counselling" yielded 2.9 million hits (McCrickard & Butler, 2005). Despite this growth, there is still no standard for evaluating the necessary skill set that counsellors will need in order to be successful service providers in this relatively new sphere of practice. Specifically, the original CPA ethical guidelines for practice were not conceived with the Internet in mind as a therapeutic medium. As such, there have been a number of recent revisions to ethical standards from a variety of different counselling organizations (e.g. CPA, 2006; CCA, 2007). The nature of the cyber-counselling world may include new roles for counsellors not previously considered to pertain to career counselling (Heinlen et al., 2003). One of these roles, that of evaluator, will push counsellors to evaluate the plethora of information labelled as "career" resources on the Internet. Implications of internet-based career counselling are discussed and suggestions are provided to those who intend to practice in this capacity.

**6/14/2008 — 4:30 PM to 4:55 PM — TUPPER ROOM, Marriott main floor**

**Theory Review  
Session/Séance de  
revue théorique**  
*Counselling Psychology*

**CONSIDERING EMPATHY AND ITS PHILOSOPHICAL ROOTS**

*Tim Claypool, University of Saskatchewan; Tim Molnar, University of Saskatchewan; Kendra Nesbitt, University of Saskatchewan*

Empathy is one of the many tools a psychologist employs in their professional practice. Rarely do we question something so basic and valued. However, when we explore empathy's philosophical roots, it may be surprising to discover more divergent conceptu-



alizations of this construct. This paper is an invitation to take some time to look up from our “workbenches” and reconsider our understanding and application of empathy. Furthermore, can educators, philosophers, and psychologists unite in support of a common understanding to enhance and facilitate communication and application of an empathic approach to the “other”? Ironically, there is little cross-referencing between these related disciplines when it comes to describing empathy and the empathic response. Collectively, we have attempted to weave together the threads of thought from such renowned scholars as Carl Rogers, Sharon Todd, and Arne Vetlesen. Will an intelligible picture of empathy unfold or merely a collection of obtuse abstractions? As we wrestle with what might appear to be opposing views, there is a belief that even the process of attempting to bring union, deepens our own understanding of empathy. By communicating this personal exploration, there is an unstated attempt to invoke an empathic response of understanding in those that take the time to bear witness to this journey of rediscovery.

6/14/2008 — 4:30 PM to 5:55 PM — COMPASS ROOM, Pedway to the Casino second floor

**Symposium**  
*Criminal Justice  
Psychology*

**CLASSIFICATION FOR THE PREDICTION OF RECIDIVISM IN GIRLS AND WOMEN**

*Kelley Blanchette, Correctional Service of Canada; Jean Folsom, Correctional Service of Canada; Shelley Brown, Carleton University; Renée Gobeil, Correctional Service of Canada; Robert Rowe, St. Lawrence Youth Association*

The ultimate goal of any correctional agency is the reduction of criminal recidivism. This is achieved through the appropriate assessment and classification of offenders such that effective correctional interventions can be provided. Regrettably, what we know about ‘appropriate assessment’ and ‘effective interventions’ for females still pales in comparison to the vast ‘what works’ literature based on male offenders. Nonetheless, current policy and practice demonstrate an understanding of the need for gender specificity. Substantiating empirical support for gender-informed models for girls and women is emerging. This symposium will provide an overview of appropriate risk and need classification for the prediction of recidivism in girls and women.

**A** **RELEASE TYPE, LEVEL OF RISK AND RE-OFFENCE RATE OF FEDERAL WOMEN OFFENDERS**

*Jean Folsom, Correctional Service of Canada; Jill Atkinson, Queen’s University*

The fact that release decisions for federal women offenders are based on little, if any actuarial information is a concern. Early research on male Aboriginal offenders demonstrated that when actuarial information is not available, release decisions tend to be based on factors that are not related to the risk of reoffending, thereby reducing the success rate of these decisions (Hann & Harman, 1989). Two instruments validated for the prediction of recidivism among male offenders (the Level of Service Inventory – Revised and the Childhood and Adolescent Taxon) have recently been shown to have some utility for federal women offenders (Folsom & Atkinson, 2007). The present study examines the relationship between scores on these instruments and release decisions for federal women offenders. It will also examine whether the accuracy of risk assessment for women is increased with the use of these actuarial measures.

**B** **USING DYNAMIC RISK FACTORS TO PREDICT CRIMINAL RECIDIVISM IN A SAMPLE OF MALE AND FEMALE OFFENDERS**

*Shelley Brown, Carleton University; Larry Motiuk, Correctional Service of Canada*

The present study examined the reliability and predictive validity of the Dynamic Factor Component of Correctional Service’s of Canada Offender Intake Assessment Process. Statistical analyses were conducted for two separate release cohorts: men ( $N = 15,479$ ) and women ( $N = 765$ ). Participants included all federal offenders who had been assessed using the Dynamic Factors and Identification Analysis (DFIA) protocol between 1994 and 2000 and had been subsequently released as of September, 2000. The DFIA is comprised of seven dynamic factor domains (e.g., employment, criminal attitudes). In sum, the internal consistency for the seven dynamic domains ranged from acceptable to superior in both genders. Additionally, all seven dynamic ratings predicted criminal recidivism in both genders over a three year fixed follow-up. Observed similarities (e.g., criminal attitudes predicted recidivism in both genders) and differences (e.g., parental skills were more salient for women) between the genders are discussed.

**C** **STAYING OUT: WOMEN’S PERCEPTIONS OF FACTORS FACILITATING COMMUNITY REINTEGRATION**

*Renée Gobeil, Correctional Service of Canada*

Most research in the area of protective factors (i.e., factors supportive of desistance from crime) has focused on men, despite evidence that these factors differ for men and women. Moreover, most studies in the area have examined specific factors defined a priori by researchers. This presentation is different in that it summarizes the results of a qualitative examination of the factors facilitating community reintegration as perceived by women who, after a period of incarceration, have been successful in staying out of a correctional facility for at least one year. Women were invited to participate in interviews, or, alternatively, to complete surveys; a total of 20 surveys and 12 interviews were completed. Qualitative data were examined using content analysis and themes are reported. Many women ascribed their desistance to relationships, with family being most important but parole officers, community outreach groups, and friends also playing important roles.

**D PROXIMAL ANTECEDENTS TO CRIMINAL OFFENDING: GENDER DIFFERENCES IN A YOUNG OFFENDER SAMPLE***Robert Rowe, St. Lawrence Youth Association*

Proximal antecedents to criminal offending are dynamic risk predictors that have the capacity to change from moment to moment due to changes in environment or circumstances. They are rarely utilized in risk assessment measures due to their volatility and the lack of research substantiating their validity. However, criminal justice decisions makers are consistently asked to re-evaluate risk in offender populations whenever circumstances change. The current paper examines the utility of assessing proximal antecedents in a community sample of 80 "high risk" adolescent offenders using a multi-wave design. Each client was assessed using the YLS/CMI to determine their risk for future criminal outcomes and were subsequently re-assessed every month, for a minimum of four months, on 30 risk variables and 16 strength factors theoretically related to the criminal recidivism process. It was hypothesized that proximal antecedents would contribute unique variance to the prediction of negative events in the community and that the predictive capacity of risk and strength factors would be moderated by gender. The findings have direct implications for the assessment of female adolescent offenders as well as prevention and intervention practices.

**6/14/2008 — 4:30 PM to 4:55 PM — COMPASS BOARDROOM, Pedway to the Casino second floor**

**Theory Review  
Session/Séance de  
revue théorique**  
*Criminal Justice  
Psychology*

**WHEN SHOULD PSYCHOLOGISTS CHANGE THEIR REPORTS: ETHICAL AND LEGAL ISSUES***Robert Konopasky, Saint Mary's University; John McKinlay, Royal Canadian Mounted Police; Aaron Konopasky, Stanford University*

Often, notes are read only by the psychologist who writes them to archive information and actions taken, and as a guide to future decision-making. In contrast, reports are written to inform third parties, who will make decisions of consequence for the client, for example, sentencing. Should psychologists ever change such reports in reaction to feedback from the client, the client's lawyer, or others? It is easy to justify correcting typographical errors, errors of fact, and errors of calculation, and to advise against changing substantive positions based on pressure by an advocate. The difficult decisions involve applying interpretations to recommendations when an advocate advises that certain language will mislead the third parties. Where does our need to improve communication end, and changing the substance of the report begin? Should psychologists submit all drafts of the report if asked to do so by the Courts, or other bodies? A case will be used to reflect on the writing of drafts, notes on third-party consultation that were followed by changes, tracking, archiving changes in drafts, reporting changes in drafts to the third parties, and the ethics and legal issues raised by these practices or the lack of them. Quality and detail of the referral question and pre-report versus post-report consultation will be considered.

**6/14/2008 — 5:00 PM to 5:55 PM — FIFE & DRUM PUB, Marriott main floor**

**Reception/Réception**  
*Health Psychology*

**HEALTH PSYCHOLOGY***Tavis Campbell, University of Calgary***6/14/2008 — 5:00 PM to 5:55 PM — MARITIME SUITE, Marriott second floor**

**Reception/Réception**  
*Psychoanalytic and  
Psychodynamic Psychology*  
**SECTION PROGRAM**

**GOETHE AWARDS RECEPTION***Jon Mills, Canadian Psychological Association*

Recipients of the Goethe Awards for Psychoanalytic Scholarship for 2005 and 2006 will be awarded their plaques on behalf of the section.

**6/14/2008 — 5:00 PM to 5:55 PM — ALEXANDER ROOM, Marriott main floor**

**Conversation  
Session/Séance de  
conversation**  
*Women and Psychology*

**CREATING HISTORY, CLAIMING THE PAST: A MULTIGENERATIONAL CONVERSATION WITH CANADIAN FEMINIST PSYCHOLOGISTS***Alexandra Rutherford, York University; Tera Beaulieu, York University; Leeat Granek, York University*

"But if I AM concerned about the lack of awareness of Canadian contributions to psychological knowledge, and a general lack of awareness of the history of our discipline, I AM even more concerned about the relative invisibility of our herstory." (Stark, 2000) Seven years ago, Stark exhorted her colleagues, and particularly her feminist colleagues, to begin owning their history. Noting the

state of the history of feminist psychology in Canada, she wrote: "Although some of the history of Canadian Psychology has been written (e.g., Wright & Myers, 1982), and a small part of the herstory of Canadian feminist Psychology has been recorded (e.g., Pyke & Stark-Adamec, 1981), much of our story is as yet uncelebrated." The purpose of this session is to bring together a multi-generational group of feminist psychologists to discuss the history of Canadian feminist psychology, strategies for owning this history (including an oral history program), and how historical knowledge and awareness can generate renewed enthusiasm for the transformative potential of feminist theory and practice. The focus will be on identifying and amplifying the features of a distinctly Canadian feminist experience in and of the discipline. By sharing their narratives and reflections, and co-reconstructing the past in this conversational format, participants will also engage in the act of creating history.

**6/14/2008 — 5:00 PM to 5:25 PM — COMPASS BOARDROOM, Pedway to the Casino second floor**

**Theory Review  
Session/Séance de  
revue théorique**  
*Criminal Justice  
Psychology*

**USING SCRIPT THEORY TO EXPLAIN THE 'CYCLE OF  
ABUSE' IN ADOLESCENT SEXUAL OFFENDERS**  
Marcie Balch, *University of New Brunswick*

The consistent finding that a substantial minority of adults and adolescents who offend against children also have a history of sexual abuse themselves has led to the oft-cited term "cycle of child sexual abuse" (Glasser et al., 2001). This paper outlines the current theories used to explain this cycle and identifies that the main limitation of each theory is its inability to adequately account for the overwhelming gender differences among victims and perpetrators of sexual offenses; specifically that boys constitute the majority of offenders, while girls represent the majority of victims. By applying a social constructivist framework and sexual script theory to expand on social learning perspectives, it is argued that experiences of sexual abuse alter the gender socialization scripts inherent in normal sexual development for both girls and boys. These scripts influence future interpersonal behaviour, and lead to different gendered sexual expressions. Factors related to resiliency, offending without abuse history, and treatment implications are also discussed.

**6/14/2008 — 5:30 PM to 5:55 PM — ATLANTIC SUITE, Marriott second floor**

**Theory Review  
Session/Séance de  
revue théorique**  
*Developmental Psychology*

**THE IMPACT OF EARLY DEPRIVATION ON DEVELOPMENT: LESSONS FROM  
THE ROMANIAN ADOPTION PROJECT AND OTHER STUDIES OF  
POST-INSTITUTIONALIZED CHILDREN**  
Lucy Le Mare, *Simon Fraser University*; Karyn Audet, *Simon Fraser University*

In 1992 Elinor Ames began the Romanian Adoption Project (RAP), one of the first comprehensive longitudinal studies of the development of children who experienced profound early deprivation in institutions prior to adoption by middle-class families. Under Ames' leadership RAP participants were assessed at 11 months post-adoption and age 4 ½ years; under the leadership of Le Mare they were assessed at age 10 ½ and 17. At all assessments, intellectual, social, emotional, and physical development were addressed. Across time, the pattern of findings shows significantly more difficulties in all areas among the post-institutionalized (PI) Romanian adoptees in relation to their comparison groups. Variability in outcomes is related to length of deprivation and features of the adoptive home rearing environment. Adoption trends in North American and Western Europe have shown increases in the numbers of children being adopted from foreign "orphanages" and accompanying this trend has been an increase in studies with aims similar to RAP. In this presentation we review the longitudinal findings from RAP and those from other current studies of post-institutionalized children. Discussion focuses on the importance of the quality and timing of early deprivation for developmental outcomes and the potential for adoptive home environment to mitigate the impact of early deprivation.

**6/14/2008 — 6:00 PM to 6:55 PM — SUITE 207, Marriott second floor**

**Committee Business  
Meeting**

**CONVENTION**  
Thomas Hadjistavropoulos, *Convention Chair*



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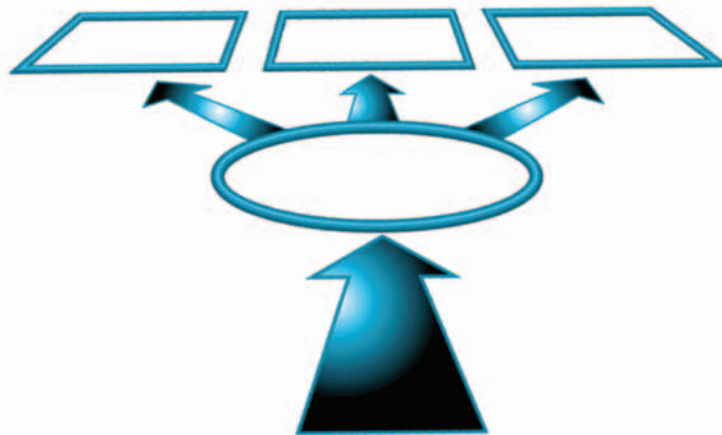
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