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Psychology**  
**Psychologie  
canadienne**

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**Abstracts / Résumés**

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# Canadian Psychology Psychologie canadienne

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

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

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

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*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 (p. ex., enquête auprès des psychologues sur l'avenir de la psychologie).

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

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

*Psychologie canadienne* paraît quatre fois par année (février, mai, août, novembre) et est regroupée en un volume par année. La revue est publiée pour le compte de la Société canadienne de psychologie par l' Educational Publishing Foundation of 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 2009 sont les suivants : *Particulier au Canada* : 100 \$ + 12 \$ TPS = 112 \$. *Non-membre aux États-Unis* : 105 \$ (local), 130 \$ (étranger), 140 \$ (par avion). *Institution au Canada* : 220 \$ + 26,40 \$ TPS = 246,40 \$. *Institution aux États-Unis* : 228 \$ US (local), 270 \$ (étranger), 283 \$ (par avion). *Membre de l'APA* : 78 \$. Écrire au EPF/APA Subscriptions Department, 750 First Street, NE, Washington, DC 20002-4242; subscriptions@apa.org. Imprimé aux États-Unis.

## INTRODUCTION TO ABSTRACT ISSUE

The Special Convention Issue of *Canadian Psychology* has been prepared as a permanent record of the 70<sup>th</sup> Annual Convention of the Canadian Psychological Association, in partnership with l'Ordre des psychologues du Québec, to be held June 11 – 13, 2009 at The Fairmont The Queen Elizabeth Hotel, Montréal, Québec. 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 70<sup>e</sup> Congrès annuel de la Société canadienne de psychologie, en partenariat avec l'Ordre des psychologues du Québec, qui aura lieu du 11 au 13 juin 2009, au Fairmont Le Reine Elizabeth, Montréal (Québec). 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 annuelle de la SCP.

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

# CPA 70<sup>th</sup> ANNUAL CONVENTION

In partnership with the Ordre des psychologues du Québec

## 70<sup>e</sup> CONGRÈS ANNUEL DE LA SCP

En partenariat avec l' Ordre des psychologues du Québec

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

#### MONDAY, JUNE 8, 2009 / LUNDI 8 JUIN 2009

CPA Board of Directors Orientation Meeting ..... Richelieu ..... 6:00 PM to 9:00 PM

#### TUESDAY, JUNE 9, 2009 / MARDI 9 JUIN 2009

CPA Board of Directors Meeting ..... Richelieu ..... 8:30 AM to 5:00 PM

#### WEDNESDAY, JUNE 10, 2009 / MERCREDI 10 JUIN 2009

CPA Board of Directors Meeting ..... Richelieu ..... 8:30 AM to 5:00 PM

CPA Section Chairs Meeting ..... Joliet ..... 1:00 PM to 3:30 PM

CPA Section Chairs and CPA Board of Directors Meeting ..... Joliet ..... 5:00 PM to 7:00 PM

Psychologie clinique – Lecture publique ..... Mackenzie ..... 7:00 PM to 9:00 PM

Les reminiscences... à quoi bon? Leur rôle dans le fonctionnement psychologique des personnes âgées

Philippe Cappeliez, Université d'Ottawa

**Pre-convention Workshop # 1 / Atelier précongrès** ..... Mackenzie ..... 9:00 AM to 4:00 PM

Development and Prevention of Aggressive Behaviour from Early Childhood to Adulthood

*Sponsored by:* The CPA Section on Clinical Psychology / Psychologists in Education / Developmental Psychology

*Presented by:* Richard E. Tremblay, Ph.D., René Charbonneau, Ph.D., Sylvana Coté, Ph.D., Jean Gervais, Ph.D., Jean Séguin, Ph.D., Frank Vitaro, Ph.D., Université de Montréal, GRIP, Montréal, QC

**Pre-convention Workshop # 2 / Atelier précongrès** ..... Hochelaga 5 ..... 8:30 AM to 4:00 PM

The Truth About Lies: Using Psychology to Detect Deception

*Sponsored by:* The CPA Section on Criminal Justice Psychology

*Presented by:* Stephen Porter, Ph.D., and Leanne ten Brinke, Ph.D. Student, University of British Columbia-Okanagan, Kelowna, BC

**Pre-convention Workshop # 3 / Atelier précongrès** ..... Hochelaga 4 ..... 9:00 AM to 2:30 PM

Professional Psychology Training Issues: Challenges, Conundrums, and Constructive Solutions

*Sponsored by:* CCPPP (Canadian Council of Professional Psychology Programs)

*Presented by:* Josephine C.H. Tan, Ph.D., Lakehead University, Thunder Bay, ON; Nicola P. Wright, Ph.D., Royal Ottawa Mental Health Centre, Ottawa, ON; Sandra L. Clark, Ph.D., BC Children's Hospital, Vancouver, BC; Rebecca M.I. Mills, Ph.D., River Valley Health Fredericton, NB; Robin Moszkowski, M.A., Children's Hospital of Eastern Ontario, Ottawa, ON; Donald H. Saklofske, Ph.D., University of Calgary, Calgary, AB; Andrew J. Starzomski, Ph.D., East Coast Forensic Psychiatric Hospital, Thunder Bay, ON; Nancy Link, Ph.D., Ontario Institute for Studies in Education of the University of Toronto, Toronto, ON

**Pre-convention Workshop # 4 / Atelier précongrès** ..... Hochelaga 6 ..... 8:30 AM to 4:00 PM

The Easy Part: Starting and Operating a Private Practice in Psychology

*Presented by:* Randy J. Paterson, Ph.D., Changeways Clinic, Vancouver, BC

**Pre-convention Workshop # 5 / Atelier précongrès** .....Péribonka ..... 9:00 AM to 4:30 PM  
Que savons-nous de l'efficacité des traitements psychologiques et quelles implications les données probantes peuvent-elles avoir sur la formation et la pratique?

*Parainé par* : Société canadienne de psychologie

*Présenté par* : Stéphane Guay, Ph.D., Université de Montréal, Montréal (Québec); Martin Provencher, Ph.D., Université Laval, Québec (Québec)

**Pre-convention Workshop # 6 / Atelier précongrès** .....Saint-François ..... 8:30 AM to 4:30 PM  
Le DSM-IV-TR dans le quotidien du psychologue praticien

*Parainé par* : L'Ordre des psychologues du Québec

*Présenté par* : Fabien Gagnon, médecin-psychiatre, Université Laval, Québec (Québec)

**Pre-convention Workshop # 7 / Atelier précongrès** .....Chaudière ..... 9:00 AM to 4:30 PM  
Using virtual reality to treat anxiety and other mental disorders: an in-depth perspective

*Sponsored by*: Canadian Psychological Association

*Presented by*: Stéphane Bouchard, Ph.D., Université du Québec en Outaouais, Hull, QC

**Pre-convention Workshop # 8 / Atelier précongrès** .....Harricana ..... 9:00 AM to 5:00 PM  
Using Qualitative Research to Develop Culturally Competent Evidence Based Practice

*Sponsored by*: Canadian Psychological Association

*Presented by*: Louise B. Silverstein, Ph.D., Carl F. Auerbach, Ph.D., Yeshiva University, New York, NY

**Pre-convention Workshop # 9 / Atelier précongrès** .....Matapédia ..... 9:00 AM to 4:30 PM  
Beginner's Guide to Structural Equation Modeling: Basic Concepts and Applications

*Sponsored by*: Canadian Psychological Association

*Presented by*: Barbara M. Byrne, School of Psychology, University of Ottawa

#### THURSDAY, JUNE 11, 2009 / JEUDI 11 JUIN 2009

**Section Business Meeting / Réunion d'affaires des sections** .....Matapédia ..... 8:00 AM to 8:55 AM  
Counselling Psychology / Psychologie du counseling

Sharon Cairns, University of Calgary

**Section Business Meeting / Réunion d'affaires des sections** .....Chaudière ..... 8:00 AM to 8:55 AM  
Psychoanalytic and Psychodynamic Psychology / Psychologie psychoanalytique et psychodynamique

Paul Jerry, Athabasca University

**Section Business Meeting / Réunion d'affaires des sections** .....Harricana ..... 8:00 AM to 8:55 AM  
Social and Personality Psychology / Psychologie sociale et de la personnalité

Sean Moore, University of Alberta

**Section Business Meeting / Réunion d'affaires des sections** .....Richelieu ..... 8:00 AM to 8:55 AM  
Extremism and Terrorism / Extrémisme et terrorisme

Wagdy Loza, Kingston Penitentiary

**Section Business Meeting / Réunion d'affaires des sections** .....Péribonka ..... 8:00 AM to 8:55 AM  
Community Psychology / Psychologie communautaire

Cyndi Brannen, IWK Health Centre

**Section Business Meeting / Réunion d'affaires des sections** .....Bersimis ..... 8:00 AM to 8:55 AM  
Clinical Psychology / Psychologie clinique

John Pearce, Alberta Children's Hospital

**Section Business Meeting / Réunion d'affaires des sections** .....Gatineau ..... 8:00 AM to 8:55 AM  
Adult Development and Aging / Développement adulte et vieillissement

Odetta Gould, Mount Allison University

**Section Business Meeting / Réunion d'affaires des sections** .....Saint-Laurent ..... 8:00 AM to 8:55 AM  
Psychophysiology / Psychophysologie

Alex Vincent

**Welcoming Ceremony / Cérémonie de bienvenue** ..... Jolliet ..... 9:00 AM to 9:55 AM  
Honoring our Best / Hommage au mérite

**CPA Presidential Address / Allocution présidentielle** ..... Jolliet ..... 10:00 AM to 10:55 AM  
Psychology of the Family and the Family of Psychology  
Catherine Lee, CPA President

**Invited Speaker (CPA) / Conférencière invitée (SCP)** ..... Harricana ..... 11:00 AM to 11:55 AM  
*Developmental Psychology / Psychologie du développement*  
“Unpacking” the Effects of Poverty on Children’s Health and Development: A Longitudinal Approach to the Transfer of Risk from Parent to Child  
Lisa Serbin, Concordia University

**Conversation Session ‘A’ / Séance de conversation** ..... Saint-François ..... 11:00 AM to 11:55 AM

**Poster Session ‘A’ / Présentation par affichage** ..... Hochelaga 1-6 ..... 11:30 AM to 1:25 PM  
Aboriginal Psychology / Psychologie autochtone; Environmental Psychology / Psychologie de l’environnement; Family Psychology / Psychologie de la famille; Industrial / Organizational Psychology / Psychologie industrielle et organisationnelle; International and Cross Cultural Psychology / Psychologie internationale et interculturelle; Psychology and Religion / Psychologie et religion; Sexual Orientation Psychology / Orientation sexuelle et identité sexuelle; Women and Psychology / Femmes et psychologie; Students in Psychology / Étudiants en psychologie

**CPA Humanitarian Award Recipient / Prix pour réalisation humanitaire** ... Jolliet ..... 11:30 AM to 12:55 PM  
Mental Health Care Delivery in Canada: Gaps, Needs and Opportunities  
André Picard, Public Health Reporter, Globe and Mail; Jennifer Frain, New Directions for Children, Youth, Adults & Families; John Hunsley, University of Ottawa; John Service, John Service Consulting

**Invited Speaker (CPA) / Conférencier invité (SCP)** ..... Mackenzie ..... 12:00 PM to 12:55 PM  
*Social and Personality Psychology / Psychologie sociale et de la personnalité*  
Regret and Counterfactual Thinking: Bias vs. Benefit  
Neal Roese, University of Illinois at Urbana-Champaign

**Section Business Meeting / Réunion d’affaires des sections** ..... Saint-François ..... 12:00 PM to 12:55 PM  
Sport and Exercise Psychology / Psychologie du sport et de l’exercice  
Tricia Orzeck, University of British Columbia & Kwantlen Polytechnic University

**Invited Speaker (CPA / Section) / Conférencier invité (SCP / section)** ..... Matapédia ..... 12:30 PM to 1:25 PM  
*History and Philosophy of Psychology / Histoire et philosophie de la psychologie*  
The Self and its Divarication: Dialogue, Narrative and Embodiment  
Henderikus Stam, University of Calgary

**Keynote (Section) / Conférencier de la section** ..... Saint-Laurent ..... 12:30 PM to 1:25 PM  
*Criminal Justice Psychology / Psychologie et justice pénale*  
Searching for What Works: Following a Crooked Road  
James Bonta, Public Safety Canada

**Invited Speaker (CPA) / Conférencier invité (SCP)** ..... Mackenzie ..... 1:00 PM to 1:55 PM  
Le Modèle d’acculturation interactif (MAI) : Une décennie de recherche  
Richard Bourhis, Université du Québec à Montréal

**Presidential Symposium / Symposium présidentielle** ..... Jolliet ..... 1:30 PM to 2:55 PM  
Evidence-Based Psychological Services for Children and Youth  
Catherine M Lee, CPA President; Matthew Sanders, University of Queensland;  
Ian G Manion, Children’s Hospital of Eastern Ontario; Bonnie J Leadbeater, University of Victoria

**Conversation Session ‘B’ / Séance de conversation** ..... Saint-François ..... 1:30 PM to 2:25 PM

**Keynote (Section) / Conférencier de la section** ..... Mackenzie ..... 2:00 PM to 2:55 PM  
*Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle*  
Beyond the Individual: Contextual Influences on Work Attendance  
Gary Johns, Concordia University

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- Invited Speaker (CPA) / Conférencier invité (SCP)** .....Richelieu ..... 2:00 PM to 2:55 PM  
*Criminal Justice Psychology / Psychologie et justice pénale*  
 Psychopathy, Behavioral Genetics, Neuroscience, and Culpability  
Robert Hare, CPA Invited Speaker
- Poster Session 'B' / Présentation par affichage** .....Hochelaga 1-6 ..... 3:00 PM to 4:55 PM  
 Brain and Behaviour / Cerveau et comportement ; Clinical Neuropsychology / Neuropsychologie clinique; Counselling Psychology / Psychologie du counseling ; Criminal Justice Psychology / Psychologie et justice pénale ; Psychology in the Military / Psychologie du milieu militaire ; Substance Abuse / Dependence / Toxicomanies ; Traumatic Stress / Stress traumatique
- Invited Speaker (CPA) / Conférencier invité (SCP)** .....Joliet ..... 3:00 PM to 4:55 PM  
*Clinical Psychology / Psychologie clinique*  
 Depression in Older Adults: Assessment and Psychological Interventions  
Philippe Cappeliez, University of Ottawa
- Invited Speaker (CPA) / Conférencier invité (SCP)** .....Duluth ..... 3:00 PM to 3:55 PM  
*Rural and Northern Psychology / Psychologie des communautés rurales et nordiques*  
 From a community's point of view: Indigenizing suicide prevention  
Michael Kral, University of Illinois
- CPA Education and Training Award / Prix de l'éducation et de la formation** Mackenzie ..... 3:00 PM to 3:55 PM  
 All You Have To Do Is Listen  
Meredith Kimball, Simon Fraser University
- Symposium** .....Bersimis ..... 3:00 PM to 4:25 PM  
*Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle*  
 GLBT Research in Canada: VII  
Kevin Alderson, University of Calgary
- Keynote (Section) / Conférencier de la section** .....Harricana ..... 4:00 PM to 4:55 PM  
*Psychologists in Education / Psychologues en éducation*  
 Giftedness is Not What it Used to Be, School is Not What it Used to Be, Their Future, and Why Psychologists in Education Should Care  
Bruce Shore, McGill University; Joseph Snyder, Concordia University
- Conversation Session 'C' / Séance de conversation** .....Saint-François ..... 4:00 PM to 4:55 PM
- Section Business Meeting / Réunion d'affaires des sections** .....Joliet ..... 5:00 PM to 5:55 PM  
 Traumatic Stress / Stress traumatique  
Alain Brunet, University Institute of Mental Health Douglas
- Reception / Réception** .....Harricana ..... 5:00 PM to 5:55 PM  
*Psychologists in Education / Psychologues en éducation*  
Joseph Snyder, Concordia University
- Section Business Meeting / Réunion d'affaires des sections** .....Saint-François ..... 5:00 PM to 5:55 PM  
 Brain and Behaviour / Cerveau et comportement  
Robert St. John, Psychology, Royal Military College
- Presidential Reception & CPA Foundation** .....Marquette ..... 6:00 PM TO 8:00 PM  
**Silent Auction / Réception présidentielle et enchères silencieuses pour la Fondation de la SCP**
- FRIDAY, JUNE 12, 2009 / VENDREDI 12 JUIN 2009**
- Section Business Meeting / Réunion d'affaires des sections** .....Joliet ..... 8:00 AM to 8:55 AM  
 Psychopharmacology / Psychopharmacologie  
David Nussbaum, University of Toronto
- Section Business Meeting / Réunion d'affaires des sections** .....Duluth ..... 8:00 AM to 8:55 AM  
 Students in Psychology / Étudiants en psychologie  
Kelly Smith, Queen's University

- Section Business Meeting / Réunion d'affaires des sections** .....Mackenzie ..... 8:00 AM to 8:55 AM  
Developmental Psychology / Psychologie du développement  
Jennifer Sullivan, St. Francis Xavier University
- Section Business Meeting / Réunion d'affaires des sections** .....Matapédia ..... 8:00 AM to 8:55 AM  
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle  
E Kevin Kelloway, Saint Mary's University
- Section Business Meeting / Réunion d'affaires des sections** .....Chaudière ..... 8:00 AM to 8:55 AM  
Psychologists in Education / Psychologues en éducation  
Joseph Snyder, Concordia University
- Section Business Meeting / Réunion d'affaires des sections** .....Harricana ..... 8:00 AM to 8:55 AM  
Environmental Psychology / Psychologie de l'environnement  
Jennifer Veitch, National Research Council / Institute for Research in Construction
- Section Business Meeting / Réunion d'affaires des sections** .....Richelieu ..... 8:00 AM to 8:55 AM  
Teaching of Psychology / Enseignement de la psychologie  
Nicholas Skinner, King's University College
- Section Business Meeting / Réunion d'affaires des sections** .....Péribonka ..... 8:00 AM to 8:55 AM  
Family Psychology / Psychologie de la famille  
Ranjana Jha, Private Practice
- Section Business Meeting / Réunion d'affaires des sections** .....Bersimis ..... 8:00 AM to 8:55 AM  
Women and Psychology / Femmes et psychologie  
Teresa Janz, Statistics Canada
- Section Business Meeting / Réunion d'affaires des sections** .....Gatineau ..... 8:00 AM to 8:55 AM  
Substance Abuse / Dependence / Toxicomanies  
David Teplin, OATC / CDC / YRATC
- Committee Business Meeting / Réunion d'affaires** .....Saint-François ..... 8:00 AM to 8:55 AM  
Professional Affairs Committee  
Lorne Sexton, St. Boniface General Hospital
- Honorary President's Address / Allocution du président d'honneur** .....Grand Salon ..... 9:00 AM to 9:55 AM  
Adoption of a Public Health Perspective in the Delivery of Evidence-Based Parenting Intervention: Benefits and Challenges  
Matthew Sanders, Parenting and Family Support Centre, The University of Queensland
- Science & Applications Keynote Address / Conférence "Science et Applications"** Grand Salon ..... 10:30 AM to 11:25 AM  
Towards a Unified Transdiagnostic Treatment for Emotional Disorders  
David Barlow, Boston University
- President's New Researcher's Award Symposium / Symposium pour les récipiendaires du Prix du nouveau chercheur** .....Mackenzie ..... 11:30 AM to 12:55 PM  
Catherine M Lee, University of Ottawa
- Poster Session 'C' / Présentation par affichage** .....Hochelaga 1-6 ..... 11:30 AM to 1:25 PM  
Developmental Psychology / Psychologie du développement ; Psychologists in Education / Psychologues en éducation ;  
Teaching of Psychology / Enseignement de la psychologie
- Keynote (Section) / Conférencier de la section** .....Matapédia ..... 11:30 AM to 12:25 PM  
*History and Philosophy of Psychology / Histoire et philosophie de la psychologie*  
The Evolution of Empathic Cruelty and its place in the Social Brain and Human Nature  
Allan Young, McGill University
- Keynote (Section) / Conférencière de la section** .....Saint-François ..... 11:30 AM to 12:25 PM  
*Environmental Psychology / Psychologie de l'environnement*  
Climate Change: The Issues, the Solutions and the Role You (Can?) Play in Them  
Louise Davey, The Climate Project - Canada
-



- Committee Business Meeting / Réunion d'affaires** ..... Yamaska ..... 11:30 AM to 1:25 PM  
 CPA Foundation  
Thomas Hadjistavropoulos, University of Regina; Karen Cohen, Canadian Psychological Association; Ken Craig, University of British Columbia
- Invited Speaker (CPA / Section) / Conférencier invité (SCP / section)** ..... Joliet ..... 12:30 PM to 1:25 PM  
*Health Psychology / Psychologie de la santé*  
 Attracting and Retaining Blood Donors: Bench to Donor Bedside Applications of Health Psychology  
Christopher France, Ohio University
- Committee Business Meeting / Réunion d'affaires** ..... Matapédia ..... 12:30 PM to 1:25 PM  
 International Relations Committee  
Janel Gauthier, Université Laval
- Invited Speaker (CPA) / Conférencier invité (SCP)** ..... Saint-François ..... 12:30 PM to 1:25 PM  
*Environmental Psychology / Psychologie de l'environnement*  
 Contributions of Psychology to Meeting the Challenges of Climate Change  
Paul Stern, National Research Council
- The Family of Psychology Keynote Address / Conférence**  
**"La Famille de la Psychologie"** ..... Grand Salon ..... 1:30 PM to 2:25 PM  
 Rich False Memories  
Elizabeth Loftus, University of California at Irvine
- Poster Session 'D' / Présentation par affichage** ..... Hochelaga 1-6 ..... 2:30 PM to 4:25 PM  
 Clinical Psychology / Psychologie clinique ; Psychoanalytic & Psychodynamic / Psychoanalytique et psychodynamique
- Invited Speaker (CPA / Section) / Conférencière invitée (SCP / section)** ... Joliet ..... 2:30 PM to 3:25 PM  
*Teaching of Psychology / Enseignement de la psychologie*  
 Building Psychological Thinkers from Day One  
Jane Halonen, University of West Florida
- Invited Speaker (CPA) / Conférencier invité (SCP)** ..... Duluth ..... 2:30 PM to 3:25 PM  
*International and Cross-Cultural Psychology / Psychologie internationale et interculturelle*  
 Rethinking culture in psychopathology and clinical practice  
Laurence Kirmayer, McGill University
- Keynote (Section) / Conférencière de la section** ..... Mackenzie ..... 2:30 PM to 3:25 PM  
*Developmental Psychology / Psychologie du développement*  
 Breaking through mindblindness: Infants' implicit understanding of the human mind  
Diane Poulin-Dubois, Concordia University
- Committee Business Meeting / Réunion d'affaires** ..... Saint-Charles ..... 2:30 PM to 3:25 PM  
 Education and Training Committee  
Martin Antony, Ryerson University
- Keynote (Section) / Conférencier de la section** ..... Richelieu ..... 3:00 PM to 3:55 PM  
*Health Psychology / Psychologie de la santé*  
 Young Investigator Award Presentation
- Keynote (Section) / Conférencière de la section** ..... Gatineau ..... 3:00 PM to 3:55 PM  
*Women and Psychology / Femmes et psychologie*  
 Reading Self Help: How Mothers Engage with Parenting Books  
Elizabeth Church, Mount Saint Vincent University
- Keynote (Section) / Conférencière de la section** ..... Mackenzie ..... 3:30 PM to 4:55 PM  
*Psychoanalytic and Psychodynamic Psychology / Psychologie psychoanalytique et psychodynamique*  
 Otto Weininger Memorial Address  
Polly Young-Eisendrath, University of Vermont

- Keynote (Section) / Conférencière de la section** .....Péribonka ..... 3:30 PM to 4:25 PM  
*Counselling Psychology / Psychologie du counseling*  
Non-Suicidal Self-Injury: The Challenge for Counsellors  
Nancy Heath, McGill University
- Section Business Meeting / Réunion d'affaires des sections** .....Matapédia ..... 4:00 PM to 4:55 PM  
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle  
Kevin Alderson, University of Calgary
- Reception / Réception** .....Richelieu ..... 4:00 PM to 4:55 PM  
*Health Psychology / Psychologie de la santé*  
Tavis Campbell, University of Calgary
- Reception / Réception** .....Gatineau ..... 4:00 PM to 4:55 PM  
*Women and Psychology / Femmes et psychologie*  
Teresa Janz, Statistics Canada
- Reception / Réception** .....Harricana ..... 4:30 PM to 5:25 PM  
*Sport and Exercise Psychology / Psychologie du sport et de l'exercice*  
Tricia Orzech, University of British Columbia & Kwantlen Polytechnic University; Peter Crocker, University of British Columbia; Jill Tracey, Wilfrid Laurier University; Gerry Farthing, University of Saskatchewan; Hannah Marchand, University of Ottawa
- Reception / Réception** .....Péribonka ..... 4:30 PM to 5:25 PM  
*Counselling Psychology / Psychologie du counseling*  
Sharon Cairns, University of Calgary
- Reception / Réception** .....Bersimis ..... 4:30 PM to 5:25 PM  
*Students in Psychology / Étudiants en psychologie*  
Kelly Smith, Queen's University
- Annual General Meeting / Assemblée générale annuelle** .....Grand Salon ..... 5:30 PM to 7:25 PM
- SATURDAY, JUNE 13, 2009 / SAMEDI 13 JUIN 2009**
- Committee Business Meeting / Réunion d'affaires** .....Suite 2145 ..... 8:00 AM to 8:55 AM  
Past President's Committee Business Meeting  
Catherine Lee, University of Ottawa
- Section Business Meeting / Réunion d'affaires des sections** .....Joliet ..... 8:00 AM to 8:55 AM  
Aboriginal Psychology / Psychologie autochtone  
Dana Bova, St. Joseph's Care Group
- Section Business Meeting / Réunion d'affaires des sections** .....Duluth ..... 8:00 AM to 8:55 AM  
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle  
Randal Tonks, Camosun College
- Section Business Meeting / Réunion d'affaires des sections** .....Mackenzie ..... 8:00 AM to 8:55 AM  
Health Psychology / Psychologie de la santé  
Tavis Campbell, University of Calgary
- Section Business Meeting / Réunion d'affaires des sections** .....Matapédia ..... 8:00 AM to 9:25 AM  
History and Philosophy of Psychology / Histoire et philosophie de la psychologie  
Christopher Peet, King's University College
- Section Business Meeting / Réunion d'affaires des sections** .....Harricana ..... 8:00 AM to 8:55 AM  
Psychology and Religion / Psychologie et religion  
Marvin McDonald, Trinity Western University
- Section Business Meeting / Réunion d'affaires des sections** .....Richelieu ..... 8:00 AM to 8:55 AM  
Criminal Justice Psychology / Psychologie et justice pénale  
Norma Jean Folsom, Correctional Service of Canada
-

- Section Business Meeting / Réunion d'affaires des sections** .....Péribonka ..... 8:00 AM to 8:55 AM  
 Psychology in the Military / Psychologie du milieu militaire  
Peter Bradley, Royal Military College of Canada
- Section Business Meeting / Réunion d'affaires des sections** .....Bersimis ..... 8:00 AM to 8:55 AM  
 Perception, Learning and Cognition / Perception, apprentissage et cognition  
James Clark, University of Winnipeg
- Section Business Meeting / Réunion d'affaires des sections** .....Gatineau ..... 8:00 AM to 8:55 AM  
 Clinical Neuropsychology / Neuropsychologie clinique  
Grant Iverson, University of British Columbia
- Committee Business Meeting / Réunion d'affaires** .....Saint-François ..... 8:00 AM to 8:55 AM  
 Membership Committee  
David Dozois, University of Western Ontario
- Committee Business Meeting / Réunion d'affaires** .....Yamaska ..... 8:00 AM to 9:55 AM  
 Publications Committee  
Peter Bieling, St. Joseph's Hospital
- Committee Business Meeting / Réunion d'affaires** .....Suite 2145 ..... 9:00 AM to 9:55 AM  
 Public Policy Committee  
Catherine Lee, University of Ottawa
- Poster Session 'E' / Présentation par affichage** .....Hochelaga 1-6 ..... 9:00 AM to 10:55 AM  
 Community Psychology / Psychologie communautaire; Social and Personality / Psychologie sociale et de la personnalité
- Invited Speaker (CPA / Section) / Conférencier invité (SCP / section)** .....Joliet ..... 9:00 AM to 10:55 AM  
*Substance Abuse / Dependence / Toxicomanies*  
 Integrated Model for Treatment of Individuals with Co-Occurring Psychiatric and Substance Disorders  
Kenneth Minkoff, Comprehensive Continuous Integrated System of Care
- CPA Donald O. Hebb Award / Prix Donald O. Hebb** .....Duluth ..... 9:00 AM to 9:55 AM  
 Chronic Insomnia: Recent Advances and Innovations  
Charles Morin, École de psychologie, Université Laval
- Symposium** .....Harricana ..... 9:00 AM to 10:25 AM  
*Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle*  
 The Effects of Organizational and Managerial Practices on Job Performance  
Tracy Hecht, John Molson School of Business
- CPA Gold Medal Award / Prix de la médaille d'or** .....Duluth ..... 10:00 AM to 10:55 AM  
 Mental Disorders are Brain Disorders: You think?  
Robert Pihl, McGill University
- Committee Business Meeting / Réunion d'affaires** .....Yamaska ..... 10:00 AM to 10:55 AM  
 Canadian National Committee of the National Research Council for the International Union of Psychological Science  
Janel Gauthier, Université Laval
- Professional Award / Prix professionnel** .....Duluth ..... 11:00 AM to 11:55 AM  
 Provoking Evolution in Child and Youth Mental Health  
Ian Manion, Provincial Centre of Excellence for Child and Youth Mental Health
- Committee Business Meeting / Réunion d'affaires** .....Yamaska ..... 11:00 AM to 11:55 AM  
 Scientific Affairs Committee  
David Dozois, University of Western Ontario
- Committee Business Meeting / Réunion d'affaires** .....Nicolet ..... 11:00 AM to 12:55 PM  
 Ethics Committee  
Carole Sinclair, The Hincks-Dellcrest Treatment Centre

**Committee Business Meeting / Réunion d'affaires**

Task Force on Supply and Demand for Psychologists .....Suite 2145 .....12:00 PM to 12:55 PM  
Catherine Lee, University of Ottawa

**Section Business Meeting / Réunion d'affaires des sections** .....Gatineau .....12:30 PM to 1:25 PM

Rural and Northern Psychology / Psychologie des communautés rurales et nordiques  
Karen Dyck, University of Manitoba

**Poster Session 'F' / Présentation par affichage** .....Hochelaga 1-6 .....1:00 PM to 2:55 PM

Adult Developmental and Aging / Développement adulte et vieillissement ; Health Psychology / Psychologie de la santé ;  
Perception, Learning and Cognition / Perception, apprentissage et cognition ; Psychophysiology / Psychophysiologie

**Committee Business Meeting / Réunion d'affaires** .....Yamaska .....1:00 PM to 1:55 PM

CP Editorial Committee  
John Hunsley, University of Ottawa

**Committee Business Meeting / Réunion d'affaires** .....Yamaska .....2:00 PM to 2:55 PM

CJEP Editorial Committee  
Simon Grondin, Université Laval

**Committee Business Meeting / Réunion d'affaires** .....Yamaska .....3:00 PM to 3:55 PM

CJBS Editorial Committee  
Greg Irving, Wilfrid Laurier University

**Committee Business Meeting / Réunion d'affaires** .....Richelieu .....5:00 PM to 5:55 PM

Convention Committee  
Peter Graf, University of British Columbia

**SUNDAY, JUNE 14, 2009 / DIMANCHE 14 JUIN 2009**

**CPA Board of Directors Meeting** .....Richelieu .....8:30 AM to 5:00 PM

**Council of Professional Associations of Psychologists Meeting (CPAP)** .....Péribonka .....8:00 AM to 5:00 PM

**MONDAY, JUNE 15, 2009 / LUNDI 15 JUIN 2009**

**Council of Professional Associations of Psychologists Meeting (CPAP)** .....Péribonka .....8:00 AM to 5:00 PM

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**PRE-CONVENTION WORKSHOP  
REGISTRATION**


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**FAIRMONT THE QUEEN ELIZABETH HOTEL**

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

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

Tuesday, June 9, 2009	7:00 PM - 9:00 PM
Wednesday, June 10, 2009	7:30 AM - 9:00 AM

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**INSCRIPTIONS AUX ATELIERS  
PRÉCONGRÈS**


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**FAIRMONT LE REINE ELIZABETH**

**Les participants pour les ateliers précongrès** peuvent obtenir leurs trousseaux au comptoir d'inscription au niveau Mezzanine de l'hôtel.

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

mardi 9 juin 2009	19 h à 21 h
mercredi 10 juin 2009	7 h 30 à 9 h

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**CONVENTION REGISTRATION  
FAIRMONT THE QUEEN ELIZABETH HOTEL**


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Registration for participants, exhibitors and companions will be located on the mezzanine level of the hotel.

**Registration area will remain open from:**

Wednesday, June 10, 2009	6:00 PM - 8:00 PM
Thursday, June 11, 2009	8:00 AM - 6:00 PM
Friday, June 12, 2009	7:30 AM - 5:00 PM
Saturday, June 13, 2009	7:30 AM - 2:00 PM

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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 niveau Mezzanine de l'hôtel.

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

mercredi 10 juin 2009	18 h à 20 h
jeudi 11 juin 2009	8 h à 18 h
vendredi 12 juin 2009	7 h 30 à 17 h
samedi 13 juin 2009	7 h 30 à 14 h

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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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**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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**EXHIBITOR SHOW DATE & TIME**


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Thursday, June 11, 2009	11:00 AM - 6:00 PM
Friday, June 12, 2009	11:30 AM - 4:30 PM
Saturday, June 13, 2009	9:00 AM - 3:00 PM

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

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**DATES ET HEURES DES EXPOSITIONS**


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jeudi 11 juin 2009	11 h à 18 h
vendredi 12 juin 2009	11 h 30 à 16 h 30
samedi 13 juin 2009	9 h à 15 h

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

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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 Mezzanine Level of the hotel.

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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 niveau Mezzanine de l'hôtel.

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**SOCIAL ACTIVITIES**

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**FIRST TIME PRESENTERS BREAKFAST**

(By invitation)

Thursday, June 11, 2009

8:00 AM TO 8:55 AM

Saint-François

Fairmont The Queen Elizabeth Hotel



**PRESIDENTIAL RECEPTION/CPA FOUNDATION  
SILENT AUCTION**

(All welcome)

Thursday, June 11, 2009

6:00 PM TO 8:00 PM

Marquette

Fairmont The Queen Elizabeth Hotel

Items to be auctioned off are donated



**STREETS OF MONTRÉAL**

(Buffet)

(Ticket holders only)

Friday, June 12, 2009

7:30 PM TO 10:00 PM

Saint François

Fairmont The Queen Elizabeth Hotel

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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 11 juin 2009

8 h à 8 h 55

Saint-François

Fairmont Le Reine Elizabeth



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

(Bienvenue à tous et à toutes)

jeudi 11 juin 2009

18 h - 20 h

Marquette

Fairmont Le Reine Elizabeth

Les articles mis aux enchères sont des dons



**LES RUES DE MONTRÉAL**

(Buffet)

(Détenteurs de billet seulement)

vendredi 12 juin 2009

19h 30 h à 22 h

Saint-François

Fairmont Le Reine Elizabeth

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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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**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'inscrip-  
tion).

## 2009 EXHIBITORS - EXPOSANTS

**Booth #1 & 2 / Stand No. 1& 2**

**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  
[www.cpa.ca](http://www.cpa.ca)

**Booth # 3 / Stand No. 3**

**Scotiabank**

10<sup>th</sup> floor-44 King Street West  
Toronto, ON M5H 1H1  
Tel: (416) 933-2550  
Fax: (416) 529-5512  
[www.scotiabank.com](http://www.scotiabank.com)

**Booth #4 & 5/ Stand No. 4 & 5**

**PsychCorp**

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

**Booth # 6 / Stand No. 6**

**Association of State & Provincial Psychology Boards  
(ASPPB)**

P O Box 241245  
Montgomery AL 36124  
Tel: (334) 832-4580  
Fax: (334) 269-6379  
[www.asppb.org](http://www.asppb.org)

**Booth #7 / Stand No. 7**

**McFarlan Rowlands Insurance**

380 York Street,  
London, ON N6B 1P9  
Tel: (519) 679-5440  
Fax: (519) 679-9744  
[www.mcfarlanrowlands.com](http://www.mcfarlanrowlands.com)

**Booth #8 / Stand No.8**

**MHS Inc.**

3770 Victoria Park Ave.  
Toronto, ON M2H 3M6  
Tel: (416) 492-2627  
Fax: (416) 492-3343  
[www.mhs.com](http://www.mhs.com)

**Booth #9/ Stand No . 9**

**Alcoholics Anonymous**

475 Riverside Dr.  
11<sup>th</sup> Floor  
New York NY 10115  
Tel: (212) 870-3400  
[www.aa.org](http://www.aa.org)

**Booth #10/ Stand No. 10**

**The Personal Insurance Co.**

10<sup>th</sup> Floor- 3 Robert Speck Parkway  
Mississauga ON LZ4 3Z9  
Tel: 905-306-5364  
Fax: 905-306-5264  
[www.thepersonal.com](http://www.thepersonal.com)

**Booth #11/ Stand No. 11**

**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# 12/ Stand No. 12**

**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 #13 / Stand No. 13**

**Canada Revenue Agency**

4th Floor - 750 Heron Road  
Ottawa ON K1A 0L5  
Tel: (613) 946-5308  
Fax: (613) 941-1440

**Booth #14 / Stand No. 14**

**Edgewood**

2121 Boxwood Road  
Nanaimo BC V9S 4L2  
Tel: (250) 751-0111  
[www.edgewood.ca](http://www.edgewood.ca)

**Booth # 15 / Stand No. 15**

**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 #16/ Stand No. 16**

**Institute of Psychological Research/**

**Institut de Recherches Psychologiques**

34 Rue Fleury ouest  
Montreal QC H3L 1S9  
Tel: (514) 382-3000  
[www.i-r-p.ca](http://www.i-r-p.ca)

## 2009 EXHIBITORS - EXPOSANTS

**Booth #17 / Stand No. 17**

**McGraw Hill Ryerson**  
300 Water St.  
Whitby, ON L1N 9B6  
Tel: (905) 430-5078  
Fax: (905) 430-5172  
[www.mcgrawhill.ca](http://www.mcgrawhill.ca)

**Booth # 18 / Stand No. 18**

**American Psychological Association**  
150 First St. NE  
Washington, DC 20002  
Tel: (202) 336-5570  
Fax: (202) 336-6191  
[www.apa.org](http://www.apa.org)

**Booth # 19 & 20 / Stand No. 19 & 20**

**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 #21/ Stand No.21**

**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 # 22/ Stand No.22**

**Canadian Special Operations Forces Command**  
National Defence Headquarters  
101 Colonel By Drive  
Ottawa ON K1A 0K2  
613 719-0961  
613 838-9388  
[www.cansofcom.forces.gc.ca](http://www.cansofcom.forces.gc.ca)

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

**Canadian Population Health Initiative**  
Canadian Institute for Health Information  
Suite 600-495 Richmond Rd.  
Ottawa, ON K2A 4H6  
Tel: (613) 694-7038  
Fax: (613) 241-8021  
[www.cihi.ca](http://www.cihi.ca)

**Booth # 24/ Stand No. 24**

**Correctional Service of Canada**  
Health Services  
440 King St. West, P.O. Box 1174  
Room 102 Red Cross Lodge  
Kingston ON K7L 4Y8





## ***Go to the Head of the Class***

### ***Information from ASPPB to licensure applicants and students***

*ASPPB, the association of psychology licensing boards in the United States and Canada, has developed resources for candidates for licensure and psychology students available on [www.asppb.net](http://www.asppb.net).*

### ***Information for students and candidates for licensure preparing to take the EPPP:***

- Practice EPPP Exams
- Items from Previous Exams
- Myths vs. Reality of the EPPP
- Psychology Exam Scores by Doctoral Programs
- EPPP Passing Score Requirements
- Licensure requirements for jurisdictions in the U.S. and Canada

### ***ASPPB's Credentials Verification Program (CVP) offers a new service to students and EPPP candidates:***

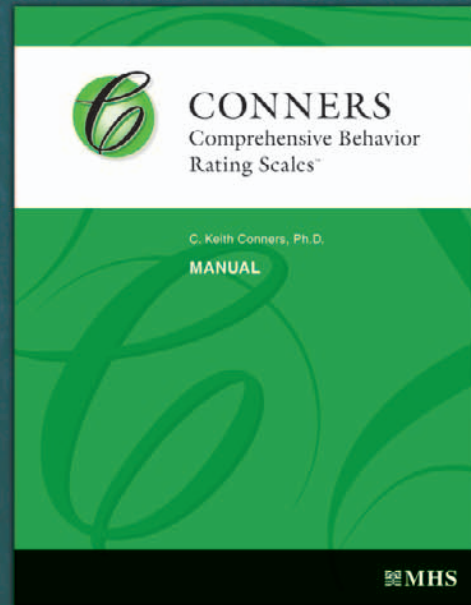
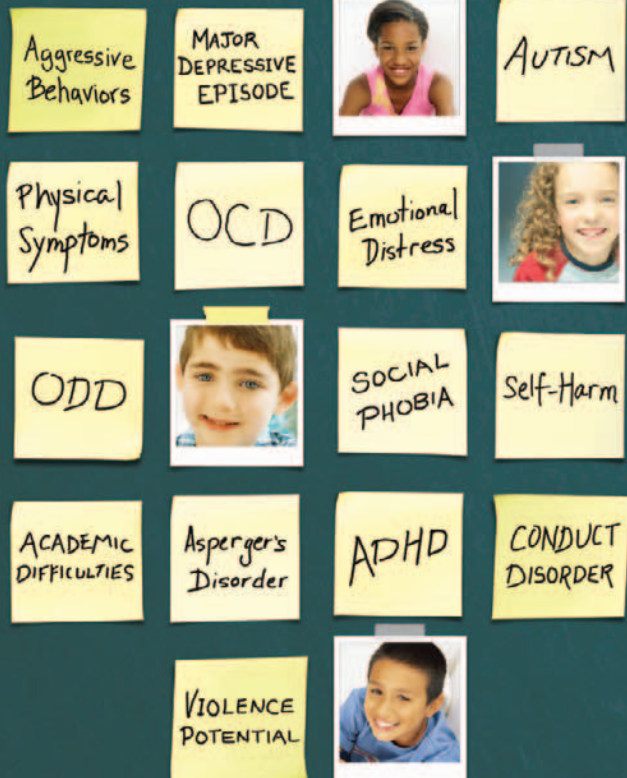
- Information entered in your EPPP online application process can be used to begin your personalized CVP profile
- Credentials are verified and ready for initial licensure applications, job applications, insurance verifications, and many other issues
- Credentials are electronically stored for safekeeping



**Association of State and Provincial Psychology Boards**  
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[www.banquescotia.com/psychologues](http://www.banquescotia.com/psychologues)

### Professions libérales Scotia



<sup>MD</sup> Marque déposée de La Banque de Nouvelle-Écosse.

## Your Canadian Psychology Publisher Welcomes You to This Year's CPA Conference!

It is said that the only constant is change. I couldn't agree more. As the new editor for Psychology at Nelson Education Ltd., there are so many new steps along the path—but the journey is such a rewarding one!

The year 2009 brings with it tremendous additions to the post-secondary market, heralded by three exciting new editions of Canadian best-sellers: Coon/Mitterer/Brown/Malik/McKenzie's *Psychology: A Journey*, Third Canadian Edition; Shaffer/Wood/Willoughby's *Developmental Psychology: Childhood and Adolescence*; and the new Canadian market leader, Weiten/McCann's *Psychology: Themes and Variations*.

I am also pleased to introduce the new First Canadian Edition of Galotti's *Cognitive Psychology: In and Out of the Laboratory*, adapted by the University of Waterloo's Fernandes, Fugelsang, and Stolz. This title joins a broad upper-level list of psychology titles that now includes SAGE Publications and the Houghton Mifflin list, led by great Canadian titles such as Bernstein/Cramer/Fenwick/Fraser's *Psychology*, First Canadian Edition and Brehm/Kassin/Fein/Burke's *Social Psychology*, First Canadian Edition.

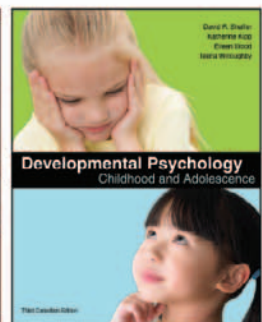
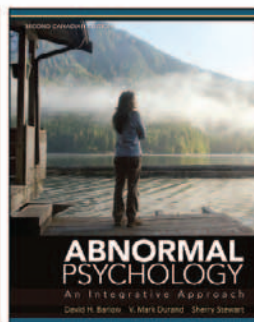
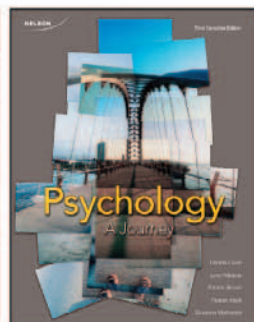
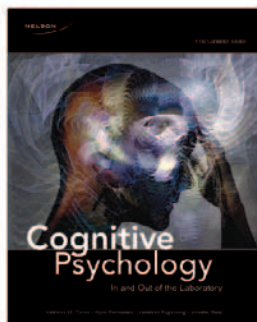
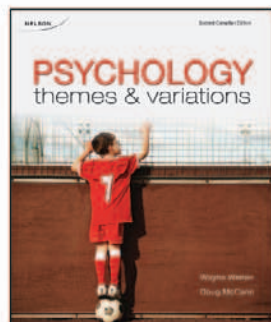
The most innovative change for Nelson is our newest initiative for 2009, and it comes in the form of testing. We are happy to introduce you to the Nelson Education Testing Advantage (NETA). NETA is a multi-levelled program, created in partnership with David DiBattista, a 3M National Teaching Fellow, professor of psychology at Brock University, and researcher in the area of multiple-choice testing. Available with specific titles, NETA endeavours to help improve assessment to the point that it moves students "beyond remembering" to a level of understanding that assesses higher-level thinking. I encourage you to contact your local Nelson Sales Representative, who will provide you with all of the exciting details of our NETA program. I sincerely invite you to join Nelson on this journey of change: after all, it is only with others that its constancy is enjoyable.

I look forward to seeing you at our booth at the 2009 CPA Conference.



Lenore Taylor-Atkins

Senior Acquisitions Editor





**2009-06-11 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MATAPÉDIA**

**Section Business**                    **COUNSELLING PSYCHOLOGY/PSYCHOLOGIE DU COUNSELING**  
**Meeting/Réunion**                Sharon Cairns, University of Calgary  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

Members of the Section of Counselling Psychology are invited to attend this Annual General Meeting.

**2009-06-11 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CHAUDIÈRE**

**Section Business**                    **PSYCHOANALYTIC AND PSYCHODYNAMIC PSYCHOLOGY/PSYCHOLOGIE**  
**Meeting/Réunion**                **PSYCHOANALYTIQUE ET PSYCHODYNAMIQUE**  
**d'affaires des sections**        Paul Jerry, Athabasca University  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

This meeting is the formal annual business meeting for the Section.

**2009-06-11 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – HARRICANA**

**Section Business**                    **SOCIAL AND PERSONALITY PSYCHOLOGY/PSYCHOLOGIE SOCIALE ET DE LA**  
**Meeting/Réunion**                **PERSONNALITÉ**  
**d'affaires des sections**        Sean E Moore, University of Alberta  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

Discussion of Section Activities

**2009-06-11 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – RICHELIEU**

**Section Business**                    **EXTREMISM AND TERRORISM/EXTRÉMISME ET TERRORISME**  
**Meeting/Réunion**                Wagdy Loza, Kingston Penitentiary  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-11 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – PÉRIBONKA**

**Section Business**                    **COMMUNITY PSYCHOLOGY/PSYCHOLOGIE COMMUNAUTAIRE**  
**Meeting/Réunion**                Cyndi L Brannen, IWK Health Centre  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-11 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – BERSIMIS**

**Section Business**                    **CLINICAL PSYCHOLOGY/PSYCHOLOGIE CLINIQUE**  
**Meeting/Réunion**                John Pearce, Alberta Children's Hospital  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

This is the Annual Business meeting of the Clinical Section.

**2009-06-11 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – GATINEAU**

**Section Business**                    **ADULT DEVELOPMENT AND AGING/DÉVELOPPEMENT ADULTE ET**  
**Meeting/Réunion**                **VIELLISSEMENT**  
**d'affaires des sections**        Odette Gould, Mount Allison University  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-11 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – SAINT-LAURENT**

**Section Business**                      **PSYCHOPHYSIOLOGY/PSYCHOPHYSIOLOGIE**  
**Meeting/Réunion**                      Alex Vincent  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-11 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – JOLLIET/DULUTH/MACKENZIE**

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

Welcome to the 70th Annual Convention of the Canadian Psychological Association! Our partners, l'Ordre des psychologues du Québec, 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 70e congrès annuel de la Société canadienne de psychologie! Nos partenaires, l'Ordre des psychologues du Québec, 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 : Robert O Pihl
- ▶ 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 : Meredith M. Kimball
- ▶ CPA Award for Distinguished Contributions to Psychology as a Profession/ Prix professionnel pour contributions remarquables à la psychologie en tant que profession : Ian G. Manion
- ▶ 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 : Charles Morin
- ▶ CPA Distinguished Practitioner Award/Prix pour contributions remarquables à la pratique de la psychologie : Terry D. Pezot-Pearce
- ▶ CPA Award for Distinguished Contributions to Public or Community Service/ Prix pour contributions remarquables au service public ou communautaire : Adam S. Radomsky
- ▶ CPA Award for Distinguished Contributions to the International Advancement of Psychology/Prix pour contributions remarquables à l'avancement international de la psychologie : Robert Hare
- ▶ CPA Humanitarian Award/Prix pour réalisations humanitaires : André Picard, Reporter for the Globe and Mail
- ▲ New CPA Fellows and President's New Researchers Awards : Simon Grondin, Laurence R. Harris, Wendy L. Josephson, Joel Katz, Thomas Teo.
- ▲ President's New Researcher Awards/Prix du nouveau chercheur décerné par le président : Andrew G. Ryder, Simon B. Sherry, Brett D. Thombs.

**2009-06-11 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – JOLLIET/DULUTH/MACKENZIE**

**CPA Presidential**                      **PSYCHOLOGY OF THE FAMILY AND THE FAMILY OF PSYCHOLOGY**  
**Address/Allocution**                      Catherine M Lee, CPA President  
**présidentielle**

Psychology of the family is at the interface of basic and applied science and lays a solid foundation for family-based interventions. Families are diverse and constantly changing. In the 2009 Presidential Address I will examine issues that are fundamental to an understanding of families including: balancing multiple roles, working together in caring for those who are vulnerable, understanding reciprocal relationships, dealing with diversity and differences, adapting in response to developmental transitions as well as external stressors, and the importance of warmth, cohesion and effective communication. These concepts apply equally to the family of psychology, the vast science and practice that span the spectrum of approaches to understanding and changing human behaviour. I will conclude by exploring ways that these concepts, when applied to organized psychology, can help the family of psychology grow and develop.



2009-06-11 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – MATAPÉDIA

**Symposium**  
*Clinical Psychology/*  
*Psychologie clinique*

**FROM BELIEFS TO SYMPTOMS: QUANTITATIVE APPROACHES TO THE STUDY OF CULTURE AND PSYCHOPATHOLOGY**  
 Andrew G. Ryder, Concordia University

Culture plays a critical role in shaping psychopathology and mental health, in domains ranging from beliefs about normal and abnormal behaviour, to the presentation of specific symptoms, to the effectiveness of mental health interventions. The following four papers present empirical studies of cultural influences relevant to clinical psychologists. Ban and colleagues propose that culturally-specific patterns of cognition help to explain cultural variation in beliefs about what constitutes psychopathology, and explore this issue in Euro- and Asian-Australian samples. Dere and colleagues argue that beliefs can impact on symptom presentation, presenting data on a new instrument designed to assess beliefs about depression in China and Canada. Persson and colleagues demonstrate that culture shapes the presentation of specific psychological symptoms in Chinese and Canadian depressed samples. Finally, Joseph and colleagues present data from an ongoing study of mental health promotion efforts designed in a culturally-sensitive way to specifically address the needs of Black Canadians. All four studies illustrate the need to integrate cultural psychology perspectives into mainstream clinical psychology.

**A DOES UNDERSTANDING BEHAVIOR MAKE IT SEEM NORMAL? A CROSS-CULTURAL STUDY**

Lauren Ban, McGill University; Yoshi Kashima, University of Melbourne; Nick Haslam, University of Melbourne

Does understanding behavior make it seem normal? According to recent research, abnormal behaviour appears common (Ahn, Novick & Kim, 2003) and morally acceptable (Meehl, 1973) to the extent it is understood. Cultural differences in cognitive style suggest there may be variations in this “reasoning fallacy”. If East Asians think holistically and Western Europeans think analytically (Nisbett, 2005) the effect of understanding on perceptions of abnormality may differ according to culture. Moreover, Haslam’s (2005) theory of ‘folk psychiatry’ suggests there may be multiple criteria by which people judge abnormality (or pathologize) the importance of which might also differ across cultures. The current study examined the differential bases for pathologization of behaviour in East Asian (N = 49) and Euro-Australian (N = 51) students. Results indicate that for Westerners, understanding does make behaviour seem common and morally acceptable, consistent with the reasoning fallacy. For East Asians, however, understanding did not influence the extent to which behaviour was normalized. In somewhat of a reversal of the reasoning fallacy, understanding, in this context, made abnormal behaviour seem more worthy of stigma. Attributions of moral responsibility were partially explainable through cultural differences in traditional social values.

**B A CROSS-CULTURAL EXAMINATION OF BELIEFS ABOUT DEPRESSION AMONG STUDENTS OF CHINESE AND EURO-CANADIAN/AMERICAN HERITAGE**

Jessica Dere, Concordia University; Tonje J Persson, Concordia University; Andrew G Ryder, Concordia University

Recent studies suggest important cultural variations in the experience and understanding of depression among individuals of Chinese heritage compared with the dominant ‘Western’ psychiatric model (Lee et al., 2007; Yeung et al., 2004). We developed a questionnaire on beliefs about the causes and consequences of depression, for use among these groups. A pilot version of the questionnaire was completed by a diverse sample of undergraduate students. Six causal beliefs subscales and three consequences subscales were created based on theoretical expectations and exploratory factor analysis among 196 students. Cultural differences in beliefs were examined in a sub-sample of these students – 40 students of Chinese heritage born outside Canada and 143 students born in North America of European heritage. All subscales showed adequate to good reliability in both samples. Euro-Canadian/American students showed greater endorsement of two causal beliefs subscales – life stressors and psychiatric causes – than Chinese students ( $p < .05$ ). A trend was found for the Chinese group to score higher on a traditional/spiritual causal beliefs subscale ( $p = .07$ ). The Euro-Canadian/American group showed higher scores on a personal consequences subscale than the Chinese group ( $p < .05$ ). A follow-up study, in progress, seeks to replicate and extend these findings among Euro- and Chinese-Canadian students.

**C PSYCHOLOGICAL SYMPTOMS OF DEPRESSION IN CHINESE AND EURO-CANADIAN CLINICAL OUTPATIENTS**

Tonje J Persson, Concordia University; Jessica Dere, Concordia University; Andrew G Ryder, Concordia University

A long-held belief in cultural psychiatry is the idea that Chinese individuals tend to emphasize somatic symptoms of depression to the relative exclusion of psychological symptoms. This Chinese “somatization” has been implicitly contrasted with a Western norm of “psychologization.” The current study compared individual psychological depression symptoms in comparable samples of Chinese (n = 175) and Euro-Canadian (n = 107) psychiatric outpatients. Data consisted of responses to a structured clinical interview, which combined items from the ICD-10 and the Chinese Classification of Mental Disorders (CCMD-2-R) with the depression module of the Structured Clinical Interview (SCI) for DSM-IV. No cross-cultural difference was found in the endorsement of depressed mood, suggesting that Chinese individuals are not reluctant to report this core affective symptom of depression. The Euro-Canadians reported more cognitive and ruminative symptoms than the Chinese ( $p < .001$ ), implying that non-affective symptoms of depression, such as feelings of guilt, may be specific to Western culture. These results question a simple somatization versus psychologization dichotomy, and suggest that symptoms associated with the cognitive elaboration of emotional distress may drive the greater level of reported overall psychological symptoms in Euro-Canadian as compared to Chinese outpatients.

D

**ACHIEVING CULTURAL APPROPRIATENESS IN MENTAL HEALTH SERVICE DELIVERY: TEST OF AN AFRICENTRIC PARADIGM IN A BLACK CANADIAN CONTEXT**Justine Joseph, University of Windsor; Michael Bagby, Centre for Addiction and Mental Health; Ben C Kuo, University of Windsor

Mental health promotion programs guided by the principles of Africentricity have become an increasingly popular forum to bridge the gap between primary prevention and service utilization in Black Canadian communities. However, Africentric models of mental health, originally developed for and applied to African American populations, have undergone limited empirical testing in Black Canadian populations. This study evaluates an Africentric model of mental health in a sample of Black Canadians experiencing race-related stress, an identified precursor for mental illness within communities of African descent. The validity of the Africentrism construct among Black Canadians is assessed by conducting exploratory factor analysis to test the structural integrity of an Africentric measure of racial identity. Using structural equation modeling, the study further examines robust dimensions of racial identity for their role in moderating the relationship between race-related stress and psychological distress. Findings from this study promise to improve understanding of how racial identity influences mental health outcomes associated with race-related stress and inform best practices in extending Africentric paradigms of mental health to service delivery, promotion, and prevention outreach to Canadian communities of African descent.

2009-06-11 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – CHAUDIÈRE

**Symposium**

*Psychoanalytic and  
Psychodynamic  
Psychology/Psychologie  
psychoanalytique et  
psychodynamique*

**PSYCHODYNAMIC PSYCHOTHERAPY: A THEORETICAL AND EMPIRICAL EXAMINATION OF PROCESS AND OUTCOME**Trevor R Olson, Jewish General Hospital, Department of Psychiatry, McGill University

This panel will discuss multiple aspects of psychodynamic psychotherapy. We will begin with a discussion of a general theoretical model of psychodynamic therapy, highlighting specific treatment principles, process variables, and indicators of change. The second and third presentations will focus on pilot data from psychotherapy process research. In the second presentation, we will discuss research investigating two components of the therapeutic relationship: the alliance and the transference configuration. Specifically, this presentation will address convergence of patient and therapist reports of the transference relationship as well as address the extent to which transference and alliance relate to symptom reduction. In the third presentation, we examine defense interpretation in psychodynamic therapy and the effect that it has on patient outcomes. In the final presentation we will address outcome research in an 18 month pilot study of psychotherapy for recurrent depression. Specifically, we will examine the extent to which final outcome scores can be predicted based on data obtained from various measures at the 12 month mark of psychotherapy. Together, the panel will provide an overview of a theoretical model of psychodynamic psychotherapy, along with empirical results from pilot studies examining process variables and outcome in psychodynamic psychotherapy.

A

**A DISCUSSION OF THERAPEUTIC PRINCIPLES, THERAPY PROCESS AND OUTCOME IN PSYCHODYNAMIC PSYCHOTHERAPY**Michelle D Presniak, University of Saskatchewan; Trevor R Olson, Jewish General Hospital, Department of Psychiatry, McGill University

Studies of psychotherapy have predominately focused on assessing treatment change (i.e., outcome). Many factors contribute to change in psychotherapy, and in psychodynamic psychotherapy specifically, these include such variables as alliance, transference, therapist interpretations, etc. By assessing these process variables, we can clarify and explain the factors within psychotherapy which contribute to good therapy outcomes. The current presentation will discuss a model of psychodynamic psychotherapy and the associated therapeutic principles and treatment components. In addition, the role of assessing process as well as the types of process variables that can be assessed will be explored. Finally, the relation between therapy process and outcome will be discussed.

B

**DO YOU SEE WHAT I SEE? THE CONTRIBUTION OF TWO COMPONENTS OF THE THERAPEUTIC RELATIONSHIP FROM MULTIPLE PERSPECTIVES AND CONTRIBUTION TO OUTCOME**Jennifer I Janzen, Jewish General Hospital, Department of Psychiatry, McGill University; J. Christopher Perry, Jewish General Hospital, Department of Psychiatry, McGill University

Research shows that therapeutic alliance contributes to outcome. However, other aspects of the therapeutic relationship may contribute as well. In this study, two components of the therapeutic relationship were examined: the alliance and the transference configuration. The first goal of the study was to examine the convergence of therapist and patient perspectives of the transference relationship. The second goal was to examine the extent to which transference and alliance relate to symptom reduction. This study examined 30 patients being treated for Recurrent Major Depressive Disorder with either CBT, dynamic, or supportive psychotherapy. Transference was assessed with two observer measures: CCRT of patient reports of the therapy, and the therapist (PRQ) report of aspects of the transference. Alliance was measured by the CALPAS-P from five early sessions. Outcome was assessed by calculating changes on monthly administration of the HRSD-17. Results suggest that therapist perception of patient transference related to client wishes for distance or closeness. A combination of high alliance and high Hostile-Distant transference related to better outcomes, while high Anxious-Preoccupied transference and a low alliance related to poorer outcomes. Discussion of the results will focus on the interpersonal factors operating during the therapeutic process that may impact therapy outcome.

C

### ADJUSTING THERAPIST INTERPRETATIONS TO PATIENT DEFENSIVE FUNCTIONING IN OPEN-ENDED PSYCHODYNAMIC PSYCHOTHERAPY: A PILOT STUDY

Jonathan Petraglia, McGill University; Martin Drapeau, McGill University; Jennifer I Janzen, Jewish General Hospital, Department of Psychiatry, McGill University; J. Christopher Perry, Jewish General Hospital, Department of Psychiatry, McGill University

While outcome and treatment modality (e.g. CBT, Psychodynamic) have traditionally been given a great deal of attention in psychotherapy, much less effort has gone into studying technique in psychodynamic psychotherapy. This is surprising given that most training programs invest a great deal more effort into teaching technique in graduate school and residency programs than any other activity. The present study aims to address this gap by examining a fundamental aspect of psychodynamic practice: defense interpretations. The Psychodynamic Interventions Rating Scale (PIRS: Cooper & Bond, 1992) and Defense Mechanisms Rating Scales (DMRS: Perry, 1990) were used to rate therapist interventions and patient defensive functioning respectively. A subsample of eleven psychotherapy sessions (n = 11) were chosen from a long-term naturalistic study of patients seen in open-ended psychodynamic psychotherapy. The therapist's ability to adjust their interpretations with respect to patient defenses was examined in order to determine whether variables that assess timing and effectiveness of therapist interventions influence the moment-to-moment expression of defenses in psychotherapy sessions. The results will be discussed in terms of the relation between effective psychodynamic technique and positive change in defensive functioning.

D

### PREDICTING OUTCOME IN A PILOT STUDY OF PSYCHOTHERAPY FOR RECURRENT MAJOR DEPRESSIVE DISORDER

Trevor R Olson, Jewish General Hospital, Department of Psychiatry, McGill University; J. Christopher Perry, Jewish General Hospital, Department of Psychiatry, McGill University; Jennifer I Janzen, Jewish General Hospital, Department of Psychiatry, McGill University; Elisabeth Banon, Jewish General Hospital, Department of Psychiatry, McGill University

Studies of Major Depressive Disorder (MDD) indicate that partial remission and recurrence are common outcomes for patients. Psychotherapy is intended to minimize these outcomes and improve psychological functioning. This study examined whether final outcome symptomatology could be predicted using scores from various depression-related measures obtained during the treatment. 30 adults with acute, moderate to severe recurrent MDD participated. All patients had a Hamilton Rating Scale for Depression-17 (HRSD-17) score > 17 at admission. Each patient received antidepressive medication according to a protocol and was randomized to up to 18 months of either CBT, psychodynamic, or supportive psychotherapy. Outcome was assessed, blind to treatment assignment, using the HRSD-17, which was administered monthly during treatment and bimonthly over a 3-year follow-up. A structured interview was administered every 6 months to delineate episode characteristics and social role functioning. Using a partial meditational analysis, we examined the degree to which change on these measures in the first year of treatment predicts final change in depressive symptomatology at 18 months after controlling for change in depression at 1 year. By comparing across measures, we can elucidate the significance of change on each measure and offer support for corresponding theoretical models.

2009-06-11 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – HARRICANA

**Invited Speaker (CPA)/  
Conférencière invitée  
(SCP)**

*Developmental Psychology/  
Psychologie du  
développement*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**“UNPACKING” THE EFFECTS OF POVERTY ON CHILDREN’S HEALTH AND DEVELOPMENT: A LONGITUDINAL APPROACH TO THE TRANSFER OF RISK FROM PARENT TO CHILD**

Lisa A Serbin, Concordia University

Family poverty is associated globally with elevated health and developmental risks. In Canada, despite the introduction of universal access to health care and widespread expansion of educational opportunities across society in the 1950's and 1960's, a clear “poverty gradient” remains today. However, the impact of poverty is so broad and pervasive, affecting most aspects of health and development, that it can be difficult to identify and understand the specific processes that cause family poverty to threaten children's opportunities for health and success. In this presentation, results from a large, in-depth longitudinal study of lower SES, francophone Quebec families over a thirty-year period (the Concordia Longitudinal Risk Project) will be used to examine some of the micro-processes associated with family poverty. Poverty has been associated with specific characteristics of home and neighborhood environments, parenting styles, and family stress, along with problematic patterns of individual characteristics, peer relationships, and family resources. These will be examined as potential mediators and moderators of continuity of health and education between generations within an “at risk” sample of Montreal families. Implications for health, social and education policy, as well as for breaking the “cycle of poverty” across generations will be discussed.

2009-06-11 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – RICHELIEU

**Symposium**

*Criminal Justice Psychology/  
Psychologie et justice pénale  
justice pénale*

**PUTTING GENDER-INFORMED RISK ASSESSMENT TO THE TEST:  
AN EMPIRICAL EXPLORATION**

Shelley L Brown, Carleton University

Female offenders are no longer theoretical or correctional afterthoughts. Scholarly and practical interest in female offenders has increased exponentially during the last decade. Nonetheless, the female offender knowledge base remains small relative to male offenders. Consequently, this symposium explores risk/need assessment issues germane to both youthful and adult women offenders. First, Andrews presents meta-analytic evidence indicating that while gender-informed indicators (e.g., poverty, abuse history) do predict reoffending among females they provide no incremental predictive validity above and beyond traditional gender neutral risk/need factors. Second, Gobeil and Blanchette discuss the development and preliminary validation of a gender-informed dynamic risk assessment tool developed specifically for use with federally sentenced women offenders. Third, Callaghan, Rowe and Brown explore the predictive dynamic re-assessment validity of the YLSI/CMI in a mixed gender sample of 100 young offenders. Lastly, Rowe examines the re-assessment predictive validity of a gender-informed proximal dynamic risk assessment tool in a sample of 120 youth. Implications for the future of gender-informed risk assessment are discussed.

**A THE RELATIVE AND INCREMENTAL VALIDITY OF GENDER-NEUTRAL AND GENDER-INFORMED RISK/NEED IN THE PREDICTION OF CRIMINAL RECIDIVISM**

Donald A Andrews, Carleton University

Level of Service (LS) risk/need assessments focus on factors that are supportive of crime within a general personality and cognitive social learning perspectives on human behavior. Gender-informed (GI) explanations emphasize age, gender and ethnicity along with poverty, accommodation problems, victimization and emotional distress. All of the GI factors surveyed were at least mild predictors of reoffending with poverty and accommodation approaching the modest level. The mean validity of LS risk/need was gender-neutral and large (at .34). The only evidence of gender specificity was being younger with males and abuse history with females. The incremental predictive validity of all GI risk/need factors was non-significant with female offenders. The only non-LS factors with incremental validity were male-specific (being young and being white). At a minimum, the mild-to-moderate validity of GI risk/need factors has been demonstrated but their incremental validity is null-to-mild relative to gender-neutral LS risk/need.

**B DEVELOPMENT OF A GENDER-INFORMED DYNAMIC SCALE TO PREDICT RISK OF RE-OFFENCE FOR WOMEN: PROGRESS TO-DATE**

Renée Gorbeil, Correctional Service of Canada; Kelley D Blanchette, Correctional Service of Canada

Interest in gender-informed risk assessment has grown substantially in recent years. Research has demonstrated that women and men often have different pathways into and out of crime, and it has been recognized that assessment instruments developed and validated with men are therefore not necessarily appropriate for women offenders. This conclusion has been further reinforced by studies demonstrating that when traditional tools are applied to women, override rates can reach 70%. Studies have identified which traditional risk assessments are most appropriate for use with women offenders, but researchers have also begun to develop gender-informed risk assessment instruments specific to women. By including variables particularly pertinent to women, this approach holds the potential to increase predictive accuracy. It is with this rationale in mind that the Correctional Service of Canada undertook the development of a gender-informed dynamic tool to predict risk of re-offending in women. This presentation reviews the steps completed to date as part of this project, including an up-to-date evaluation of rates of recidivism among women offenders, the identification of a pool of more than 300 candidate static and dynamic predictor variables, examination of the bivariate relationships of the candidate predictors with re-offence, and development of a scale prototype.

**C GENDER DIFFERENCES IN THE RE-ASSESSMENT OF RISK AND NEEDS IN A YOUNG OFFENDER SAMPLE**

Andrea Callaghan, Carleton University; Shelley L Brown, Carleton University; Rob C Rowe, St. Lawrence Youth Association

The predictive validity of the YLSI/CMI with young offender populations has been well established. However, there are few empirical validations of its functional validity. Even more scarce are studies involving gender comparisons of changes in YLS/CMI scores across time. The current paper examines the utility of changes in YLS/CMI risk scores to improve upon the prediction of criminal outcomes in a mixed gender sample of 100 young offenders. The research employed a multi-wave design. Each youth was assessed for risk with the YLS/CMI at intake and subsequently re-assessed six months later. Criminal outcomes were recorded for a six month period post reassessment. It was hypothesized that the reassessment of risk and needs would be incrementally predictive of negative outcomes and that changes in risk scores would be associated with the probability of future recidivism. Gender differences in risk and need score fluctuations were explored to determine whether gender is a moderating factor in the functional validity of the YLS/CMI. The findings have implications for the assessment of changes in risk across time for both male and female adolescent offenders.

**D GENDER INFORMED PROXIMAL ANTECEDENTS TO CRIMINAL OFFENDING IN A YOUNG OFFENDER SAMPLE**

Rob C 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 120 "high risk" adolescent offenders using a multi-wave design. Each client was assessed

using both gender neutral and gender informed proximal antecedents every month, for a minimum of six months. It was hypothesized that gender informed proximal antecedents would contribute unique variance to the prediction of negative events even after risk/needs measures had been accounted for. The ability of proximal antecedents to be combined to improve in the prediction of recidivism was also explored. The findings have direct implications for the assessment of male and female adolescent offenders as well as prevention and intervention practices.

**2009-06-11 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – BERSIMIS**

**Workshop/Atelier**  
*Community Psychology/  
Psychologie communautaire*

**THE IMPLEMENTATION OF A POPULATION-WIDE MEDIA CAMPAIGN AS PART OF THE MANITOBA TRIPLE P - POSITIVE PARENTING PROGRAM: EXPERIENCES AND LESSONS LEARNED**

Jo Ann Unger, University of Manitoba; Deb Campbell, Healthy Child Manitoba Office; Steven Feldgaier, Healthy Child Manitoba Office/University of Manitoba

Triple P is a world-renowned, extensively researched parenting support program aimed at preventing behavioural and emotional problems in children. In order to tailor the program to parents' differing needs, five levels of Triple P were developed. Level 1: Universal Triple P is designed to reach the general population through a media-based parent information campaign. The aims of this level of Triple P are to provide parents with basic parenting tips, normalize parenting issues, reduce the stigma of receiving parenting support, and provide information about Triple P. The use of the media allows parenting support programs to reach parents not currently receiving parenting services and is an efficient way to provide parenting information to a wide range of families (Sanders & Prinz, 2008). This workshop will describe how the Healthy Child Manitoba Office implemented Universal Triple P as part of their population-level roll-out of all five Triple P levels. This implementation will be placed within the context of research supportive of a media-based approach to parent education. Phase one of the media campaign included a press conference, print and radio advertisements, brochures, posters, a newsletter, and a website. Phase two of the media campaign continued to provide information about Triple P resources and also provided parenting tips for common parenting issues.

**2009-06-11 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – GATINEAU**

**Symposium**  
*Counselling Psychology/  
Psychologie du counseling*

**THE CHALLENGES AND REWARDS OF LEARNING PROGRAM DEVELOPMENT AND EVALUATION IN AN APPLIED COURSE**

Sharon Cairns, University of Calgary

Doctoral-level education in program development and evaluation is required by CPA accreditation standards for counselling and clinical psychologists (Canadian Psychological Association, 2002). While experiential learning opportunities enhance the meaningfulness and investment in such a course, a half course creates extremely tight timelines for students to cover adequate theoretical background, nurture relationships with community agencies, develop a meaningful evaluation plan, obtain ethical approval, and carry out the evaluation. Therefore we have experimented with offering this course as two quarter courses spanning an academic year. This symposium will focus on the projects and experiences of students participating in this course. The first paper will describe an in depth evaluation of a group treatment for depression that was achieving less than the desired results. The second paper will describe a process evaluation of a residential treatment program for children. The third paper will address obstacles that program evaluators may encounter and strategies to overcome these barriers. The fourth paper will discuss students' experience of the course and how well course objectives were met.

**A** **AN EVALUATION OF THE CHANGEWAYS CORE PROGRAM IN A COMMUNITY SETTING**

Carmen Thompson, University of Calgary; Nora MacQuarrie, University of Calgary; Lenka Zdrzilova, University of Calgary; Caroline Buzanko, University of Calgary; Aaron Smelski, Calgary Catholic Family Service; Jennifer Sawa, Calgary Catholic Family Service

Depression is the most common and disabling psychological disorder, affecting 121 million worldwide (World Health Organization, 2008). In Canada, annual prevalence of major depression is 4.8%, affecting approximately 1.6 million individuals yearly (Patten, 2008). Depression is increasingly treated in the community (Public Health Agency of Canada, 2002) resulting in a need for empirically based approaches to treatment therein. Literature supports both cognitive behavioural and group therapies as empirically sound approaches. The Changeways Core Program is a group therapy protocol for depression which uses adult education and cognitive behavioural therapy to instruct participants in a range of self-care skills. The program is offered at a Calgary based family services agency as a cost effective alternative to individual therapy. Recent assessments of the program have demonstrated high rates of attrition and a potential trend toward increased depressive symptoms after participation, pointing to the need for a comprehensive evaluation. Using a mixed methods approach, this research explored group process, participant, therapist, and environmental variables likely to be affecting participants' experiences and outcomes, as assessed by scores on the Outcome Rating Scale (Miller & Duncan, 2004), and the Burns Depression and Anxiety Inventory. Implications of the findings are discussed.

**B** **RESIDENTIAL PROGRAM STAFF: WHAT HELPS AND HINDERS THE PROVISION OF CLINICALLY APPROPRIATE SERVICES?**

Jennifer McCormick, University of Calgary; Melissa Gray, University of Calgary; Geri Shklanka, University of Calgary

Residential treatment programs are designed to provide a safe environment for children who are behaviourally or emotionally at-risk and who can not be treated in less intrusive settings. As residential treatment programs provide direct care to a number of children with varied areas of concern, it is crucial for staff to be able to apply the designated theoretical approach, as outlined in the program's clinical model, to each child while being flexible enough to facilitate the meeting of personal goals for treatment consistency to occur. This presentation will discuss a process evaluation of a residential program serving male and female children (six to 11 years of age) with Children's Services status who have behavioural, emotional, and family-related concerns as well as diverse medical and mental health needs. The evaluation focused on the frontline staff, their knowledge of the program's clinical model, and how this knowledge was transferred into their everyday interactions with the children. Self-response questionnaires were created for the frontline staff to complete in order to explore the factors that facilitate and/or hinder the staff in providing service consistent with the clinical model. The results were analyzed using Grounded Theory technique. The presenters will discuss both the process and the results of this program evaluation.

**C OVERCOMING ROADBLOCKS TO PROGRAM EVALUATION**

Caroline Buzanko, University of Calgary

Program evaluations provide important information to the organization, stakeholders, and clients about the quality and effectiveness of a specific program, while highlighting ways in which the program can further strive towards achieving its goals. Unfortunately, there are several roadblocks that can get in the way of carrying out effective evaluations. Therefore, it is important for program evaluators to be prepared and identify potential roadblocks early in the evaluation process. By anticipating potential barriers, evaluators will be better equipped in managing roadblocks and carrying out their proposed evaluation. The purpose of this presentation is to identify potential roadblocks evaluators may face when engaging in a program evaluation, in addition to strategies to overcome those roadblocks. Further resources will be provided to help individuals conduct comprehensive, invaluable program evaluations.

**D AN EXPERIENTIAL LEARNING COURSE IN PROGRAM EVALUATION: A DISCUSSION ON STRENGTHS AND CHALLENGES**

Caroline Buzanko, University of Calgary; Melissa Gray, University of Calgary; Nora MacQuarrie, University of Calgary; Jennifer McCormick, University of Calgary; Geri Shklanka, University of Calgary; Carmen Thompson, University of Calgary; Lenka Zdrzilova, University of Calgary

Program evaluation is considered by some as one of the most valuable forms of research in human services due to the potential for empirical validation of the effectiveness of programs, deeper understanding of population needs, and knowledge of the mechanisms which result in effective programming. A course in program development and evaluation was offered as a part of the Applied Psychology graduate program at the University of Calgary. The learning objectives were: students will gain an understanding and appreciation of the main concepts, current approaches, and ethical concerns related to program planning, design, and evaluation; students will develop the knowledge and skills necessary to critically analyze counselling or psycho-educational program development; students will gain experience planning a real world program evaluation and will successfully complete an ethics review application; carry out the evaluation; and, students will consider and apply ethical standards in program development and evaluation. Students engaged in dialogue with community agencies, considered ethical and practical challenges as they arose, and made ongoing refinements to the evaluation plan. Presenters will discuss their experience of the class, with emphasis on: achieving course goals and objectives, strengths and challenges of this model of applied learning, and challenges encountered.

**2009-06-11 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – SAINT-LAURENT**

**Symposium EMOTIONAL INTELLIGENCE IN EDUCATION: INTERVENTIONS FOR STUDENTS, TEACHERS AND ADMINISTRATORS**

*Psychologists in Education/  
Psychologues en éducation*

Donald H Saklofske, University of Calgary

In recent years, schools have become increasingly involved in the promotion of positive well-being in both students and school personnel, and therefore have the potential to play a critical role in the growth of this area. The development of personal qualities such as emotional intelligence (EI) and leadership has been shown to impact one's self-efficacy and response to stress and to challenging situations, which in turn affect success in the social, emotional, academic, and vocational domains of life. As the current literature remains limited regarding the development of school staff and students' EI, there is a need to clarify the current understanding of the methods critical to enhancing success of these initiatives in the schools. This symposium will focus on EI and its relationship to leadership, positive outcomes, and personal and professional success in students, teachers, and administrators. Evaluations of EI and leadership training programs for students, teachers, and educational administrators will be discussed. Additionally, the benefits and intervention implications of EI and leadership training programs will be examined.

**A PROMOTING EMOTIONAL INTELLIGENCE IN CANADIAN YOUTH: A PILOT STUDY**

Keoma J Thorne, University of Calgary; Yvonne L Hinds, University of Calgary; Vicki L Schwean, University of Calgary

There is substantial evidence indicating that youth with positive intrapersonal qualities such as self-esteem, self-confidence, and emotional intelligence (EI) will experience more successful academic, social, and vocational outcomes. Leadership training programs are one way to promote the development and maintenance of these adaptive skills. The Teen Leadership Breakthrough (TLB) offered by Rapport Leadership International is a group youth leadership intervention that claims to create sustainable

changes in EI, self-esteem, self-awareness, and self-confidence, using hands-on processes, experiential activities, direct instruction, and feedback. The purpose of this pilot study was to conduct an evaluation of the TLB program to measure its efficacy in developing intrapersonal skills in 77 grade 10 and 11 students. Participants were randomly assigned to a control or treatment group. Assessment of emotional intelligence and self-concept occurred prior to the intervention, immediately after the intervention, six weeks following the intervention, and six months following the intervention. Results indicated that the TLB program created significant changes in intrapersonal, interpersonal, and adaptability EI, and competence and affective self-concept. The results of this pilot study have informed subsequent research.

**B PROMOTION OF LEADERSHIP SKILLS IN CANADIAN YOUTH: EVALUATION OF A TEEN LEADERSHIP PROGRAM**

Yvonne L Hindes, University of Calgary; Vicki L Schwean, University of Calgary

Leadership programs can promote the development and maintenance of qualities that accrue positive outcomes in youth (Conner & Strobel, 2007). Several youth leadership and emotional intelligence (EI) programs exist, but most are not empirically validated (Allio, 2005). In a previous pilot study, participation in a leadership program was found to improve youth's EI and self-concept (Hindes, Thorne, Schwean, & McKeough, in press). Given the negative influences on youth and the resultant potential for negative outcomes, it is important to support their positive development. In addition, empirically validated programs are scarce and therefore, their efficacy needs to be examined. As an expansion to the previous pilot study, a leadership measure will be administered to 1600 Calgary youth in grades 10, 11, and 12. Participants will be randomly assigned to either a treatment or control group. The treatment group will participate in a leadership training program thought to support social, emotional and personal development. Assessment of leadership qualities will occur prior to, immediately after, six weeks and six months following the program. Results will be discussed in terms of the effectiveness of the program in the short and long term, particularly in its ability to increase EI, as well possible intervention strategies.

**C INCREASING TEACHER EFFICACY AND COPING RESPONSES: AN EMOTIONALLY INTELLIGENT APPROACH**

Jennifer M Poole, University of Calgary; Donald H Saklofske, University of Calgary

Teaching is a profession full of everyday challenges and stress. The problem of teacher burnout and attrition has been described in a number of studies. However, the way in which someone copes with stressful situations can determine how much stress they report feeling and the impact on their self-efficacy. The degree to which people feel they can affect change when faced with a difficult situation reflects their perception of self-efficacy. Emotional intelligence (EI) can also influence the way a stressful event makes us feel and how we will react to and manage the situation. People with higher self-efficacy and EI should therefore be better at coping with stressful situations. This research study investigated the effects of an EI program for teachers, focusing on assisting them to more effectively identify and manage their emotions and stress, and enhance their sense of self-efficacy. The Swinburne University "Managing Occupational Stress through the Development of Emotional Intelligence: Professional Development Program for Teachers" (Gardner, Stough, and Hansen, 2007) was used. Evaluations of program effectiveness were carried out at the start, end, and one month follow-up phases. Results of the study will be cast in a discussion of the relevance of EI in stress prevention programs for teachers.

**D ENHANCING THE EMOTIONAL INTELLIGENCE OF SCHOOL ADMINISTRATORS**

Laura M Wood, Trent University; Howard Stone, Learning Ways, Inc; James D A Parker, Trent University

In a previous study (Parker, Stone, & Wood, 2005), emotional intelligence (EI) was shown to be an important predictor of the effective leadership abilities of a diverse sample of principals and vice-principals from across Ontario. Based on the results of this work, an EI training program was developed to assist principals and vice-principals in becoming more effective school leaders by targeting key emotional and social competencies. Principals and vice-principals from 4 school boards have participated in the training program. The participants completed a measure of EI prior to commencing the program and again following completion of the program. Results show that principals and vice principals who participated in the program had significantly higher levels of EI at the end of the program. The specific benefits of the program for enhancing emotional and social competencies will be discussed.

2009-06-11 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – SAINT-FRANÇOIS

**Conversation Session/ CONVERSATION SESSION 'A'/ SÉANCE DE CONVERSATION**  
Séance de conversation

(Jennifer Saracino, Nicole Aubé, Stéphanie Leclair, Randy Paterson, Kelli Vaughn-Blount, Elizabeth Nisbet, Linette Lawlor-Savage, Michelle Drefs, Lianne Fisher, Lawrence Petch, Michel Dugas, Michaela Zverina, Robin Moszkowski)

**#1 VARIOUS VISAGES OF RAPE**

*Clinical Psychology/ Psychologie clinique*  
Nicole Aubé, Pratique Privée

Although rape has no gender, clearly women and children are more vulnerable to sexual violence and this independently of countries or continents. In time of conflicts and in war zones those vulnerable ones are even more the target of abusers/ rapists. This presentation wants to review the concept of rape, sexual abuse and exploitation in various societies with a special angle to rape in war zones. It wants also to analyse the impact of rape that goes far beyond the immediate effects of the physical attack with long-lasting consequences.

**#2**

*Clinical Psychology/  
Psychologie clinique*

**A CANADIAN CBT ORGANIZATION: THE TIME IS NOW**

Michel J Dugas, Concordia University; Adam S Radomsky, Concordia University; David A Clark, University of New Brunswick; Keith S Dobson, University of Calgary

Cognitive-behaviour therapy (CBT) is widely recognized as an empirically supported treatment approach, and a large number of national organizations foster the promotion, training and/or credentialing of CBT. These exist in places known for their strengths in CBT, as well as places where the influence of the science and practice of CBT is emerging. There are 30 CBT organizations in Europe alone, as well as those based in Australia, Latin America, South Africa and Japan. Despite Canada's impressive strengths in the science and practice of CBT, this country has no such organization. The panellists of this conversation session, all of whom have been recognized for national and international influence on the science and practice of CBT, will make the case for a Canadian CBT organization. Benefits of such an organization for students, practitioners and scientists will be discussed regarding the potential impact on credentialing, training, research and advocacy. Challenges that such an endeavour presents will be reviewed. It is hoped that the discussion will help to identify the potential prospects, opportunities and problems associated with the formation of a Canadian CBT organization.

**#3**

*Clinical Psychology/  
Psychologie clinique*

**USING THE INTERNET TO DELIVER INTERVENTIONS: STRENGTHS AND CHALLENGES**

Stephanie Leclair, University of Ottawa; Andrea M Byrne, University of Ottawa; Gary Goldfield, Children's Hospital of Eastern Ontario

Given that 81% of Canadian families use the internet in the home (Statistics Canada, 2006), the internet may represent a viable and cost-effective means to deliver behavioural interventions to large segments of the population, especially where accessibility is an issue. However, internet-based interventions pose their own special challenges. This conversation session is designed to stimulate discussion regarding the strengths and challenges associated with internet-based behavioural interventions. Areas of interest will include (but will not be limited to) issues surrounding web design, recruitment, participant retention, outcome measures, knowledge transfer, and implications for future programs. We will present our own experiences with the development and implementation of an internet-based behavioural program for overweight/obese children and their families at the Children's Hospital of Eastern Ontario (CHEO).

**#4**

*Clinical Psychology/  
Psychologie clinique*

**PUBLISHING IN THE POPULAR PRESS: EXPERIENCES AND RECOMMENDATIONS**

Randy J Paterson, Changeways Clinic; Martin M Antony, Ryerson University; Peter J Bieling, St. Joseph's Hospital

Books on psychological topics are among the best selling titles in the popular press, and writing for the general public embodies the idea of "giving psychology away" (or at least making it available for a very reasonable price). In this conversation session three psychologists who have published outside the traditional research press present their experiences and make recommendations for those wishing to enter this interesting and potentially rewarding area of practice. Presenters will discuss how and why they got involved in this type of work, how they integrate the demands of writing into a professional life, the marketing and financial side of publishing, the complications and opportunities involved in becoming your own publisher, and recommendations for those wishing to pursue this type of work. In addition, the Chair of the CPA Publications Committee will discuss the role of the new Canadian Psychological Association Press and the types of titles they will be publishing.

**#5**

*Developmental Psychology/  
Psychologie du  
développement*

**THE CANADIAN EARLY INTERVENTION RESEARCH TEAM: A NATIONAL LOOK AT POLICY AND PRACTICE**

Jennifer Saracino, McGill University; Ingrid E Sladeczek, McGill University; Kelly Walsh, McGill University; Anne Ritzema, McGill University

As the federal government does not mandate Early Intervention (EI), decisions are left to provincial jurisdiction, resulting in discrepancies across Canada. The Canadian Early Intervention Team is working to develop a national blueprint for effective EI services. The progress of the team's ongoing projects will be discussed. First, a compilation of assessment tools agreed upon as best practice through expert teleconferences will be presented. The assessment protocol includes tools to assess social, cognitive, neuropsychological, motor, language, and adaptive functioning. Secondly, interim findings of a longitudinal study comparing children at research sites in Ontario, Quebec, and Alberta will be presented. To date, differences in parent stress, family coping, externalizing behaviours, and social competence have been analyzed. Thirdly, a national inventory, comparing EI services and parent experiences across Canada, will be presented. Preliminary findings from the inventory show that program comprehensiveness varies as a function of province or territory and that service providers receiving private funding are more satisfied with child outcomes than those in public programs. Finally, the goals and progress of the Policy Action Group, a committee of political advocates and ministerial representatives from across Canada, will be explored.



## #6

*Environmental Psychology/  
Psychologie de  
l'environnement*

**THINKING GREEN: HOW CAN PSYCHOLOGISTS FROM ALL AREAS COLLABORATE TO IMPROVE HUMAN AND ENVIRONMENTAL HEALTH?**

Elizabeth K Nisbet, Carleton University; Mary L Gick, Carleton University

Environmental problems influence human physical and psychological health, but potential solutions are not limited to environmental psychologists. Helping people adapt to changing environmental conditions and motivating sustainable behaviour are challenges all psychologists can address. This session is an opportunity for researchers and practitioners from all areas of psychology to discuss potential theory, research, and practice related to environmental issues.

## #7

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

**A CONVERSATION ON LIBERATORY, ANTI-OPPRESSIVE PSYCHOLOGY**

Lianne Fisher, Brock University; Dawn Shickluna, Ontario Institute for Studies in Education at the University of Toronto

Modernist notions of universal knowledge and truth and of generalized human experiences continue to underlie much contemporary research and practice of psychology. Drawing on the work of theorists such as Chandra Talpade Mohanty, bell hooks and Michel Foucault, we are interested in examining the potential impact of feminist poststructural and postcolonial theory on such academic and practical pursuits. Our questions for consideration include: How does our institution of a discipline reproduce and maintain modernist practises? Why do anti-oppressive therapeutic principles continue to be marginalized in this discipline? Which theories and knowledges are being privileged and what effect does this have on both privileged and marginalized subjects and clients? How would a liberatory, anti-oppressive, psychology look and what are the barriers to its achievement?

## #8

*Psychologists in Education/  
Psychologues en éducation*

**THE PHILOSOPHICAL BASIS FOR APPLIED PSYCHOLOGY IN THE SCHOOLS: THE EXAMPLE OF EXISTENTIAL GROUP COUNSELLING FOR CHILDREN WITH HIGH ANXIETY**

Laurie Petch, University of Sheffield, U.K.; Paul Naylor, University of Sheffield, U.K.

Anxiety is the most common form of internalizing psychological distress in children. Yet, applied psychologists in schools receive few referrals for such students. At the same time, studies have suggested that school-based prevention and intervention for anxiety in children are empirically well-founded. Empirically-supported school-based approaches to anxiety, such as the World Health Organization-recommended FRIENDS for Life, have typically elided neurotic or pathological anxiety and existential anxiety. These cognitive-behavioural interventions have also tended to take a reduction in anxious symptoms as sufficient warranty of efficacy, with few studies employing an instrument to assess positive psychological well-being. This session will introduce a school-based approach to group counselling for anxious children based on existential psychotherapy. Preliminary qualitative and quantitative results from a controlled pilot study to evaluate such an approach in comparison with FRIENDS will be shared. This study included a measure to assess the impact of both FRIENDS and existential group counselling on participants' Life Satisfaction. In presenting these results, the hope is to open a space to discuss the theoretical basis for practice in the schools, an issue that can often be lost in the movement towards empirically-supported intervention-based approaches.

## #9

*Sexual Orientation and  
Gender Identity Issues/  
Orientation sexuelle  
et identité sexuelle*

**HIV/AIDS ENVY?: PROSTATE CANCER AND GAY MEN**

Linette Lawlor-Savage, University of Calgary; Robert Roughley, University of Calgary

Prostate cancer (PC) is diagnosed in one in seven Canadian men (CCS, 2008). Physiological and psychological changes occur due to treatment and may include loss of sexual functioning and desire, and a compromised sexual identity. Most research is conducted on heterosexual male populations. The few studies that exist in gay male populations are limited to small samples even though PC profoundly impacts patients and their intimate partners of all sexual orientations. Lack of research on the specialized concerns of gay men diagnosed with PC serves to promote heterosexual privilege and may limit multiculturally sensitive interventions for gay male patients. However, researchers interested in studying the psychosocial impact of PC in gay men are unable to recruit participants. One suggested explanation is that gay men may be reluctant to admit that they have PC. The term HIV/AIDS envy is used to describe the phenomenon of gay men who would rather have HIV/AIDS than PC (Mitteldorf, 2005). In a discussion format, participants will explore how HIV/AIDS envy or other such roadblocks to research participation can be diffused in gay PC patients. Ultimately, participants will brainstorm ideas about how researchers can engage gay men and their partners to share their experiences and contribute to research intended to ease the psychosocial distress experienced by this population.

## #10

*Teaching of Psychology/  
Enseignement de la  
psychologie*

**A DISCUSSION ON THE ROLE OF DISTRIBUTED LEARNING IN PROFESSIONAL EDUCATION AND TRAINING IN PSYCHOLOGY**

Michelle Drefs, University of Calgary; Vivian LaLande, University of Calgary

Distributed learning (DL), in which students complete academic courses and programs fully or partially online, has become widely practiced in Canadian and American universities (Garrison & Vaughn, 2008). Despite the abundance of such programs within the fields of education and business, there is a paucity of graduate programs in psychology currently offered within the online en-

vironment. The American Psychological Association's Task Force on Distance Education and Training in Professional Psychology (APA, 2002) has identified the increased use of technology in both psychological service and training as inevitable. A key point made by the APA Taskforce (2002) is that all training programs, regardless of their mode of delivery, must be subject to standards that are linked to generally recognized outcomes in terms of professional preparation. The purpose of this conversation session is to: (1) provide attendees with a brief description of some of the ways new communication technologies are being used to deliver high quality interactive professional training in both counselling and school psychology and (2) dialogue regarding the feasibility and validity of such approaches to meet professional preparation standards. It is expected that the discussion will focus on a number of areas of concern with DL education identified by both professionals and professional bodies.

#11

*Women and Psychology/  
Femmes et psychologie*

### **INFUSING THE HISTORY OF WOMEN IN PSYCHOLOGY: ADVENTURES IN COURSE CREATION**

Kelli Vaughn-Blount, York University; Laura Ball, York University; Alexandra Rutherford, York University

"Missing: The History of Women in Psychology!" That was the header of a petition that began circulating in the fall of 2004 at a small Midwestern American university. It seemed only appropriate to develop the petition in the form of a wanted poster since after searching several textbooks and many course syllabi, the histories of women in the field could not be found. The petition proposed the creation of an undergraduate course on the history of women in the discipline. The creation of the course became a learning experience for the creator and instructor as much as for the students who would attend it. The goals of this session are (1) to discuss the trials, tribulations, and triumphs of creating a course on the history of women in psychology; (2) to encourage discussion/planning for creating similar courses in Canadian universities, including the development of Canadian resources; and (3) to explore how to infuse women/feminist approaches throughout the psychology curriculum.

#12

### **A DISCURSIVE INVESTIGATION OF THE MANAGEMENT OF 'ABUSE' AMBIGUITY AMONG VICTIMIZED MEN**

Michaela Zverina, University of Calgary; Henderikus Stam, University of Calgary; Robbie Babins-Wagner, Calgary Counselling Centre

The premise that men can be victims of abuse in intimate relationships has created heated debates in the family violence literature. The notion of "abuse" provides a practical problem in therapy as both the male victim and the therapist must come to a consensual understanding of what abuse is and how it applies to men in order to make therapeutic progress. A discursive theoretical framework provides an opportunity to explore the conceptualizations of "abuse" among male victims themselves within natural conversational contexts. Thus, this paper will report on an investigation of male victims of intimate partner abuse and their management of the ambiguity of abuse in a group psychotherapy context. This includes whether or not they were truly abused and their status as possible perpetrators. Men's constructions and renegotiations of the abuse category in service of various rhetorical purposes will be discussed. The men in this study 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 the conceptualization of abuse, and the nature of intimate partner abuse, and counselling men.

#13

*Students in Psychology/  
Étudiants en psychologie*

### **STUDENT ISSUES IN PROFESSIONAL PSYCHOLOGY TRAINING: POSITIVE EVOLUTION THROUGH DIALOGUE**

*Please note that the full abstract is described on page 58 as Conversation Session B #10 but has rescheduled as Conversation Session A #13.*

2009-06-11 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – HOCHELAGA 1-6

Poster/Affiche

POSTER SESSION 'A'/ PRÉSENTATION PAR AFFICHAGE

Aboriginal Psychology/ Psychologie autochtone; Environmental Psychology/ Psychologie de l'environnement; Family Psychology/ Psychologie de la famille; Industrial/Organizational Psychology/ Psychologie industrielle et organisationnelle; International and Cross Cultural Psychology/ Psychologie internationale et interculturelle; Psychology and Religion/Psychologie et religion; Sexual Orientation Psychology/ Orientation sexuelle et identité sexuelle; Women and Psychology/ Femmes et psychologie; Students in Psychology/ Étudiants en psychologie

#1

*Aboriginal Psychology/  
Psychologie autochtone*

### **FACTORS INFLUENCING EXPECTATIONS, TRUST, AND FORGIVENESS ASSOCIATED WITH THE INDIAN RESIDENTIAL SCHOOL APOLOGY AMONG ABORIGINAL PEOPLES IN CANADA**

Amy Bombay, Carleton University; Kimberly Matheson, Carleton University; Michael J A Wohl, Carleton University; Hymie Anisman, Carleton University

From the 1800s until 1996, Aboriginal children in Canada were forced to attend Indian Residential Schools, where many suffered abuse, neglect, and were taught to be ashamed of their families and culture. In 2008, the Prime Minister apologized for the Residential School system, asked for forgiveness, and spoke of forging a new relationship between Canada and Aboriginal peoples. However, due to on-going disputes over Aboriginal rights, it is unclear whether Aboriginal peoples deemed this apology to be meaningful. Based on responses collected in the month following the apology, Aboriginal peoples from across Canada (N = 164) generally felt that the apology would result in negligible changes in their lives. Those who had a loved one attend Residential School, and who perceived high levels of discrimination, were less optimistic about the potential impacts of the apology. The lower expectations among these individuals were mediated by decreased levels of trust towards the government and non-Aboriginal Canadians. Furthermore, expectations regarding the impact of the apology mediated the relation between trust and forgiveness. These findings suggest that although an apology was necessary, it ought to be followed by concrete actions by the government, and reduced discrimination is needed in order for trust to be regained and for forgiveness, healing, and reconciliation to occur.

**#2**  
*Aboriginal Psychology/  
 Psychologie autochtone*

**BICULTURAL IDENTITY AND ALCOHOL ABUSE AMONG ABORIGINAL CANADIANS: THE PROTECTIVE BENEFITS OF ABORIGINAL CULTURAL AFFILIATION**

Julie M Harper, Lakehead University; Mirella Stroink, Lakehead University

Research has revealed that poverty, unemployment, historical oppression and substance abuse have contributed to the third world status of Canadian Aboriginal Reserves. Identification with aboriginal culture has been shown to buffer stress and prevent substance abuse. Theories of acculturation and bicultural identification indicate that cultural value conflict may prevent Aboriginal Canadians from connecting with their heritage culture. This cultural value conflict may also result in a state of dissonance that the individual is motivated to escape by consuming alcohol. Aboriginal-Canadian adults were recruited to participate in the study. Half of the participants received a cultural value conflict priming task prior to a measure of current desire to drink alcohol, while half received the value conflict task after the measure of desire to drink. It was expected that those first made aware of cultural conflict would indicate a stronger desire to drink alcohol. It was also expected that cultural value conflict would positively correlate with substance abuse measures and negatively correlate with identity integration (Benet-Martinez et al., 2002), identification with Aboriginal culture (Cameron, 2000) and acculturation (Ryder et al., 2000). Results and their implications will be discussed in terms of the role of dissonance reducing alcohol myopia in bicultural value conflict.

**#3**  
*Aboriginal Psychology/  
 Psychologie autochtone*

**CANCER IN AN ABORIGINAL POPULATION: WHAT DO WE KNOW?**

Liane S Kandler, Lakehead University; Scott M Sellick, Thunder Bay Regional Health Sciences Centre

There has been little examination of the unmet needs and concerns of Aboriginal People living with cancer. Research has been sparse due to factors including language, distance, government policy, and difficulties inherent in researching small populations. However, understanding the challenges faced by Aboriginal People is necessary to improve medical, psychosocial, and spiritual services. At the Thunder Bay Regional Health Sciences Centre, all new patients referred to Cancer Care are asked to complete a "Consent of Release of Information Form", stating that data will be gathered from patients and patient records, and asked to complete a Hospital Anxiety and Depression Scale (Zigmond & Snaith, 1983). The goal is to examine health variables (type of cancer, stage of disease, co-morbid conditions), demographic variables (age, distance to travel, language, gender), and a distress measure, to determine similarities and differences as compared to other patients of the Cancer Center. Similarities between aboriginal patients and the larger sample include number of appointments with supportive care and gender, among others. Aboriginal patients differ in a number of ways including their distance from the Centre, smoking status, and age at time of death. Results will be discussed for policy building and program perspectives for supportive care, and future directions for research.

**#4**  
*Aboriginal Psychology/  
 Psychologie autochtone*

**CULTURALLY SAFE COUNSELLING WITH FIRST NATION WOMEN AROUND SEXUAL HEALTH & WELLNESS**

Allison Reeves, Ontario Institute for Studies in Education at the University of Toronto

Colonization continues to have far reaching effects on the health outcomes of Indigenous peoples in Canada. In terms of sexual health, research shows that First Nation women have higher rates of negative sexual health outcomes as compared to non-Indigenous women in Canada. In order to address these health concerns, information about factors affecting sexual health decisions must be examined. This qualitative research study explores the contemporary social construction of sexuality for First Nation women, in order to understand the values and beliefs that guide behaviours. Findings from the interviews with young adult (aged 18-30) First Nation women indicate that factors related to gender roles and self-esteem in relationships can strongly influence sexual behaviours, and that counselling services may provide women with the necessary tools to address these coming-of-age challenges. Unfortunately, the sexual health and well-being of First Nation women has largely been pathologized in the health care sector and has not been considered holistically, nor has it been addressed in a culturally competent manner. This discussion offers culturally safe ways to proceed with counselling with young adult First Nation women around sexuality and sexual health.

**#5**  
*Aboriginal Psychology/  
 Psychologie autochtone*

**ALCOHOL OUTCOME EXPECTANCIES AND COPING STYLES AS PREDICTORS OF ALCOHOL USE IN AN ABORIGINAL POPULATION**

Angela Shoemaker, University of Western Ontario; Riley E Hinson, University of Western Ontario

The present study was designed to examine the pattern and strength of relationships among alcohol outcome expectancies and coping styles with regards to alcohol use in a rural Aboriginal population. The present study is an extension of an earlier study (McKee, Hinson, Wall & Spriel, 1998) which did not involve an Aboriginal sample. One hundred and two aboriginal participants were recruited from First Nation reservations in Northwestern Ontario. Quantity of alcoholic drinks and number of binge days over the previous 30 days were used as criterion variables, and alcohol outcome expectancies/valences and coping styles were used as predictor variables. The findings of this research suggested that the inability to cope with stressors and the perceived effect of alcohol are integral to the development of abusive consumption patterns. It seems appropriate, then, that both maladaptive coping strategies and alcohol outcome expectancies be the focus of intervention both Aboriginal and non-Aboriginal groups. The development of specific coping styles and alcohol expectancies, along with their effect on the individual trajectories of Aboriginal drinkers, must be considered in future research.

**#6**  
*Aboriginal Psychology/  
 Psychologie autochtone*

**MIXED METHODS IN FIRST NATIONS COMMUNITY RESEARCH: CASE STUDY AND REFLECTIONS**

Graham M Trull, University of Windsor; Mirella Stroink, Lakehead University

Aboriginal peoples in Canada currently struggle with a unique set of social and environmental challenges that threaten health, well-being, and cultural tradition. Among the most concerning of issues are high rates of poverty, suicide, substance abuse, and violence. In order for research among these populations to be useful, these complexities must be understood and considered by researchers. In addition, publication of such research must convey enough information about the population to allow readers to interpret its meaning and generalizability. It has been suggested that combining both qualitative and quantitative methods in community research can provide a more holistic and adaptable approach, that addresses some of the complexities involved in this type of study. However, it has not been discussed whether this approach would work within the unique circumstances posed by research involving First Nations communities. Advantages and disadvantages to mixed methods approaches in First Nations community research are discussed, using a recent multidisciplinary project as a case example.

- #7** **EARLY ENVIRONMENTAL INFLUENCES ON TRENDS IN SCHOOL READINESS**  
*Environmental Psychology/* Lyzon Babchishin, University of Ottawa; Elisa Romano, University of Ottawa; Dafna Kohen,  
*Psychologie de* Statistics Canada  
*l'environnement*

School readiness is comprised of a variety of different skill sets and is heavily influenced by contextual factors, such as early environment. Although school readiness is often assessed upon school entry, early detection of children exhibiting difficulties in this area may allow for preventative interventions. The purpose of this study is to identify factors found in children's (ages 2-31/2) early environment that are associated with different trends in school readiness. The Bayley Scales of Infant and Toddler Development III was administered to assess several domains of development, such as language and cognition. To assess factors related to children's early environment (e.g., socio-demographic variables, home environment factors, child care factors) as well as children's and parents' behaviours, mothers completed a number of questionnaires (e.g., Parental Stress Index, ASEBA Adult-Self Report and Child Behavior Checklist, McMaster Family Assessment Device). Finally, observational data were collected to assess mothers' parenting behaviours. Data collection is still in progress and it is estimated that the participant pool will include 100 families by winter 2009. Presently, data have been collected from 62 families. Multiple regression analyses will be conducted to identify factors in the early environment that are associated with different trends in school readiness.

- #8** **OUT OF LINE: A SURVEY, SCENARIO, AND FIELD EXPERIMENT ON WAITING LINE INTRUSIONS**  
*Environmental Psychology/* Fabio Iglesias, University of Victoria; Hartmut Gunther, University of Brasilia, Brazil;  
*Psychologie de* Lude Marieta Neves, University of Brasilia, Brazil  
*l'environnement*

With the ever increasing concentration of people in urban environments, the dispute for resources, such as space, time, services or products becomes a problem when demand exceeds supply. Waiting lines (queues) assume various functions in the allocation of resources, allowing fair access on a first-come first-served basis. Intrusions (queue jumping) can be seen not just as a cost/benefit problem, but also as a moral outrage that breaks norms, values, and roles shared by most users. Examining queues as social systems, three empirical studies were undertaken, each using a different research strategy to investigate intrusions in real or simulated situations: (1) Interviews with 301 users, indicated misperceptions of social norms about how to react to intruders; (2) Evaluations by 218 respondents of scenarios indicated strong reactions toward intruders; (3) In a field experiment, 206 intrusions provoked low levels of user reactions at an urban bus station. A comparison of results of the three studies indicated stronger reported reaction in hypothetical situations than observed behaviour, while overall, a high degree of pluralistic ignorance was identified. We conclude by indicating how queues may serve both as a topic of research, as well as an environmental scenario for research in urban psychology.

- #9** **RELIGIOSITY AND ANTHROPOCENTRISM: MODERATORS AND MEDIATORS**  
*Environmental Psychology/* Lynne Jackson, University of Western Ontario; Juli McGrenere, University of Western  
*Psychologie de* Ontario  
*l'environnement*

The present research tests the relations between three distinct measures of religious orientation – religious orthodoxy, fundamentalism, and quest – and anthropocentrism, an ideology that elevates humans above other animals and nature and predicts a willingness to exploit non-human animals and nature for human gain. Further, both cognitive and affective mediators of these relations are tested (zero-sum beliefs about the relation between humans, non-human animals, and the environment, beliefs about the justifiability of humans' use of animals and natural resources, and empathy for non-human animals). A religiously diverse group of male and female undergraduate university students enrolled in introduction to psychology are presently being surveyed with questionnaire measures of these constructs, which are presented in counterbalanced order. Validated scales of anthropocentrism, religious orientation, and justifiability of humans' use of animals and natural resources are used. Measures of zero-sum beliefs and empathy for non-human animals were created by the researchers. At present 60 cases have been collected; this sample will be increased to approximately 100. Mediation analyses using multiple regression following the procedures described by Baron and Kenny (1986) along with Sobel tests for significance of mediators will be presented.

- #10** **ENVIRONMENTAL MESSAGES IN WOMEN'S MAGAZINES: COMMUNICATING THE NEED FOR BEHAVIORAL CHANGE**  
*Environmental Psychology/* Marnie Rogers, University of Saskatchewan; Linda M McMullen, University of Saskatchewan  
*Psychologie de*  
*l'environnement*

Human behavior has been implicated as the cause of significant environmental damage, and the need for behavioral change has been recognized if further damage is to be avoided. Past research has examined the determinants of environmental behavior, as well as the ways in which positive behavioral change can be encouraged. A key aspect of promoting behavioral change involves the effective communication of environmental issues to the public. As many North Americans are exposed to numerous popular media on a daily basis, media play an important role in this communication. We examined how three popular magazines with high female readership, "People," "Glamour," and "Good Housekeeping," communicated environmental issues and discussed behaviors with both positive and negative environmental impacts. Magazines read primarily by women were the focus of this study, as past research has indicated that women tend to be more environmentally concerned than men. We conducted a discursive analysis of four recently published issues of each magazine, and focused on the rhetorical strategies that were used to persuade readers to live a more environmentally-friendly lifestyle. These strategies included emphasizing the role of the individual in protecting the environment and suggesting that people who are environmentally-friendly will be viewed more positively by others.

**#11**

*Family Psychology/  
Psychologie de la famille*

**THE QUALITY OF LIFE IN FAMILIES OF CHILDREN WITH PHELAN MCDERMID SYNDROME: A RARE GENETIC DISORDER**

Jennifer E. Bruce, McGill University; Steven Shaw, McGill University; Elizabeth Eaton, McGill University; Simone Lindenbaum-Grosbard, McGill University

Phelan McDermid Syndrome (PMS) only has 400 known cases worldwide (Shaw et al., 2007). Characteristics of this genetic disorder include a lack of speech, moderate to severe intellectual disabilities and characteristics of autism (Phelan et al., 2001). Families of children with rare disorders may require different levels of support systems and resources relevant to their needs. Previous studies have indicated that disruptive behavioural problems and medical issues for affected children tend to predict a lower quality of life. However, these studies have not investigated rare disorders, nor have they considered positive or resilience factors. This study assessed factors contributing to the quality of life in families of children with PMS using a multi-method approach. Data was collected from a sample of 28 families. An adaptive behaviour assessment, a quality of life assessment and a semi-structured interview was completed. The interviews were coded for themes present within each narrative and a hierarchical multiple regression was used to determine the variables that best predict quality of life. From these results a model describing protective factors in families of children with PMS will be discussed. This research provides the basis of a program that can be developed to improve the quality of life for parents and siblings of children affected by PMS.

**#12**

*Family Psychology/  
Psychologie de la famille*

**THE ADULT SIBLING RELATIONSHIP SCALE (ASRS): PRELIMINARY VALIDATION OF A NEW MEASURE USING RASCH ANALYSIS**

Jacqueline Bush, University of Victoria; Marion F Ehrenberg, University of Victoria

Thirty-nine young adults participated in a study to assess a new measure of the quality of adult sibling relationships. The ASRS builds upon current measures of adult sibling relationships by incorporating items that address companionship, perceived support, and opportunities to reminisce, areas salient to sibling relationships as adults progress through the life span. Rasch analysis was performed to examine the psychometric properties of the scale. The final 35-item scale demonstrated moderately good psychometric characteristics. Items that failed to fit the Rasch model tended to be related to the developmental stage of the sample. Directions for improving the measure are explored.

**#13**

*Family Psychology/  
Psychologie de la famille*

**PARENTAL SEPARATION: THE RELATIONSHIP BETWEEN POSITIVE PARENTAL PRACTICES AND BEHAVIOR PROBLEMS IN CHILDREN**

Gessica Di Stefano, Université de Montréal; Francine Cyr, Université de Montréal

Previous research has found children of separation to be more vulnerable to behavioral and emotional difficulties than children of intact families (Amato, 2001). This study compares children from intact and separated families on measures of aggressive and disruptive behavior, and explores positive parental practices as an associated factor to the vulnerabilities of children of separation. Participants were children from the Québec Longitudinal Study of Child Development (LSCDQ, 1998-2010) who experienced parental separation (N = 102) and children who did not (N = 1097). Post-separation results revealed that children of separation had significantly higher levels of aggression  $F(1,1166) = 4.46, p < .05$  and disruptive behavior  $F(1,1197) = 8.20, p < .01$  than children of intact families. However, disruptive behavior for children of separation was already significantly higher than children of intact families before the separation even occurred,  $F(1,1187) = 4.77, p < .05$ . In addition, disruptive behavior prior to separation was negatively associated to positive parental practices prior to separation,  $R(100) = -.22, p < .05$ . Results imply that the quality of parental practices prior to separation may very well act as a protective factor against the development of problematic behaviors in children of separation.

**#14**

*Family Psychology/  
Psychologie de la famille*

**CROSS-SECTIONAL AND LONGITUDINAL MEDIATION BETWEEN SES, MATERNAL DEPRESSION, PARENTAL TEACHING AND CHILDREN'S MOTIVATION TO LEARN**

Marie-Eve Dubois, Concordia University; Punita Chandok, Ontario Institute for Studies in Education at the University of Toronto; David R Forman, University of Connecticut; Concordia University

Maternal depression and socioeconomic status (SES) have both been linked to a range of cognitive and socioemotional outcomes in children. This study examines parental teaching strategies (amount of task information and quality of motivational support provided) as potential mediators of the link SES and maternal depressive symptoms share with children's motivation to learn. Parent-child dyads attended two lab visits approximately one year apart (mean child age at T1 = 26 months; T2 = 41 months).

Cross-sectional and longitudinal mediation were examined. Although no longitudinal effect was found, two distinct patterns of results emerged for the two cross-sectional sets of data. At T1, the amount of information and quality of motivational support provided by mothers in a learning task mediated the link between SES and children's motivation to learn. However, maternal depression had no effect on teaching or children's motivation to learn. At T2, an opposite pattern of results emerged: SES only predicted the amount of task information provided by mothers, whereas motivation support mediated the relation between maternal depression and child motivation to learn. This suggests a shift in the influence of SES and maternal depression on parenting and child outcomes. More extended longitudinal work is needed to determine the developmental trajectories of the link between these factors.

**#15**

*Family Psychology/  
Psychologie de la famille*

**YOUNG MEN'S AND WOMEN'S OPINIONS OF MARRIAGE AND DIVORCE IN THE CONTEXT OF FAMILY OF ORIGIN EXPERIENCES**

Marion F Ehrenberg, University of Victoria; Marei B Perrin, University of Victoria; Jackie Bush, University of Victoria

Using attachment theory and integration of quantitative and qualitative methods, this study investigated perspectives on marriage and divorce of 400 young adults raised in intact and divorced families. Individuals with insecure attachment styles were less favourable and more cynical and pessimistic in views of marriage than young adults with secure attachment styles ( $p < .05$ ), especially if they had also experienced their parents' divorce ( $p < .05$ ). Secure and insecure young adults' views on marriage did not differ in their views of what are the key elements of a successful marriage and that timing of marriages was critical. Overall, those who had experienced their parents' divorce during childhood tended to hold a more cautious/hesitant view than those whose with married parents. Concerning views on divorce, secure and insecure individuals shared a negative view on divorce and reflected that divorce risk may be heightened by poor preparation for marriage. Having experienced parental divorce tended to heighten these negative views on divorce. Secure young adults differed in that they tended to view divorce as a necessary outlet for poor marriages more so than did those with insecure attachments. Gender differences in views on marriage and divorce were explored taking into account the overall heightened risk of insecure attachment styles among young women with divorced parents.

**#16**

*Family Psychology/  
Psychologie de la famille*

**SELF-REFLECTIONS OF YOUNG ADULTS WHO EXPERIENCED PARENTAL DIVORCE: HOW ARE VIEWS OF MARRIAGE AND DIVORCE AFFECTED?**

Marion F Ehrenberg, University of Victoria; Rotem Regev, University of Victoria; Laura Young, University of Victoria

Using attachment theory framework and integration of quantitative and qualitative methods, 200 young adults with divorced parents were interviewed regarding their outlook on marriage and divorce. Participants were also asked to offer their perceptions of how early family experiences had influenced their perspectives. Individuals whose parents' divorce were high in conflict held more cautious/hesitant views of marriage and focused more on key elements of successful marriages, than did participants whose parents' divorce was cooperative ( $p < .05$ ). Counter to expectation, level of conflict did not influence overall perceptions of divorce. Concerning their views on how parental divorce influenced perceptions of close relationships, young adults (especially women) with insecure attachment styles perceived a negative influence in the form of "trust issues," whereas securely attached young adults (especially men) viewed parents' divorce to have had positive effects on close relationships ( $p < .05$ ). Similarly, securely attached young adults reported feelings of "acceptance that ending a marriage is ok," whereas insecure participants offered a more skeptical view of marriage ( $p < .05$ ). Overall young men with divorced parents held more pragmatic, non-idealized views of marriage and divorce than young women.

**#17**

*Family Psychology/  
Psychologie de la famille*

**THE ASSOCIATION BETWEEN ANIMAL CRUELTY AND DIFFERENT FORMS OF FAMILY VIOLENCE: A SURVEY OF CHILD PROTECTION WORKERS**

Alberta Girardi, Carleton University; Joanna D Pozzulo, Carleton University

Child protection workers ( $n = 78$ ) in Ontario responded to an online survey about their experiences with animal cruelty during child protection investigations within the previous 12 months. Respondents were asked to consider families in which five different forms of child maltreatment had been substantiated or remained suspected after the investigation. For each category of maltreatment, they estimated the frequency with which they were aware that a child and/or caregiver had been cruel to animals using a six-point scale: "never" (0% of families investigated), "rarely" (1-15%), "sometimes" (16-40%), "often" (41-60%), "usually" (61-85%), or "almost always" (86-100%). The following percentages of respondents had observed the coexistence of animal cruelty and child maltreatment at least sometimes: physical abuse (27%), sexual abuse (7%), emotional abuse (28%), neglect (46%), and exposure to domestic violence (33%). A few participants indicated that they "usually" or "almost always" were aware of animal cruelty in families in which emotional abuse (3%), neglect (4%), or exposure to domestic violence (3%) were substantiated or suspected. Results are consistent with a growing body of research suggesting that animal cruelty may be a useful indicator that children are at risk of maltreatment.

**#18**

*Family Psychology/  
Psychologie de la famille*

**COMMUNICATION IN STEPFAMILIES WITH TEENAGERS: DIFFERENTIAL ADJUSTMENT WITHIN AND ACROSS STEPFAMILIES**

Julie Gosselin, University of Ottawa

The stepfamily is the fastest growing family structure of our time. In Canada, the number of stepfamilies has increased by 17% between 1995 and 2001 (StatCan, 2002), and is likely to represent a fifth of all family structures by 2020. During the last decade, nested data analysis or linear mixed modeling, has become more prominent in social sciences research as a whole, and specifically in the area of psychology. This statistical paradigm provides researchers with a design that can account for both individual and

family component variance, as well as take non-independence of observations into consideration. That is why it is surprising that it hasn't been used more consistently by stepfamily researchers. Using data from three members (biological parent, stepparent and teenager) of a total of 80 Canadian stepfamilies, we explored how this type of data analysis can clarify and enrich our understanding of variance within and across stepfamilies. Specifically, we were interested in exploring differences in quality of stepfamily communication and stepfamily adjustment. Results show that both individual level and family level variables contribute to variance, indicating further support for the use of this statistical paradigm in future research.

**#19**

*Family Psychology/  
Psychologie de la famille*

**VALIDATION DE L'ADAPTATION EN FRANÇAIS DU FAMILY ASSESSMENT DEVICE, UN INSTRUMENT DE MESURE DU FONCTIONNEMENT FAMILIAL**

Valérie Lafrance, Université du Québec à Montréal; Sylvie Jutras, Université du Québec à Montréal; Odile Sévigny, Centre de réadaptation Lucie-Bruneau

L'étude avait pour objectif de valider une adaptation du Family Assessment Device lié au modèle de McMaster (Epstein et al., 1983). Composé de sept échelles, l'instrument permet de mesurer le degré d'efficacité du fonctionnement familial dans son ensemble, ainsi que pour chaque dimension du modèle: résolution de problèmes, communication, rôles, sensibilité affective, engagement affectif et contrôle comportemental. Diverses versions du FAD étaient disponibles en français, sans être totalement satisfaisantes (p. ex. traduction trop littérale, expressions désuètes). Les caractéristiques métrologiques de notre version ont été établies par deux études avec des adultes (n1 = 151, n2 = 51), étudiants universitaires et leurs proches. Suite aux résultats de la première étude, des expressions ont été modifiées, rendant vraisemblablement les énoncés plus conformes à leur sens original. De fait, les résultats de la seconde étude montre une amélioration de l'indépendance des échelles. Plus de 83 % des corrélations énoncé-total corrigées dépassent le seuil minimal de ,30, tandis que les indices de cohérence interne établis atteignent ou dépassent le seuil minimal de ,70 (Nunnally & Bernstein, 1994). Comparativement aux autres traductions en français, cette version actualisée semble correspondre davantage à l'esprit de la version originale.

**#20**

*Family Psychology/  
Psychologie de la famille*

**OBSTACLES TO PARALLEL PARENTING IN HIGH CONFLICT DIVORCE**

Lindsay Robertson, University of Saskatchewan; Gerry Farthing, University of Saskatchewan

While the majority of divorces are resolved amicably, parental conflict persists in a number of cases (Pulkingham, 1994). Within Canada, parallel parenting plans have been introduced in an attempt to manage parental conflict in cases of high conflict divorce. Parallel parenting plans are highly structured and detailed in an attempt to manage and prevent further parental conflict (Epstein & Madsen, 2004). Since parallel parenting custody arrangements assume that high-conflict parents can be forced to cooperate with each other and that maximizing contact with both parents can negate the impact of conflict on children, considerable controversy surrounds their use. Unfortunately, little research has evaluated their effectiveness (Birnbaum, & Fidler, 2005; Epstein & Madsen, 2004; Freeman, 1998). This research intends to gain a better understanding of the circumstances under which parallel parenting plans work. Through a series of in-depth, open-ended interviews, data was collected from four parents with direct knowledge and/or experience with parallel parenting. In order to identify the essence of the parallel parenting experience, the data were analyzed using interpretative phenomenological analysis. Results revealed a number of barriers to the successful implementation of parallel parenting plans. The theoretical and practical implications of these findings will be discussed.

**#21**

*Family Psychology/  
Psychologie de la famille*

**IT'S OK TO CRY: THE ROLE OF FAMILY COHESION IN PAIN REACTIVITY**

Virginia Russell, University Of Northern British Columbia; Kenneth M Prkachin, University of Northern British Columbia; Elizabeth Rocha, University of Northern British Columbia

The purpose of this study was to determine whether heightened stress reactivity in young children may be an indicator of vulnerability to health problems. The presence, quality and duration of children's cries in anticipatory and contingent responses to inoculations were examined. It has been a matter of controversy as to whether there are acoustically distinct cry types in infants; our findings indicate no significant difference between the anticipatory and pain cries in pre-kindergarten aged children. Crying is a means by which children can communicate their needs to caregivers. Contingency and promptness of the caregivers' responses to infant crying has been associated with favourable outcomes for children such as assisting in regulating the infants' level of distress. Our preliminary findings indicate that a positive relationship exists between crying in reaction (anticipatory/contingent) to inoculations and family cohesion. Further to this, our findings demonstrate a positive relationship between family cohesion, self esteem, positive mental health, and global health. A negative relationship to health vulnerability, and health care utilization was also found. Temperamental rhythmicity of a child was found to be positively associated with family cohesion and the likelihood to cry in reaction to the inoculation. In other words, "It's OK to cry."

**#22**

*Family Psychology/  
Psychologie de la famille*

**SUPPORTING VULNERABLE PARENTS THROUGH GROUP PARENT EDUCATION PROGRAMS: IMPACTING PARENTAL CONFIDENCE, STRESS, PROBLEM-SOLVING, AND PARENTING BEHAVIOR**

Berna J Skrypnek, University of Alberta

Lack of formal education, lack of knowledge about child development, poverty, single parenthood, and isolation (social, geographic, and/or cultural) are factors linked with child abuse and neglect. Nobody's Perfect is a popular Canadian learner-centered, community-based parenting program that was developed to meet the needs of parents of children (0 to 5 years) with one or more of these risk factors. To evaluate the program, 135 parents from across the country completed self-report measures pre and post program. Analyses revealed that participation in the program resulted in significant increases from pre to post assessment on measures of parenting sense of competence, problem-solving, and perceptions of coping with stress. Forty parents participated in a

six month follow-up. Analyses revealed that the increases from pre to post were maintained or had increased by the six month follow-up. By contrast, the program appeared to have minimal effect on self-reported nurturing and punitive parenting behaviors. The exception was a significant increase in parents' reports of use of positive discipline strategies from pre to post. The use of positive discipline strategies had increased further by the six month follow-up. Recommendations for improving the program are offered.

**#23**

*Family Psychology/  
Psychologie de la famille*

**PERSONAL RESOURCES AND CONTEXTUAL SOURCES OF SUPPORT AS PREDICTORS OF PARENTING PRACTICES**

Joanna L Sue, Queen's University; Wendy M Craig, Queen's University

Understanding the factors that predict parenting practices is important because parents play a critical role in contributing to the healthy development of children. The goal of the current study is to examine the relationship between personal resources, contextual sources of support, and parenting practices. This analysis was based on data from the 2006 Invest in Kids Community Vitality National Survey. Participants were 907 fathers and 1856 mothers of young children from across Canada. Hierarchical regressions were conducted to examine the relationship between personal resources and parenting practices. The overall model for negative parenting  $R^2$  (.10) was statistically significant,  $F(6, 2756) = 52.14, p < .001$ . Having more work and life stress, less knowledge about children's development, and placing a lower value on the parenting role significantly predicted increased negative parenting. Partner, intergenerational, community, and national support significantly mediated the relationship between value of the parenting role and negative discipline (Sobel Tests,  $ps = <.01, .02, .02, \text{ and } <.01$ , respectively.) In conclusion, a parent's amount of stress, knowledge of child development, value of the parenting role, and sources of support are important factors to consider in predicting parenting practices.

**#24**

*Family Psychology/  
Psychologie de la famille*

**MATERNAL SOCIALIZATION OF ADOLESCENT HELP-SEEKING BEHAVIOUR**

Joanne Vallely, University of New Brunswick; Heather A Sears, University of New Brunswick

According to Kliewer et al. (1994), parents shape their children's use of coping strategies, including help seeking, by modeling how they handle stress, coaching use of coping, and providing a parent-child relationship that supports adaptive coping. However, it is not clear if a poorer quality parent-adolescent relationship reduces adaptive coping directly or interacts with parental modeling or coaching. We examined whether negative mother-adolescent relationship qualities moderate the links between mothers' use of modeling or coaching of help seeking and youth help seeking from mothers for a family problem. Participants were 115 mother-adolescent dyads from two rural Canadian communities. Youths (66 girls, 49 boys) were attending Grade 10 or 11. Hierarchical regression results showed that youths', but not mothers', perceptions of maternal modeling and coaching of help seeking significantly predicted youths' help seeking from mothers for a family problem. Youths', but not mothers', perceptions of rejection was also a significant predictor. The two-way interaction between mother-reported coaching and rejection was also significant. These findings suggest that mothers' socialization of help seeking is primarily indirect, through their youths' observations and impressions of them. A poorer mother-adolescent relationship may also affect mothers' coaching of help seeking.

**#25**

*Family Psychology/  
Psychologie de la famille*

**THE IMPACT OF PARENT-CHILD SEPARATION ON CHINESE CANADIAN IMMIGRANT MOTHERS: A QUALITATIVE ANALYSIS**

Natasha Whitfield, York University; Yvonne Bohr, York University

In what is becoming an increasingly interconnected and globalized world, transnational practices of parenting have become commonplace in many international families. Such practices are evident in Chinese Canadian families, where parents often elect to send their young children to China, with the expectation that extended family members act as caregivers for their children for several years. During the time of the separation, these parents endeavour to establish themselves as active and successful members of Canadian society. These children then return to their parents in Canada, to mothers who are faced with the challenge of developing parenting skills and a relationship with a child who is a relative stranger to them. The present study presents qualitative interview thematic data representing the experiences of these mothers in their decision-making process of choosing to separate, their parenting and their relationship with their child.

**#26**

*Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle*

**BETTER TOGETHER: MODERATING THE RELATIONSHIP BETWEEN JOB INSECURITY, MENTAL HEALTH, AND ENGAGEMENT**

Nicole M Aitken, Carleton University; Frank J Elgar, Carleton University; Janet Mantler, Carleton University; Bernadette Campbell, Carleton University

Threat of imminent job loss can have negative effects on employees' mental well-being, physical health, and organizational outcomes. We tested a transactional stress model in an insecure work environment and explored the possible moderating effect of workplace social capital. We also investigated whether perceived stress accounted for the links between job insecurity and mental health and engagement outcomes. Participants were employed adults collected from two communities in Eastern Ontario. Due to an economic downturn there has been significant job loss in the area, producing an insecure work environment for many workers. Interim analyses of the data indicated that the relation between perceived job insecurity and mental health was partially mediated by perceived stress. Perceived stress also partially accounted for the relation between job insecurity and employee engagement. Increasing perceptions of social capital in the workplace moderated the association between perceived job insecurity and perceived stress. In the current economic climate, job losses and job insecurity will become more widespread, thus threatening the health



and productivity of workers. This study indicated that increased feelings of community within the workplace may enhance health and productivity.

**#27**  
*Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle*

**THE COMBINED INFLUENCE OF LEADERSHIP AND WORK DESIGN ON WORK MOTIVATION**

Jenny Bellerose, Concordia University; Marylene Gagne, Concordia University/John Molson School of Business

Separate research streams have shown that leadership and work design promote autonomous motivation (working out of interest and meaning). We tested whether leadership and work design have independent effects on work motivation or if they can compensate for each other (an interactional effect). To answer this question, undergraduate business students with a part time job completed an online questionnaire containing the Work Design Questionnaire (Morgeson & Humphrey, 2006), the Multifactor Leadership Questionnaire (Bass & Avolio, 1991), and the Motivation at Work Scale (Gagné et al., 2008). We hypothesized an interaction in which: 1) Transformational leadership would compensate for poor work design and 2) Good work design would compensate for poor leadership but the effect would be smaller than when transformational leadership compensates for poor work design. Instead, we found only two strong main effects, where work design accounted for 35% of the variance in autonomous motivation, and leadership accounted for another 18%. The implications of these findings is that leadership cannot compensate for poor work design or vice-versa. Instead, organizations need to ensure that work design is motivational and that managers act as transformational leaders in order for subordinates to have high autonomous motivation.

**#28**  
*Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle*

**DETACHMENT FROM THE EMPLOYMENT RELATIONSHIP: EXPLAINING WHY YOUNGER WORKERS ARE LESS SATISFIED WITH THEIR JOBS**

Nicole Bérubé, Concordia University

Why are younger workers generally less satisfied with their jobs? A survey of middle managers investigated potential mediators of the age-satisfaction relationship. Respondents (N = 458) ranged in age from 21 to 64 years and 55.7% were women. Predictors included chronological and subjective age. Positive, zero-order correlations were found between overall job satisfaction and both chronological age ( $p < .01$ ) and subjective age ( $p < .01$ ), and between satisfaction with work on the present job and both chronological age ( $p < .01$ ) and subjective age ( $p < .01$ ). The proposed mediator was feelings of detachment from the employment relationship. Significant, negative, zero-order correlations were found between these feelings of detachment and both chronological age ( $p < .01$ ) and subjective age ( $p < .01$ ). Feelings of detachment fully mediated the link between chronological age and overall job satisfaction and partially mediated the relationship between chronological age and satisfaction with the work in the present job. Feelings of detachment partially mediated the relationship between subjective age and both overall job satisfaction ( $p = .002$ ) and satisfaction with the work in the present job ( $p = .001$ ). These findings generally suggest that in this sample, younger workers were less satisfied with their job because they felt less connected to their employer than older workers.

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**LIKE SALT IN THE SAUCE? ASSERTIVENESS AND LEADERSHIP EFFECTIVENESS REVISITED**

Cheryl Boglarsky, Human Synergistics; Catherine T Kwantes, University of Windsor

Assertiveness has been conceptualized as unidimensional, with the high end being detrimental to social but necessary for instrumental outcomes; and the low end being detrimental to instrumental but necessary for social outcomes. The present research showed that the concept is multidimensional and an optimal level of each exists.

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**HOW TO COMBINE INFLUENCE TACTICS: USING THE ELABORATION LIKELIHOOD MODEL TO GUIDE SEQUENCING OF TACTICS**

Tony Bongiorno, Concordia University/John Molson School of Business; Kathleen Boies, Concordia University/John Molson School of Business

This scenario study used a 2(influence tactic) x 3(strength of rational persuasion) experimental design to investigate what combination of proactive influence tactics was most effective in gaining commitment. It was the second study after Barry and Shapiro (1992) to examine experimentally combinations of proactive influence tactics. It used the Elaboration Likelihood Model (ELM) to derive hypotheses. It tested 90 individuals (45 men and 55 women) who were on average 20.8 years old. Participants read a hypothetical e-mail by a co-manager and rated the extent to which they would commit to the co-manager's request. The results showed that: 1) Rational persuasion gained the same amount of commitment as it would when combined with ingratiation or apprising; 2) Ingratiation and apprising did not affect how deeply participants elaborated on the issue; 3) Commitment was not related to participant's level of elaboration; and 4) The number of influence tactics did not change the level of commitment. One

hypothesis was supported: that stronger rational persuasion gains more commitment than weaker forms of rational persuasion. These results are consistent with some of the literature, which states that not all tactics can be effectively combined. Future lines of research using ELM are also discussed.

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**WORKER'S BEHAVIOURAL EMPOWERMENT QUESTIONNAIRE: FACTORIAL STRUCTURE AND CONVERGENT/DISCRIMINANT VALIDITY**

Jean-Sébastien Boudrias, Université de Montréal; Caroline Aubé, HEC Montréal; Vincent Rousseau, Université de Montréal; Estelle M Morin, HEC Montréal

A questionnaire has been recently developed to measure empowerment at work with behavioural indicators (Boudrias & Savoie, 2006). This measure was proposed to complement Spreitzer's (1995) psychological empowerment measure. This questionnaire enables the assessment of five dimensions indicating to which extent an individual is empowered at work (efficacy in performing job tasks, improvement efforts in job tasks, effective collaboration, improvement efforts in the work group, involvement at an organizational level). This study aims at 1) confirming the factorial structure of this instrument and 2) establishing its convergent/discriminant validity with the psychological empowerment measure. Factorial structure of the instrument was established with confirmative factorial analyses on data collected from a first sample of 547 workers in the health services sector. This structure was subsequently reconfirmed with a heterogeneous sample of 215 workers. This second sample provides indications that the Behavioural Empowerment questionnaire (BE) shows satisfactory convergent validity with a Psychological Empowerment questionnaire (PE) ( $r = .51, p < .01$ ). Regression analyses also revealed that some antecedents of BE are similar to antecedents of PE (e.g., type of supervision, need for achievement) while showing some differences (e.g. colleagues' support being related to BE but not to PE).

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**SIMULATOR ADAPTATION SYNDROME IN A COMPUTERIZED DRIVING SIMULATOR**

John Brand, University of Regina; Jamie Partyka, Royal Canadian Mounted Police Academy; Richard MacLennan, University of Regina

A common phenomenon that occurs in simulators faking movement (such as flight and driving simulators) is called: Simulation Adaptation Syndrome (SAS). This is a type of motion sickness that occurs in simulators due to incompatibility of signals sent to the brain between the vision and vestibular systems. The effect of SAS on 118 RCMP cadets exposed to a driving simulator was assessed with the Simulator Sickness Questionnaire (SSQ; Kennedy et al., 1993). The SSQ was highly reliable in this sample (.93), and the three subscales of nausea, oculomotor, and disorientation were also highly correlated (all above .80), providing support for a general factor. Sixty-six percent of the cadets reported at least one symptom of SAS, but all were still able to cope and drive the simulator. Females did report significantly more symptoms on the SSQ, but this may be due to an under-reporting bias for males.

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**THE LINK BETWEEN AUTHENTIC LEADERSHIP AND SUBORDINATES WORK MOTIVATION**

Melanie Briand, Concordia University; Marylène Gagné, John Molson School of Business, Concordia University

This research proposes that authentic leadership (a combination of leader's self-awareness, ability to process information objectively, self-regulation of behaviour and transparent relationship) would lead to subordinate basic need satisfaction, which in turn lead to increased autonomous motivation (doing something out of importance or interest). Studies have shown that authentic leaders have employees with greater job satisfaction, job performance, organizational citizenship behaviour, commitment and satisfaction with supervisor (Walumbwa et al., 2008). Moreover, self-determination theory studies found the satisfaction of needs for autonomy, competence and relatedness contribute to higher autonomous motivation (Deci & Ryan, 2000; Gagné & Deci, 2005). 27 male leaders and 105 of subordinates responded to an online survey. We found that there were significant negative correlations between the leader's self-awareness, his processing of information and overall authentic leadership with controlled motivation. Alternatively, the leader's self-regulation correlated positively with employees' autonomous motivation. HLM analyses also showed that the awareness component of authentic leadership led to higher relatedness satisfaction. Implications for including awareness training in leadership programs are discussed.

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**AFFECTIVE COMMITMENT AND MOTIVATION TO REGULATE NEGATIVE AFFECTS AS ANTECEDENTS OF EMOTION REGULATION STRATEGIES AND JOB BURNOUT**

Michel Cossette, Université du Québec à Montréal; Ursula Hess, Université du Québec à Montréal

Emotional Labor consists of a set of requirements to express and/or to suppress emotions. More specifically, in customer service jobs the requirements are to express positive emotions and to regulate negative emotions. An employee may use different strategies to comply with these organizational demands, such as suppressing “bad emotions” or reappraising the situation. Although past research investigated extensively the consequence of emotional labor, the antecedents have not yet received the same attention. The present study investigated how affective commitment and self-determined motivation to regulate negative affect toward customers are related to emotional regulation strategies and burnout. A questionnaire was distributed in two different organizations. A total of 195 questionnaires were completed. Results indicated that employees who are more affectively committed to their organization and who are more motivated to regulate negative affect are more likely to adopt reappraisal rather than emotion suppression to regulate their emotions. In turn, reappraisal acted as a protective factor against emotional exhaustion, whereas emotion suppression had no effect. Affective commitment and motivation impacted also directly on emotional exhaustion.

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**PASSION FOR WORK: THE ROLE OF POSITIVE AND NEGATIVE AFFECT IN BURNOUT**

Laurence Crevier-Braud, Université du Québec à Montréal; Geneviève L Lavigne, Université du Québec à Montréal; Jacques Forest, Université du Québec à Montréal; Marylène Gagné, John Molson School of Business

Vallerand and colleagues (2003) proposed a Dualistic Model of Passion wherein two types of passion are proposed: harmonious passion (HP) and obsessive passion (OP), which predict adaptive and less adaptive outcomes respectively. Previous research (Vallerand & Houffort, 2003) has shown that the Dualistic Model of Passion also applies to the realm of work. To further extend previous results, the present study investigates the role of passion on psychological adjustment and the different dimensions of burnout (emotional exhaustion, cynicism and inefficacy). Participants were 201 workers from the government of Québec. Results from structural equation modeling indicated individuals who report higher level of HP also report higher level of positive affect which completely mediates the relationship between HP and burnout (negative relation). On the opposite, individuals who reported higher level of OP also report higher level of negative affect which partially mediates the relationship between OP and the dimensions of burnout (positive relation); fit indices supported our model. Overall, these results suggest that it would be valuable to promote the development of HP in the realm of work and to prevent OP in order to attain and maintain psychological health at work. Directions for future research are proposed.

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**WHEN YOUR SUPERVISOR CAN INFLUENCE YOUR PSYCHOLOGICAL HEALTH: AN EMPIRICAL VERIFICATION OF AUTONOMY SUPPORT'S DOMINO EFFECT**

Véronique Dagenais-Desmarais, Université de Montréal; Jacques Forest, Université du Québec à Montréal; Marylène Gagné, John Molson School of Business, Concordia University

Self-Determination Theory (SDT) suggests that managers may have a significant impact on employees' need satisfaction, work motivation and psychological health (e.g. Baard, Deci & Ryan, 2004; Deci et al., 2001; Gagné & Deci, 2005). Following SDT theoretical assumptions, we hypothesized that supervisor's autonomy support and control predict the need satisfaction of employees, which in turn influences autonomous and controlled work motivation, which have an impact on psychological well-being and distress. To test this model, a study was conducted among 279 Quebec health professionals. Participants filled measures of perceived autonomy support (Moreau, Forest, & Mageau, 2007), intrinsic need satisfaction (Van den Broeck et al., 2007), motivation at work (Gagné et al., submitted) and psychological well-being and distress (Massé et al., 1998a; 1998b). Results using structural equation modeling (SEM) revealed that the model presenting the best fit is one where the autonomy support and control predicted the need satisfaction, which in return influenced the psychological well-being and distress, but not autonomous or controlled motivation. These results underline the importance of adopting autonomy supportive managerial practices, as well as avoid-ing controlling ones in order to favor employees' optimal functioning and psychological health.

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**TRUST, COMMITMENT, AND EMPLOYEE SUPPORT FOR ORGANIZATIONAL CHANGE: EXAMINING THE LINKS**

Amanda R Feiler, University of Guelph; John P Meyer, University of Western Ontario

The present study was conducted to determine how trust in management relates to employees' commitment to, and willingness to support, an organizational change initiative. Employees (N = 150) from various organizations completed an on-line survey that included measures of trust in management, affective, normative, and continuance commitment to a change, and behavioural support for the change. As expected, trust related positively to affective and normative commitment, but was unrelated to continuance commitment. Contrary to expectation, commitment did not mediate the effects of trust on behavioural support – rather, trust and commitment contributed independently to the prediction of support. Employees who trusted management and had a strong affective and/or normative commitment to the change reported higher levels of discretionary support for the change than those who did not. In contrast, employees with strong continuance commitment were more likely to restrict their support to what was required. Implications for theory, future research, and the management of change are discussed.

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### **AN EXAMINATION OF THE THREE-COMPONENT MODEL OF COMMITMENT AS IT RELATES TO COLLECTIVISM IN AN EDUCATIONAL CONTEXT**

Jessica Fife, University of Western Ontario; David Stanley, University of Guelph

Meyer and Allen's three-component model of commitment outlines three forms of commitment: affective, normative, and continuance commitment. Past research has demonstrated that all three forms of commitment reduce cognitions of withdrawal; whereas only affective and normative commitments are related to citizenship behaviours. The current study examines undergraduate students' commitment to their post-secondary education. Specifically, we examined the extent to which individual-level collectivism moderated the relation between commitment to university education and consequence variables (i.e., university withdrawal cognitions and student citizenship behaviours). An online survey was administered to 71 undergraduate students at the University of Guelph. Both Asian and non-Asian students were recruited to ensure a range of individual-level collectivism scores. We found that individual-level collectivism moderated the relation between affective commitment to university education and withdrawal cognitions. Similarly, collectivism moderated the relation between continuance commitment to university education and student citizenship behaviours. These results provide further evidence of the generalizability of Meyer and Allen's three-component model of commitment and have implications for the ways in which universities recruit and treat students.

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### **EMOTIONAL LABOUR: DOES DEEP ACTING REALLY MATTER?**

Stephanie E Hastings, University of Western Ontario; Leah K Hamilton, University of Western Ontario; Leah Sheppard, University of Western Ontario; Jessica Fife, University of Western Ontario; Joan E Finegan, University of Western Ontario

Emotional labour occurs when employees regulate their emotional displays in order to comply with organizational display rules (Brotheridge & Lee, 2003; Glomb & Tews, 2004). Employees can regulate their emotional displays by either a) altering their emotional displays (i.e., surface acting), or b) genuinely feeling the emotions displayed (i.e., deep acting; Ashforth & Humphrey, 1993; Brotheridge & Lee; Morris & Feldman, 1996). While there is evidence to suggest that surface and deep acting are weakly related, research has shown that surface- (but not deep-) acting is associated with negative outcomes such as burnout and negative affectivity (Brotheridge & Lee). These results raise the possibility that deep acting is not a critical part of emotional labour. To test this proposition, in the current study we drew on the work of Brotheridge and Lee and Glomb and Tews in order to further refine and validate a new measure of emotional labour. Our new measure of surface acting, which includes frequency and difficulty ratings for faking and hiding specific emotions, was administered along with Brotheridge and Lee's more general measure of both surface and deep acting. Results comparing each measure's ability to predict theoretically relevant outcomes will be discussed.

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### **ESTABLISHING CONTENT VALIDITY FOR SELECTION TOOLS: A NEW APPROACH**

Peter A Hausdorf, University Of Guelph; Sandeep Aujla, University of Guelph; Christine Yip, University of Guelph; Amanda R Feiler, University of Guelph

The principles for validating selection procedures (SIOP, 2003) and the standards for educational and psychological testing (APA, 1999) identify content validity as a key component in determining the job relatedness of selection tools and their subsequent legal defensibility. Despite this importance, little guidance has been provided in either document with respect to the assessment and confirmation of content validity for a selection tool. Moreover, there is a paucity of research addressing the development of methods to establish content validity (other than Lawshe in 1975). This poster will review a general approach to establishing the content validity of tests based on job analysis information and then apply this approach to three different types of tests (general mental ability, personality, and psychopathology) using an O\*NET-based job description of a retail manager. Implications for practice and research will be discussed.

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### **ANTECEDENTS AND CONSEQUENCES OF INJURED WORKERS' PERCEPTIONS OF THE FAIRNESS OF THEIR RETURN-TO-WORK EXPERIENCE: A LONGITUDINAL STUDY**

C. Gail Hepburn, University of Lethbridge; E Kevin Kelloway, Saint Mary's University; Renée-Louise Franche, Occupational Health and Safety Agency for Healthcare

Receiving workplace-based return-to-work (RTW) interventions is proposed to influence injured workers' perceptions of the fairness of their return-to-work experience. Additionally, these fairness perceptions, in turn, are proposed to be related to both injured workers' reports of organizational commitment and their personal well-being. This is one of the first quantitative studies to investigate fairness perceptions in the return-to-work context. Injured workers experiencing a lost-time workplace injury in the province of Ontario completed telephone interviews at 1-month, 6-months, and 12-months post-injury (N = 214). Preliminary regression analyses provide support for our hypotheses. Workplace-based RTW interventions measured at 1-month (i.e., presence

of a designated RTW coordinator, early workplace contact, offer of work accommodation, ergonomic assessment, contact between healthcare provider and employer) were significantly associated with increased perceptions of fairness at 6-months. Further, injured workers' perceptions of fairness at 6-months were significantly and positively associated with organizational commitment at 6-months and significantly and negatively associated with reports of depressive symptoms at both 6-months and 12-months post-injury. The implications of these findings for successful return-to-work will be discussed.

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**PHYSIOLOGICAL RECORDING OF RCMP CADETS' RESPONSES TO STRESS IN SIMULATOR TRAINING**

Selena Hodzman, University of Windsor; Richard MacLennan, University of Regina

The purpose of this study was to record RCMP cadets' physiological responses to stress during training in simulators (either firearms or driving). Since these simulators are intended to train cadets how to respond to high stress situations, there is interest in providing cadets with feedback on their physiological arousal. Portable physiological recorders were employed during simulator exercises for this purpose. These recorders monitored physiological responses with the following sensors: a) a Respiration Band b) EKG electrodes to measure heart rate, c) a GSR sensor, d) a skin temperature sensor, e) EEG electrodes to measure frontal lobe activity, and f) EMG electrodes to measure tension in the back neck muscle. Since physiological responses are known to be idiographic, individual cadet data was analyzed using an interrupted time-series analysis to compare baseline physiological responses to responses under stress.

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**TIT FOR TAT: JUSTIFIED INCIVILITY?**

Meaghan Hollett, Saint Mary's University; Lori Francis, Saint Mary's University; Camilla M Holmval, Saint Mary's University

Incivility reflects rude and inconsiderate treatment, with an ambiguous intent to cause harm (Andersson & Pearson, 1999). Incivility can have negative repercussions for employees and for their organizations (e.g., Cortina, Magley, Williams, & Langhout, 2001) and may contribute to workplace aggression. It is possible that incivility 'spirals' arise because individuals feel justified responding to uncivil treatment in a 'tit for tat' fashion. We examined the notion of justified 'tit for tat' responding in a vignette study. We described student-professor interactions in four scenarios. In two of these scenarios the student initiated the interaction and the professor reacted. In the two remaining vignettes the opposite was true. In each vignette we manipulated the action of an instigator (civil versus uncivil) and described a constant, uncivil response on the part of the target. In each case, 145 student participants were asked to rate the appropriateness and rudeness of the instigators' and targets' actions. We hypothesized that participants will be more likely to view a target's response as appropriate and justified when it follows uncivil (vs. civil) treatment from the instigator. This hypothesis was supported across scenarios, thus supporting the notion that individuals feel that uncivil actions are sometimes perceived as justified behavior.

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**UNDERSTANDING THE BENEFITS OF PEER APPRAISAL SYSTEMS IN TEAMS WITH MIXED GROUP AND INDIVIDUAL REWARDS: THE ROLE OF PERCEPTIONS OF RELATIVE PERFORMANCE AND IMPORTANCE OF INDIVIDUAL RECOGNITION**

Elizabeth C Kelly, King's University College; Nancy K Innis, University of Western Ontario

Previous research has demonstrated that the use of peer appraisals for evaluative purposes increases member performance and satisfaction, reduces perceptions of loafing, and does not influence assessments of procedural and distributive justice. For the most part these findings have only been reported for teams who are rewarded on the basis of group performance and have failed to generalize to conditions in which members are rewarded on the basis of both group and individual performance. The present study extends prior work by examining the role of perceptions of individual performance in the unanticipated lesser benefits of peer appraisals in teams with mixed individual and group rewards. Reward structure (group or mixed) is predicted to moderate the effect individuals' ratings of their relative performance on satisfaction, perceived loafing, and assessments of justice. Moreover, when groups receive mixed group and individual rewards the degree to which individuals rate themselves higher than their other group members is hypothesized to be negatively related to satisfaction and assessments of justice, and positively related to perceptions of loafing. These relations are not expected to be significant when teams receive group rewards. Hypotheses regarding rating leniency and differentiation are also explored. Implications for team performance appraisal systems are discussed.

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**AUTHOR ROLE AND PERCEPTIONS OF RESEARCH CREDIBILITY IN THREE DOMAINS OF STUDY**

Elizabeth C Kelly, King's University College; Sandra Gotovac, University of Windsor; Nick Bertelsen, King's University College

In many disciplines authors of research articles occupy a diverse set of roles. It has been suggested that an author's role vis-à-vis the product or service investigated might have an impact on the published work. This issue has received the greatest amount of attention in medical contexts, wherein authors of research articles are frequently employed by the pharmaceutical companies whose medications they test. The present studies examine the effects of author role on reader's perceptions of credibility (trustworthiness and expertise) and behavioural intentions regarding the research findings reported. In all three studies participants read a research article abstract and short author description, and then completed measures of dependent variables. Author role was manipulated by varying whether the author was described as being employed by a university or by the company whose product or service was discussed in the abstract. In Study 1 effects were examined within the traditional medical research context of drug testing. Studies 2 and 3 extended the line of inquiry by investigating effects within domains of study in industrial-organizational psychology; honesty/integrity testing for personnel selection (Study 2) and teambuilding in the workplace (Study 3). Differences in findings across the three studies are reviewed and directions for future research discussed.

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**DO TRANSFORMATIONAL LEADERS MAKE SELF-TRANSCENDENT VALUES MORE SALIENT? A PRIMING APPROACH**

Shawn Komar, University of Waterloo; Douglas J Brown, University of Waterloo; Huiwen Lian, University of Waterloo

In the current study, we sought to examine the proposition that transformational leaders "move those influenced to transcend their own self-interest for the good of the group, organization, or country" (Bass, 1985) by testing the relative activation of self-transcendent values in participants following exposure to a description of a transformational or transactional leader. Values, which operate as goals or ideals for appropriate behaviour, help to direct individuals' attention and assist them in judging the behaviour of others. Thus, we expected those participants who read about a transformational leader to judge others who engaged in behaviour consistent with self-transcendent values (i.e., teamwork) more positively. Results from a simulated job promotion activity suggest that mere exposure to a transformational leader is sufficient to encourage participants to judge employees rated high in teamwork more positively compared to those participants exposed to a transactional leader description.

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**PSYCHOLOGICAL CONTRACT TYPE AND ORGANIZATIONAL COMMITMENT: INTERACTIONAL EFFECTS ON WORKPLACE ATTITUDES**

Joanna M Kraft, University of Windsor; Catherine T Kwantes, University of Windsor

Psychological contracts are the beliefs an individual holds concerning terms of an agreement—which are implicit in nature—between the individual and the organization (Rousseau, 2000). O'Donohue, Sheehan, Hecker and Holland (2007) discuss how a bipolar framework (i.e., transactional and relational) is used to operationalize the psychological contract. Furthermore, in addition to the psychological contract, individual differences in commitment to the organization also play a role in workplace attitudes. The current study examined how group differences in contract type (i.e., transactional versus relational) and organizational commitment (i.e., low versus high, as evidenced by commitment profiles) influenced job satisfaction and intention to stay. Two-way ANOVAs were conducted for each dependent variable (i.e., job satisfaction and intention to stay) and results indicate significant main effects and interaction effects. Findings indicate that as commitment increases, job satisfaction and intention to stay also increase, however, only for employees with a relational contract type. Job satisfaction and intention to stay remain constant across levels of commitment for employees who endorse a transactional contract type. Implications for employers are discussed including the benefits of having highly committed employees who also endorse a relational psychological contract type.

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**EMPLOYEE'S COMMITMENT TO THE SUPERVISOR AND PERCEIVED SUPERVISOR'S COMMITMENT TO THE EMPLOYEE AS PREDICTORS OF TURNOVER INTENTIONS**

Guylaine Landry, HEC Montréal; Christian Vandenberghe, HEC Montréal

We examined the contribution of employee's commitment to the supervisor to turnover intentions (TI) as a function of perceived supervisor's commitment to the employee. We focused on two dimensions of perceived supervisor's commitment: his/her affective commitment (AC) or emotional attachment to the employee and his/her commitment based on a lack of alternative options (LA) or the feeling that s/he is constrained to keep the employee. We hypothesized that perceived supervisor's commitment would moderate the employee commitment-TI relationship. Data were collected from a sample of hospital employees (N = 686) and analyzed using moderated multiple regressions. Analyses revealed that under conditions of high perceived supervisor's AC, the relationships between (a) employees' AC and TI and (b) employees' LA and TI were non-significant while under conditions of low perceived supervisor's AC, the former was negative and the latter positive. In contrast, under conditions of low perceived supervisor's LA, the relationships between (a) employees' AC and TI and (b) employees' LA and TI were non-significant while under conditions of high perceived supervisor's LA, the former was negative and the latter positive. Overall, these findings indicate that perceived supervisor's commitment to the employee combined to employee's commitment to the supervisor contribute to predict turnover cognitions.

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### **SIMILARITÉS ET DISTINCTIONS ENTRE LES FORMES DE MOTIVATION EN CONTEXTE D'APPRENTISSAGE : UNE EXPLORATION DES PATRONS DISTINCTIFS DE DEUX REGISTRES MOTIVATIONNELS**

Martin Lauzier, Université de Montréal

Depuis plusieurs années déjà les organisations investissent dans le développement de leur effectif. Cet investissement s'appuie sur l'idée voulant que la formation permet d'accroître les compétences des apprenants. Les études présentent la motivation comme l'un des principaux leviers au développement des compétences (Colquitt et al., 2000). Ces études semblent toutefois confondre deux formes distinctes de motivation (i.e. apprendre et transférer). Cela s'explique par la complexité inhérente à la mesure de la motivation. Cette étude vise à distinguer deux registres de motivation par l'établissement de cadres nomologiques distincts. Plusieurs variables sont utilisées afin d'explorer chaque type de motivation : a) styles d'orientation des buts, b) sentiment d'auto-efficacité, c) styles d'orientation envers les erreurs, d) réactions des apprenants, e) connaissances déclaratives et f) soutien (anticipé et perçu). 254 apprenants ont participé à cette étude. Des analyses corrélationnelles furent conduites afin d'identifier les patrons relationnels distinctifs de chacun des registres de motivation. Des analyses par régressions multiples furent conduites afin d'évaluer les validités incrémentielle et prédictive propres à chacun des registres de motivation. Les résultats sont discutés en fonction de leurs implications dans un modèle intégré de la motivation.

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### **PSYCHOLOGICAL AND PHYSICAL WORK ADJUSTMENT: THE ROLE OF PASSION**

Geneviève L Lavigne, Université du Québec à Montréal; Robert J Vallerand, Université du Québec à Montréal; Valérie Reine-Marcil, Université du Québec à Montréal

Vallerand et al. (2003) developed a Dualistic Model of Passion wherein passion is defined as a strong inclination toward a self-defining activity that one likes, values, and in which one invests time and energy. Furthermore, the model proposes two distinct types of passion: harmonious (HP) and obsessive (OP) passion that predict adaptive and less adaptive outcomes, respectively. In the present research, we were interested in the role of passion for work. Because work represents an activity in which we invest significant amounts of time and energy, we hypothesized that the type of passion one holds toward his/her work should greatly influence one's physical and psychological adjustment. Specifically, we hypothesized that an HP for work would lead to a positive adjustment while an OP would not. Furthermore, we hypothesized that the relationships between Passion and workers' adjustment would be mediated by their stress levels, their coping strategies, and the amount of conflict existing between their work and their personal life. A series of 3 studies (Study 1: cross sectional design with French nurses; Study 2: cross sectional design with Canadian managers; Study 3: prospective design with management university students) were conducted in order to test these hypotheses. Results of structural equation modeling analyses appropriately supported our hypotheses.

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### **MEASUREMENT INVARIANCE OF THE WORKPLACE OSTRACISM SCALE ACROSS EASTERN AND WESTERN CULTURES**

Huiwen Lian, University of Waterloo; Lance Ferris, Singapore Management University; Joe Berry, University of Waterloo; Douglas J Brown, University of Waterloo

Ostracism in the workplace has been shown to be associated with numerous negative outcomes for organizations and employees (Ferris, Brown, Berry, & Lian, in press). To date, however, research on ostracism has been conducted in Western cultures. Given the focus and priority accorded to relationships in Eastern cultures, it stands to reason that the effects of workplace ostracism would be as devastating, if not more so, in Eastern cultures. However, a necessary precursor to conducting cross-cultural research involves establishing measurement invariance of scales across different cultures. The present study tested the measurement invariance of the Workplace Ostracism Scale (Ferris et al., in press) by examining configural, metric, and scalar invariance (Vandenberg & Lance, 2000) between Canadian and Singaporean samples. Specifically, the present study address such issues as whether or not individuals from both Eastern and Western cultures respond to measures in equivalent fashion and whether factor loadings of items on scales are equivalent across cultures.

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### **INITIAL VALIDATION FOR THE ACTIVE TRANSFORMATIONAL LEADERSHIP ASSESSMENT SCALE (ATLAS)**

Matthew McDowell, University of New Brunswick

The purpose of the present study was to provide initial psychometric information for the Active Transformational Leadership Assessment Scale (ATLAS), designed as a measure of Transformational Leadership. As an initial step towards providing validation support for the scale, two narratives were constructed that displayed a leadership figure in a business context. The narratives were identical except for key words and phrases selected to distinguish the seven individual subscales measured by the Atlas and which in sum comprise the key characteristics of a transformational leader (Bass, 1995). Participants were 353 (84 males, 269 females)

undergraduate students who were randomly assigned to read one of the narratives and who then responded to the Atlas with respect to the leader-character with which they were presented. The results provide initial support for the reliability and validity of the subscales that make up the ATLAS.

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**A COMPARISON OF COMMITMENT PROFILES ACROSS PSYCHOLOGICAL CONTRACT PERCEPTIONS**

Kate J McInnis, University of Western Ontario; Susan Feldman, University of Western Ontario; John P Meyer, University of Western Ontario

We examined how perceptions of the psychological contract with an employer differ for employees with varying “commitment profiles.” Previous contracts research has typically focused on relations with individual components of commitment (i.e., affective, normative, and continuance). However, recent research suggests that these components can be experienced differently depending on the strength of other components within a profile. We measured commitment and perceptions of psychological contract fulfillment, type (i.e., transactional, relational, balanced) and features (e.g., time-frame; scope) in a diverse sample of employees (N = 147). Cluster analyses revealed six distinguishable commitment profile types. As expected, we found the most positive contract perceptions among employees with strong affective and normative commitment. Importantly, however, we found that relations between individual components of commitment and contract perceptions varied depending on the context created by the other components. Most notably, normative commitment was associated with more positive perceptions when it was combined with strong affective commitment than when it was not. Continuance commitment was associated with more positive perceptions when it was operationalized as high sacrifice rather than lack of alternatives. Implications for theory, research, and management are discussed.

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**STRESSORS, STRAINS AND SOCIAL SUPPORT: OCCUPATIONAL EXPERIENCES OF UNIVERSITY PROFESSORS**

Christin Moeller, University of Windsor; Greg A Chung-Yan, University of Windsor

An abundance of recent research investigations indicate that academic work stress has become a significant and growing problem for university professors with numerous ill effects such as diminished productivity, higher turnover rates, and various health problems. A number of work stress studies have found beneficial effects of social support on worker health and well-being, in that it appears to buffer the negative effect of occupational stressors. However, research examining the role of social support on faculty stress is lacking. The purpose of this investigation was to examine the effects of social support at work on the stressor-strain relationship of university professors. In addition, this study examined how specific types of social support at work from various sources (i.e., colleagues, department head and university administration) differently affected the stress experience of university faculty. A range of online questionnaires assessing stressors, strains and social support at work were administered to professors of various ranks and specialties at a mid-sized Ontario University. These questionnaires were supplemented with open-ended questions to ensure a comprehensive account of professors’ stress experience. Limitations, implications and future research directions are discussed.

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**VISIONARY COMMUNICATION ABOUT EMPLOYMENT EQUITY FOR WOMEN: A STUDY INVESTIGATING THE ROLE OF A VISIONARY ORGANIZATIONAL POLICY PRESENTATION ON INDIVIDUALS’ ATTITUDES, AFFECT AND MOTIVATION TO SUPPORT THE POLICY**

Beatrice Moos, University of Waterloo; John L Michela, University of Waterloo

An organizational presentation about a proposed employment equity (EE) policy for women may be more effective if it is visionary — aligned with individuals’ self-interest and values. This notion was tested by presenting a proposed EE program for women to small groups of male and female undergraduate students (N = 221). Self-interest was captured in the design as the interaction of participant gender with extent of employment change (small vs. large) due to the implementation of the EE program. Value orientation was captured by participants’ importance ranking of social justice on a pre-study measure. Hierarchical linear modeling (HLM) analyses show that the three-way interaction between gender, social justice orientation and the extent of employment change condition impact participants’ affect, evaluation of the program and the extent to which participants are willing to exert effort and contribute money to promote the program. Mediation analyses further suggest that positive affect and evaluation of the program impact a person’s decision to support the proposed EE program only when asked to invest time and exert effort and not if the support only entails a passive act of giving money. These findings enhance our knowledge of how individual level characteristics influence the extent to which a visionary policy presentation will be effective in serving as a medium for change.

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**PREDICTING WORKPLACE DEVIANCE USING BIG FIVE AND NON-BIG FIVE PERSONALITY VARIABLES**

Thomas A O’Neill, University of Western Ontario; Stephanie E Hastings, University of Western Ontario



There is an ongoing debate regarding the comprehensiveness of the Big Five framework for analyzing the impact of personality in organizations (see Hough & Oswald, 2008). Paunonen (2002) developed the Supernumerary Personality Inventory (SPI), which measures 10 personality traits that are relatively independent of the Big Five. In the present study, the predictive validity of the Big Five was compared to that of SPI traits in relation to self-reported workplace deviance. Using the forward-entry of variables in multiple regression analyses (see Tabachnick & Fidell, 2004), the SPI traits Integrity and Risk Taking predicted overall workplace deviance beyond the prediction afforded by significant Big Five factors. Furthermore, Integrity and Humorousness accounted for variance that was incremental to that of the Big Five in the prediction of organizational deviance. Finally, Risk Taking and Seductiveness accounted for variance that was incremental to that of the Big Five in the prediction of interpersonal deviance. These results suggest that the prediction of workplace deviance, and possibly other criteria relevant to organizational effectiveness, can be increased by considering personality variables not well represented by the Big Five factors.

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#### **QUANTITATIVE AND QUALITATIVE EVALUATION OF A COMPUTERIZED FIREARMS SIMULATOR**

Jamie Partyka, Royal Canadian Mounted Police Academy; Richard MacLennan, University of Regina

Two studies evaluated a computerized simulator for basic firearms training. Study 1 conducted a quantitative comparison between cadets who had no exposure to the simulator and cadets who were exposed to the simulator. Comparisons were made between scores for three evaluation sessions on a live-fire range. Cadets who were exposed to additional training on the firearms simulator had significantly higher mean scores (about 5%) on the second live-fire evaluation sessions, immediately following their exposure to the simulator. This improvement, however, did not carry-over to their final qualifications performance. Study 2 examined problems experienced in implementing the firearms simulator into training and proposed potential solutions, employing qualitative research methodology with focus groups of cadets.

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#### **THE TEMPORAL ASPECT OF ORGANIZATIONAL NORMATIVE COMMITMENT**

Neli Remo, University of Windsor; Catherine T Kwantes, University of Windsor

The concept of organizational commitment has interested researchers studying behavior in workplaces for many years. The three components of Meyer and Allen's organizational commitment model are: (1) affective commitment, (2) continuance commitment, and (3) normative commitment. This study examined the temporal aspect of organizational normative commitment. Ordinal and multinomial regression analyses were performed to examine the temporal aspect of normative commitment. Descriptive statistics showed that the highest percentage of participants selected "as long as the employee is able to take advantage of the HR practice" as their answer to the length of time an employee should remain with an organization in exchange for certain HR practices. The findings show that the participants viewed the reciprocity exchange between the organization and the employee as a psychological contract which is formed at the on-start of employment. Once the HR practice is taken away from the employee, the psychological contract is viewed as violated and thus the employee can leave the organization at any point.

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#### **EMOTIONAL INTELLIGENCE AND TEAM TASK PERFORMANCE: DOES EI MAKE A DIFFERENCE?**

Troy Rieck, University of Guelph; Peter Hausdorf, University of Guelph

This study examined the relationships among follower EI, leader EI, process behaviours, process satisfaction, and team performance using a sample of 81 two-person teams. While controlling for personality factors and cognitive ability, using an ability-based measure of EI, the aims of this study were to (1) identify the link between overall EI and team performance outcomes, (2) test the hypothesis that process behaviours would mediate the EI-performance/satisfaction relationship, and (3) assess the hypothesis that some specific EI abilities (e.g., the ability to manage emotions) are more relevant than others. The relationship between EI and team performance was found to be more complex than previous literature has suggested. The results suggest that an emphasis should be placed the ability to manage emotions and that the influence of follower EI on performance is fully mediated by the follower's perceptions of the leader's task behaviours. Implications for both research and practice are discussed.

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#### **SOCIAL RANK STRATEGIES IN THE ORGANIZATION**

Sigalit Ronen, McGill University; David C Zuroff, McGill University

Given the assumption that securing social rank represents an evolved fundamental human motivation, the current study attempts to answer three questions: (a) what strategies are used by employees for pursuing and defending social rank? (b) what personality variables predict individual differences in the use of social rank strategies; and (c) how these strategies are related to work outcomes? Data were collected from 131 high-tech engineers at 3 time points, and from 41 of their managers. Utilizing a prospective-longitudinal design, our analyses (a) established the robustness of three factors of social rank strategies: dominant leadership (DL), coalition-building (CB), and ruthless self-advancement (RSA), (b) revealed that personality and psychological needs predicted individual differences in social rank strategies longitudinally and in expected ways, and (c) revealed associations between rank styles and stress, social acceptance, performance and future job promotion. The implication of the results and future research direction are discussed.

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### **PERSONALITY, ENTREPRENEURIAL TENDENCIES AND WORK OUTCOMES AMONG HIGH-TECH ENGINEERS – A LONGITUDINAL ANALYSIS**

Sigalit Ronen, McGill University

Practicing entrepreneurial skills and approaches while being an engineer working for a high-tech company that is not your own is the practice of intrapreneurship. In the present study a measure of entrepreneurial tendencies was developed. The 7-items intrapreneurship tendencies questionnaire (ITQ) was tested among 131 high-tech engineers. Findings revealed that entrepreneurial tendencies: 1) were predicted 14 months earlier by higher extroversion, higher openness, higher conscientiousness, lower neuroticism, higher agentic tendencies, higher attachment security, higher self-esteem, and higher internal locus of control; 2) were related to higher perceived and appraised (by the supervisor) performance, lower burnout, more autonomy, vigor and dedication. The theoretical as well as practical implications of these findings are discussed.

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### **NONPROFIT CHIEF EXECUTIVES AND THEIR BOARDS OF DIRECTORS: AN EXPLORATION OF INDIVIDUAL AND JOB CHARACTERISTICS THAT CONTRIBUTE TO THE QUALITY OF THE EXECUTIVE-BOARD RELATIONSHIP**

Jessica G. Sherin, University of Guelph

This research examined the quality of the relationship between nonprofit chief executives and their boards of directors, with particular emphasis on the psychological aspects of the relationship. In Study 1, nonprofit executives in the social services and mental health fields participated in exploratory, semi-structured interviews. The qualitative analysis provided a rich description of the executives' perceptions and experiences with their boards, and the roles effective governance, clear role boundaries, self-efficacy and political skill have in the determination of the quality of the executive-board relationship. Study 2 tested the model proposed in Study 1, using an online survey. As hypothesized, the job characteristics of role clarity and effective governance predicted executive relationship satisfaction, and the relationship between effective governance and relationship satisfaction was partially mediated by the executives' perceived organizational support. The individual characteristics of self-efficacy and political skills, while significantly correlated with relationship satisfaction, did not moderate the relationship between role clarity and relationship satisfaction as predicted. Implications for our understanding of the psychological dimensions of the executive-board relationship and the practical contributions of the results are discussed.

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### **THE EFFECTS OF MEMORY STRENGTH ON JOB SATISFACTION**

Brenden Sommerhalder, University of Winnipeg; Wendy L. Josephson, University of Winnipeg; James M. Clark, University of Winnipeg

The use of personal attributes as predictors of job satisfaction (JS) has been widely studied. From an applied perspective, it would be most beneficial to predict JS from an attribute that is both easily measureable (for purposes of job selection and person-organization fit) and has some prospect for improvement through learning (for purposes of training and performance development). It is suggested here that memory strength may be such an attribute. This study will examine the relationship between memory strength and JS. It is hypothesized that there will be an overall positive relationship between memory strength and JS. More specifically, it is hypothesized that (a) JS among participants working in the hospitality sector will be most strongly predicted by strength of prospective memory, short-term memory and verbal working memory; (b) JS among participants working in skilled and non-skilled labour jobs will be most strongly predicted by strength of spatial working memory and short-term memory; and (c) JS among participants working in the retail sales industry will be most strongly predicted by verbal working memory. Further, it is predicted that memory strength will account for variance in JS unique from general intelligence. Results and implications will be discussed.

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### **OBSERVING WORKPLACE AGGRESSION: SHOULD I INTERVENE OR SHOULD I NOT?**

Olusore Taylor, University of Western Ontario; Joerg Dietz, University of Western Ontario; Bernd Marcus, University of Hagen

Workplace aggression refers to behaviors with the intent to harm others at work (Neuman & Baron, 1998). Unfortunately, these behaviors are often not reported by victims, perpetrators or observers. The current research is concerned with the role observers play in reducing workplace aggression. Specifically, we focused on the effects of observers' genders, their assumptions about aggressor-victim relationships, the perceived cost of helping and the perceived harm to victims on observer intervention. Using a vignette study, we collected data from 155 participants from the Study Response project. We found a marginally significant interaction effect between participants' genders and the cost of helping on intervention such that women were less likely to intervene if the cost of helping was high. We found no such difference in intervention with men. In addition, perceived harm positively influenced intervention. Furthermore, perceived harm interacted with the aggressor-victim relationship to influence intervention such that when harm was low, participants were less likely to intervene if they did not perceive a close aggressor-victim relationship. We found no such difference in intervention when harm was high. Finally, openness to experience positively influenced intervention. We discuss the results, their implications for research and practice, and directions for future research.

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### **THE EFFECTS OF COLLECTIVE EMOTION REGULATION ON EMPLOYEE REACTIONS TO CUSTOMER AGGRESSION IN SERVICE SETTINGS**

Sheerin Thussu, University of Western Ontario; Aaron C H Schat, McMaster University

In this presentation, we introduce the concept of collective emotion regulation (CER) and consider its effects on employee reactions to aggressive customer behaviour in service settings. The notion of collective emotion regulation was introduced by Hochschild (1983) in her landmark work on emotional labour. In this presentation, we build on Hochschild's (1983) pioneering work and more recent work on emotion regulation (e.g., Grandey, Dickter, & Sin, 2004; Korczynski, 2003) to more fully conceptualize and define the construct of CER. We then present a model in which CER is proposed as a moderator of the relations between exposure to customer aggression and individual employee well-being (i.e., stress, burnout) and work behaviours (e.g., job performance, citizenship behaviour). We suggest that engaging in CER (e.g., discussing, complaining, or joking about incidents) will reduce the degree to which exposure to customer aggression leads to decrements in employee well-being and job performance in the short term. However, we also propose that engaging in CER will cause employees to develop negative attitudes toward customers and negative expectations of future customer behaviour. We will also give preliminary consideration to the potential theoretical and practical implications of research that tests the relations proposed in our model.

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### **EMERGENCY PERSONNEL HEALTH & WELL-BEING: EFFECTS OF NEED SATISFYING LEADERSHIP & SOCIAL SUPPORT**

Alexandra Van Veeren, Université du Québec à Montréal; Marc Blais, Université du Québec à Montréal & CIRANO

Emergency personnel are increasingly exposed to high levels of work stress. Such exposure, in turn, is associated with increased risk for a variety of physical and psychological health problems. Research conducted by Blais and colleagues (e.g. 1992; 1993; 1995), based on Self-Determination Theory (SDT), has supported the validity of the Motivational Leadership Model (MLM). The MLM posits that leadership styles which satisfy the fundamental needs for autonomy, competence, and relatedness have a positive impact on employee adaptation, health, well-being, and performance. Within the literature, social support has also been identified as an important buffer against stress. The research, however, has also indicated that social support does not always have the desired effect. In fact, despite a person's good intentions, social support can be inadequate and sometimes even harmful. We propose, in line with SDT, that support behaviours which satisfy the fundamental needs should facilitate resiliency to job stress and burnout. The purpose of this research is to extend the MLM to include social support and to validate it within the context of emergency personnel. Emergency service workers across Canada (n = 400) were invited to complete a questionnaire on health and well-being at work. Details of the model will be presented.

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### **THE IMPLICATIONS OF WORKPLACE STRESS ON EAST CENTRAL HEALTH EMPLOYEES**

Holly Whyte, University of Alberta; East Central Health

A survey examining workplace stress in a healthcare organization was created to direct the development and implementation of programs which would contribute to a healthy work environment. This initiative focused on personal health practices and physical and supportive work environments. An unhealthy organization is plagued by high absenteeism and turnover, low productivity and decreased efficiency. Today, healthcare fields are short staffed requiring organizations to focus on the recruitment and retention of employees. Many Alberta employees feel job uncertainty as a result of the recent changes in the provincial healthcare system. Also, retiring baby boomers are creating increased work pressures for remaining employees. This survey is the first step in an initiative to promote a healthier workplace. Ten main areas of concern surfaced as a result of the survey. These areas included: communication, compensation, education, employee-managerial relations, interpersonal relationships, recognition, recruitment, retention, work-life balance and workload factors. As a result of these concerns, many employees stated that their job satisfaction declined and their workplace stress increased. Furthermore, the demographic results illustrated how stress is perceived differently amongst all employees.

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### **PERSONALITY AND FAKING MEASURES: COMPARING MILITARY APPLICANTS WITH UNIVERSITY RESPONDENTS**

Nicole Wilson, Saint Mary's University; Katie Calnan, Saint Mary's University; Meghan Donohoe, Saint Mary's University; Lauren Florco, Saint Mary's University; Matt MacPhee, Saint Mary's University; Jennifer Martinell, Saint Mary's University; Lynne Poirier, Saint Mary's University; Arla Day, Saint Mary's University; Sarah Carroll, Department of National Defense

Personality tests tend to contribute significantly to the selection process (Catano et al., 2005). Personality testing in the military has been used since World War II for selection purposes and for predicting job performance. However, research has shown that personality tests are susceptible to response distortion, such that participants respond in a manner that they believe is favourable (i.e., "faking good"; Ellingson et al., 2001; Griffin et al., 2004). In response, researchers have incorporated faking scales into personality testing to identify if individuals are reporting in a socially desirable way, but the validity of such scales also has been questioned. Therefore, the primary goals of the current study were to: (1) examine the psychometric properties of: (a) a personality test (i.e., the TSD); (b) an established socially desirable responding scale (i.e., the BIDR), and (c) a new bogus-item faking scale (i.e., the IRAT) using a sample of university students, (2) compare responses from the BIDR & IRAT; and (3) compare responses from university and military samples. Results and implications are discussed in terms of the normative and psychometric properties of the tests, and implications for use of these tests in organizations for selection and to detect faking.

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### **BUILDING EVIDENCE LITERACY CAPACITY WITHIN A REGIONAL HEALTH AUTHORITY: BRIDGING THE GAP BETWEEN EVIDENCE AND PRACTICE**

Nicole Wilson, Saint Mary's University; Carolyn Trumper, David Thompson Health Region; Janine Keown-Gerrard, Red Deer College; Christine Thompson, SEARCH Canada; Roberta Dubois, David Thompson Health Region; Sarah Hovind, University of Lethbridge; Chad Newton, University of Lethbridge; Scott Oddie, Red Deer College

There is currently a 10 to 20 year gap in transferring evidence to health practice (Canadian Health Services Research Foundation, 2005). Health care services delivered without consideration of current evidence may lead to detrimental health outcomes (Culham, 1998; Venturini, Romero & Tognoni, 1999). Evidence-based practice (EBP) has been recognized as a key competency of health practitioners in the 21st century (Health Canada, 2004). The current project examined an on-the-job learning program designed to develop evidence literacy (EL) skills (i.e. the ability to find, choose, and critically appraise evidence) in health practitioners. Respiratory therapists (RTs; n = 24) completed an eight-month online EL curriculum. Dependent measures collected before and after training included: knowledge, attitudes, use, and confidence in EBP. Open-ended questions were included with the dependent measures. The benefits of the program included a significant increase in participants' reported knowledge of EBP and attitudes toward EBP. Challenges were time at work to complete the training and the practicality of the training. The EL training provided RTs with the EBP knowledge to provide better patient care and contribute to the establishment of a culture of EBP. Future training programs should consider these challenges that health practitioners may encounter when seeking EBP knowledge.

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### **DO STUDENT ATTITUDES, ENGAGEMENT, AND MOTIVATION IN SCIENCE PREDICT SCIENCE ACHIEVEMENT OF IMMIGRANT AND NON-IMMIGRANT STUDENTS IN QATAR?**

Shaljan Areepattamanni, Queen's University

This study, using Hierarchical Linear Modelling (HLM) and the 2006 Programme for International Student Assessment (PISA) data, sought to investigate the impact of student attitudes, engagement, and motivation in science on the science achievement of 2091 immigrant students nested within 77 schools and 3270 non-immigrant students nested within 79 schools in Qatar. While general interest in learning science, enjoyment of science, science self-concept, science self-efficacy, and future-oriented science motivation were the statistically significant predictors of science achievement of immigrant students, general value of science, personal value of science, enjoyment of science, science self-concept, and instrumental motivation in science were the statistically significant predictors of science achievement of non-immigrant students. Furthermore, the majority of the variability for immigrant students' science achievement was between schools rather than between students and the majority of the variability for non-immigrant students' science achievement was between students rather than between schools.

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### **SEX GUILT, ACCULTURATION, AND SEXUAL FUNCTION IN EAST ASIAN AND EURO-CANADIAN WOMEN**

Lori A Brotto, University of British Columbia; Jane Woo, University of British Columbia; Boris B Gorzalka, University of British Columbia

Many studies have found that people of East Asian origin have lower sexual function compared to those of European origin. Attempts to explain this difference have tended to focus on general sexual attitudes, rather than specific constructs such as sex guilt. The goals of the current study were to: (1) compare levels of sex guilt in East Asian Canadian and Euro-Canadian women, and to study the relation between sex guilt and acculturation in East Asian Canadian women; and (2) explore the role of sex guilt in the link between culture and sexual function. Euro-Canadian (n = 112) and East Asian Canadian (n = 155) female university students completed online self-report measures of sexual function, sex guilt and acculturation. Euro-Canadian women had higher levels

of sexual function and less sex guilt. Sex guilt mediated the relationship between ethnicity and sexual function, in that women with more sex guilt had lower sexual function. Among East Asian Canadian women, sex guilt mediated the relation between Mainstream acculturation and sexual function such that women with more sex guilt had lower sexual function. As expected, levels of sex guilt East Asian Canadian women were negatively associated with increasing mainstream acculturation. These findings highlight specific mechanisms underlying well-documented ethnic differences in sexual function.

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### **NEGOTIATIONS OF CULTURAL IDENTITIES AND ADJUSTMENT PORTRAYED BY CHINESE CANADIAN UNIVERSITY STUDENTS: AN INTERVIEW STUDY**

Ai-Lan Chia, University of Victoria; Roger Graves, University of Victoria

Existing cultural models of psychopathology for ethnic minority individuals are generic primarily concerning ethnic and host cultural orientations. An interview schedule was designed to explore specific mechanisms linking individuals' cultural experiences to psychological adjustments. Interview questions included those querying the processes of negotiating Chinese and Canadian cultural identities and practices, individuals' relationship with others within and outside their cultures of origin, unique cultural experiences or critical incidents contributing to change in cultural orientations overtime, individuals' reflections on the factors relating to and the meanings given to their psychological adjustment, and individuals' help-seeking beliefs and behaviours. Seven Chinese university students (2 males & 5 females) with different country of origin were interviewed, with 1 interview conducted in Mandarin, 5 in English, and 1 in both languages. The interviewer recorded detailed notes during the 2-hour interview which were audio-taped and later transcribed. Several cultural themes of adjustments were identified, including "additive", "contextual-personal interactional", "developmentally sensitive", and "ethnic salient." Findings were discussed in terms of clinical and research implications for Chinese Canadian immigrant community.

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### **ACCULTURATION OF INTERNATIONAL STUDENTS STUDYING BUSINESS PROGRAMS IN CANADA AND THE BALTIC REGIONS**

Kim Chuong, University of Guelph; Saba Safdar, University of Guelph; Brent McKenzie, University of Guelph; Brenda Uhm, University of Guelph

As local businesses transcend the borders and economic globalization becomes more apparent nowadays, the adjustment and academic success of international students studying business programs become important research issues. Business schools around the globe are taking on the challenges of integrating an international perspective into their curriculum in hopes of providing a better preparation for their graduates as international managers and leaders of business and commerce. In the present study, we conducted focus groups (N = 45) with international students studying business programs at two post-secondary institutions in Canada (University of Guelph and University of Western Ontario), and three institutions in the Baltic (Stockholm School of Economics in Latvia, ISM University of Management and Economics in Lithuania, and Tartu University in Estonia). Interpretative Phenomenological Analysis (IPA) was used to analyze the data. The results of the study are discussed in terms of the international students' perceptions of their acculturation experience, and social, cultural and academic factors that influenced their adjustment and academic success across institution and across region.

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### **TERROR MANAGEMENT AND ACCULTURATION: THE EFFECTS OF MORTALITY SALIENCE ON CANADIANS' ACCULTURATION ATTITUDES TOWARD IMMIGRANTS WITHIN THE DOMAIN OF FAMILY RELATIONS**

Darcy Dupuis, University of Guelph; Saba Safdar, University of Guelph

With hypotheses rooted in Terror Management Theory (TMT), the present experimental study involves an observation of the effects of mortality salience (MS) on Canadian individuals' desire for culturally distant immigrants (Arab-Muslim) and culturally close immigrants (British) to acculturate within the life domain of family relations. Research has found that thoughts of death can lead individuals to distance from and to derogate others who are perceived as maintaining a culturally-distant worldview. 186 participants were given either a MS or a control prime and were then asked to complete the receiving society measure for the Relative Acculturation Extended Model. It was hypothesized that MS would result in an enhancement of Canadians' desire for Arab-Muslim immigrants to embrace a Canadian family upbringing and abandon that of their heritage culture (assimilation) and that MS would result in an enhancement of Canadians' desire for British immigrants to maintain their heritage culture in the absence of adoption of Canadian culture (separation). Both hypotheses were supported. Support was provided for the idea that symbolic terror management processes may be one route through which divergent expectations for distinct immigrant groups can develop. Implications of perceived cultural threat within the realm of family relations will be discussed.

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### **PROMOTING RESILIENCE THROUGH FAITH DEVELOPMENT IN CHILDREN OF WAR IN SRI LANKA**

Chandimaa Fernando, Toronto Catholic District School Board

For over 20 years, Sri Lanka has been in a civil war. Our study shows how some children can overcome personal suffering caused by war by drawing on faith traditions. Building on earlier research (Fernando, 2000), this mixed method study involved 77 participants (62 children and 15 caregivers): Children ranged between 5 to 18 years of age; caregivers were between 25 to 80 years of age. Participants included war orphans and non-war orphans from Buddhist and Christian orphanages, and a comparison group of children from intact families. Children's measures included: Goodenough Harris Drawings, Risk and Resilience Indices, Sand-tray Analysis (constructions and narrative), Stages of Faith Interview (adapted from Fowler, 1981) and a Sentence Completion task. Adult measures included the adapted Stages of Faith Interview and a Sentence Completion task. Scoring was completed by two raters, with inter-rater reliability over 90%. ANOVA and qualitative analyses found indicators of general risk and resilience. However, contrary to previous studies elsewhere, most orphans demonstrated inner peace and resilience after exposure to war. Resilient orphans identified Buddhist and Christian religious practices used to promote their faith, personal well-being, and sense of belonging. Nevertheless, lack of contact with biological parents after being placed in orphanages posed a unique idiom of risk.

**#76**

*International and  
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**ASSESSMENT OF BICULTURAL IDENTIFICATION: EXPLORING A THREE-FACTOR MODEL ACROSS CHINESE AND SOUTH ASIAN CANADIANS**

Benjamin Giguere, York University; David B Flora, York University; Richard N Lalonde, York University

Bicultural individuals have access to two collective identities, mainstream and heritage, and the degree to which they identify with each influences their cognitive processes and behaviours (e.g., partner preference; Lalonde et al., 2004). Despite the importance of collective identification within psychology in general (Ashmore et al., 2004), and in the field of cross-cultural psychology in particular, there is little research on assessment of this construct. Cameron (2004) addressed this issue and proposed a general three-factor model of identification. The current study examined this model in the assessment of heritage and mainstream identification of Chinese Canadians (n = 163); and South Asian Canadians (n = 168). Confirmatory factor analysis revealed that the three factor structure of the instrument proposed by Cameron was a better fit than a one and two factor structure for mainstream and heritage identification for both groups. Results along with implication for assessment of bicultural identification will be discussed.

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**ACADEMIC PURSUIT AS A SOURCE OF CULTURAL CONFLICT FOR SECOND GENERATION CHINESE CANADIANS**

Richard N Lalonde, York University; Benjamin Giguère, York University; Stephanie So, York University

A framework is offered for understanding the notion of cultural conflict that can be experienced by second generation Canadians within their families. 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 and that different cultural groups will experience cultural conflicts in different domains. This study focuses on the experience of intergenerational conflict that can occur in Chinese families around the issue of academic achievement. A sample of Chinese Canadians was compared to a sample of European Canadians in their responses to a family conflict either around the issue household chores (control condition) or academic achievement (cultural conflict condition). It was expected, and found, that an intergenerational conflict around the issues of academic achievement was more likely to elicit negative affect (shame & guilt) in Chinese Canadians than in European Canadians. The discussion will focus on different triggering events for cultural conflicts in different cultural groups, and why the issue of academic pursuits is an important trigger for many immigrant families.

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**A COMPARISON BETWEEN SECOND GENERATION CHINESE CANADIANS AND ANGLO-CANADIANS: PREDICTORS OF SEXUAL ATTITUDES, EXPERIENCE, AND KNOWLEDGE**

Andrea M S Lee, University of Ottawa; Marta Young, University of Ottawa; Marcela Olavarria, University of Ottawa

Despite the large, primarily North American body of work on sexuality in young adults, there are remarkably few studies exploring the impact of culture and family on sexuality among ethnocultural groups. Several recent studies, however, have shown that for some young immigrants there may be a conflict between the sexual attitudes and behaviours of their parents' culture of origin and the mainstream culture. Brotto (2004) found, for example, that Chinese Canadians face the challenge of reconciling potential discrepancies between their parents' and their own views of sexuality. The main goal of this study is to examine the role of culture and family in predicting sexual attitudes, behaviours, and knowledge in second generation Hong Kong Chinese Canadians. One hundred second generation Chinese Canadians between the ages of 18 and 25 completed the following measures: ethnic identity (both Canadian and Chinese), individualism and collectivism, gender roles, sexual attitudes, sexual knowledge (HIV & STDs), sexual behaviours, parental permissiveness and comfort, and comfort with one's own sexuality. Comparisons will be explored between young Hong Kong Chinese and a control group of young Canadians of British descent. The obtained results and implications of the study will be discussed in the context of current findings in the sexuality literatures.

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*International and  
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**THE INFLUENCE OF BICULTURALISM ON PERSONALITY ASSESSMENT**

Evelina Lou, York University; Ryan Y Hong, National University of Singapore; Sampo V Paunonen, University of Western Ontario

Cultural Frame Switching (CFS) refers to changes in cognition, affect, and behaviour as a function of the specific cultural meaning system being activated among bicultural individuals. In the present study, CFS was investigated in the domain of personality traits to explore whether intra-individual personality differences could be observed when responding to different cultural contextual cues. Specifically of interest were theoretically predicted changes in personality trait scores among Chinese-Canadian bicultural undergraduate students under Canadian and Chinese priming conditions. A within-subjects design with two assessment sessions (two weeks apart) was employed, where each participant's personality trait levels (e.g., the Big Five) were assessed after exposure to one of the two cultural primes during each session. Results revealed that completion of Canadian and Chinese cultural tasks (primes) did not influence changes in biculturals' self-reported personality profiles as indicated by two distinct measures (verbal and nonverbal). This suggests that personality trait scores do not change under the CFS effect, and that previous results supporting the CFS hypothesis in this domain may have occurred due to translation differences in the verbal testing materials.

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**IMPLICIT ACCULTURATION ORIENTATIONS OF THE ITALIAN HOST COMMUNITY**

Elisa Montaruli, Université du Québec à Montréal; Luca Andrighetto, Università di Padova; Dora Capozza, Università di Padova

This study is a first attempt to measure acculturation orientations implicitly, using the Go/No-go association task (Nosek & Banaji, 2001). On the explicit level, studies conducted with host communities around the world have shown an overwhelming preference for the most welcoming acculturation orientations of individualism and integrationism as compared to assimilationism, segregationism, and exclusionism. However, social desirability may affect answers to explicit measures. We therefore hypothesized that implicit measures would reveal less welcoming acculturation orientations. Contrary to expectations, results show that Italian undergraduates prefer individualism and integrationism on both explicit and implicit levels. Furthermore, explicit and implicit measures of acculturation orientations are not correlated, which suggests that they reflect two different constructs that may relate to different attitudes and behaviors.

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**MEASURING DEPRESSION IN A KAREN POPULATION: THE DEVELOPMENT AND VALIDATION OF A CULTURALLY SENSITIVE SCREENING TOOL**

Shahlo Mustafaeva, University of Regina; Regan Shercliffe, University of Regina; Nicole Gooding, University of Regina

By the year of 2020, depression will be the second most important cause of disability worldwide. Despite the fact that research in Western cultures is facilitated by the availability of depressive diagnostic instruments, research on depression in non-Western cultures dependent upon translations of Western instruments. The purpose of this research is to validate a culturally sensitive measure of depression for use in the Karen population. Participants for this research are Karen refugees. The participants are asked to complete the Karen Depression Scale. The KDS was developed using terms and descriptions of mood disorder derived from focus groups comprised of Karennai individuals; complete the Center for Epidemiologic Studies Depression Scale; and to participate in a clinical interview. Cut-off scores for the KDS will be developed using two separate strategies: responses to all items will be summed and divided by the number of answered items to generate a depression score ranging from 1 to 4; sensitivity and specificity will be assessed by exploring the relationship between the interview and KDS scores using ROC analysis. KDS demonstrates more sensitivity in the detection of depression due to the fact that the KDS is based on words and idioms specific to the Karen culture.

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**PERCEPTIONS OF DEPRESSION AMONG KAREN REFUGEES**

Shahlo Mustafaeva, University of Regina; Regan Shercliffe, University of Regina; Nicole Gooding, University of Regina

Depression remains a major public health problem, but little is known about the views and understandings of depression held by many ethnic groups. With this in mind, we sought to develop a measure of depression specific to Karen immigrants, as given the long-standing unrest in Burma many Karennai are immigrating to Canada. Thus it is important to develop a culturally sensitive measure of depression in order to provide more thorough assessment and if needed appropriate treatment. Focus group discussions were conducted with Karen refugees to identify culturally relevant conceptions of depression. Participants were recruited from Regina Open Door Society. A total of 30 individuals participated in focus group discussions. Participants were presented with a vignette describing individual's emotional and somatic symptoms of depression. Depressive symptoms that Karennai presented

seemed to be conceptualised as a problem related to cognition (thinking too much) rather than emotion. The resulting condition is referred to as heart disease that may or may not require medication depending on severity of heart disease. The results of this study are used to develop a culturally sensitive depression screening tool. Furthermore this study will inform health care professionals on cultural syndromes and terms that will allow them to accurately detect depression in this unique cultural group.

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**DOES IDENTITY PREDICT CITIZENSHIP?: PSYCHOLOGICAL ACCULTURATION AND ASIAN IMMIGRANTS' INTENTIONS TO ACQUIRE CANADIAN CITIZENSHIP**

Shevaun Nadin, Carleton University; Peter R Grant, University of Saskatchewan

Citizenship acquisition is often viewed as an indicator of immigrants' integration into their new society. While many behavioural indicators of integration have been shown to predict citizenship acquisition, psychological indicators have not been explored. This questionnaire study examined the citizenship acquisition intentions of immigrants to Canada from Asia (N = 114). Using social identity theory, the formation of a Canadian identity was viewed as an indicator of psychological integration into Canada. It was hypothesized that the stronger immigrants identify with Canada, the more likely they will intend to acquire Canadian citizenship. Whether Canadian identification accounts for variance in citizenship acquisition over and above behavioural indicators of integration was also explored. The results showed that respondents' strength of Canadian identification was positively related to their intentions to apply for Canadian citizenship. A hierarchical regression model combining behavioural (English ability, years lived in Canada, and participation in Canadian society) and psychological (Canadian identification) indicators of integration accounted for 32% of the variance in citizenship intentions. Canadian identification was the only variable that had a significant regression weight at the final step of the analysis. The contributions of these novel findings are discussed.

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**THE RELATIONSHIP BETWEEN PHYSICAL ATTRACTIVENESS AND POPULARITY**

Maryam Nemat, Carleton University

The present study examines the relationship between physical attractiveness and popularity in two different cultures. 40 Iranian and 40 Canadian university students participated in the study. They were asked to rate physical attractiveness of 10 Iranian males, 10 Iranian females, 10 Canadian males and 10 Canadian females portrayed in photos taken from a social networking web site: Yahoo 360. Their ratings were compared to the number of friends listed in the relevant Yahoo 360 blog pages. The correlation between rated physical attractiveness of the bloggers and the number of friends was +0.41. The correlations were significantly higher among males rating females (+0.67) than among females rating males (+0.23) in both cultures. These correlations were not significantly different between the two cultures confirming that physical attractiveness does influence popularity both in Iran and Canada.

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**THE ROLE OF RELIGION, CULTURE AND FAMILY IN PREDICTING HAITIAN-CANADIANS SEXUAL ATTITUDES AND BEHAVIOURS**

Marcela Olavarria Turner, University of Ottawa; Marta Young, University of Ottawa; Andrea M S Lee, University of Ottawa

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. Although a large body of literature has accumulated on the acculturative challenges of second generation youth, there are few studies that explore the relationships between cultural influences and sexuality. The main objective of the present study is to explore the relationships between religion, culture and family on participants' reported sexual experiences and sexual attitudes. Eighty Canadian born Haitians between the ages of 18 and 25 completed measures related to their cultural identities, individualism-collectivism, religiosity, parental attitudes toward sexuality, personal attitudes toward sexual matters and their sexual experiences. Correlational analyses suggest that Canadian acculturation and individualism were positively related to greater sexual experience. Similarly, being more individualistic and less collectivistic, and perceiving one's parents as being more sexually permissive were associated with greater reported sexually permissiveness in this sample. The obtained results will be discussed within the context of current findings in the sexuality and acculturation literatures. Furthermore, comparisons will be made between this group and Francophone and Anglophone Canadians.

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**PHENOMENAL YOUNG WOMEN: POSITIVE IDENTITY DEVELOPMENT IN FEMALE BERMUDIAN ADOLESCENTS**

Jonéa Paynter, Trinity Western University; Marvin J McDonald, Trinity Western University



Identity formation is an essential aspect of development that impacts later social development (e.g., in Spender's model of Phenomenological Variant of Eco-Systems Theory, PVEST). Research on identity formation has encouraged research in various areas of identity development, including gender, ethnicity, and sexuality. In this study, the topic of identity is examined for young women growing up in Bermuda, a small island community in the midst of a cultural transition. This project was an exploratory study into the aspects of identity that were important in the lives of nine Bermudian women between the ages of 14 and 17. A semi-structured interview employed laddering strategies was conducted with participants. A narrative analysis of these interviews revealed nine thematic dimensions that were important in the lives of the participants. Implications of the findings for Spencer's PVEST model are presented and further research areas are discussed.

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#### **THE RELATION BETWEEN ACCULTURATION AND ADJUSTMENT AS A FUNCTION OF PERCEIVED DISCRIMINATION IN VISIBLE MINORITIES**

Natacha P Pennycooke, Concordia University; Zhe Ni Wang, Concordia University; Andrew G Ryder, Concordia University; Terri R Lituchy, John Molson School of Business, Concordia University

In 2001, 13% of Canada's population identified themselves as a visible minority. One of the challenges visible minorities face when adjusting to a new cultural context is the extent to which the majority culture will positively accept them. Development of a mainstream identity has previously been linked with better adjustment; we predicted that this relation would be moderated by perceived discrimination. Specifically, we anticipated that high mainstream acculturation combined with high levels of perceived discrimination would lead to particularly negative outcomes. One hundred and twelve visible minority university students completed the Center for Epidemiologic Studies Depression scale (CES-D; Radloff, 1977), the Vancouver Index of Acculturation (VIA; Ryder et al., 2000) and the Perceived Ethnic and Racial Discrimination Scale (PERDS; Noh & Kaspar, 2003). The moderation hypothesis was confirmed: mainstream acculturation predicted better outcomes in cases of low perceived discrimination, and worse outcomes in cases of high perceived discrimination. ( $p < .05$ ). Results suggest that acculturation to the mainstream identity may act as a buffer against negative adjustment only if low amounts of discrimination are perceived. Furthermore, perceptions of discrimination can be particularly harmful to the adaptive process.

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#### **SELF-CONSTRUAL IN DIFFERENT CULTURAL GROUPS: THE CASE OF EUROPEAN CANADIANS, ARAB CANADIANS, AND ARABS IN THE MIDDLE EAST**

Sarah Rasmî, University of Guelph; Saba Safdar, University of Guelph

Markus and Kitayama's (1991) view of the self in relation to the cultural group is well-established and prominent within the cross-cultural literature. At the centre of their argument is that individuals coming from individualistic cultures are likely to endorse an independent self-construal, whereas individuals from collectivistic cultures are likely to endorse an interdependent self-construal. As such, the present study hypothesized that European Canadians ( $n = 147$ ) would be most likely to endorse an independent self-construal, Arabs in the Middle East (Egypt and Lebanon,  $n = 129$ ) would be most likely to endorse an interdependent self-construal, and Arab Canadians ( $n = 131$ ) would fall somewhere in between the other two groups. Contrary to expectations, Arabs in the Middle East were most likely and European Canadians were least likely to endorse an independent self-construal, with Arab Canadians falling in between. In terms of interdependent self-construal, however, Arab Canadians were more likely than European Canadians and Arabs in the Middle East to endorse an interdependent self-construal. Explanations of these surprising findings are discussed in terms of: the reference group effect, response style, and the structure of Singelis' (1994) Self-Construal Scale.

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#### **THE CULTURAL SHAPING OF SOCIAL ANXIETY: FEAR OF CAUSING DISTRESS TO OTHERS IN CHINA AND NORTH AMERICA**

Jenny Teng, Concordia University; Jessica Dere, Concordia University; Andrew G Ryder, Concordia University

Although social anxiety has been recognized as universal, culture can have a significant impact on symptom presentation. Research suggests that many socially anxious patients in East Asia are particularly distressed about causing discomfort to others, in contrast to the standard Western model in which social anxiety is based on one's own embarrassment. Very few cross-cultural studies have examined this phenomenon. To this end, the Social Anxiety - Discomfort to Others Scale (SA-DOS; Rector et al, 2006), and the Social Interaction Anxiety Scale (SIAS; Mattick & Clarke, 1998) were administered to comparable samples of clinical out-patients in Changsha, China ( $n = 175$ ) and Toronto, Canada ( $n = 104$ ). The two measures were much more highly correlated in China than in Canada, suggesting that fear of causing discomfort to others is more central to the Chinese experience of social anxiety. Furthermore, MANOVA revealed a significant interaction between cultural group and social phobia diagnosis, with Chinese social phobia patients showing the highest SA-DOS scores. These findings suggest that this cultural difference in the fear of causing distress to others emerges only in Chinese patients suffering from clinically significant social anxiety.

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### **CULTURE, EVOLUTION, AND HUMAN MATING PATTERNS: VALUES PREDICT MAGNITUDE OF THE UNIVERSAL SEX DIFFERENCE IN SOCIOSEXUALITY**

Zhe Ni Wang, Concordia University; Andrew G Ryder, Concordia University; Jessica Dere, Concordia University

Research in evolutionary psychology has established a universal sex difference in human sociosexuality. Compared to men, women reported higher levels of restricted sociosexuality – defined as a preference for fewer sexual partners with a higher commitment of resources – across 48 countries (Schmitt, 2006). At the same time, there are cross-country differences in the magnitude of this sex difference. We propose that cultural values act to increase or decrease sex differences in sociosexuality. Specifically, this project examines the relations between cultural values and sociosexuality using Schmitt's (2006) data and four country-level archival datasets assessing cultural values, namely: Hofstede's (1980) study of values; the Schwartz Values Survey; the World Values Survey; and the GLOBE study (N = 24 to 48 countries, depending on the analysis). Restricted sociosexuality, especially in women, was associated with two broad sets of values: (1) collectivism, traditionalism, and conservatism; and (2) uncertainty avoidance, future orientation, and focus on survival. These two sets of values were also associated with a larger sex difference. The cultural impact on this difference is driven primarily, although not exclusively, by effects on female sociosexuality. Evolutionary pressures and cultural values work in tandem to influence human mating patterns.

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### **THE IMPACT OF CULTURE, FAMILY AND RELIGION ON SEXUALITY: A COMPARISON BETWEEN ANGLO-CANADIANS AND FRANCO-CANADIANS**

Marta Young, University of Ottawa; Marcela Olavarria Turner, Université d'Ottawa; Andrea M S Lee, University of Ottawa; Émilie Gravel, University of Ottawa; Mélanie Cloutier, University of Ottawa

According to Statistic Canada's 2006 census, Anglo-Canadians and Franco-Canadians are the two dominant groups in Canada. Because of this, there is a tendency to combine them in research on Canadian sexuality. This is surprising considering there is evidence showing that these groups are indeed different in their sexual attitudes and behaviours. Hence, the main objective of the present study is to compare the impact of culture, family and religion on the sexuality of Anglo-Canadians and Franco-Canadians. For this purpose, one hundred Anglo-Canadians and one hundred Franco-Canadians between the ages of 18 and 25 participated in this study by completing a questionnaire. Measures within the questionnaire included: individualism/collectivism, cultural identity, parental permissiveness toward sexuality, parental comfort toward sexuality, family conflict, family connectedness, religiosity, sexual knowledge, sexual experience, and sexual comfort and guilt. The two groups will be compared and the obtained results will be discussed in the light of current findings on sexuality, culture, family and religion literatures.

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*International and  
Cross-Cultural  
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### **DOES CULTURE INFLUENCE HOW WE THINK?**

Lenka Zdrzilova, University of Calgary; Mariko Nakayama, University of Calgary; Penny M Pexman, University of Calgary

Kitayama et al. (2003) suggested that culture influences perception. In a perceptual task, their participants reproduced a straight line, either taking into account (relative condition) or disregarding (absolute condition) the surrounding square frame. Japanese participants were more accurate in the relative condition and American participants were more accurate in the absolute condition. In the present research we addressed two issues related to the Kitayama et al. study: 1) does experience with square frames in the Japanese writing system play a role in cultural effects on perception, and 2) do cultural effects in perception result from individual differences in individualism/collectivism I/C)? In Experiment 1 we included a triangle frame condition in the line drawing task (LDT). Results showed that both Japanese (n = 41) and Canadian (n = 51) participants performed more accurately in the relative condition of the LDT, regardless of frame shape. In addition, we were unable to replicate Kitayama et al.'s cultural differences for square frames. In Experiment 2, 100 participants completed the LDT, the embedded figures task, and two tests of I/C. None of the I/C measures were related to accuracy on the LDT. These results suggest that the cultural differences reported by Kitayama et al. cannot be replicated, and that cultural effects on perception may be limited.

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### **CULTURAL VALUES AND SOCIOSEXUALITY AT THE INDIVIDUAL LEVEL: AN EXPLORATORY STUDY IN FEMALE STUDENTS**

Yue Zhao, McGill University; Jessica Dere, Concordia University; James G Pfaus, Concordia University; Andrew G 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. Previous work conducted at the country level has demonstrated that cultural values influence the magnitude of the sex difference in sociosexuality, primarily by influencing levels of sociosexuality in women. We sought to follow up this work at the individual level, in a heterogeneous sample of 150 female students. Participants completed online self-

report measures of cultural values (Schwartz Values Survey and Individualism-Collectivism), sociosexuality, sexual attitudes, and sexual behaviours. Openness to change values and horizontal individualism were positively associated with sociosexuality, permissive sexual attitudes, and high level of sexual activity, all  $ps < .001$ ; self-enhancement values and vertical individualism were positively associated with instrumental sexual attitudes, both  $ps < .001$ . Results suggest that the evolutionary model of sociosexuality should be complemented by a cultural perspective, in which values moderate the effects of evolutionary universals on mating strategies.

**#94**

*Psychology and Religion/Psychologie et religion*

**CHRISTIAN SOCIAL IDENTITY & MORAL IDENTITY: THEIR SELF-IMPORTANCE AND LINK TO HOST COMMUNITY ACCULTURATION PROFILES**

Mona Abbondanza, Université du Québec à Montréal; Julie Charest, Université du Québec à Montréal

Migrations towards North America and Europe have resulted in a growing interface between the majority Christian population and people of other faiths. This Christian majority is still, according to recent national surveys, attached to its faith, although not regularly participating in organized religion. How does this identification as a Christian influence the interface between individuals of the majority Christian population and the people of other cultures and of other faiths? In this research, we examine the link between Christian Social Identity (Abbondanza, 2008) and Moral Identity (Aquino and Reed, 2002) on the one hand, and how members of the host community endorse certain acculturation orientations toward immigrants settled in their community using the Interactive Acculturation Model of (Bourhis, Moise, Perrault & Sénécal, 1997) on the other hand. Participants were 288 university students. The results indicate that the more participants considered self-important their Christian Social Identity, the more they endorsed the Integrationism of Transformation acculturation profile, a profile that leads to harmonious intergroup relations. Similar results were obtained for the self-importance of Moral Identity. The important role of faith based and moral social identities as antecedents to harmonious intercultural and inter religious interactions is discussed.

**#95**

*Psychology and Religion/Psychologie et religion*

**TEACHING FOR WISDOM AND JEWISH IDENTITY**

Marcus Benayon, University of Toronto; Michel Ferrari, University of Toronto

This study examines efforts to foster Jewish wisdom within the Jewish Day School System in Toronto, Canada. Twenty adults (community leaders and teachers) and 40 students (grades 9 and 12) answered questions about wisdom in their lives and historically, as well as questionnaires about their own attitudes and behavior, well-being and satisfaction with life. Participants were interviewed in a single session lasting about 1 ½ hours. The interview was adapted from a study by Bluck and Glück (2004), consisted of 6 questions addressing the nature of wisdom and its presence in the participant's life and school experience; three survey questionnaires dealt with Attitudes and Behavior (Ardelt, 2003), General Well-Being (Fazio, 1977) Satisfaction with Life (Diener, Emmons, Larsen, & Griffin, 1985; Pavot & Diener, 1993), and Foundational Values (Jason et al., 2001). All interviews were digitally recorded and transcribed. Leaders and teachers both spoke of wisdom as involving interpreting sacred texts and applying them to living a Jewish life. Students, too, had a lot to say about wisdom, but most did not discuss wisdom in terms of any particular Jewish wisdom text and/or historical character. Still, a careful analysis of their responses does reveal some elements of Jewish wisdom and values, especially when they talk about wisdom in personal acquaintances (usually close family members).

**#96**

*Psychology and Religion/Psychologie et religion*

**THE BELIEVABILITY OF ANTHROPOMORPHIC EXPLANATIONS**

Heather A Burch, Carleton University; Jim Davies, Carleton University; Jordan R Schoenherr, Carleton University

Anthropomorphism is the tendency to attribute human characteristics to nonhuman or inanimate objects. Although the concept is used in all manners of discipline, experimental studies on anthropomorphism have received little attention in recent literature. Recent interdisciplinary research (e.g., Boyer, 2001) has begun to provide overarching cognitive frameworks for these phenomena which appear great plausibility. However, whether there is an explanatory force behind anthropomorphic accounts of natural phenomena has yet to be examined in an experimental setting. It is expected that anthropomorphic explanations will be shown to be more believable than mechanistic explanations for a variety of descriptions of situations. In a series of experiments, participants (university students in first year psychology courses) were presented with several scenarios and explanations, which was either anthropomorphic or mechanistic, using the computer program E-Prime. The nature of the actors in these scenarios was also varied from abstract (e.g., an X moves a Y) to concrete (e.g, a brog moves a retler). They then rate each explanation for how "plausible" it seems from 1 to 5. These outcomes of this experiment will indicate whether anthropomorphism can be used as an effective means to impart causal knowledge to participants and show evidence of a bias in perception towards human-like motives.

**#97**

*Psychology and Religion/Psychologie et religion*

**WISDOM AND RELIGIOUS IDENTITY IN PAKISTAN**

Aftab Khan, University of Toronto; Michel Ferrari, University of Toronto

This research investigates wisdom and cultural identity in Pakistan. Implicit theories of wisdom in Pakistan may differ from Western and Asian theories, since beliefs, thoughts and experiences vary between these cultures. Interviews were conducted that asked people about wisdom in their own lives, in acquaintances' lives, and in historical figures. Also, the Foundational Value Scale (FVS) and the Satisfaction with Life Scale (SWLS) were administered. Fifty people participated in five different age groups ( $n = 10$  per group, half female): children, adolescents, young adults, middle-aged adults, and elderly. Results showed that 43 participants believed religious figures are the wisest people in history. Participants used many Islamic-related terms in answering interview

questions. No substantial age related differences were found in naming the wisest people in history, but ages differed in naming their wisest acquaintances. Chi-square analyses show that most people, but especially younger participants, believe that teachers they know can teach wisdom. Significant positive correlations exist between the components of the FVS and the SWLS. Adolescents were least satisfied with their lives, whereas the elderly were most satisfied. Methodological recommendations will be presented for comparing the results to research on other cultural traditions and for future research on this topic.

#98

*Psychology and Religion/  
Psychologie et religion*

### **LOSING FAITH IN FUNDAMENTALIST CHRISTIANITY: AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS**

Karen H Ross, Ontario Institute for Studies in Education at the University of Toronto

Many religious faiths supply believers with a clear purpose and identity, as well as the opportunity for a relationship (with the deity) that perfectly fulfils the hallmark characteristics of an attachment bond. Losing faith in one's deeply-held religious beliefs can leave an ex-believer feeling deeply alone, worthless, and overwhelmed (e.g. Moyers, 1994). Although evidence suggests that religious 'de-conversion' is common in Canada (Altemeyer, 2004), very little psychological research has examined this transition. This qualitative study investigated the psychological experience of losing faith in fundamentalist Christianity. It also explored the consequences of loss of faith for participants' lives, and identified ways in which participants sought psychological support during this transition. Participants were former fundamentalist Christians, recruited through Toronto humanist or atheist groups and interviewed about their experience of losing faith. Interpretative Phenomenological Analysis (Smith, 2003) was used to identify themes within the interview data and to generate a description of the 'essence' of the experience. The results are discussed within the context of attachment, loss, and identity theories, and used to generate recommendations for counselling practice with individuals who have undergone a loss of religious faith.

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*Psychology and Religion/  
Psychologie et religion*

### **A COMPARISON OF MALES & FEMALES ON SIX INDICES OF RELIGIOSITY AND SPIRITUALITY**

Kevin Rounding, Queen's University; Kenneth E Hart, University of Windsor; Stephen Hibbard, University of Windsor; Michelle Carroll, McMaster University; Tobi Wilson, University of Windsor; Aleks Milosevic, University of Windsor

Numerous studies have found that women are more religious than men, reporting higher levels of private prayer, worship attendance, and global ratings of spirituality (Bryant, 2007). Although religiosity/spirituality (R/S) is acknowledged as being heterogeneous in nature (Pargament, 2002), few empirical studies have attempted to compare the sexes using a multidimensional index that taps a broad array of R/S factors. The current study administered the Brief Multidimensional Measure of R/S (Idler et al., 2003) to a sample of 563 university students (93 males). After controlling for several potential confounds in our MANCOVA, we found that women were significantly higher on collaborative religious coping and the subjective sense of gratitude but only marginally higher on daily spiritual experiences. Comparisons of the 93 men to a random sample of 93 women showed only one effect: women were more grateful than men. These findings extend and refine prior research that has suggested women are more religious and spiritual than their male counterparts. In a Canadian cultural context, we found evidence that spiritual differences between men and women may be localized to the dimension of gratitude. Future research may wish to explore gender specific subjective experiences that carry sacred significance, and coping with life stress events by cooperating with the God of their understanding.

#100

*Psychology and Religion/  
Psychologie et religion*

### **"LETTING GO" IS HEALTHY: THE ROLES OF FORGIVENESS AND REDUCED VENGEFULNESS IN THE RELIGION-MENTAL HEALTH LINK**

Miki Talebi, Carleton University; Renate Ysseldyk, Carleton University; Kimberly Matheson, Carleton University; Hymie Anisman, Carleton University

In an age where ideological conflict and crises have been profound, religion has become an important (coping) resource to depend on and to preserve psychological health. Many religions place high value on forgiveness, which is also thought to be related to well-being. Despite the intuitive link, several studies have failed to support a relation between religion and forgiveness, termed the religion-forgiveness discrepancy (Tsang, McCullough, & Hoyt, 2005). However, the positive religion-mental health link may instead be due to religious individuals' reduced inclinations to be vengeful, rather than forgiving. Participants (N = 91) from various religious groups completed measures assessing forgiveness, vengefulness, extrinsic and intrinsic religiosity, self-esteem, and autonomy (i.e. self-actualization, in-line with the tripartite model of mental health; Compton, 2001). Regression analyses revealed that although forgiveness and vengefulness were related to both self-esteem and autonomy as expected, intrinsically and extrinsically religious individuals were less vengeful, but not more forgiving. Moreover, vengefulness mediated the relation between autonomy and intrinsic religiosity. Thus, it may be that reduced vengeance (i.e. "letting go"), rather than elevated forgiveness, accounts for the positive psychological health of religious individuals.

#101

*Sexual Orientation and  
Gender Identity  
Issues/Orientation  
sexuelle et identité  
sexuelle*

### **A DISCURSIVE LOOK AT THE FRIEND / PARTNER DISTINCTION: IMPLICATION FOR ASEXUAL PEOPLE**

Courtney J Chasin, University of Windsor

Academics have recently begun investigating asexual people, with some arguing that asexuality should be considered a sexual orientation. One of the central questions within the asexual community is how to distinguish romantic relationships from friendship

in the absence of sexuality. This project explored from a discursive, social constructionist perspective how young adult friend-pairs (representing diversity in gender and sexual orientation, though not including asexuality) construct friendship and the friend / partner distinction. Participants engaged in significant conversational work to maintain this distinction even when sexuality could not mark the difference. While doing this, participants prioritised long-term romantic relationships above friendships. In their conversations, participants drew on the friend/partner distinction in order to construct themselves as moral persons. Implications are discussed for asexual people and their relationships, such as how asexual couples are frequently denied the social status and recognition typically granted to romantic partnerships. Similarly, “friend-focused” asexual people who resist privileging romance over friendship would be expected to face difficulties positioning themselves as moral persons intelligibly, and would therefore need to generate (and in fact are generating) additional discursive resources with which to do so.

**#102**

*Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle*

**UN/SETTLING STORIES: A DIALOGICAL ANALYSIS OF QLGBT REFUGEE SETTLEMENT NARRATIVES**

Sharalyn R Jordan, University of British Columbia

Currently 70 countries criminalize homosexual acts or gender “deviant” behavior. Another 16 use public morality laws to penalize same-sex sexualities and gender variance (IGLHRC, 2008). Since 1993, Canada has recognized persecution due to sexual orientation or gender identity in refugee asylum claims. A critical qualitative inquiry conducted in partnership with a community organization that supports Queer, Gay, Bisexual, Lesbian, and Trans (QLGBT) refugees began with the question “How do QLGBT refugees engage in settlement?” Collaborative narrative interviews with claimants (Arvey, 2003), and interviews with service providers, community organizers, and lawyers were used. QLGBT refugees have lived in defiance of social erasure, stigma, and violence in their home countries. Leaving, applying, and settling brings them into engagement with multiple, interacting, oppressions. In Canada, while QLGBT asylum seekers work to rebuild their lives, they simultaneously live with the uncertainty of their application, loss related to their displacement, the psychological effects of past traumas, and the impacts of stigmatization. Dialogical self theory (Hermens, 2004) informed analysis of the reconstitution of self and social relationships in the face of these challenges. Findings highlight sources of resilience in the face of sexual/gender identity based stigma, trauma, and displacement.

**#103**

*Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle*

**BODY-RELATED GOALS, GENDER AND WELL-BEING: HOW ARE THEY RELATED?**

Amanda I Radil, University of Victoria; Frédéric Grouzet, University Of Victoria

This study examines the relationship between body-related goals (physical health and image) and well-being and the role of gender as a moderator or mediator of this association. According to Self-Determination Theory (Deci & Ryan, 2000), when physical health (intrinsic goal) is more important than image (extrinsic goal), individuals’ well-being is higher. However, health and image are two goal types that are related to the body. Therefore we can predict that gender may moderate or mediate the relationship between body-related goals and well-being. A total of 164 university students completed a questionnaire about goals, well-being, and gender at three different levels: physical (biological), psychological (subjective), and social (Bem sex roles). A significant positive association was found between health (vs. image) orientation and well-being. Biological and psychological gender did not significantly moderate or mediate this association. However, social gender, and more specifically hyper masculinity, moderated the association between goal orientation and well-being. Individuals high on hyper-masculinity did not benefit from having a health orientation, whereas individuals low on hyper-masculinity showed higher well-being when pursuing health goals. Social gender was also a mediator for this relationship. These results and the role of gender in goal pursuit are discussed.

**#104**

*Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle*

**I DO BUT YOU CAN'T: THE EFFECTS OF MARRIAGE LEGISLATION ON PARENTAL STRESS FOR LESBIAN MOTHERS**

Crystal Young, Laurentian University; Joel D Dickinson, Laurentian University

When one is confronted with a definition of ‘family’, the majority of the population invokes a nuclear definition of a mother, father and children. Society rarely considers a lesbian couple with children as a family. There are noticeable and hidden differences when looking at heterosexual and homosexual families. Previous research has shown that these differences may lie not only in the legality of marriage but in the social acceptance that the institution of marriage brings. Lack of legal recognition from society is said to put same-sex couples at a disadvantage as compared to their heterosexual counterparts (i.e. custody, ownership of property, discrimination) which in turn may create higher levels of psychological stress. Until recently the center of attention for most research has been on the children involved and how they fare developmentally in comparison to their heterosexual equivalent. The current study examines some of the key areas (e.g., parental stress, stigmatization and lack of social support) that lesbian mothers potentially experience, and how this differs in areas where same-sex marriage is legal (Canada and some parts of the United States) versus not legal (the majority of the United States).

**#105**

*Students in Psychology/ Étudiants en psychologie*

**FEAR OF CHILDBIRTH IN PREGNANT WOMEN : FRENCH ADAPTATION AND VALIDATION OF THE TRAUMATIC EVENT SCALE**

Karen Chabot, Université de Sherbrooke; Mélanie Béland, Université de Sherbrooke; Lysiane G Gervais, Université de Sherbrooke; Alexandre J S Morin, Université de Sherbrooke; Patrick Gosselin, Université de Sherbrooke

The Traumatic Event Scale (TES; Wijma, Söderquist, & Wijma, 1997) measures symptoms of Post Traumatic Stress Disorder (PTSD). Söderquist, Wijma and Wijma (2004) were the first researchers to suggest that those symptoms can even occur before the occurrence of purported traumatic events, when those events are sure to happen. In these cases, PTSD symptoms closely parallel those of specific phobias. It is with this observation in mind that Wijma et al. (1997) adapted the TES to evaluate the fear of child birth (i.e. tocophobia) in pregnant women. Fear of child birth is important because it can greatly affect the experience of delivery and the possibility of post partum depression and PTSD. The objective of the present research is to validate the French version of the TES, as adapted to tocophobia by Wijma et al. (1997). In a first study (pre test), the French TES was administered to a sample of 65 multiparous women, having given birth recently. The results from this study confirm the convergent validity of the TES and the quality of translated items. An exploratory factor analysis revealed a five factor solution. In the second study, the French TES was administered to a sample of 200 primiparous pregnant women. The results from this study provided additional support to the psychometric properties of the TES and confirmed (with CFA) the factor structure previously identified.

**#106**

*Students in Psychology/  
Étudiants en psychologie*

**GENDER DIFFERENCES IN THE PROCESSING OF MULTISENSORY EXPRESSIONS OF EMOTIONS**

Simon Girard, Université de Montréal; Olivier Collignon, Université de Montréal; Frédéric Gosselin, Université de Montréal; Dave Saint-Amour, Université de Montréal; Maryse Lassonde, Université de Montréal; Franco Lepore, Université de Montréal

Gender differences in the processing of emotion expressions is a popular assumption but experimental evidences are still scarce. In the present study, 23 men and 23 women were asked to categorise fear and disgust expressions displayed auditorily, visually, or audio-visually. Results revealed an overall overperformance of women in all the conditions of stimuli presentation. Interestingly, we observed better performance in both groups when the emotion was expressed by an actress rather than an actor. The results also showed better performance with bimodal stimuli compared to visual or auditory stimuli alone. To further investigate the presence of gender differences in multisensory gain, we submitted the reaction times to the RACE model of inequality. This model explores if improved reaction times observed in the bimodal conditions are simply explained by probability summation (indicating that auditory and visual channels are independent) or are related to nonlinear summation (indicating neural integration of different sensory information). We observed nonlinear summation, meaning true integration, for both emotion expressions in both groups. However, this integrative effect was found to be stronger in women than in men, supporting the overall sex effect. Altogether, these findings indicate robust differences between genders in the multisensory perception of emotional expressions.

**#107**

*Students in Psychology/  
Étudiants en psychologie*

**RESPECT IN 500 MILLISECONDS: RAPID JUDGMENTS RELATED TO SOCIAL STATUS**

Raquel Horlick, Concordia University; Michael Conway, Concordia University

The study concerned young adults' judgments of the amount of respect others receive, based on the others' physical appearance. The hypotheses were a) that respect judgments made in 500 ms correspond highly to those made without time constraint, and b) respect judgments made in 500ms rely on a subset of the perceptions of physical attractiveness, competence, and leadership abilities that are used in the absence of time constraint. Participants were presented with 104 facial photographs of similar age individuals for either 500ms (N = 43) or without time constraints (N = 39). Participants gave a respect rating for each target. As expected, a high positive correlation was found between the respect judgments across conditions ( $r = .90, p < .001$ ). As well, regression analyses indicated that judgments of respect made in the rapid condition relied on physical attractiveness and competence. In contrast, self-paced respect judgments relied on physical attractiveness, competence, and leadership abilities. The present findings suggest that judgments of respect are highly related to status, given that the respect judgments rely on the status-related characteristics of physical attractiveness, competence, and leadership abilities. In sum judgments of respect based on others' appearance can be made very rapidly (within 500 ms) and rest on status related characteristics.

**#108**

*Students in Psychology/  
Étudiants en psychologie*

**ANALYSE RASCH DE L'ÉCHELLE DE TRAIT D'ANXIÉTÉ DE L'IASTA-Y**

Céline LeBlanc, Université de Moncton; François Vigneau, Université de Moncton; Stéphanie Cormier, Université de Montréal; Guy LeBoeuf, Université de Moncton

Lorsqu'un modèle de Rasch s'ajuste adéquatement aux données d'un instrument de mesure, le score total correspond alors à une « statistique suffisante », c'est-à-dire que le score total permet à lui seul de prédire adéquatement non seulement la quantité de trait mesuré, mais également les patrons de réponses des sujets. La présente étude rapporte une analyse Rasch de l'échelle de trait d'anxiété de l'IASTA-Y, version canadienne française du STAI (Spielberger et al., 1983) à partir des données de 887 étudiants universitaires. Après que la dimensionnalité des données ait été vérifiée à l'aide de l'analyse factorielle confirmatoire, l'analyse de trois modèles de Rasch pour données polytomiques et de niveau de contrainte croissant (modèle du crédit partiel de Masters (1982), modèle d'équidistance, rating scale model de Andrich (1978)) a été réalisée séparément pour les items à polarité positive et à polarité négative. Les résultats montrent que si aucun des modèles ne s'ajuste correctement, le modèle du crédit partiel fournit quand même une solution potentiellement adéquate pour les items à polarité positive. Les problèmes d'ajustement rencontrés pour les items à polarité négative conduisent pour leur part à repenser leur rôle dans la mesure de l'anxiété.

**#109**

*Students in Psychology/  
Étudiants en psychologie*

**ATTITUDES AND ANXIETIES WHEN WORKING WITH DISABLED CLIENTS: A SURVEY OF STUDENTS IN A GRADUATE COUNSELLING PSYCHOLOGY PROGRAM**

Isaac Stein, Ontario Institute for Studies in Education at the University of Toronto

This study focuses on the attitudes, images and stereotypes of student counsellors-in-training towards clients with disabilities, as well as the extent to which current counsellors-in-training are being made aware of disability-related issues, concepts and models as part of their graduate education. Sixty-four graduate counselling psychology students from a large Canadian university psychology department completed a four-part questionnaire which explored their attitudes and beliefs about disabled people, their levels of knowledge and confidence around working with disabled clients, and the extent to which they felt their graduate education had prepared them to address issues particular to disabled clients in therapy. Results indicate that respondents feel: (a) not fully aware of the ablist stereotypes they possess that may be negatively impacting therapy they do with disabled clients; (b) very anxious and apprehensive about the idea of initiating conversations with disabled clients about their disabilities; and (c) deeply unprepared by their graduate-level courses to work effectively as psychologists with disabled clients. Suggestions are made by respondents as to elements they would like to see present in a graduate-level course exploring Disability Issues and Counselling.

**#110**

*Students in Psychology/  
Étudiants en psychologie*

**RISK OF MENTAL HEALTH PROBLEMS AMONG NON-HETEROSEXUAL IDENTIFIED ADOLESCENTS: WHAT ABOUT ADOLESCENTS WHO ARE UNSURE OF THEIR SEXUAL IDENTITY?**

Yue Zhao, McGill University; Brett D Thombs, McGill University and SMBD-Jewish General Hospital; Karine Igartua, McGill University and McGill University Sexual Identity Centre; Richard Montoro, McGill University and McGill University Sexual Identity Centre

Background: Non-heterosexual youth are at substantially elevated risk of health risk behaviours (e.g., substance abuse), depression, suicide ideation and attempt. Studies typically assess non-heterosexual identity, but do not consider “unsure” sexual identity, even though adolescence is a transitional period for identity development. The objective of this study was to assess mental health outcomes among youth with “unsure” sexual identity compared to heterosexual and gay, lesbian and bisexual (GLB) youth. Methods: A large sample of students (N = 1951) aged 14 and older from 14 public and private high schools in Montreal, Quebec was surveyed anonymously. The survey included items assessing sexual identity, health risk behaviours, and mental health outcomes. Results: There were 64 (3.4%) adolescents who identified as GLB and 65 (3.4%) as “unsure.” Compared to heterosexual youth, 12-month suicidal ideation and attempts were elevated for both GLB (odds ratio [OR] = 4.3, 95% confidence interval [CI] 2.6 to 7.2; OR = 5.1, 95% CI = 2.9 to 8.8) and “unsure” youth (OR = 3.8, 95% CI 2.2 to 6.4; OR = 3.3, 95% CI = 1.8 to 5.9). Unlike GLB youth, “unsure” youth did not have elevated rates of health risk behaviours, but had poorer sexual self-esteem than either heterosexual or GLB youth. Conclusion: Youth with “unsure” sexual identity present a unique clinical profile to consider.

**#111**

*Women and Psychology/  
Femmes et psychologie*

**DEVELOPING WOMEN-CENTRED PSYCHIATRIC SERVICES: INTEGRATING CLIENT PERSPECTIVES**

Donna Akman, Centre for Addiction and Mental Health; Cheryl Rolin-Gilman, Centre for Addiction and Mental Health

The Women’s Program of the Centre for Addiction and Mental Health serves women with complex mood and/or anxiety problems who often present with trauma histories. A majority of women admitted to the Women’s Program also present with significant psychosocial stressors, including unstable housing, underemployment, relationship difficulties, and social isolation. This “women-only” program offers both residential and outpatient services with the aim of providing a validating and safe therapeutic context for women. The program is client-centred and feminist-informed, and emphasizes personal growth and empowerment rather than an exclusive focus on symptom reduction. In order to develop the Women’s Program so that it meets women’s needs, clients are invited to share their perspectives of the services they have received. Feedback collected from focus groups and satisfaction surveys indicates that clients value several key features of the Women’s Program, including the “women-only” environment, the opportunity to learn from and about other women, and the emphasis on women’s strengths. Clients also gave feedback regarding ways to improve services, such as by offering a wider variety of therapy groups, and by providing more opportunity for individual support. These client perspectives will be described, and implications for program development will be discussed.

**#112**

*Women and Psychology/  
Femmes et psychologie*

**GENDER SOCIALIZATION THROUGH WOMEN’S FOOD AND EATING EXPERIENCES**

Maria Antoniou, Ontario Institute for Studies in Education at the University of Toronto; Niva Piran, Ontario Institute for Studies in Education at the University of Toronto

This study aimed to explore the lived experience and broader contextual variables associated with women’s food and eating experiences. Specifically, this study examined gender socialization through food and eating experiences and how these experiences subsequently contributed to girls’ connection and/or disconnection to their bodily appetites and desires in childhood and adolescence. Twelve women of diverse backgrounds, aged 25–44, from an urban centre in Ontario, participated in the current study. Following the principles of a life history qualitative methodology all participants engaged in an interview regarding their food and eating experiences in childhood, adolescence and adulthood. Women’s narratives revealed multiple messages from parents, other family, and peers aimed at socializing girls to ‘practice’ femininity, such as containing their appetites and desires, and minding their body shape and weight when eating. During childhood girls were often able to maintain a connection to their bodily needs, wants, and desires. However, with the intensification of socialization pressures during adolescence, girls’ compliance with social ideals led to a disruption in the way they lived in and fed their bodies. This socialization process needs to be described, articulated, and problematized towards the goal of enhancing girls’ and women’s connection with bodily needs and desires.

#113

*Women and Psychology/  
Femmes et psychologie***'SERIAL MONOGAMY' AND RELATIONAL INFLUENCES ON PATTERNS OF CONDOM USE FOR YOUNG WOMEN IN DATING RELATIONSHIPS**Melissa Bolton, Ontario Institute for Studies in Education at the University of Toronto; Margaret Schneider, Ontario Institute for Studies in Education at the University of Toronto

'Serial monogamy' was coined within sexuality literature to describe individuals who accumulate sexual partners by transitioning from one relationship to the next (Britton, Levine, Jackson, Hobfoll, & Shepherd, 1998). College students are at a higher risk for contracting sexually transmitted infections despite using condoms regularly for 'casual sex'. It is suspected that 'serial monogamy' and decreased condom use within relationships may be factoring into the rates of transmission (Umphrey & Sherblom, 2007). This study qualitatively examined 'serial monogamy' and relational influences on condom use among young women in relationships. Females (18 to 24 years of age) were recruited (n = 15) and engaged in semi-structured interviews regarding sexuality. Preliminary analyses were conducted using 'grounded theory'. This study is in progress. Preliminary analyses revealed that the majority of participants transitioned from condom use to oral contraceptives within their relationships. The reasons cited included: trust, monogamy, intimacy and practicality. Reportedly, by having sex without condoms, individuals were implicitly endorsing a level of sexual risk and relaying trust that their partner is faithful. These results suggest that relational influences impact condom use. This study provides insight into the sexual health decision making process for young women.

#114

*Women and Psychology/  
Femmes et psychologie***ETHNOCULTURAL AND SOCIOECONOMIC FACTORS IN EMBODIMENT**Dina Buttu, University of Toronto; Niva Piran, University of Toronto; Robyn Legge, University of Toronto

During adolescence, young girls are faced with many changes that influence how they feel and act within their bodies. Girls' ethnocultural and socioeconomic backgrounds influence embodiment as a girl must negotiate her identity as a female as well as her identity as a member of her ethnocultural group and socioeconomic category. Data from a qualitative study with 27 young girls was analyzed for themes examining the roles of ethnocultural identity and socioeconomic status on embodied experiences. Results from these girls' narratives indicate that all girls are held to the same rigid definitions of what makes up an ideal girl. Girls have to negotiate within the discourses of their ethnocultural heritage and their socioeconomic status as they try to meet the demands of this restrictive idealized image. Girls' narratives indicate that how they navigate these pressures on idealized femininity effects whether girls feel a sense of connection or disconnection to their bodies. A girl's ethnocultural heritage and socioeconomic status impacts this process in that it either privileges or limits her ability to meet socially defined ideal images. Incorporating multiple dimensions of identity in the study of embodiment captures and enriches the complexities of how race, culture and class intersect to influence girls' positive connections with their changing bodies.

#115

*Women and Psychology/  
Femmes et psychologie***ARE WE THERE YET?: DESIRE AND AGENCY AMONG CANADIAN YOUNG WOMEN**Maria Gurevich, Ryerson University; Alex Wright, Ryerson University; Dang Lisa, Ryerson University; Brown Bowers Amy, Ryerson University; Jenna Wagner, Ryerson University

Health Canada Guidelines for sexual health education emphasize positive outcomes (e.g., rewarding relationships and pleasurable sexual experiences) as key aspects of adolescent sexual health. The predominant focus in research and education on sexuality and youth, however, is on risk prevention. Risk-focused analyses ignore enhancement dimensions of sexuality, including sexual self-concept, navigating sexual decision-making, and self-determination in enacting desire. To explore these issues, pilot semi-structured interviews were conducted with 18 female university students (ages 18-26). Thematic decomposition, an analytic technique that combines discursive approaches with thematic analysis, revealed a gendered discourse of conflicted desires/ competing expectations. Sexuality was constructed as a set of contradictory imperatives in relation to agency and desire, which center on: pleasure as a legitimate but contested entitlement; aspirations for self-determination juxtaposed against discomfort with initiating sexual activity and conversations; struggles about being perceived as sufficiently and appropriately sexual without risking allegations of hypersexuality and promiscuity. The women position agency and desire as a precarious proposition that entails navigating gendered sexual matrices that can jeopardize the social script of proper femininity.

#116

*Women and Psychology/  
Femmes et psychologie***ATTITUDES TOWARDS ACADEMIC CAREER MOTHERS: A SCALE DEVELOPMENT PROJECT**Rebecca L Harriman, University of Saskatchewan; Melanie A Morrison, University of Saskatchewan

A series of studies have been conducted to construct a scale designed to measure negative attitudes towards academic mothers. Qualitative research has suggested that career mothers often perceive negative attitudes and subtle forms of discrimination at work; what is not known is the nature or content of these attitudes. Items for the Career Mothers Inventory (CMI) were generated via interviews with individuals within academia and a review of the existing literature in this area. The generated item list was subsequently distributed via an Internet questionnaire. Two Prairie province universities (faculty) were sampled. Respondents (N = 287) indicated their endorsement of negative attitudes toward career mothers. The items were then analyzed and reduced via factor analysis. The results of this research highlights the iterative nature of scale construction efforts, the difficulty in measuring subtle forms of prejudice, and the nature of current attitudes towards academic mothers.

#117

*Women and Psychology/  
Femmes et psychologie***WHO'S THAT GIRL? EXAMINING HOW SOCIALLY CONSTRUCTED LABELS OF FEMININITY CONTROL AND DISCIPLINE GIRLS' EMBODIED EXPERIENCES**Robyn Legge, Ontario Institute for Studies in Education at the University of Toronto; Niva Piran, Ontario Institute for Studies in Education at the University of Toronto



The journey from childhood to adolescence is marked with many rules and norms for how to appropriately and ideally embody being a girl. This presentation will explore socially constructed labels associated with discourses of femininity and its shift over time. Using girls' stories collected over a period of four years in a qualitative, life history study, there is a unique prospective opportunity to explore girls' embodied experiences through changing discourses of femininity. This presentation will examine labels of femininity defined by gender norms and expectations such as 'tomboy' and 'girly girl' as well as labels that emerge as sexuality becomes a more central experience for adolescents, such as 'slut' and 'butch'. In both childhood and adolescence, the labels used are clearly about enforcing gender role expectations and controlling the activities engaged in by girls. In childhood, use of these labels acts to limit physical freedom, while in adolescence new labels are added to control sexual freedom. Socially constructed labels serve to control and discipline the way girls live in their bodies and the behavioural practices of girls and women. Through analyzing the impact of labels, we can begin to work to transcend and transform this restrictive discourse of femininity and open up new possibilities and freedoms in how girls and women live in their bodies.

**#118**

*Women and Psychology/  
Femmes et psychologie*

**AN EXAMINATION OF THE INFLUENCE OF GIRLS' FRIENDSHIPS ON GIRLS' DEVELOPING EMBODIED SELVES**

Nina Mafrić, Ontario Institute for Studies in Education at the University of Toronto;  
Niva Piran, Ontario Institute for Studies in Education at the University of Toronto; Robyn Legge,  
Ontario Institute for Studies in Education at the University of Toronto

Friendships represent an influential domain in young girls' understanding of normative social behavior and appearances. Through using the stories of girls who participated in a qualitative study, this presentation will explore how increased vigilance in self and peer-monitoring impacts and interferes with girls' embodied experiences. In adolescence, girls experience more objectification from their social world on their changing bodies. Girls begin to participate in this through detailed monitoring of each other's body shape, weight, and appearance. Girls begin to engage in a policing of the ways one another are appropriately meeting or not meeting girl ideals. This rigid discourse creates subgroups of girls shaped by more strict requirements leading to tenuous and unsafe relational spaces for adolescent girls. Explored will be how the changes in the discourse of girl friendships impacts and interferes with the development of a positive embodied experience; and how friendship groups, in the current discourse of femininity, move from relational spaces for play and recreation to spaces filled with body comparison, judgment and criticism. Through examinations connecting embodiment with girls' friendships, we can begin to explore possibilities for supporting girls in shifting their social world to one that is more safe, secure, and supportive of positive embodied development.

**#119**

*Women and Psychology/  
Femmes et psychologie*

**AN EXAMINATION OF RISK AND PROTECTIVE FACTORS ASSOCIATED WITH THE INFLUENCE OF PEERS ON GIRLS' BODY IMAGE DEVELOPMENT**

Nina M Mafrić, Ontario Institute for Studies in Education at the University of Toronto;  
Niva Piran, Ontario Institute for Studies in Education at the University of Toronto; Robyn Legge,  
Ontario Institute for Studies in Education at the University of Toronto

Peer relationships encompass an important developmental context for young girls' understanding of normative social behavior and appearances. In early adolescence, concern for peer approval and acceptance intensifies, as do the rigid standards peers regulate and command for physical appearance. Pressure to conform to group norms of attractiveness can leave girls vulnerable to reduced self-esteem and body dissatisfaction. The present inquiry examines risk and protective factors associated with the influence of peers on healthy body image development in young girls. Based on the life history narratives of 11 pre- and post-pubescent girls of diverse backgrounds, experiences with peers as they relate to pressures and resistances towards appearance conformity are documented through a prospective design. Results support the presence of a highly rigid appearance culture immersed in gender-based discourses that circulate the school environment, and dictate the ways girls are expected to look, dress, and behave. Girls' ability to distance themselves from this culture is largely dependent on the composition of their close peer groups, including those holding a critical stance towards dominant discourses in their larger peer environment. The implications for prevention initiatives that build upon girls' sense of agency and empowerment in resisting peer appearance pressure are discussed.

**#120**

*Women and Psychology/  
Femmes et psychologie*

**SPORTS AND SOLDIERING: EXAMINING SERVICEWOMEN'S EXPERIENCES WITH MILITARY SPORTS**

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

Historically, soldiering has been seen ideologically as predominantly a male pursuit (Kaplan, 2003). It is socially constructed in very masculine and physical ways. Consequently, it is not surprising that in Canada, women comprise only 12.4% of the CF (Leuprecht, 2004) and are primarily in the lower echelons of the military (Tanner, 1999). The Canadian Forces (CF) requires soldiers to maintain good physical fitness and routinely tests their competency in this area. Soldiers are encouraged to engage in fitness training and team sports to promote physical fitness and to increase cohesion, two important goals of the CF (National Defence and Canadian Forces, 2007). In the male-dominated environment of the CF, participating in sports provides female soldiers a "reprieve" from the dominant presence of male soldiers. The present study examines the experience of this "reprieve" for female soldiers. Using the Psycho-Social Ethnography of the Commonplace methodology (P-SEC; Poulin & Gouliquer, 2005), we interviewed 39 servicewomen. While involvement in sports furthered the goals of the institution (i.e., the CF), the experience of sports was complicated differently for lesbians (n = 15) than heterosexuals (n = 24), and for mothers (n = 14) versus non-mothers (n = 25). Findings shed light on the behavioural and cognitive strategies used by servicewomen to cope with these complications.

#121

*Women and Psychology/  
Femmes et psychologie***INTERNALIZING THE DIETING DISCOURSE: THE CHANGE IN GIRLS' WEIGHT-RELATED BELIEFS AND BEHAVIOURS FROM CHILDHOOD TO ADOLESCENCE**Jane Mizevich, Ontario Institute for Studies in Education at the University of Toronto; Niva Piran, Ontario Institute for Studies in Education at the University of Toronto; Robyn Legge, Ontario Institute for Studies in Education at the University of Toronto

While dieting and weight concerns have long been incorporated into women's experiences with their bodies, a search continues for an understanding of the process girls undergo in incorporating weight concerns into their developing embodied selves. This presentation will highlight stories from adolescent girls who participated in a large qualitative life history study examining girls' experiences with their changing bodies. Themes that emerged from this analysis suggest a normalizing discourse on dieting practices enters girls' understanding of how to care for their bodies. While in childhood girls express an externalization of and separation from the dieting discourse; in adolescence girls begin to display an internalization of the dieting discourse through their own vigilant engagement and rigid policing of bodily practices. Girls begin to participate in the social discourse suggesting that weight monitoring and body shape preoccupation become part of how to appropriately be a girl. It is in adolescence that lifelong practices are established in girls' and women's embodied experiences. A greater understanding of the process girls undergo in how weight-related concerns and dieting practices are weaved into the ways they care for their bodies would create possibilities for interrupting this process and creating greater positive and connected embodied experiences.

#122

*Women and Psychology/  
Femmes et psychologie***RESTRICTED AGENCY: GIRLS' SHIFT IN LEISURE ACTIVITIES AS THEY ARE SOCIALIZED INTO BEING YOUNG WOMEN**Jane Mizevich, University of Toronto; Niva Piran, University of Toronto

This presentation aims to examine the shift in girls' engagement in leisure activities from childhood to adolescence. This prospective qualitative study on embodiment is based on the study of 27 girls, ages 9 to 14, from diverse backgrounds, who were interviewed four times over the period of three years. Narratives related to leisure activities were analyzed for this inquiry. The study revealed a marked increase in 'gendered' activities, including shopping and wearing make up, which replaced such activities as creative games and carefree physical activity as the girls moved through puberty. The girls expressed a passive and disengaged way of being involved in the new activities, in stark contrast to the passionate involvement in their childhood activities. There was an increase in the girls' responsibilities later in puberty, such as in household chores that were also inequitably distributed between the girls and their brothers. In addition, engagement in leisure activities with boys became more restricted at puberty as it took on a different meaning and became scrutinized and reprimanded by other girls. The shift into more restricted and disengaged involvement in leisure activities is seen as an aspect of the socialization of girls into their role as young women. The study emphasizes the importance of keeping girls' free and passionate engagement with the world during adolescence.

#123

*Women and Psychology/  
Femmes et psychologie***HOW DISCOURSES OF FEMININITY INTERFERE WITH GIRLS' CONTINUED PARTICIPATION IN SPORT AND PHYSICAL ACTIVITY**Sachiko Nagasawa, Ontario Institute for Studies in Education at the University of Toronto; Robyn Legge, Ontario Institute for Studies in Education at the University of Toronto; Niva Piran, Ontario Institute for Studies in Education at the University of Toronto

Understanding girls' reduced engagement with physical activities during adolescence continues to be a struggle for educators and researchers. This presentation will link changing discourses of femininity embodied in adolescence to reduced involvement in physical activities. Using the stories of three adolescent girls, who were interviewed as part of a qualitative life history study, the journey as girls enter and move through adolescence and their involvement in physical activity, will be explored. First, there will be an exploration of various socio-cultural factors that have either supported, limited, or restricted these girls continued participation in sport. Secondly, this presentation will explore the shift from an experienced sense of freedom and resistance to restrictive discourses of femininity in childhood to an incorporation and internalization of the social discourses that aim to control women's engagement in physical activity. In adolescence there is increased self-surveillance and compliance to the social discourses suggesting playing sports and being physically engaged interferes with how to appropriately fit in as a girl. Through clarifying the multiple social processes effecting girls' engagement in physical activity we can create interventions empowering girls to maintain positive embodied experiences in sport throughout adolescence and into adulthood.

#124

*Women and Psychology/  
Femmes et psychologie***NEGOTIATING SERVICES FOR INTIMATE PARTNER ABUSE: EXPERIENCES OF NEW MOTHERS**Debbi O'Brien, University of New Brunswick; Carmen Poulin, University of New Brunswick

Few studies have focused on the abusive context for postpartum women. Service providers who tend to the needs of new mothers and their infants require additional empirical information for the development of supports and services these women need (Martin et al., 2001). The dearth of knowledge of the contextual and cognitive experiences of abused women in the postpartum period calls for research that identifies the unique challenges and needs of women who are mothering through abuse. The present study examined the context of new mothers' experiences with abuse, and how they made sense of encounters with various services. Using the Psycho-Social Ethnography of the Commonplace (P-SEC) methodology (Poulin & Gouliquer, 2005), interviews with five women who were caring for infants while in an abusive relationship were analysed. P-SEC allows for the study of the effects of institutional policies, procedures, and practices that complicate the daily experiences of marginalized groups. Three services encountered by women who mothered through abuse were examined: health care, legal, and welfare services. Further, ways in

which women made sense of institutional practices, and coping strategies used to manage the resulting complications were revealed. Concluding discussion explicates how current services and supports may be improved to respond to abused mothers more effectively.

**#125**

*Women and Psychology/  
Femmes et psychologie*

**WOMEN'S CONFLICT STYLES ACROSS FAMILY RELATIONSHIPS:  
SIMILARITIES & DIFFERENCES WITH PARTNERS, CHILDREN, PARENTS  
AND SIBLINGS**

Caroline C Piotrowski, University of Manitoba; Audrey Swift, University of Manitoba; Dada Adebayo, Kwantlen Polytechnic University; Christine Kreklewetz, University of Manitoba; Rachael Pettigrew, University of Manitoba

Conflict resolution styles are an important aspect of family interaction. To date, numerous studies have documented reliable linkages between hostile intimate partner conflict and a variety of negative health outcomes. Thus far, women appear to be at greater risk for these negative outcomes; however, little is known about how women manage conflict in other important family relationships, or if hostile styles are more pervasive across family dyads than other conflict styles. The goal of the present study was to explore similarities and differences in women's conflict styles across four significant family relationships (partner, child, parent and sibling). Two hundred and eleven women, randomly selected from a provincial health registry, completed a mail survey measuring five distinct conflict styles. Correlational results indicated that conflict styles were significantly associated across family relationships; that is, women's conflict style was stable across dyads. As predicted, the most hostile style (dominating) was the most strongly correlated across relationships. Repeated measures ANOVA findings showed women used both dominating and integrating styles most often with their child, while avoidance was used most often with siblings and parents. Results were discussed in terms of a family systems framework. Implications for prevention and health promotion were identified.

**#126**

*Women and Psychology/  
Femmes et psychologie*

**FEMALE ONLY TREATMENT GROUPS FOR PROBLEM GAMBLING: VOICES FROM  
FEMALES IN TREATMENT**

Noella A Piquette-Tomei, University of Lethbridge; Sonya L Corbin Dwyer, Sir Wilfred Grenfell College

There are important issues related to the prevention and treatment of women problem gamblers. Notable gambling differences between genders include: rationale for gambling, location of activities, competitiveness, desire for escape, stigma of identification, and treatment preferences. Many researchers advocate for female counselling groups for problem gambling as it has been found that male designed programs may be detrimental to women. Gender responsive treatments for women experiencing addictions are recognized as a critical component in their healing. This presentation will focus on our research, an examination of effective counselling practices for women problem through a grounded theory approach. Therapy notes, practitioner field notes, three individual interviews, and journal entries were collected and analyzed. This created a composite of perceived effectiveness, explanations related to continued group participation and their cultural context. Results present themes based on the effectiveness of the group treatment including: accessibility and acceptance. A uniquely female perspective was found in that the participants felt their own suffering would be warranted should it deter other females from gambling - this key finding will be highlighted and honored in this presentation. These themes may contribute to effective counselling practices for women problem gamblers.

**#127**

*Women and Psychology/  
Femmes et psychologie*

**THE 'IDEAL GIRL' MOLD AND DIVERSE GIRLS' EMBODIED SELF: GAPS  
AND OPPORTUNITIES**

Niva Piran, Ontario Institute for Studies in Education at the University of Toronto

Social critical theorists have emphasized the social privilege within which the idealized image of a girl is couched: White, blond, blue-eyed, and thin. This study aimed to explore the impact of diverse girls' constructions of the 'ideal girl' on experiences of the embodied self. The research used the life history and arts informed research methodologies. Twenty seven girls of diverse ethno-cultural heritage, socioeconomic status, and family structures, and of pre and post pubertal status (ages of 10-14) participated in a 4-year prospective qualitative study. In this inquiry, each participant's representational drawings of her 'self' and of the 'ideal girl', and the associated narratives, were examined for themes (Miles & Huberman, 1994). The findings revealed the complexity of the relationship between the representational constructs of the 'self' versus those of the 'ideal girl'. Narratives reflected discourses of deficit and unattainable gap between the 'self' and the 'ideal', as well as critical discourses indicating awareness into the constricted construction of the 'ideal girl'. This research suggests ways in which critical awareness regarding the oppressive representation of the 'ideal girl' can be nurtured in girls through the use of drawings, enhancing experiences of embodied power.

**#128**

*Women and Psychology/  
Femmes et psychologie*

**GENDER SCHEMATICITY, GENDER ROLE IDENTITY AND ADOLESCENT GIRLS'  
PARTICIPATION IN MATH AND ENGINEERING PROGRAMS**

Inga Schowengerdt, University of Cambridge

Gender schematicity and gender-role identity have both been linked to behavior. People who prioritize information about gender during automatic processing and who see themselves as being congruently sex-typed are less likely to engage in gender-incongruent behavior. What is less clear is whether these variables are distinct or related processes and which is a better predictor of behavioral choices. This could prove important if there is an indirect negative relationship between them which needs to be addressed to overcome barriers to useful gender-incongruent behaviors, such as girls' participation in math and the sciences. This research compares gender schematicity and gender role identity in two groups of American adolescents: Girls who participated in math and engineering summer programs and girls who did not. Differences between participants' gender schematicity and gender role identities are explored with analysis focusing on whether these variables are related and which is more useful in distinguishing

between these behaviorally distinct groups. Findings suggest that gender role identity and gender schematicity are distinct processes and that gender role identity is more useful in distinguishing between participants based on their behavioral differences. Implications for the design of initiatives to encourage girls to engage in math and engineering are discussed.

**2009-06-11 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – JOLLIET/DULUTH**

**Humanitarian Award  
Recipient/Prix pour  
réalisation humanitaire  
de la SCP**

**MENTAL HEALTH CARE DELIVERY IN CANADA: GAPS, NEEDS AND OPPORTUNITIES**

André Picard, Public Health Reporter, Globe and Mail; Jennifer Frain, New Directions for Children, Youth, Adults & Families; John Hunsley, University of Ottawa; John Service, John Service Consulting

This session, moderated by the Globe and Mail's public health reporter, André Picard will discuss the gaps, needs and opportunities of mental health care delivery in Canada. The Panelists will present their views from the perspectives of psychologist practitioners in public and private practice, the evidence base and cost offset of psychological services, and health and social policy particularly as these apply to vulnerable groups. Mr. Picard will respond to and discuss the views presented, field input from the audience and provide a synthesis of the issues discussed.

**2009-06-11 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – PÉRIBONKA**

**Workshop/Atelier**  
*Teaching of Psychology/  
Enseignement de la  
psychologie*

**APPLYING TIME-SERIES ANALYSIS TO PSYCHOLOGICAL RESEARCH:  
AN INTRODUCTION**

Stacey L Schell, University of Guelph; Brae Anne McArthur, University of Guelph

Two major goals of psychological research are to determine patterns in data over time and to predict the outcome of future events. Commensurate with these goals is the statistical method of time-series analysis, which allows examination of observations made repeatedly over time. Originally based in the Economics literature, time-series analysis is gaining favour as a useful statistical technique in psychological research. The purpose of this workshop is to introduce time-series analysis and its applications in Psychology. The workshop will begin with a general introduction to the purpose, assumptions, and applications of this method. With this foundation, the workshop will then present two applied and working examples to demonstrate how time-series analysis can be used to answer specific research questions.

**2009-06-11 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – MACKENZIE**

**Invited Speaker (CPA)/  
Conférencier invité  
(SCP)**

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

**REGRET AND COUNTERFACTUAL THINKING: BIAS VS. BENEFIT**

Neal J Roese, University of Illinois at Urbana-Champaign

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

Regret is a commonly felt negative emotion, and of interest to diverse fields in psychology. Regret may be defined in terms of its cognitive basis in counterfactual inference, meaning that regrets stems from the recognition that the past might have been better, had a different decision been made. Early research on regret emphasized its detrimental or biasing consequences for judgment and behavior. By contrast, a functional theoretical view places those drawbacks within the larger context of benefits for behavioral regulation and performance improvement. I will discuss recent research from my lab that illustrates the beneficial side of regret and counterfactual thinking.

**2009-06-11 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – HARRICANA**

**Symposium**  
*Substance Abuse/  
Dependence/  
Toxicomanies*

**THE PSYCHOLOGY OF PRESCRIPTION DRUG USE**

Heather G Fulton, Dalhousie University

Prescription medications are important for the treatment of various psychiatric illnesses and are used widely across Canada (CCENDU, 2003). However, recent research indicates that misuse of these medications, particularly analgesics (e.g. oxycodone), anxiolytics (e.g. lorazepam), sedatives (e.g. zopiclone) and stimulants (e.g. dextroamphetamine) are becoming increasingly prevalent (e.g. SAMHSA, 2004; Haydon et al., 2005). This symposium will cover recent research on the psychological correlates of the misuse of these major classes of prescription medications. The first paper examines the relationship between psychiatric symptomatology and current substance use by individuals enrolled in a methadone maintenance treatment program primarily due to prescription opioid use. The second paper investigates factors associated with the misuse and diversion of anxiolytic and sedative medications by individuals with current prescriptions for these drugs. The last two papers examine stimulant medication use.

Jardin and colleagues examine patterns and predictors of stimulant medication misuse. Harrison and colleagues examine how individuals are able to successfully feign the symptoms of ADHD, and how faking these symptoms could potentially be used by individuals to obtain a prescription for stimulant medication.

**A THE RELATIONSHIP OF PSYCHIATRIC SYMPTOMATOLOGY AND CURRENT SUBSTANCE USE IN A LOW-THRESHOLD METHADONE MAINTAINED POPULATION**

Heather G Fulton, Dalhousie University; Sean P Barrett, Dalhousie University; Sherry H Stewart, Dalhousie University

Several studies have demonstrated high prevalence rates of psychiatric disorders in methadone maintenance treatment (MMT) programs. However, many studies to date have largely focused on heroin users (e.g., Callaly et al., 2001). Prescription opioid misuse is becoming increasingly prevalent (SAMHSA, 2004) and it is unclear how individuals entering treatment for problems related to prescription opioid use may differ from those entering treatment in relation to heroin use. Further, it is unclear how psychiatric problems in this population may be related to clients' ability to abstain from other substances of abuse while in treatment. The present study examined Axis I psychiatric symptomatology (as measured by the Psychiatric Diagnostic Screening Questionnaire) and current substance use by 50 clients enrolled in a low-threshold MMT program in Atlantic Canada. Eighty six percent of clients used alcohol, illicit substances, or unprescribed prescription medications in the past 30 days and 90% of clients screened positive for at least one current psychiatric disorder. Likelihood of being a current user of a substance varied by psychiatric symptomatology. For example, screening positive for an anxiety disorder was associated with an increased likelihood of current unprescribed benzodiazepine use,  $p = .011$ ,  $\eta^2 = .372$ . Implications for future research and treatment will be discussed.

**B PATTERNS OF MISUSE AND DIVERSION IN PRESCRIBED ANXIOLYTIC AND SEDATIVE USERS**

Megan McLarnon, Dalhousie University; Jessica Meisner, Dalhousie University; Christine Darredeau, Dalhousie University; Sean P Barrett, Dalhousie University

Misuse and diversion of psychoactive prescription medications are issues of growing concern. Existing literature has frequently conceptualized prescription drug misuse as any non-prescribed use of a medication, an approach that fails to consider that individuals with prescriptions may use their own medication non-therapeutically. Medication diversion has generally been described without taking into account individuals' motivations for diverting. The current study examines patterns of misuse and diversion in a sample of adults with prescriptions for anxiolytic and sedative medications. Participants completed a battery of interview and self-report measures. Forms of medication misuse included deliberately co-administering the medication with other substances, changing the normal route of administration and using recreationally. Medication misuse was associated with impulsivity and illicit drug use. Substantial heterogeneity was found within the group of medication diverters. Participants who diverted their prescription for non-therapeutic purposes were more likely to report problematic substance use and psychiatric symptoms as compared to those who diverted exclusively for therapeutic motives. The results of this investigation has important implications in terms of informing evidence-based approaches to prevention and treatment of anxiolytic and sedative misuse and diversion.

**C PATTERNS AND PREDICTORS OF STIMULANT MEDICATION MISUSE**

Bianca F Jardin, SUNY Albany; Sean P Barrett, Dalhousie University; Mitch Earlywine, SUNY Albany

A growing body of evidence suggests that methylphenidate (MPH) and dextroamphetamine (Adderall) are frequently misused. Despite dramatic increases and documented negative consequences associated with their non-medical use, research on the topic remains sparse. Moreover, most of the research has focused on non-prescribed recreational users. Consequently, little is known about patterns of misuse among prescription users. This presentation will focus on two studies that empirically addressed this gap in the literature. In one study, Darredeau and colleagues (2007) examined patterns and predictors of medication compliance, diversion, and misuse among adults with MPH prescriptions. Results revealed that medication misuse, diversion, and level of compliance were interrelated and all associated with concurrent illicit substance use, and that each had other distinct associations. Similarly, Jardin and colleagues (in submission) examined correlates of MPH and Adderall misuse among prescription users. Compared to non-misusers, misusers reported using a greater number of illicit substances. Significant differences were also found on measures of ADHD symptoms, expectancy effects, and personality characteristics. Findings will be discussed in terms of their implication to help guide and inform public health policies designed to target prescription stimulant misuse.

**D MY CHEMICAL ROMANCE: FAKING ADHD FOR EASY ACCESS TO RITALIN**

Allyson Harrison, Regional Assessment & Resource Centre, Queen's University

When conducting a psychological evaluation, clinicians typically assume that the subject being evaluated is putting forth maximal effort and is not exaggerating or magnifying symptom complaints. While the field of neuropsychology has identified that factors such as effort and motivation can significantly interfere with correct interpretation of self-reported symptoms and test scores, evaluation methods for other psychological conditions such as Attention Deficit Hyperactivity Disorder (ADHD) have not addressed effort and motivation as potential factors influencing accurate diagnosis. Recent research indicates that symptoms of ADHD can be feigned easily, and that one major motivation to do so is access to stimulant medication. This paper discusses feigning of ADHD in general and secondary gain issues in particular.

2009-06-11 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – SAINT-FRANÇOIS

**Section Business Meeting/Réunion** **SPORT AND EXERCISE PSYCHOLOGY/PSYCHOLOGIE DU SPORT ET DE L'EXERCICE**  
**d'affaires des sections** Tricia Orzeck, University of British Columbia & Kwantlen Polytechnic University  
**SECTION PROGRAM/PROGRAMME DE LA SECTION**

Business Meeting for the Sport & Exercise Psychology Section.

2009-06-11 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – MATAPÉDIA

**Invited Speaker (CPA/Section)/Conférencier invité (SCP/section)** **THE SELF AND ITS DIVARICATION: DIALOGUE, NARRATIVE AND EMBODIMENT**  
Henderikus Stam, University of Calgary  
*History and Philosophy of Psychology/Histoire et philosophie de la psychologie*  
**SECTION PROGRAM/PROGRAMME DE LA SECTION**

For a class of problems that was seen to have ceased to exist more than a century ago, the self has remained a resilient and popular topic in psychology and its ancillary disciplines. While eluding any and all objectifications, it has nonetheless been continuously reformulated throughout psychology's history as a necessary standpoint that connects the psychological subject to the popular and commonplace discourses of everyday life. Like the return of the repressed, it continues to move through the concerns of contemporary cognitivism and neuroscience just as it is an implied topos among the social, developmental and applied subdisciplines of psychology. Contemporary movements that re-articulate a dialogical, social self, narrative traditions of the self or an embodied self have in their recollection and revision of older intellectual traditions implicitly put the lie to contemporary functional accounts of self-like structures in psychology. In this paper I return to the question of why an account of a coherent subject of experience that was rejected by psychologists and philosophers alike continues to create conceptual obstacles. I then turn to dialogicality in its various forms as the preferred mode of articulation of the contemporary self while acknowledging the limitations of this view. For in the end the problem may well prove to be a moral and not a scientific one.

2009-06-11 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – RICHELIEU

**Symposium** **COUNSELLING DIVERSE POPULATIONS: CHALLENGES, REWARDS, AND CONSIDERATIONS**  
*Counselling Psychology/ Psychologie du counseling* Hajera Rostam, University of British Columbia

Consistent with the CPA's Guidelines for Non-Discriminatory Practice (2001), and the general recognition in the field of psychology of the need for culturally-sensitive and competent counselling services, this conversation session will focus on five different research initiatives undertaken by counselling psychology researchers. The goal of the session will be to increase attendees' knowledge and awareness of issues, challenges, rewards, and considerations in working with clients from diverse cultures. Although the presenters' studies have been conducted across a wide range of settings with a variety of cross-cultural populations, common themes include experiences of transition, resiliency and coping, acculturation, and adjustment. Qualitative data from each study will be used as a means to illuminate the unique experiences of cross-cultural populations in relation to self-identity, immigration, career, family, and trauma. Each presenter will highlight his or her recommendations in incorporating a cross-cultural lens into the process of counselling diverse client populations.

**A** **UNDERSTANDING PORTUGUESE CANADIANS THROUGH THE COMPARISON OF A CULTURE-BOUND SYNDROME IN THE IMMIGRANT AND HOME CULTURES**  
Marie Morrison, University of British Columbia; Susan James, University of British Columbia

In order to improve the health care of immigrants to Canada, the field of counseling psychology has explored the culture-specific terms immigrants use to describe their emotional and physical states. For instance, many Portuguese immigrants use the term *agonias* (meaning "the agonies"), a dynamic multivocal symbol which defies psychiatric categorization (James, 2002), and can range from indigestion to someone feeling close to death. The purpose of this study was to learn how *agonias* is experienced and discussed in Portugal, where it is a culturally accepted idiom of distress and from whence it originates. Information was gathered through focus groups in order to develop a contextually constructed and nuanced understanding of *agonias*. Focus group data was analyzed through critical discourse analysis. Resulting themes indicate that Portuguese describe *agonias* in practical, concrete terminology, drawing from the medical and psychological fields. These findings are in contrast to the experiences of Portuguese Canadians who report *agonias*. A comparison of the descriptions of *agonias* in the country of origin and in Portuguese Canadians yields the unique and profound impacts of immigration and acculturation on mental health. Findings and implications for counselling Portuguese Canadians are discussed.

**B IMMIGRANT WOMEN DOING WELL WITH CHANGE**Emily C Koert, University of British Columbia

Many studies have focused on the challenges faced by new immigrants: having to retrain, difficulties in finding work, learn a new language, and experiences of discrimination and prejudice. This study took a positive psychology approach in focusing on immigrant women who self-identified as 'doing well' with change affecting their work (in any realm of their life as long as it had an impact on their work). Ten participants were interviewed with a semi-structured, open-ended interview design. A qualitative methodology was used to develop commonalities across the participants' stories. Participants illustrated what doing well meant to them and how it had impacted their work in a positive manner. These results will be of interest to counselors and service providers working with immigrants as they provide another dimension to the adjustment experience of new immigrants and the unique ways in which immigrant women experience this transition. These women's stories can influence and inspire other immigrants who may be struggling with change.

**C AFGHAN WOMEN IN CANADA: EXPERIENCE UNDER THE TALIBAN'S REGIME**Beheshta Jaghori, University of British Columbia

A plethora of research has depicted Afghan women during the Taliban regime in a variety of ways ranging from oppressed "victims of the burqa" to heroic "social actors". This paper describes a research investigation that examined the lived experiences of Afghan women during the Taliban regime as articulated by ordinary women themselves. Employing qualitative methodology, a retrospective study of Afghan women in the Greater Toronto Area who resided in Afghanistan during the Taliban regime was conducted. Women's narrative accounts will be discussed, elucidating the challenges and struggles of this group as well as their resiliency and coping. The analysis of the results will be examined in light of the cross-cultural counselling considerations of working with refugees and immigrants suffering from trauma as a result of war and conflict.

**D IRAQI CHILDREN'S EXPERIENCES OF "OPERATION IRAQ FREEDOM" WAR**Kasim Al-Mashat, University of British Columbia

This study investigated Iraqi children's experiences of "Operation Iraq Freedom" war and the meaning it had for them given their cultural context. Specifically, this study focused on the war experiences of the children from the town of Mosul who were exposed to the missile bombardments during the war and the fighting that ensued afterwards. To better understand the nature of war trauma in children, this study explores the children's perceptions of their war experiences and how they made sense of it. Two focus groups were employed to interview a total of twelve children between the ages of 9 and 12. The children elaborated on either the drawings they made or letters they wrote about their experiences. The Child's Reaction to Traumatic Events Scale (CRTES) was used to gather descriptive statistics on the children's level of distress. Results from the CRTES indicate a high level of distress amongst the majority of the children, eight months after the official end of the war in Iraq. A number of themes emerged around the children's experiences of the war, the meaning it had for them, how they coped, and their future hopes. This study demonstrates the importance of ideology, faith and culture in the meaning making of children's traumatic war experiences. Implications for research and counselling psychology are provided, and future research is explored.

**E CULTURAL CHALLENGES OF IRAQI IMMIGRANTS AND THE ROLE OF MEDIA**Hajera Rostam, University of British Columbia; Marie Morrison, University of British Columbia

Given the pervasive North American media coverage of the Iraq war since 2003 and a focus on terrorism in the Middle East, concerns have been raised about stereotyping, racism and discrimination of immigrants with Middle Eastern ancestry living in diaspora. Qualitative interviews embedded within an interpretive description method were conducted with 10 Iraqi adult immigrants residing in Vancouver, British Columbia. Themes emerged that described the Iraqi expatriates' exposure to the North American media coverage of Iraq; their perception of media's negative portrayal of Iraqi people, culture and religion; and various cultural challenges experienced (e.g., re-negotiating their cultural identity as Iraqi-Canadians). Implications for the role of counselling psychology in addressing diversity issues will be discussed.

**2009-06-11 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – GATINEAU**

**Workshop/Atelier**  
*Psychoanalytic and  
Psychodynamic  
Psychology/Psychologie  
psychoanalytique et  
psychodynamique*

**DREAMWORK WITH MANDALAS: A PERSPECTIVE FROM ANALYTICAL PSYCHOLOGY**

Kimberly van Walsum, Telka Smith Practice in Psychology

Dreams are the "royal road to the unconscious". Alternatively, a Jungian or Analytical Psychology perspective on dreams considers them as dynamic symbolic representations of the unfolding of Self within the individual psyche. Integrating dreamwork with mandalas in analytically-oriented psychotherapy provides a powerful and effective container for individuals in psychotherapy to cultivate a mature witnessing perspective on their own psychological processes. This workshop will integrate theory from Analytical psychology (Fincher; Johnson; Hillman; Mellick), with visual examples of mandalas from the author's teaching and clinical practice, along with explication of a sequential process for understanding and interpreting the ontology of dreams through the creation of mandalas. Attendees will participate in the creation of a mandala representing one of their own dreams, and work through the praxis of dream analysis following elements of both Hillman's and Fincher's methods.

**2009-06-11 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – SAINT-LAURENT****Keynote (Section)/  
Conférencier de  
la section***Criminal Justice Psychology/  
Psychologie et justice pénale***SECTION PROGRAM/PROGRAMME  
DE LA SECTION****SEARCHING FOR WHAT WORKS: FOLLOWING A CROOKED ROAD**James Bonta, Public Safety Canada

For over 30 years I have been trying to understand how we can develop better, evidence-based services to offenders and encouraging correctional agencies to provide such services. If my efforts were plotted on a map the result would show a road with many twists, turns and detours. Improving services to offenders, and thereby enhancing community safety, requires research on many different topics and at different levels. We need better assessments of offender risk and more effective rehabilitation programs to be sure. We also need effective knowledge translation of our research in order to enhance organizational and government commitment to evidence based practice. My career has touched on all of these areas albeit not always in a planned manner. In my presentation I will summarize what I little I have learned, and the great deal that I have not learned, from following this crooked road.

**2009-06-11 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – MACKENZIE****Invited Speaker (CPA)/  
Conférencier invité (SCP)  
SECTION PROGRAM/  
PROGRAMME  
DE LA SECTION****LE MODÈLE D'ACCULTURATION INTERACTIF (MAI) : UNE DÉCENNIE DE  
RECHERCHE**Richard Y Bourhis, Université du Québec à Montréal

L'acculturation fait référence au changement bidirectionnel qui se produit lorsque les individus de deux groupes ethnoculturels sont en contact soutenu l'un avec l'autre. Dans les sociétés d'établissements, les membres de la majorité d'accueil et les minorités immigrantes sont influencés et transformés par leurs contacts interculturels. Le Modèle d'Acculturation Interactif (MAI) tient compte à la fois des orientations d'acculturation des immigrants, des orientations d'acculturation des membres de la communauté d'accueil ainsi que des conséquences intergroupes qui résultent des interactions entre ces acteurs dans les sociétés multiculturelles. Le MAI propose que les membres de la communauté d'accueil sont en mesure d'entretenir les orientations d'acculturations suivantes envers les immigrants: l'intégrationnisme, l'individualisme, l'assimilationnisme, le ségrégationnisme et l'exclusionnisme. Nos études empiriques à Montréal, Paris, Los Angeles et Tel Aviv ont permis de mettre à jour les profils socio-psychologiques des membres des communautés d'accueils selon leurs orientations d'acculturations envers les immigrants 'valorisés' et 'dévalorisés'. Les résultats démontrent que la dominance sociale, le sentiment de sécurité identitaire, le sentiment de menace en présence d'immigrants, les attitudes ethniques et l'adhésion aux partis politiques (gauche/droite) sont liés à l'adoption de chacune des orientations d'acculturation des communautés d'accueil. La discussion propose une analyse des politiques d'intégrations étatiques susceptibles d'entretenir des relations harmonieuses, problématiques ou conflictuelles entre la majorité d'accueil dominante et les minorités immigrantes.

**2009-06-11 – 1:00 PM to 2:55 PM – 13 h 00 à 14 h 55 – BERSIMIS****Workshop/Atelier**  
*Students in Psychology/  
Étudiants en psychologie***THE MEDIUM IS THE MESSAGE: NEW TIPS FOR PRESENTING RESULTS  
EFFECTIVELY**Lindsay S Uman, Dalhousie University; Kelly B Smith, Queen's University; Adam S Radomsky, Concordia University

"The Medium is the Message" was coined by Marshall McLuhan to stress that the medium used to convey a message is fundamental in influencing the impact of the message and how it is perceived. This notion has clear implications in psychology where we continuously strive to translate our research findings effectively. The goal of this workshop is to provide students with practical tips for presenting research findings across different modalities. The first part of the workshop will provide tips for effectively presenting results at conferences (e.g., posters, workshops, symposia) and for preparing research findings for publication in peer-reviewed journals. With regard to publication tips, we will address the stages of writing an empirical paper, offer tips for success, and answer common questions about the publication process. The second part of the workshop will provide tips for translating research findings to patients, families, and other professionals. It will include practical suggestions for preparing effective slides for presentation and teaching purposes. Lastly, we will provide helpful strategies for presenting results to the media, as this can be an intimidating area in which we rarely receive formal training. This workshop will be geared to both junior and senior students who are interested in improving their publication success and/or presentation skills.

**2009-06-11 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – JOLLIET****Symposium  
Presidential  
Symposium  
présidentielle****EVIDENCE-BASED PSYCHOLOGICAL SERVICES FOR CHILDREN AND YOUTH**Catherine M Lee, CPA President



In this symposium presenters discuss challenges in dissemination of evidence-based psychological services for children and youth. We address the application of results from randomized control trials conducted in university settings to services offered in real-world settings. Presenters explore ways that all those involved in the development, delivery and evaluation of prevention and intervention programs need to adapt to provide flexible services in a variety of formats. Examples from Australia, British Columbia and Ontario illustrate innovative programs that engage community service providers in the provision of evidence-based psychological services.

**A** **PSYCHOLOGICAL TREATMENTS FOR CHILDREN AND FAMILIES: ARE WE NEARLY THERE?**

Catherine M Lee, University of Ottawa

Only a very small proportion of children and youth who require psychological services, receives any help. Unfortunately, only half of those who begin services complete them. Making the picture even grimmer, there is very limited evidence that 'treatment as usual' is helpful. Fortunately, a burgeoning research literature demonstrates that there are efficacious treatments for many problems of childhood and adolescence (Silverman & Hinshaw, 2008). However, there is scepticism about the transportability of evidence-based treatments to real-world settings. A comparison of data from real-world settings to benchmarks derived from RCT provides encouraging data on both completion of services and clinically significant improvement. Research on clinicians' decision-making highlights the weight given to data from real-world contexts in choosing treatment options.

**B** **"GOING TO SCALE": THE CHALLENGES OF DISSEMINATING EVIDENCE BASED PARENTING AND FAMILY INTERVENTIONS**

Matthew Sanders, University of Queensland

Although there is substantial evidence that parenting interventions when delivered competently by professionals can be extremely effective in both the treatment and prevention of child and youth mental health problems, the successful dissemination of programs on a wide scale has required major reorientation by clinical researchers, program developers, disseminators, program administrators and service providers. Many programs for parents that have been developed do not have a good "ecological fit" to the delivery and funding systems that serve children and youth and more importantly to the way modern parents as consumers wish to access parenting information and support. This has led to attempts to reduce barriers to participation including strategies such as flexible delivery, tailoring, adopting the "minimally sufficient" intervention, the use of self directed programs, web, and other technology assisted forms of intervention being used. Implications for practitioners and research of adopting a strong consumer perspective in the design, implementation and evaluation of new evidence based programs are discussed.

**C** **I HAVE BEEN DOING THINGS THIS WAY FOR 20 YEARS SO WHY SHOULD I CHANGE NOW? PROMOTING A CULTURAL SHIFT IN CHILD AND YOUTH MENTAL HEALTH**

Ian G Manion, Children's Hospital of Eastern Ontario

In spite of an ever-increasing body of empirical evidence supporting the use of effective interventions in child and youth mental health, uptake of such evidence-based practices remains slow. This gap between research and practice is significant in many instances even though our collective expertise at knowledge translation, exchange and mobilization is growing at a steady pace. Many factors have been proposed that contribute to this gap including: access to the relevant evidence, generalizability of evidence supported practices to specific clinical situations, lack of resources to adopt new and emerging practices as well as the fundamental cultural shift required by many individuals and organizations that are resistant to change altogether. In the presence of so many real and perceived barriers and disincentives, it is important to consider what actions can be taken to facilitate the shift to a culture of inquiry and the adoption of more evidence-based practices. The Provincial Centre of Excellence for Child and Youth Mental Health has taken on the challenge of promoting such a shift in the Province of Ontario and beyond. The Centre's efforts in building capacity in program evaluation, supporting the establishment of communities of practice, facilitating training in evidence-based practices as well as in championing the formation of networks and partnerships in knowledge exchange in child and youth mental health will all be discussed.

**D** **THE FICKLE FATE OF PUSH AND PULL IN THE DISSEMINATION OF CHILD AND YOUTH MENTAL HEALTH PREVENTION PROGRAMS**

Bonnie J Leadbeater, University of Victoria

Best practices suggest that the prevention and treatment of mental health concerns in children and adolescents need to include prevention efforts as well as individual or family approaches to effectively change trajectories that lead to pathology. As the commitment to using evidenced-based programs has increased, considerable Canadian health research funding has gone into the development and testing of innovative and promising prevention and treatment programs. However, there is a wide-gap between the development and testing of these programs in research institutions and the providers of educational and mental health services who could use them. In contrast to the elaborate national system set up for monitoring and disseminating medications to children and adolescents; there is no national infrastructure for the evaluation and disseminations of prevention and treatment programs targeting children. As a result, programs are disseminated unsystematically by researchers who must "push" evidenced-based programs out to individual service providers and school principal who, in turn, depend on their own exposure and judgments to decide if they will "pull" a program into their services for children and youth. Moreover, hidden and real costs of implementing program are born directly by the individual service providers, schools, or families. This presentation will use my experiences as a researcher in a community-based research project that worked on the development and evaluation of the WITS® programs for

the prevention of peer victimization to illuminate obstacles to the dissemination of prevention programs in Canada. I will suggest that a national clearinghouse for such programs is badly needed to make the connections needed to improve the treatment and prevention of child and youth mental health.

2009-06-11 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – DULUTH

**Symposium**

*Psychologists in Education/  
Psychologues en éducation*

**THE POSITIVE ILLUSORY BIAS IN CHILDREN WITH LEARNING  
DISABILITIES AND ATTENTION-DEFICIT/HYPERACTIVITY DISORDER  
(ADHD): DEVELOPMENT AND MEASUREMENT ISSUES**

Judith Wiener, Ontario Institute for Studies in Education at the University of Toronto

According to Hoza et. al., (1993), the positive illusory bias (PIB) is defined as “the disparity between self-report of competence and actual competence, such that self-reported competence is higher than actual competence”. Researchers assess the PIB by comparing child self-reports with parent-reports. Seven to 12 year old children with ADHD and LD are more likely to have a PIB than normally functioning children. The studies described in this symposium examine the PIB in relation to children’s and adolescents’ understanding of their learning and behavioural problems and address the following questions: 1) Does the PIB found in children with ADHD and LD persist into adolescence? 2) Does the method used to assess adolescents’ self-reports enhance or minimize their PIB? 3) Do depressive symptoms affect the PIB in adolescents with LD? 4) Does parenting stress lead to parents’ inflated reports of their children’s problems leading to the possibly erroneous conclusion that the children experience a PIB? Gaining a better understanding of the PIB is important because individuals who have an accurate understanding of their difficulties are more likely to fully engage with treatment. Furthermore, measurement tools that minimize the PIB are necessary in order to assess the actual beliefs of children and adolescents with ADHD and LD about their learning and behavioural difficulties.

**A**

**PARENT AND CHILD PERCEPTIONS OF BEHAVIOURS ASSOCIATED WITH  
ATTENTION-DEFICIT HYPERACTIVITY DISORDER: AN INVESTIGATION OF THE  
POSITIVE ILLUSORY BIAS AND THE MEDIATING IMPACT OF PARENTAL STRESS**

Daniella Biondic, University of Toronto; Clarisa Markel, Ontario Institute for Studies in Education at the University of Toronto; Judith Wiener, Ontario Institute for Studies in Education at the University of Toronto

This study investigates the concordance between parent and child perceptions of problem behaviour specific to Attention-Deficit Hyperactivity Disorder (ADHD). A positive illusory bias (PIB) occurs when children report fewer or less severe problem behaviours than their parents. Children with ADHD exhibit a PIB that inflates their self-perception of competence compared to parent reports (e.g., Hoza et al., 1993). Research suggests that awareness of one’s own deficits serves a motivating function in behavioural treatment while inaccurate estimations of one’s competence may interfere with treatment progress. Thus, a better understanding of the self-perceptions of children with ADHD may have important implications for the treatment of this population. Because parental stress has been shown to mediate the level of agreement between parent and teacher reports of ADHD symptoms, this study will also explore whether the discrepancy between parent and child reports is greater among parents who experience higher parenting stress. Nine to 15-year-old children with and without ADHD completed the Dominic-R (Valla et al., 1997) and their parents completed the Conners’ Parent Rating Scale. Preliminary analyses with N = 127 showed significant discrepancies between child and parent ratings in the ADHD group, suggesting that children with ADHD exhibit a PIB.

**B**

**DO ADOLESCENT BOYS WITH ATTENTION-DEFICIT/HYPERACTIVITY  
DISORDER (ADHD) HAVE A POSITIVE ILLUSORY BIAS?**

Angela Varma, Ontario Institute for Studies in Education at the University of Toronto; Natalie Muradian, University of Toronto; Judith Wiener, Ontario Institute for Studies in Education at the University of Toronto

The goals of this research are to investigate whether adolescents with ADHD demonstrate a positive illusory bias (PIB) for their difficulties and to determine whether this bias can be reduced using alternative measurement strategies. Considerable data indicate that children with ADHD underestimate their behavioural, academic, and social difficulties relative to parents and teachers. The persistence of the PIB into adolescence has not been established. Gaining an understanding of adolescents’ appraisals of their difficulties is important in order to determine if youth with ADHD are likely to respond to treatment. This study compared the self-ratings of problem behaviours of 17 boys with ADHD and 17 without ADHD, aged 13 to 17 years, to parent and teacher ratings on standardized rating scales. Adolescents with ADHD demonstrated a PIB; compared to parent and teacher ratings they underestimated their inattention, hyperactivity, oppositionality, and anxiety. Adolescents also completed a structured picture-based questionnaire, hypothesized to normalize difficulties and reduce processing demands, as an alternative method of rating difficulties. Further analyses will examine whether their responses on this pictorial measure reduces the PIB compared to ratings on the standardized measures. Implications for clinical practice and future research are discussed.

**C**

**POSITIVE ILLUSORY BIAS IN ADOLESCENTS WITH LEARNING  
DISABILITIES: THE MODERATING IMPACT OF DEPRESSION**

Jillian Haydicky, Ontario Institute for Studies in Education at the University of Toronto; Victoria K Timmermanis, Ontario Institute for Studies in Education at the University of Toronto; Trevor C Lee, University of Toronto; Judith Wiener, Ontario Institute for Studies in Education at the University of Toronto

Children with learning disabilities (LD) display a positive illusory bias (PIB) characterized by unrealistically positive self-perception of their academic competence. The self-ratings of depressed children with LD suggest they are more accurate in their perceptions (Heath, 1995). This study will examine whether the PIB found in children with LD continues into adolescence, whether the PIB is more pronounced in the domain of greatest deficit and whether depression moderates the relationship between LD and the PIB. Seventeen boys with LD (ages 13-17) were compared with 17 age-matched non-LD boys. The discrepancy between self-ratings and parent ratings on the Conner's Rating Scales was larger for LD boys than controls. LD boys underestimated their cognitive, emotional and behaviour problems, indicating a PIB. LD boys completed a standardized achievement test, were then shown illustrations of an adolescent with academic difficulties and asked if they experienced similar difficulties. The boys and their parents completed the Youth Self Report and the Child Behaviour Checklist. Analyses will determine whether the discrepancy between the self-report and other measures will be largest in the academic (e.g. math) and behavioural (e.g. oppositionality) domain of greatest impairment. Linear regression analysis will be used to test the moderating effect of depressive symptoms on the PIB.

2009-06-11 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – MATAPÉDIA

**Oral Paper Session/  
Séance de présentation  
orale**

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

**RIFTS IN THE HISTORY OF PSYCHOLOGY**

Christopher A Peet, King's University College

**A**

**PSYC 100 VS. PSYC 101 AND 102: PSYCHOLOGY'S TWO CULTURES REVISITED**

Jason Goertzen, York University

In 1959, C. P. Snow famously discussed two cultures within academia: the sciences versus the humanities. Soon after, in 1961, psychologist Sigmund Koch briefly discussed the idea in relation to psychology. Two decades later, Kimble's article entitled "psychology's two cultures" was published in the *American Psychologist*. The idea of two cultures in psychology (and in academia more generally) has continued to the present day, with a variety of theorists discussing the topic. Specifically, in this talk, I revisit the idea of two cultures in psychology in light of a growing trend in Canadian university psychology departments toward dividing the introductory psychology course into two separate courses. Interestingly, the dividing line for the content of these courses tends to correspond to psychology's two cultures. I discuss some potential strengths and weaknesses of this division of introductory psychology, including what impact this educational decision may have on the fragmentation of the discipline.

**B**

**ANIMAL ASSISTED THERAPY AND PSYCHOLOGY: HOW CAN PSYCHOLOGY'S HISTORY HELP US UNDERSTAND THE RIFT?**

Keegan K Barker, University of Ottawa; Margaret Schneider, Ontario Institute for Studies in Education at the University of Toronto

There exists a conflicted relationship between the field of study of animal assisted therapy (AAT) and the discipline of psychology, despite centuries of therapeutic use of animals. For example, in Ancient Roman healing temples, dogs promoted the healing of visitors, and animals were used in treatment with patients in Europe in the 18th and 19th centuries. During the 1990s and 2000s, health care journals published several studies documenting the benefits of animal assisted therapy (AAT) in a variety of health care settings. However, in 2005 a proposed division of human-animal studies was rejected by the American Psychological Association (APA) after a charged application and review process. In this paper, I seek to understand this conflict through various means. First, I discuss our society's conflicted relationship with animals. Second, I draw upon eight key informant interviews with those who both supported and rejected the integration of human-animal studies into the APA. Finally, I examine the discipline of psychology's historical dualist discords, such as that between structuralism/functionalism and applied and pure science approaches. I aim to bring together these tensions at the individual, disciplinary and societal levels in order to understand the challenge surrounding the integration of human-animal studies into mainstream psychology.

**C**

**EMPATHY IN THE LAB AND EMPATHY IN THE CLINIC: ARE WE TALKING ABOUT APPLES AND ORANGES?**

Marissa E Barnes, York University

From *Einfühlung* to mirror neurons, empathy has been conceptualized in a number of different ways based on the contexts in which it is used. In contemporary psychology, there are two strong and vibrant traditions for the study of empathy: the social-personality tradition and the psychotherapeutic tradition. The social-personality tradition focuses on whether empathy is an emotional or cognitive process or on how it differs from other concepts like sympathy. The psychotherapeutic tradition focuses on empathy as a form of communicative attunement necessary for the establishment of a therapeutic alliance. In the former empathy is studied and utilized as a fundamentally relational or interpersonal concept, whereas in the latter empathy is primarily conceived of as intrapersonal phenomenon. In the present paper, I will conduct a comparative historical analysis of laboratory based conceptions of empathy and applied-clinical conceptions of empathy from the mid-twentieth century to the present. I will highlight similarities and differences between the two traditions through the course of their development. I will also discuss the potential advantages of synthesizing these two traditions. I suggest that such a synthesis may lead to a broader ontological conception of empathy.

D

**STYLE, TRADITION AND PERSONAL AGENCY: NEW AVENUES FOR CULTURAL PSYCHOLOGY**

Cor Baerveldt, University of Alberta

If psychology is to make a meaningful contribution to an understanding of people's everyday lives, it will have to find ways to characterize human conduct in terms of its inherent normativity. In this paper I will argue that a psychology of normative conduct requires us to reconcile an account of personal agency with an account of historical practice. I will propose an approach to culturally situated personal agency suggested by Merleau-Ponty in his final and unfinished work. In this work Merleau-Ponty tries to work out an 'indirect ontology' of style, which helps us understand human expression as always a particular stylization of a norm passed on to us by tradition. Following Merleau-Ponty's understanding of style as a 'coherent deformation' of a norm, I will raise fundamental questions both with regard to the normative nature of cultural practices and with regard to the practical mastery required in order to 'deform' this normativity coherently in personal expression. I will argue that only a psychology that centrally concerns itself with skillful and stylized expression—rather than behaviour—has the potential to understand human conduct as both historically and personally meaningful. Moreover, such a psychology would offer new opportunities for empirical practice that remains relevant to life as we live it.

2009-06-11 – 1:30 PM to 1:55 PM – 13 h 30 à 13 h 55 – HARRICANA

**Theory Review/Examen théorique***Health Psychology/  
Psychologie de la santé***FEELING LIKE "A BURDEN TO OTHERS": A REVIEW WITH A FOCUS ON THE END OF LIFE**

Keith G Wilson, The Ottawa Hospital Rehabilitation Centre

Recent research in health psychology has highlighted the significance of "feeling like a burden to others" (self-perceived burden) as a common source of distress for various medical populations, including people with terminal illness. Self-perceived burden has been defined as "empathic concern engendered from the impact on others of one's illness and care needs, resulting in guilt, distress, feelings of responsibility, and diminished sense of self". In this session, several distinct questions about the topic of self-perceived burden will be reviewed, including: (1) in qualitative research, how does self-perceived burden factor into perceptions of quality of care, a "good death", and the maintenance of dignity? (2) How is self-perceived burden measured? (3) How common is it for patients to feel that they have become a burden to others? (4) What are the correlates of self-perceived burden? (5) What are the practical consequences of self-perceived burden for decisions such as where to receive care, advance directives, and decisions to hasten one's own death?

2009-06-11 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – PÉRIBONKA

**Symposium***Counselling Psychology/  
Psychologie du counseling***CANADIAN COUNSELLING PSYCHOLOGY: PAST, PRESENT, AND FUTURE**

Beth E Haverkamp, University of British Columbia

This symposium will summarize the final report of the Executive Committee for a Canadian Understanding of Counselling Psychology, formed in January 2007. The committee membership included members from different work settings, with various primary scopes of practice and different educational levels, and who resided in a range of provinces and territories (including both rural and urban settings). The committee membership also notably differed with respect to age, gender, socioeconomic status, sexual orientation, and ethnicity. The mandate of the Committee was to develop an understanding and definition of counselling psychology applicable to a Canadian context. The committee conducted an exhaustive review of both academic and professional literature on the discipline of counselling psychology in Canada and also examined relevant international literature. Through critical analysis and discussion, the committee was able to define Canadian counselling psychology, outline its training, regulation, and practices, and compare and contrast it with counselling psychology in other countries and with other related disciplines.

A

**COUNSELLING PSYCHOLOGY IN A CANADIAN CONTEXT**

Robinder Bedi, Western Washington University; Beth E Haverkamp, University of British Columbia; Romeo Beatch, Independent Practice; Douglas Cave, Center for Practitioner Renewal, Providence Health Care; José F Domene, Trinity Western University; Greg Harris, Memorial University of Newfoundland; Anne Marie Mikhail, McGill University

This paper will summarize the essence of counselling psychology in Canada by tracing its emergence as a distinct discipline in Canada within the broader field of Psychology, identifying underlying values and philosophical positions of the profession, defining the field, and examining the collective identity of those who refer to themselves as counselling psychologists.

- B** **DIAGNOSIS; COUNSELLING/PSYCHOTHERAPY; COUNSELLING PSYCHOLOGY, MENTAL HEALTH COUNSELLING, AND CLINICAL PSYCHOLOGY**  
Robinder Bedi, Western Washington University; Beth E Haverkamp, University of British Columbia; Romeo Beatch, Independent Practice; Douglas Cave, Center for Practitioner Renewal, Providence Health Care; José F Domene, Trinity Western University; Greg Harris, Memorial University of Newfoundland; Anne Marie Mikhail, McGill University

This paper will identify three unresolved areas of debate amongst the committee members and summarize the current positions held. It is believed that the lack of Committee consensus reflects similar divergence in the perspectives of Canadian counselling psychologists. These three areas pertain to: (a) whether or not Canadian counselling psychologists can and/or should clinically diagnose, (b) the difference (if any) between the practices of psychotherapy and counselling, and (c) the similarities and differences amongst professional mental health counselling, counselling psychology, and clinical psychology.

- C** **COMMENTARY ON THE REPORT FROM THE PERSPECTIVE OF A COUNSELLOR EDUCATOR**  
Nick Gazzola, University of Ottawa

This paper will provide commentary on the report, particularly the areas of continued debate amongst the committee members, from the perspective of a counsellor educator. These areas include: (a) the difference (if any) between the practices of counselling and psychotherapy, (b) the role of clinical diagnosis in counselling psychology and mental health counselling, and (c) similarities and differences between the fields of mental health counselling and counselling psychology. Dr. Gazzola's research interests include: the professional identity of counsellors, counsellor education and supervision, and psychotherapy process research. He is currently engaged in a SSHRC-funded research project entitled "Counselling in Canada: Setting the Stage for a 21st Century Service Delivery" focusing on counsellor identity in Canada.

- D** **COMMENTARY ON THE REPORT FROM THE PERSPECTIVE OF A CLINICAL PSYCHOLOGIST**  
Sarah E Francis, Memorial University

This paper will provide commentary on the report, particularly the areas of continued debate amongst the committee members, from the perspective of a clinical psychologist. These areas include: (a) the difference (if any) between the practices of counselling and psychotherapy, (b) the role of clinical diagnosis in counselling psychology, and (c) similarities and differences between the fields of clinical and counselling psychology. Dr. Francis is currently the co-director of the Memorial Institute for Research and Intervention in Anxiety and Mood and her research interests include child/adolescent mental health and anxiety.

**2009-06-11 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SAINT-LAURENT**

- Symposium** **PSYCHOLOGY AND INTERPROFESSIONAL EDUCATION: PAST, PRESENT AND FUTURE**  
*Teaching of Psychology/*  
*Enseignement de la*  
*psychologie* Olga Heath, Memorial University

Interprofessional Education (IPE) is defined as learning activities in which students from two or more health professions are engaged in learning with, from and about each other. Historically psychology departments have trained professional psychologists in silos rather than in joint programs with other disciplines. As pressure mounts from Governments and University administrations to increase IPE involvement, psychology departments will be deciding how to engage in IPE. This symposium highlights frameworks for interprofessional education, the current extent, value and importance of psychology involvement and models for future participation. The first paper reviews the structure of Memorial University's IPE program, one of the most comprehensive implemented in Canada, and highlights the aspects of the curriculum to which psychology might contribute, as well as the potential advantages of psychology participation. The second paper presents findings from two surveys about the scope of interprofessional education in graduate psychology programs. The third presentation highlights a clinical psychology graduate student's experience at the student run SWITCH interprofessional primary care clinic in Saskatoon. The final paper explores the history of IPE, the role of Psychology Faculty teaching in other professional schools on IPE, and models for future psychology involvement.

- A** **INTERPROFESSIONAL EDUCATION AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND: WHERE DOES PSYCHOLOGY FIT?**  
Olga Heath, Memorial University

Memorial University initiated a comprehensive Interprofessional Education (IPE) curriculum development project in 2005. Funded by Health Canada as one of 20 IPE projects supported across the country, the goal of this project was to expand and promote IPE activities in both education and practice settings, and thereby enhance the collaborative competencies of an increased number of health practitioners in the province of Newfoundland and Labrador. The University offers programs leading to professional degrees in medicine, nursing, pharmacy, human kinetics and recreation and social work and all of these professional schools and faculties are actively involved in IPE. Memorial's IPE program has been identified as one of the most comprehensive and inclusive across the country and this presentation outlines the structure of Memorial's curriculum framework. As plans for a clinical doctoral program in psychology at Memorial develop, the inclusion of IPE in the training of psychologists is being explored. The potential for and advantages of involvement of psychology students and faculty in Memorial's IPE program are presented.

**B INTERPROFESSIONAL EDUCATION IN CANADIAN GRADUATE PSYCHOLOGY PROGRAMS**

Elizabeth Church, Mount Saint Vincent University; Jacqueline Goodwin, IWK Community Mental Health and Addictions Services; Lynne M Robinson, Dalhousie University

Interdisciplinary collaborative practice and research are increasingly part of the landscape for Canadian psychologists. We know little about how Canadian graduate psychology programs are responding to this new demand. In this presentation, we report results from two surveys, one of professional psychology programs and internships and the other of graduate students in psychology. Respondents identified the types and frequency of interdisciplinary opportunities, barriers to implementation, challenges, and successes. It appears that few psychology programs have developed interdisciplinary opportunities for their graduate students. The most intensive interprofessional experiences tend to be during internship when students participate in interdisciplinary teams. Interdisciplinary research does not appear to be a focus in most programs. Although the majority of psychology programs are housed in faculties of arts or sciences, interprofessional interaction seems to be primarily with health-related disciplines.

**C STUDENT EXPERIENCES OF PSYCHOLOGY AND INTERPROFESSIONAL EDUCATION**

Kristin Calverley, University of Saskatchewan

The trend toward interprofessional education (IPE) is gaining momentum in health professional training programs across the country and Psychology departments are beginning to explore how to incorporate IPE into the training curriculum. One example of psychology's participation in IPE is the Student Wellness Initiative Toward Community Health (SWITCH), a student-run interprofessional primary health-care clinic (involving Clinical Psychology, Medicine, Physiotherapy, Nursing, Kinesiology, Social Work, Pharmacy, Nutrition, and Dentistry) in one of Saskatoon's core neighbourhoods. SWITCH is the leading clinic of its type in Canada and psychology has been involved in the planning, implementation, and ongoing operation of the clinic since its inception. SWITCH has challenged traditional notions of psychology as autonomous from other health professions and has provided Psychology students with the opportunity to learn about the challenges and rewards of providing interprofessional care. This presentation will address what makes SWITCH novel, exciting and successful for psychology students and mentors. In addition, I will outline my experiences as the psychology and mental health representative at the clinic, as a board member, and as an avid volunteer at SWITCH. I will conclude by offering a student perspective on future directions for psychology within IPE.

**D PLAYING CATCH-UP IN CANADA'S HEALTH MARKETPLACE**

Lynne M Robinson, Dalhousie University

The concept of interprofessional education (IPE) and practice is rapidly becoming a keystone in the Canadian health arena. The World Health Organization defined health from an interdisciplinary perspective as early as 1948 and successive key documents and strategies in Canada have continued to build on this definition. Universities and government bodies increasingly recognize the centrality of this approach to health, but Canadian psychology is not yet actively engaged in a strategy for educating students in this new reality. Psychologists often teach outside of Psychology departments and may be uniquely positioned to help move Psychology education forward. Dalhousie University's IPE program for the Health Professions is described, as well as the author's role as a Psychologist working in a health Faculty at Dalhousie. Suggestions for developing a strategy for developing IPE capacity within Psychology Departments are offered.

2009-06-11 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – SAINT-FRANÇOIS

**Conversation/Séance de conversation CONVERSATION SESSION 'B'/ SÉANCE DE CONVERSATION**

(Tom Strong, Ritu Gill, Patrick McGrath, G Vanderhooft, Pavna Sodhi, Trilokekar, Jill Tracey, Laura Ball, Jonathan Weiss, Nicola Fitzgerald, John Goedike, Joyce D'Eon, Jennifer Volk)

**#1 THE TRIALS AND TRIBULATIONS OF WORKING WITHIN AN INSURANCE CONTEXT**

*Clinical Psychology/  
Psychologie clinique*

Nicola E Fitzgerald, Centre for Addiction and Mental Health

The assessment and treatment of disorders such as Post-traumatic Stress Disorder, Panic Disorder, and Major Depressive Disorder is a challenging one at the best of times. Working with clients who are referred following a traumatic accident at the workplace by Workers' Compensation introduces many additional layers of complexity. In assessment, this means being aware of the role that benefits can play in clients' presentation and assessing for potential malingering. In treatment, goal development requires the delicate balancing of addressing clients' presenting problems with facilitating their safe and sustainable return to work. Finally, there is the additional layer of working with nurse case managers and adjudicators from Workers' Compensation. Despite the inherent challenges involved in working with this clientele, it is not without its own set of unique advantages and rewards, such as working with people from cultures who may have not otherwise sought psychological services. The Psychological Trauma Program (PTP) at the Centre for Addiction and Mental Health is a multidisciplinary program that specializes in the treatment of those injured at the workplace. This session's goal is to provide an overview of how the aforementioned issues are managed at the PTP and ideally to provide an opportunity for participants to share their experience of working with this clientele.

**#2**  
*Clinical Psychology/  
 Psychologie clinique*

**THE DEVELOPMENT OF THE COMPUTER AUTOMATED TELEPHONE HELP AND INFORMATION SYSTEM (CATHI) FOR USE IN A PARENTING PROGRAM**

Patrick J McGrath, IWK Health Centre; Charles E Cunningham, McMaster University; Meredith Whitney, IWK Health Centre; Vanessa V Varalli, IWK Health Centre; Patricia Lingley-Pottie, IWK Health Centre

The effectiveness of parent-administered, self-paced, reading based interventions varies as a function of parental adherence. Electronic reminders prompting individuals to implement key components of a treatment plan can improve outcome. To strengthen the effectiveness and reduce the cost of delivering Family Help, a distance parenting program, we developed the Computer Automated Telephone Help and Information System (CATHI). CATHI was designed to increase parents' self-management. The system provides tips for meeting goals, sound clips of parents' experiences, and session reminders. It also reviews handbook material and helps parents track their progress. To develop CATHI we consulted with consumers, service providers, and researchers. Included in this process, were focus groups with parents and professionals. A pilot project indicated that parents were very satisfied with their treatment and perceived an improvement in their child's behaviour. We estimate this model could yield a 50% reduction in program costs and a corresponding increase in the availability of an option for families. The conversation will focus on the development of CATHI, from the initial concept to the piloted model, including obstacles confronted. Perspectives will be offered from the principal investigators and staff involved in the development of CATHI and execution of the pilot project.

**#3**  
*Community Psychology/  
 Psychologie communautaire*

**AN EVALUATION FRAMEWORK FOR A POPULATION-LEVEL PUBLIC HEALTH INITIATIVE: PROGRESS AND CHALLENGES**

Jennifer Volk, Healthy Child Manitoba Office; Steven Feldgaier, Healthy Child Manitoba Office

This presentation details an evaluation framework for the Province of Manitoba's implementation of the Triple P – Positive Parenting Program. The Healthy Child Manitoba Office, a unique cross-departmental structure within the provincial government, has implemented Triple P as a population-level public health initiative. In this distinctive government-led initiative, HCMO provides training to practitioners in the existing workforce from agencies across sectors (e.g. Health, Education, Social services, etc.) to deliver Triple P services. The framework presented here includes evaluation strategies for multiple stages including the training of practitioners, numerous aspects of program implementation including program reach and fidelity, and lastly, outcomes of implementation. The design of the evaluation framework as well as the results of training evaluations and a comprehensive quantitative and qualitative implementation interview of all trained practitioners and their supervisors will be discussed. The challenges of evaluating a population-level roll-out, made more complex by the voluntary nature of the relationships between the organizing body and the over 200 agencies from across sectors will follow. Debate about the necessary and/or sufficient evaluation components required to produce meaningful results for all key stakeholders involved will be encouraged.

**#4**  
*Counselling Psychology/  
 Psychologie du counseling*

**SHOW ME SOME RESPECT: OVERCOMING WORKPLACE CONFLICT, BULLYING AND DISCRIMINATION**

Pavna Sodhi, Shepell-fgi

This conversation session has been designed to provide clinical insight and an overview of issues associated with workplace discrimination including adult bullying behavior. For the past half-century, the labour market and general work environment has been reshaped by factors including the influx of visible minority immigrant groups, restructured workplace hierarchies and increased female participation. Workplace conflict, discriminatory practices and adult bullying behavior, both overt and covert, at all levels of company hierarchy have become the focus of increasing attention and resulting distress. Employees are presenting at counselling services in large numbers, seeking support, feedback, validation and direction in coping, communication and conflict resolution skills. This session is intended to offer concrete counselling strategies for effective employee communication targeted to improve coworker understanding, respect and inter-relationships. The session material will also provide: information on current available resources pertaining to workplace conflict and techniques to further preclude adult bullying and discrimination in the workplace.

**#5**  
*Health Psychology  
 Psychologie de la santé*

**IN MATTERS OF HEALTH – PSYCHOLOGY MATTERS: AN UPDATE ON PROFESSIONAL PRACTICE IN CANADIAN TEACHING HOSPITALS**

Joyce L D'Eon, The Ottawa Hospital; Andrew J Starzomski, Capital District Mental Health Psychology Council; Nicola P Wright, Royal Ottawa Health Care Group; Robert McIlwraith, University of Manitoba; Kerry Mothersill, Chair, Psychology Professional Practice Committee, Calgary Health Region; Lorne Sexton, Chair, Professional Affairs Committee, CPA

In the past decade there have been many changes in the practice of psychology in Canadian health care settings, including the introduction of program management administrative structures, mergers, regionalization, and public/private partnerships. The objectives of this symposium are to review the current state of psychology professional practice and outline the challenges as well as the opportunities that have been experienced by teaching hospitals offering adult care in various regions of Canada.

**#6**  
*History and Philosophy of  
 Psychology/Histoire et  
 philosophie de la  
 psychologie*

**ARTICULATING A DISCOURSE OF COLLABORATIVE PRACTICE**

Tom Strong, University of Calgary; Olga A Sutherland, University of Guelph; Ottar Ness, Trondheim Family Counseling Office

The word “collaborative” has frequently and recently been used to describe client-psychologist relations. Alongside the use of this word have been frequently expressed concerns (e.g., Rose’s ‘psy complex’) about psychologists’ abuse of power when ‘helping’ clients. In this presentation we unpack the term collaboration as it has been used in psychology’s treatment and therapeutic alliance literatures. We apply ideas from social constructionist (Bakhtin, Foucault, Wittgenstein), sociological (Parsons, Mehan) and critical (Gramsci, Honneth, Butler) theorists in examining issues of power, dialogic communications, and conversational agency as these may feature in psychological consultations. We also turn to conversational data from psychological consultations to illustrate several features of collaborative practices: psychologists’ responsiveness to clients’ conversational initiatives, client-psychologist negotiations of the consultative process, and negotiations of meaning and action. We conclude by articulating some general assumptions we see as primary to articulating a discourse of collaborative psychological practice.

#7

*International and  
Cross-Cultural  
Psychology/Psychologie  
internationale et  
interculturelle*

#### **INTERGENERATIONAL CULTURAL CONFLICT AND INDIVIDUALISM/COLLECTIVISM: SECOND-GENERATION IMMIGRANTS IN NORTH AMERICA**

Ritu Gill, Defence Research and Development Canada - Toronto; Kimberly Matheson, Carleton University

To understand how intergenerational cultural conflict (ICC) may affect the well-being of second generation Eastern immigrants, the Individualist/Collectivist theoretical perspective was adopted. Well known domains of conflict involve differences in expectations of love and marriage, child rearing, and gender roles. The second generation are likely to experience the tension between traditions, resulting in intra-familial conflicts that may themselves foster depression, behavioural problems, or identity conflicts. One goal of integrating what we know about second generation immigrants was to provide points of intervention. Interventions can provide support to the second generation by clarifying their own understanding of ICC. This would involve concurrent alterations to social and/or familial contexts that are likely to provide the child with a basis for resolving conflicts. For instance, in a school setting, staff that are made aware of cultural differences and the collective norms the second generation are exposed to, along with the implications these have for their behaviours in the classroom and with their peers, may be in a better position to interpret the motives of the second generation immigrants without imposing their own individualistic assumptions. Schools may be able to develop opportunities that provide safe settings to bring these differences to the surface.

#8

*Psychologists in Education/  
Psychologues en éducation*

#### **THE IMPLEMENTATION OF POSITIVE PSYCHOLOGY IN SCHOOLS: STRENGTH-BASED INTERVENTIONS**

G Amy Vanderhooft, University of Manitoba; Donald H Saklofske, University of Calgary; Jason J Jordan, University of Calgary; Yvonne L Hindes, University of Calgary; Juanita Mureika, School District 18 Education Center; Janine M Montgomery, University of Manitoba

Positive psychology is the scientific study of strengths, well-being, and optimal functioning (Duckworth, Steen, & Seligman, 2005). Psychologists increasingly recognize the essential role of positive psychology in assessment and interventions at the school-wide level. Strength-based interventions are central in this theoretical shift and lead school psychologists to consider student academic, behavioural, and emotional strengths in designing interventions. This conversation session will provide an overview of positive psychology and the existing evidence for its potential to improve individual outcomes. Applications in school settings and discussion of potential obstacles and enablers for implementation will be highlighted with reference to practical examples. Moderators will facilitate discussion around various concepts of positive psychology in school settings such as emotional intelligence and resiliency.

#9

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

#### **THE PRACTICE OF SPORT PSYCHOLOGY: THE CHALLENGES AND REWARDS OF CONSULTING WITH ATHLETES FROM A VARIETY OF PERSPECTIVES**

Jill Tracey, Wilfrid Laurier University; Tricia Orzeck, Kwantlen Polytechnic University; Gordon Bloom, McGill University

This session aims to discuss the education and training of sport psychology specialists who come from different backgrounds and how each of them operate their consulting or counseling practice with athletes. We will review the process of licensure through clinical/counseling psychology and the certification process for those trained in kinesiology. All three of the speakers will discuss their education and training background, the licensing and certification process, and their consultation or counseling practices. Dr. Tracey will focus on her consultation work with intercollegiate student-athletes and discuss the issues surrounding balancing teaching, research, and consulting. Dr. Bloom will focus on consultation with various community competitive sport teams and will review the certification process through CSPA. Dr. Tracey has just completed the review process and will discuss the application process. Dr. Orzeck maintains a private psychological practice, of which athletes are a part of her client base. Dr. Orzeck will discuss the process to becoming a licensed psychologist with specific training in sport psychology. The intent of the session is also to generate discussion with the audience and to entertain questions regarding the different issues surrounding the practice, training, and education of sport psychology.

#10

*Students in Psychology/  
Étudiants en psychologie*

*Please note that this abstract  
has been rescheduled to  
Conversation Session A #13  
on page 12.*

#### **STUDENT ISSUES IN PROFESSIONAL PSYCHOLOGY TRAINING: POSITIVE EVOLUTION THROUGH DIALOGUE**

Robin Moszkowski, Concordia University; Nicola Wright, Royal Ottawa Mental Health Centre; Sandra L Clark, British Columbia Children’s Hospital; Nancy Link, Ontario Institute for Studies in Education at the University of Toronto; Rebecca Mills, River Valley Health; Saklofske Don, University of Calgary; Andrew J Starzomski, East Coast Forensic Psychiatric Hospital; Josephine Tan, Lakehead University



This conversation session led by the Canadian Council of Professional Psychology Programs (CCPPP) will focus on student issues in the professional psychology training process. The goal for the session is to bring together those involved in the training process for productive dialogue. By discussing student issues in the training process, the objective is to increase awareness of student training issues and to develop constructive ideas/solutions. Examples of important issues include: personal-professional balance and the ethics of self-care (workload issues), perceived requirements for practicum hours to be competitive for internship, internship supply and demand, development and evaluation of core competencies, the movement toward Canadian Psychological Association (CPA) only accreditation, the interview process for internship, and addressing individual needs. Results from a survey of students on the student CPA listserv will be presented and will provide direction for the discussion. All those involved in the training process (graduate students, directors of training and clinical supervisors) are invited to attend this collaboratively-focused conversation session.

**#11**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**INTEGRATED SERVICE DELIVERY: LESSONS LEARNED FROM VETERANS AFFAIRS CANADA AND CONCURRENT DISORDERS TREATMENT FACILITIES**

John Goedike, National Center for Operational Stress Injuries; Brian Rush, Centre for Addiction and Mental Health; Mel Vincent, Edgewood Centre; Linda Poirier, Centre CASA

Mental health conditions and addictive disorders co-occur at high rates in active military and veteran populations. Best practices for concurrent disorders highlight the importance of ensuring that integrated service delivery is made available. The current conversation session will focus on residential treatment of active military and veterans who suffer from concurrent addictive and mental health disorders. The focus will be on best practices for screening within the respective treatment populations and on lessons learned by Veterans Affairs' National Center for Operational Stress Injuries and concurrent Addiction/PTSD treatment facilities. Lessons learned in the past two years include ensuring that comprehensive screening for both disorders occurs systematically, the importance of stakeholder collaboration in providing training, bolstering service utilization, and ensuring the development of effective treatment strategies specifically tailored to these individuals. Recovery management strategies with respect to post-intensive treatment services will also be discussed.

**#12**

*Teaching of Psychology/  
Enseignement de la  
psychologie*

**DEVELOPMENTAL DISABILITY TRAINING IN CPA PSYCHOLOGY INTERNSHIP AND GRADUATE PROGRAMS**

Jonathan Weiss, Centre for Addiction and Mental Health & York University; Yona Lunsky, Centre for Addiction and Mental Health; Patricia Minnes, Queen's University; Adrienne Perry, York University

There are vast inequities in the opportunity for psychological services (both in terms of assessment and intervention) for individuals with developmental disabilities (DD), which are provided by the regulated health professional. Although recent research has examined the training experiences of medical students (e.g., Burge, Ouellette-Kuntz, Isaacs, & Lunsky, 2008), no one has discussed the state of training for clinical psychologists in Canada, despite their involvement in the controlled act of diagnosis and their use of standardized instruments used regularly in the diagnosis of DD. The purpose of this conversation session is to discuss the current opportunities and challenges of obtaining DD training in CPA-Accredited internships and graduate programs, ranging from the current graduate student's to the senior psychologist's perspective. We will also present data from a survey of graduate students and Directors of Training from CPA-accredited graduate programs that aims to assess the current state of training opportunities in DD across the country. Discussion will involve university, community, and hospital sectors, and will explore the didactic and experiential components that could be employed to assist graduate students in developing the competence necessary to provide psychological services to people with DD across the lifespan.

**#13**

*Women and Psychology/  
Femmes et psychologie*

**INCREASING THE VISIBILITY OF CANADIAN FEMINIST NARRATIVES IN PSYCHOLOGY: TEACHING THE TEACHERS**

Laura C. Ball, York University; Kelli Vaughn-Blount, York University; Alexandra Rutherford, York University

"In history the quarrels of popes and kings, with wars and pestilences in every page... and hardly any women at all - it is very tiresome." (Jane Austen, 1775-1817) The absence of the herstory of Feminist Psychology in Canada has also grown tiresome. Last year, an historic conversation began in Halifax: a multigenerational group of feminist psychologists came together to discuss the herstory of Canadian feminist psychology, and ways to preserve and disseminate it. Specifically, participants discussed how to bring this history into the mainstream, and the challenges of doing so. Several themes and possibilities emerged from the session. The purpose of this year's session will be to delve further into the issues raised. The key discussion points will center on strategies for increasing the awareness of Canadian feminist psychologists and their work throughout the academic community. Specifically, we will address ways in which we may begin to teach the teachers of psychology, such as adding a history section in the SWAP newsletter, and forming an organizational unit to develop materials related to the teaching of feminist history, among other options. Those involved in the conversation session will have the opportunity to not only contribute to a greater awareness of Canadian feminism, but to continue lending their voice to creating the history we wish to convey.

**2009-06-11 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – MACKENZIE****Keynote (Section)/  
Conférencier de  
la section***Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle***SECTION PROGRAM/PROGRAMME  
DE LA SECTION****BEYOND THE INDIVIDUAL: CONTEXTUAL INFLUENCES ON WORK ATTENDANCE**Gary Johns, Concordia University

Recently, there has been increased interest in understanding the impact of context on organizational behaviour. The value of such interest is illustrated by research concerning work attendance that highlights the impact of context in shaping absenteeism and presenteeism and reactions to these work behaviours. The reasons that absenteeism and presenteeism are susceptible to contextual influence will be discussed. Then, examples from several domains will be provided to illustrate how context affects attendance. These include justice climate, micro-social context, cultural context, nonwork context, and macro-social context. Overall, such research illustrates that absenteeism and presenteeism can serve various functions across contexts, a point not much appreciated by conventional notions of withdrawal from work.

**2009-06-11 – 2:00 PM to 3:55 PM – 14 h 00 à 15 h 55 – CHAUDIÈRE****Workshop/Atelier**  
*Developmental Psychology/  
Psychologie du  
développement***HYPOGONADISM? CRYPTORCHIDISM? THE SEXUAL OBSTACLES OF  
INDIVIDUALS WHO HAVE BEHAVIOURAL PHENOTYPES**Shelley L. Watson, Laurentian University; Deborah Richards, Community Living-Welland/Pelham; Nancy Miodrag, McGill University

Using case studies to demonstrate rights infringements and sexuality issues, this interactive workshop will discuss the sexuality of individuals with intellectual disabilities. Specifically, the presentation will address sexual rights, barriers to sexual expression, attitudes toward sexuality, and familial apprehension. The presentation will also highlight sexually related matters specific to different behavioural phenotypes, such as Fetal Alcohol Spectrum Disorder, Prader-Willi syndrome, and autism.

**2009-06-11 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – HARRICANA****Symposium**  
*Social and Personality  
Psychology/Psychologie  
sociale et de la  
personnalité***POSITIVE PSYCHOLOGY SYMPOSIUM 1: DEVELOPING STRENGTHS,  
ATTACHMENT, WELL-BEING AND OPTIMAL LOVE RELATIONSHIPS:  
RECOMMENDATIONS AND INTERVENTIONS**Patrice Kam, University of Ottawa

This symposium will present theory, research and interventions from positive psychology to develop and improve subjective well-being, health, adjustment and love relationships. The intention is to bring together CPA members from across Canada interested in positive psychology as well as introduce positive psychology principles and research to those who might be interested.

**A** **STRENGTHS AND THEIR RELATIONSHIP TO WELL-BEING AND OPTIMAL  
FUNCTIONING**Patrice Kam, University of Ottawa

The twenty-four character strengths can be valued in their own right but are certain ones particularly important for adult development and adjustment? Heart versus mind, common versus rare, youth versus maturity, and self versus others are dimensions that can be used to evaluate patterns seen in various strengths. Recommendations for development and fulfillment will be discussed.

**B** **CREATING LOVING RELATIONSHIPS**Susan Johnson, University of Ottawa

The research on Emotionally Focused Couple Therapy (EFT), an approach based on an attachment view of adult love, tells us that it is possible to systematically move couples from frustration and distress to lasting satisfaction and connection. EFT focuses on the creation of positive bonding interactions that shape the relationship as a safe haven where individual partners can grow, heal and prosper.

**C** **ATTACHMENT THEORY AND SUBJECTIVE WELL-BEING**Stan Sadava, Brock University; Becky Choma, York University; Michael Busseri, Brock University; Danielle Molnar, Brock University; Colin Perrier, Brock University

According to attachment theory, secure attachment is driven by evolutionary imperatives, because it provides a safe haven from threat and a secure base for engagement in the world. While originating in childhood, recent work extends this analysis to the mental models (relational schemas) of adults. We present theoretical arguments linking secure attachment to subjective wellbeing using Diener's model (high positive affect, low negative affect, high life satisfaction). Data are presented from samples of students (longitudinal), individuals suffering from chronic illnesses and a community sample of couples, showing a robust link between secure attachment and SWB, in relation to physical and mental health. Results are discussed in terms of attachment theory as positive psychology.

**D THE NATURE OF AFFECTIVE FORECASTING: INDIVIDUAL DIFFERENCES IN PREDICTION ACCURACY FOR POSITIVE AND NEGATIVE EMOTIONS DURING OUTDOOR EXPERIENCES**

Elizabeth K Nisbet, Carleton University; John Zelenski, Carleton University

Nature has positive effects on human physical and psychological health. Despite this, people may underestimate potential happiness benefits of nature contact and err in their 'affective forecasting' of experiences in the natural environment. We tested whether individuals who work as outdoor educators would be accurate in their estimates of positive and negative emotions during two outdoor workshops. Participants were asked to predict their anticipated emotions, using modified PANAS scales, before and after a forest ecology walk and canoe outing. Following the workshops, participants reported on their state emotions. As expected, participants predicted ( $t(42) = 20.76, p < .01$ ) and experienced ( $t(42) = 22.46, p < .01$ ) significantly more positive than negative emotions. However, positive emotions were underestimated,  $t(41) = 2.12, p < .05$ , and negative emotions were overestimated,  $t(41) = 2.65, p < .05$ . Results are discussed in terms of the potential for promoting human happiness and environmental concern by correcting underestimates of nature's psychological benefits and developing interventions to promote connection with the natural environment.

**2009-06-11 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – RICHELIEU**

**Invited Speaker (CPA)/** **PSYCHOPATHY, BEHAVIORAL GENETICS, NEUROSCIENCE, AND CULPABILITY**  
**Conférencier invité** Robert D Hare, CPA Invited Speaker  
**(SCP)**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

Psychopathy has been described as "what may be the most important forensic concept of the early 21st century" (Monahan, 2006). The term refers to a clinical construct defined by a constellation of interpersonal, affective, lifestyle, and antisocial traits and behaviors that have serious implications for society. Recent advances in behavioral genetics, developmental psychopathology, and cognitive/affective neuroscience have provided compelling evidence that psychopathy and its dimensions have high heritability, are reasonably stable across much of the lifespan, and are associated with a variety of anomalies in brain structure and function. These findings, coupled with the extensive literature on the key role of psychopathy in the criminal justice system, have led to suggestions that its presence may serve to reduce the criminal culpability of an offender. This issue will be discussed and evaluated, with reference to the MacArthur Foundation Law and Neuroscience Project, which includes psychopathy as a topic for scientific and judicial debate.

**2009-06-11 – 2:30 PM to 4:25 PM – 14 h 30 à 16 h 25 – MATAPÉDIA**

**Oral Paper Session/** **REVISITING PSYCHOLOGISTS OF THE PAST**  
**Séance de présentation** Cor Baerveldt, University of Alberta  
**orale**

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

**A OBJECTIVITY AND OTHER IDEALS OF SCIENCE: THE CASE OF KURT FREUND**

Laura C Ball, York University

As a broadly conceived discipline, science has developed within it a set of moralized ideals, or moral economies, that its practitioners should embody. One of the moral economies most dearly held by scientists is that of objectivity (Daston, 1995; Daston & Galison, 2007). In asking the question - why objectivity? - Lorraine Daston and Peter Galison (2007) endeavored to understand the history of the concept, and its impact on the sciences. This paper will aim to look at objectivity in psychology through the use of an exemplar - Kurt Freund (1914-1996). Freund, the Czech-Canadian sexologist and 'father of phallometry' (Wilson & Freund Mathon, 2006), was known and admired among his peers for his strong belief in and adherence to an objective stance in research and clinical practice. This paper will outline Freund's work on homosexuality, and will show how his dedication to the scientific ideal of objectivity influenced his work. The outcome of adopting this moral economy will be shown to be at once both progressive and conservative in a socio-political sense, as it was simultaneously a source of emancipation and epistemological violence - in a very real sense - for the persons he theorized about.

**B PIONEERS OF TWIN RESEARCH: OTMAR VON VERSCHUER AND HERMANN WERNER SIEMENS**Thomas Teo, York University

In recent English-language accounts of the history of twin research the contributions and political entanglements of German twin researchers are neglected. Von Verschuer (1896-1969), one of the leaders of twin research during his era, director of the Institute of Hereditary Biology and Racial Hygiene at the University of Frankfurt/Main, received his degree in genetics based on a study of twins, an interest he shared throughout his career. In 1942 he became director of the Kaiser Wilhelm Institute for Anthropology, Human Genetics, and Eugenics, succeeding Eugen Fischer (1874-1967), where he hired Josef Mengele (1911-1979). Verschuer was one of the most important proponents of anti-Jewish Nazi policies. Siemens (1891-1969) was a well-known dermatologist who published in 1924 a book on *The Pathology of Twins*. He argued that a comparison of correlations between monozygotic twins and dizygotic twins would allow for an assessment of the extent of inherited dispositions. Thus, Siemens is the most important figure in developing the classical twin method. Siemens was a high-caliber Nazi thinker who wrote a standard textbook on heredity, racial hygiene and population politics that went through many editions. After the war both Verschuer and Siemens continued their successful careers. The ideas and the ethical-political consequences of these twin researchers are discussed.

**C PETER & BRENDA MILNER: CANADIAN PSYCHOLOGY'S MOST FAMOUS COUPLE IN THE 1950'S**John B Connors, Canadian University College

In the last 60 years of Canadian psychology, no other academic couple has been as influential as the McGill professors Peter & Brenda (Langford) Milner. Both of them were born in England and met during World War II while working on radar research. In 1944 Peter was invited to work on atomic energy research in Canada. Rather quickly Peter and Brenda were married and sailed to Canada on the Queen Elizabeth. Peter worked at the Chalk River faculty for nuclear energy while Brenda taught at the University of Montreal in French. In the 1950s they both contributed to research projects that become classics in psychology. Peter was invited by Hebb to join the Psychology Dept at McGill as a research associate. Seminal research by Peter Milner and James Olds in the 1950s demonstrated that a specific reward system in the brain could be evoked by intracranial brain stimulation. After completing her PhD at McGill with Hebb and working with Penfield at the MNI, Brenda was invited to study patient HM and developed methods to study patients with amnesia. Although they often led parallel lives, the research of the Milners helped put psychology research at McGill on the map in the post war years.

**D ON THE ORIGIN OF SPECIOUS: VICTORIAN SOCIETY AND GALTON'S SCIENCE**Tanya Bilsbury, Dalhousie University; Timothy J Juckes, Dalhousie University

Sir Francis Galton, the distinguished Victorian scientist, was a polymath to whom much is owed by many disciplines. Galton first distinguished himself as a geographer and tropical explorer; however, with the publication of Darwin's *On the Origin of Species* in 1859, he became almost exclusively concerned with heredity. Although Galton's work in this area produced firm contributions to science, such as the discovery of correlation and regression and the debunking of Darwin's theory of pangenesis, Galton often produced questionable science in which specious claims and spurious inferences trumped objectivity. These lapses in scientific judgment can be attributed to Galton's near-religious zeal for his theory of eugenics, which was presented as a scientific panacea for the issues faced by Victorian society. However, rather than changing the fundamental class structure of Victorian society, Galton's eugenics sought to improve the quality of individuals in the society, particularly those with what Galton deemed the greatest promise. While protecting and promoting the status and interests of the elite, eugenics also advocated removing supports from the lower classes. Galton's eugenics, and relatedly, his Procrustean treatment of data, make sense only in the context of his own place in Victorian society.

2009-06-11 – 2:30 PM to 2:55 PM – 14 h 30 à 14 h 55 – GATINEAU

**Theory Review/Examen théorique***Health Psychology**Psychologie de la santé***IMPROVING THE HEALTH OF CANADIANS THROUGH POSITIVE MENTAL HEALTH**Jason Disano, Canadian Institute for Health Information (CIHI)

This session will explore the concept of positive mental health, including how do we define and measure it; how it is linked to health; what factors are associated with high levels of positive mental health; and what strategies are effective at promoting mental health. Positive mental health involves many aspects, including: our ability to enjoy life; the way we deal with life's challenges; the ways we experience and use emotions to function and interact with others; the connectedness, meaning, purpose and values by which we live; our interconnections; and feeling a sense of equity and respect for our differences. These aspects are related to various health outcomes. Analyses of CCHS data show that people 15 years and older reporting higher levels of positive mental health are less likely to report adverse health outcomes and more likely to report positive health outcomes than people reporting low and moderate levels. Mental health promotion emphasizes individual resilience, creating supportive environments and addressing the determinants of mental health. Goals include enhancing protective factors that help individuals, families and communities deal with events and increasing conditions that reduce risk factors for diminished mental health. Promoting positive mental health is an essential contribution to the health of children, youth and adults alike.

2009-06-11 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – HOCHELAGA 1-6

Poster/Affiche

POSTER SESSION 'B'/ PRÉSENTATION PAR AFFICHAGE

Brain and Behaviour/ Cerveau et comportement ; Clinical Neuropsychology/ Neuropsychologie clinique; Counselling Psychology/ Psychologie du counseling ; Criminal Justice Psychology/ Psychologie et justice pénale ; Psychology in the Military/ Psychologie du milieu militaire ; Substance Abuse/ Dépense/ Toxicomanies ; Traumatic Stress/ Stress traumatique

#1

*Brain and Behaviour/  
Cerveau et comportement*

**EMOTION RECOGNITION, EMPATHY AND PRENATAL TESTOSTERONE**

Taryn Bemister, University of Calgary; Laurie Sykes Tottenham, University of Regina

Women tend to score higher than men on measures assessing emotional abilities, such as visual recognition of facial expressions, auditory recognition of emotional prosody, and empathetic tendencies. This experiment addressed whether or not sex differences in emotional abilities (specifically emotion recognition and empathy) are related to differing levels of prenatal testosterone (T) exposure as estimated by 2D:4D ratios. Each sex was compared for levels of prenatal T exposure independently due to the expected sex difference in the 2D:4D ratios. The measures included three empathy questionnaires (BEES, EQ, and FQ) and two emotion recognition tasks (FEEL and EPT). ANOVAs and stepwise regression analyses were used to determine whether sex and prenatal T exposure were related to the measures. Results indicated that females scored higher than males on the empathy measures and responded faster than males on the FEEL task. Further, the left-hand 2D:4D ratio was negatively related to BEES scores and emotion recognition accuracy (for FEEL and EPT), indicating that low levels of prenatal T exposure were related to better performance on these tasks. However, the right-hand 2D:4D ratio was positively related to accuracy on the FEEL task. Thus, this study found partial support relating prenatal T exposure to emotional abilities.

#2

*Brain and Behaviour/  
Cerveau et comportement*

**ODOR LOCALIZATION AND SNIFFING**

Geneviève Charbonneau, Centre de Recherche en Neuropsychologie et Cognition, Université de Montréal; Johannes Frasnelli, Centre de Recherche en Neuropsychologie et Cognition, Université de Montréal; Olivier Collignon, Centre de Recherche en Neuropsychologie et Cognition, Université de Montréal; Franco Lepore, Centre de Recherche CHU Sainte-Justine

For humans, the localization of an odorant seems only possible if the odorant also stimulates the trigeminal nerve. There is, however, some evidence that active sniffing may affect this ability and facilitate the localization of pure odorants. Therefore, we tested the ability of 40 subjects to localize a pure odorant and a mixed olfactory/trigeminal stimulus under 2 stimulation conditions: either odors were blown into the subjects' nostrils (passive) or subjects had to actively sniff the odors (active). Subjects could only reliably localize the mixed olfactory/trigeminal stimulus. However, we found a significant interaction between stimulation condition and nature of the odorant. So, the mixed olfactory/trigeminal stimulus was more localizable in the passive condition, whereas the pure odorant was better localized in the active condition. Interestingly, subjects had more correct answers after stimulation of the right nostril than of the left nostril (where subjects performed significantly below chance when stimulated with the pure odorant), suggesting possible laterality effects. These results suggest that active sniffing may affect our ability to localize odors. Other than mixed olfactory trigeminal stimuli, pure odorants are, however, not localizable even in active condition of sniffing.

#3

*Brain and Behaviour/  
Cerveau et comportement*

**INTRACRANIAL EVIDENCE OF AUDITORY-MOTOR RESONANCE MECHANISMS**

Jean-Francois Lepage, Université de Montréal; Sara Tremblay, Université de Montréal; Hugo Theoret, Université de Montréal

It is now well established that the human brain is endowed with a mechanism that pairs action perception with its execution. This system has been extensively studied using visual depictions of actions, however, there have been comparatively few attempts using auditory stimuli. In this study, we used a multideviant-mismatch negativity paradigm (MMN) incorporating action sounds (finger and tongue clicks) and acoustically-matched control counterparts to investigate action-related sound processing in a 12 year-old child with two 4-contact depth electrodes located in the anterior and posterior insular region and with an extensive grid-coverage of the frontal, temporal and parietal lobes of right hemisphere. Out of the 23 electrodes that presented an auditory response, 4 electrodes in the temporal and insular regions displayed significantly larger MMN responses for both action-related sounds. In addition, wavelet analysis carried out on electrodes located over the hand region revealed recruitment of the motor cortex for natural finger-click sound compared to control as indexed by a decrease in mu rhythms (12 and 20 Hz) power. These results constitute the first demonstration of the presence of an action-execution pairing system sensitive to auditory stimuli in a child and bring further support to the hypothesis of motor resonance mechanism in the human developing brain.

#4

*Brain and Behaviour/  
Cerveau et comportement*

**2D:ALL RATIO AS STANDARD OF HAND MEASUREMENT OF SEXUAL DIMORPHISM IN HUMANS**

Josh Noble, King's University College; Regina Yan, University of Alberta; Peter L Hurd, University of Alberta

The relative length of the index and ring fingers, the 2D:4D digit ratio, is sexually dimorphic in humans. Women tend to have higher 2D:4D than men. This ratio is widely-used in research as a measure for the organizational influences of hormones in fetal environment. Individual variation in this ratio is thought by many to indicate relative exposure to hormones in utero, and androgens in particular. Some authors have suggested that women have relatively longer index fingers compared to men due to increased

prenatal estrogen exposure, and shorter ring fingers than men because of less testosterone exposure. Other authors have suggested ratios other than 2D:4D (such as rel2, the ratio of the second digit to the sum of digits 2, 3, 4 and 5) provide a more sensitive measure of the 2D:4D effect. Here we examine the magnitude of sexual dimorphism in various digits ratios in a sample of X men and Y women. We find that rel2 and rel5 are just as strongly dimorphic as 2D:4D, but not more so. We further examine this data for evidence that variation in the different digit ratios all reflects one dimension of hand shape variation, contrary to the idea that one finger length reflects testosterone's effects, and another estrogen's. The evidence on this point is mixed, suggesting several sources of variation are involved in producing different finger length ratios within the same hand.

**#5** **PRENATAL ANDROGEN EXPOSURE APPEARS TO AFFECT WOMEN'S EATING DISORDER SYMPTOMS**

*Brain and Behaviour/  
Cerveau et comportement*

Kirsten A Oinonen, Lakehead University; Jessica L Bird, Lakehead University

Previous research suggests that high prenatal androgen exposure may protect against eating disorder symptoms. The present study examined the relationship between women's digit ratio (2D:4D) and scores on the Eating Disorder Inventory II (EDI-II) as a function of oral contraceptive (OC) status (never, current, and previous users). In the full sample of women (N = 138 undergraduate students), positive small effect size relationships were found between eating disorder symptoms and 2D:4D. Within the three OC groups, relationships between 2D:4D and eating disorder symptoms were also significant. However, the direction and magnitude of the relationships differed. Both current (n = 49) and never (n = 52) users showed positive small to medium size correlations between 2D:4D and eating disorder symptoms. However, significant negative correlations were found for the previous user group (n = 37). These findings emphasize the need for researchers to examine hormonal contraceptive groups separately. The results support the hypothesis that higher levels of prenatal androgen exposure protect against eating disorder symptoms in most women (i.e., never users and current users). However, further research is needed to identify mechanisms underlying the hormonal contraceptive status moderated link between 2D:4D and eating disorder symptoms.

**#6** **IMPACT DES FACTEURS BOTTOM-UP SUR LE COMPORTEMENT IMITATIF**

*Brain and Behaviour/  
Cerveau et comportement*

Rosemarie Perrault, Université de Montréal

Les capacités imitatives et de distinction soi-autrui seraient sous-tendues, au niveau cortical, par un système de représentations partagées motrices entre soi et autrui, le système de neurones miroirs. L'objectif de la présente étude est d'évaluer l'impact, sur le comportement imitatif, de la distinction entre imitation du mouvement biologique et non-biologique, de la similarité physique avec une main observée et de l'orientation de l'imitation. Pour ce faire, nous avons mesuré les temps de réaction de sept hommes et de sept femmes adultes caucasiens sains lors de l'imitation de mouvements du doigt montrés sur vidéo. Les résultats indiquent que le temps de réaction est significativement plus court lors de l'imitation du mouvement biologique, lors de l'imitation spéculaire et, chez les hommes, lors de l'imitation de mouvement effectués par une main de couleur similaire à la leur. Ceci suggère que des facteurs « bottom-up », notamment certaines caractéristiques visuelles du stimulus, peuvent moduler l'imitation.

**#7** **EFFECTS OF METHYLPHENIDATE ON THE SPEED OF MOTOR AND COGNITIVE PERFORMANCE IN CHILDREN WITH ATTENTION DEFICIT/HYPERACTIVITY DISORDER**

*Brain and Behaviour/  
Cerveau et comportement*

Anna Polotskaia, McGill University; Grizenko Natalie, Douglas Mental Health University Institute; Johanne Bellingham, Douglas Mental Health University Institute; Sandra Robinson, Douglas Mental Health University Institute; Marina Ter-Stepanian, McGill University; Ridha Joobar, Douglas Mental Health University Institute

Attention Deficit and Hyperactivity Disorder (ADHD) is the most common psychopathology diagnosed in 5-10% of school age children. Methylphenidate (MPH) is the medication of choice for rapid and effective treatment of the major ADHD symptoms. With clinical dosage of MPH ranging from 0.3 to 1.5 mg/kg/day, the dose-effects on cognitive performance are controversial. The study examines the effect of three doses of MPH on the motor and cognitive performance in children diagnosed with ADHD. Three doses of MPH were used in a randomized three day trial (0.3; 0.5 mg/kg/day; 0.8 mg/kg/day bid). Purdue Pegboard and Stroop Color Word tests were administered to assess motor and cognitive performance. Thirty children diagnosed with AD/HD aged 6-12 years (Mean = 8.52) participated in the study. Improvement on simple motor and naming cognitive tasks was significant at 0.3 mg/kg/day dose, with no further improvement on these tasks with an increase of dose up to 0.8 mg/kg/day. There is a gradual improvement of overall behaviour as measured by Restricted Academic Situation Scale with an increase of dose from 0.3 to 0.8 mg/kg/day. There is no deterioration in association with higher doses of MPH.

**#8** **INFLUENCE OF LINGUISTIC CHARACTERISTICS ON SPIKE FREQUENCY IN A PATIENT WITH READING EPILEPSY**

*Brain and Behaviour/  
Cerveau et comportement*

Dima Safi, Université de Montréal / Cernec; Renée Béland, Université de Montréal / Cernec; Dang Khoa Nguyen, Centre Hospitalier l'Universitaire de Montréal - Hôpital Notre Dame; Maryse Lassonde, CHU - Hôpital Sainte Justine / Cernec

Reading epilepsy is a rare reflex epilepsy in which seizures are provoked by reading. Several cases have been described in literature but the physiopathological processes are still unclear and vary widely. We report the case of a 40 year old male patient with reading epilepsy evaluated using clinical assessments and continuous video-EEG recordings. We administered reading, verbal and non-verbal tasks to determine which factors are responsible for precipitating seizures. The linguistic characteristics of the words (phonological complexity i.e. simple / complex, lexicality i.e. word / non -word, transparency orthography i.e. regular – ir-

regular, word type i.e. open / closed class, grammatical class i.e. nouns / adjectives / verbs, semantics i.e. abstract / concrete) were manipulated. Results indicated that the epileptic activity generated by reading tasks was significantly higher than that observed during verbal and non-verbal tasks and was significantly influenced by the linguistic characteristics of the stimuli. Spikes were predominantly recorded on left parasagittal regions. Ongoing cerebral imaging studies with near infrared spectroscopy will allow us to visualize the spatial localization and the temporal course of brain activity involved in reading. A better understanding of this pathology is crucial for rehabilitation of reading in these patients.

**#9**

*Clinical Neuropsychology/  
Neuropsychologie clinique*

**COMPARATIVE DISCRIMINATIVE ABILITY OF NEUROCOGNITIVE ASSESSMENT VERSUS SYMPTOM REPORT IN THE DETECTION OF SPORT-RELATED CONCUSSION**

Dennis P Alfano, University of Regina; Michael J Nicholls, Allied Health Centre

The application of neurocognitive assessment to the management of concussion is an important recent development in the field of sports medicine. An issue critical to the utility of this approach is whether neurocognitive assessment adds to the detection of sport-related concussion compared to symptom report alone. This study compared the discriminative ability of neurocognitive measures versus symptom report in the detection of sport-related concussion. Seventeen university athletes underwent pre-season baseline and post-concussion assessment within 5 days of sustaining a concussion using seven objective neurocognitive measures (Digit Span Forward and Backward, Hopkins Verbal Learning Test Total Learning and Delayed Recall, Trails B, Symbol Digit Substitution, Oral Symbol Digit Modalities) and the Neurobehavioural Symptom Inventory. Neurocognitive impairment and increased symptom report were defined as practice-corrected reliable change scores exceeding the 90% confidence interval in an impaired direction. All 17 athletes showed impairment on at least one neurocognitive measure compared to 12 athletes (70.6% of the sample) who reported an increase in symptoms post-concussion. These findings reflect a significant and almost 30% increase in the accuracy of objective neurocognitive measures over symptom report alone (chi-square = 3.8,  $p < .05$ ) in the detection of concussion.

**#10**

*Clinical Neuropsychology/  
Neuropsychologie clinique*

**FALSE RECOGNITION OF THE CRITICAL LURE'S HOMOPHONE : EVIDENCE FOR THE FUZZY TRACE THEORY**

Karine Benoit, Université de Montréal; Nicole Caza, Centre de Recherche, Institut universitaire de gériatrie de Montréal

Many studies reported false recognition effects for critical lures or non-studied associates (e.g., coral) of the study lists (e.g., reef, pink, sea) using the Deese-Roediger-McDermott (DRM) paradigm. According to Fuzzy Trace Theory (Reynard & Brainerd, 1995), false recognition of critical lures is based on gist memory reflecting commonalities across list items. Thus, only distracter items corresponding to the gist should be falsely recognized. Alternatively, associative activation theories (e.g., Collins & Loftus, 1955) suggest that activation spreads to all associates of the study words, including critical lures (e.g., coral) and, to a lesser degree, their homophones (e.g., choral), though the later don't share any commonalities with the study lists. Thus, critical lures and their homophones should be falsely recognized. We tested both accounts in a group of sixteen young participants using a novel version of the DRM paradigm including recognition memory for targets, critical lures, their homophones, and unrelated riming distracters. Results showed that false recognition of critical lures was greater than that of unrelated distracters, reflecting a typical false recognition effect. Also, false recognition of the lures' homophones was similar to that of the unrelated distracters, suggesting that false memory relies on gist memory derives from the commonalities across list items.

**#11**

*Clinical Neuropsychology/  
Neuropsychologie clinique*

**LONG-TERM NEUROPSYCHOLOGICAL FUNCTIONING FOLLOWING MILD TRAUMATIC BRAIN INJURY**

Nathalie C Berard, University of Regina; Dennis P Alfano, University of Regina

While the majority of individuals who sustain a mild traumatic brain injury (MTBI) recover relatively quickly, a minority report symptoms that persist over the long-term. Recent studies suggest an association between emotional factors and persistent symptoms following MTBI. This study examined long-term neuropsychological outcome following MTBI and the impact of emotional and demographic factors. Ninety-two individuals with medically diagnosed MTBI and 94 non-injured controls completed a test battery comprised of measures of neurocognitive functioning, depression, and neurobehavioural symptoms. Principal components analysis reduced the test battery to core neurocognitive and neurobehavioural domains. Multivariate analysis of covariance (age, education, level of intellectual functioning, and depression score as covariates) revealed that the group with MTBI scored significantly lower in the domains of verbal learning and memory, speeded information processing, motor speed, and word fluency, and reported a significantly higher level of cognitive and somatic symptoms. Correlation analysis in the group with MTBI revealed a significant correlation between global neurocognitive impairment and cognitive symptom report. Results indicate a clear pattern of neuropsychological findings over the long-term in individuals with MTBI that is independent of demographic and emotional factors.

**#12**

*Clinical Neuropsychology/  
Neuropsychologie clinique*

**SLEEP AND NEUROBEHAVIORAL FUNCTIONING IN CHILDREN WITH ADHD**

Reut Gruber, McGill University; Eva Monson, ; Julie Carrier, University of Montreal

Attention Deficit Hyperactivity Disorder (ADHD) manifests as an unusually high and chronic level of inattention/or impulsivity/hyperactivity. While there is evidence which shows that children with ADHD suffer from sleep problems, its implications on their day-time functioning are not clear. The objective of this study was to examine whether sleep efficiency moderates neurobehavioral functioning (NBF) in children diagnosed with ADHD and controls. Methods: Nightly sleep recordings were conducted in 25 children diagnosed with ADHD and in 25 controls aged 7 to 11 years. Standard polysomnography (PSG) evaluation

was performed at each child's home and NBF was assessed using subsets from The Test of Everyday Attention for Children (TEA-CH) Results. Subjects were divided into two groups based on the mean sleep efficiency score, with subjects above and below the Median placed in the Poor-Sleep Group (PS) and Good-Sleep Group (GS), respectively. A Sleep Efficiency by diagnostic group interaction was found for the TEA-CH's sustained attention sub-component ( $F(3,31) = 5.47, p < .05$ .) Univariate analysis indicated that poor sleepers performed worse on measures of sustained attention compared to good sleepers in the ADHD group. Conclusions: Our findings suggest that performance on neurobehavioral measures associated with ADHD is moderated by sleep efficiency.

**#13** **EXAMINING UNUSUAL DIGIT SPAN PERFORMANCE IN A POPULATION OF POST-SECONDARY STUDENTS ASSESSED FOR ACADEMIC DIFFICULTIES**  
*Clinical Neuropsychology/ Neuropsychologie clinique* Allyson Harrison, Queen's University; Yoni Rosenblum, Queen's University

Recent methods of identifying poor test-related motivation are based on implausible patterns of performance on tests frequently included in neuropsychological assessments. No studies to date, however, have examined the specificity of such measures, particularly when evaluating persons with either known or suspected learning or attention disorders. This study investigated the performance of academically-challenged students on three measures embedded in the Wechsler Adult Intelligence Scale-III, namely low Digit Span (DS), high Vocabulary-Digit span (VOC-DS) difference scores, and low Reliable Digit Span (RDS) scores. Malingering status was determined using the criteria outlined by Slick, Sherman & Iverson (1999). Contrary to previous studies using these indices, none of the measures was especially sensitive, although specificity for both DS and RDS was high. The VOC-DS was especially weak, with a false-positive rate of 28%. Implications are discussed.

**#14** **SCREENING FOR NEUROPSYCHOLOGICAL IMPAIRMENT USING THE MOCA**  
*Clinical Neuropsychology/ Neuropsychologie clinique* Karen Kit, Ottawa Hospital; Francine F-A Sarazin, Ottawa Hospital; Nesrine Awad Shimoon, Ottawa Hospital

The MoCA is a brief cognitive screening tool designed to assist physicians in detecting MCI before the onset of dementia. The MoCA is known for its sensitivity in identifying cognitive impairment in MCI, Alzheimer, Parkinson's, and cerebrovascular diseases. We hypothesized that MoCa may over-diagnose cognitive dysfunction in general medical patients. A pilot chart review of in-patients at the Ottawa Hospital who had undergone MoCA testing, and subsequent neuropsychological (NP) assessment, yielded 23 cases (age 41-84). NP testing was conducted 1-2 weeks following MoCA administration. The population was heterogeneous in their underlying medical problems. Scores on the MoCA were evaluated in relation to NP test scores across a number of cognitive domains (i.e. executive, attention, language, visuo-perceptual, memory), as well as a global 'cognition' score. Analyses revealed that the overall score on the MoCA exhibited high sensitivity but low specificity and low positive predictive power. In this pilot sample, 43% of the cases impaired on the MoCA showed no significant deficits on more extensive NP testing. Consistent with the hypothesis, these results suggest that the MoCA should be used cautiously in identifying general medical patients with suspected cognitive impairment. A larger cohort study is underway.

**#15** **THE RELATIONSHIP BETWEEN PERCEIVED AND OBJECTIVE COGNITIVE FUNCTIONING IN MULTIPLE SCLEROSIS (MS) WITH THE MACFIMS BATTERY**  
*Clinical Neuropsychology/ Neuropsychologie clinique* Michelle Langill, Washington State University; Brett Parmenter, Western State Hospital

Using the Minimal Assessment of Cognitive Function in Multiple Sclerosis (MACFIMS; Benedict et al., 2002), we examined the relationship between perceived cognitive functioning and objective cognitive performance in 51 patients with MS. Using a 0-100 scale (0 = much worse, 50 = average, 100 = much better), patients were asked to compare their performance to the general population and to other MS patients on the entire battery as well as on a subset of tests. Patients also rated their everyday cognitive symptoms using the Modified Fatigue Impact Scale [MFIS] cognition subscale as well as depression, fatigue, and anxiety. When comparing to the general population, patients' perceptions of global cognitive functioning were unrelated to their objective performance on the full MACFIMS. However, when comparing to other MS patients, estimates of performance were correlated with objective cognitive performance on the full battery and on most of the specific tasks (all  $p$ 's < 0.05 except the sorting task). The present study also found that self-reported depression and fatigue, but not anxiety, predicted cognitive complaints on the MFIS-cognition subscale, but not objective cognitive performance. These data further that when MS patients are asked to compare themselves to an MS population rather than the general population, their estimate of perceived cognitive functioning is more accurate.

**#16** **DETECTING EFFORT OUTPUT WITH THE CVLT-II: A REPLICATION**  
*Clinical Neuropsychology/ Neuropsychologie clinique* Matias Mariani, University of Windsor

Using Bayesian model averaging (BMA), Millis et al. (2007) generated a logistic regression equation composed of the CVLT-II variables that would best distinguish between patients with genuine traumatic brain injuries (TBI) and individuals supplying inadequate effort during evaluations. The present study sought to replicate Millis et al.'s research using more stringent selection criteria. The sample was made up of 82 patients with unequivocal moderate-severe TBI and 31 litigants with questionable TBI who had claimed pervasive deficits and who had failed at least two effort tests. The CVLT-II variables analyzed in this study were long-delay free recall, recall discriminability standard score, and recognition discriminability. A test of the full model against the constant-only model was statistically significant,  $\chi^2(3, N = 113) = 23.56, p < .001$ . Using a .49 classification cut-off, the model correctly classified 81.4% of the participants, with 51.6% sensitivity and 92.7% specificity. With a cut-off of .45, the model correctly classified 78.8% of the participants, with 54.8% sensitivity and 87.8% specificity. These classification values were better than those values reported by Millis et al., perhaps because the inclusion criteria for their litigant group consisted of having failed one effort measure, whereas this study required each litigant to fail at least two tests.



#17

*Clinical Neuropsychology/  
Neuropsychologie clinique***SOCIAL COGNITIVE MARKERS OF SHORT-TERM CLINICAL OUTCOME IN FIRST EPISODE PSYCHOSIS**Tina C Montreuil, Douglas Mental Health University Institute

Social Cognition is a complex domain of neurocognition, which embodies numerous specific processes. Clinical outcome from psychotic disorders has been shown to be associated with poorer outcomes once the pathology has attained a level of chronicity. Researchers have shown that specific cognitive domains could identify poor short-term outcome among individuals with first-episode psychosis. Similarly, many studies have yielded results, which would support the notion that individuals with schizophrenia alike first-episode psychosis would have impaired cognition. The main objective of the current study was to identify whether impairments in the social cognition domain could identify short-term clinical outcome discrepancies among individuals with first-episode psychosis. Based on the clinical data collected at 12 month, 114 individuals with first-episode psychosis were divided into two treatment groups where 66 formed the poor outcome group and 48 were part of the good outcome in addition to 30 healthy controls. Significant group differences were found for all subtasks between the poor outcome group and the healthy controls. On the Missing Cartoon task, discrepancies were observed between the healthy controls and both outcome group. Social cognition deficits appear to be a valid predictor of clinical outcome in first-episode psychosis individuals.

#18

*Clinical Neuropsychology/  
Neuropsychologie clinique***NEUROPSYCHOLOGICAL ASSESSMENT OF CHEMO-FOG IN BREAST CANCER: A COMPARISON OF CONCEPTUAL VERSUS STATISTICAL COGNITIVE DOMAINS USING FACTOR ANALYTIC TECHNIQUES**Lea Ann Ouimet, University of Ottawa; Angela F Stewart, Royal Ottawa Mental Health Centre; Dwayne C Schindler, University of Ottawa; Barbara Collins, Ottawa Hospital; Catherine Bielajew, University of Ottawa

The composition of neuropsychological batteries assessing chemo-fog in breast cancer patients vary greatly with respect to length, complexity, and what they purport to measure; and many do not have established reliability and validity indices. These differences may contribute to creating divergence between theoretical cognitive domains and statistically defined ones. Our objective was to compare the conceptual domains in a battery with the ones identified through factor analysis. Data were obtained from a longitudinal study investigating the neuropsychological effects of adjuvant chemotherapy. To determine whether there was statistical support for the conceptual framework underlying the composition of the domains, factor analyses were performed on each group (chemotherapy, hormonal, and healthy control) using baseline and post-treatment results from 23 neuropsychological tests. As factors were expected to be inter-related somewhat, a non-orthogonal (oblimin) rotation was employed. For baseline data, the Kaiser-Meyer-Olkin was .82 and Bartlett's  $\chi^2 = 884.75, p < .001$ . Despite this, the solution failed to converge. For the post-treatment data, the Kaiser-Meyer-Olkin was .81 and Bartlett's  $\chi^2 = 831.46, p < .001$ . A six factor solution explained 57% of the common variance; however there was essentially no overlap between the conceptual and statistical domains identified.

#19

*Clinical Neuropsychology/  
Neuropsychologie clinique***L'ÉTUDE DE L'AUTONOMIE FONCTIONNELLE DES SUJETS SOUFFRANT DE TROUBLES COGNITIFS LÉGERS (MILD COGNITIVE IMPAIRMENT)**Sarah Pakzad, Université de Moncton; Paul Bourque, Université de Moncton; Marjolaine Richard, Université de Moncton

D'après les critères de classification de Petersen et al., (1995), le sujet atteint des troubles cognitifs légers (mild cognitive impairment, MCI) conserve la capacité de compléter les activités de la vie quotidienne ou alors connaît des incapacités fonctionnelles légères. Ce critère, utilisé pour distinguer les sujets MCI de ceux qui sont atteints de démence, demeure pourtant sujet à controverses. Le but de la présente étude est d'évaluer le degré d'incapacité fonctionnelle chez les sujets atteints de MCI à l'aide d'une échelle évaluant l'autonomie fonctionnelle dans les activités de la vie domestique (AVD). Dans un premier temps, nous avons comparé l'autonomie fonctionnelle de sujets MCI avec celle des sujets déments et celle des sujets âgés normaux. 63 sujets ont participé à la première évaluation soit 19 sujets MCI, 21 sujets souffrant de démence et 23 sujets âgés normaux. Parmi les sujets MCI rencontrés pour la première évaluation, 16 d'entre eux ont été rencontré six mois plus tard pour une 2e évaluation dans le but de vérifier l'évolution des fonctions cognitives et de l'autonomie fonctionnelle. Les résultats de l'étude montrent que contrairement aux critères de classification développés par Petersen et al. et révisés en 1999, les sujets MCI connaissent une perte d'autonomie significative comparativement aux sujets âgés normaux.

#20

*Clinical Neuropsychology/  
Neuropsychologie clinique***LANGUAGE AND VERBAL MEMORY LOCALIZATION USING MAGNETOENCEPHALOGRAPHY**Mona Pirmoradi, Université de Montréal

Determining the hemisphere that is dominant for language as well as the localization of this function is imperative in the planning of neurosurgical procedures for epileptic patients. New noninvasive diagnostic techniques are under development because of the risks associated with more invasive techniques. The goal of the present study was to determine the lateralization of language using magnetoencephalography (MEG), a non-invasive technique. Neurologically-intact individuals ( $n = 6$ ) had to complete three tasks. A verbal fluency task was used to assess language production, a story listening task allowed to evaluate language comprehension, and a word recognition task was used to examine verbal memory. The verbal fluency task elicited a left frontal dipole whereas story listening and word recognition both activated larger regions of the left hemisphere. Together, these three tasks allowed to determine the lateralization of language functions. This non-invasive technique can therefore be used to safely assess language in epileptic patients as part of the presurgical investigation.

## #21

*Clinical Neuropsychology/  
Neuropsychologie clinique***THE RELIABILITY OF THE FUNCTIONAL OUTCOME PROFILE, A NEW MEASURE OF BRAIN INJURY OUTCOME**Stacey L. Ross, University of Victoria; Ronald W Skelton, University of Victoria; John R Price, University of Victoria

Survivors of brain injury commonly experience a host of sequelae. Deficits in physical functioning, cognitive and executive functioning and even social functioning are common, but individual survivors experience individual symptom constellations. For most, the sequelae progress; some areas may show recovery due to acute neurological improvements, while others problems may not be expressed until the survivor returns to the community. Because of the breadth of deficits possible, adequately measuring long-term outcome in community-living survivors is difficult. As an effort to provide clinicians and researchers with a tool to measure everyday functioning following brain injury the Functional Outcome Profile (FOP) has been developed; a structured interview that collects information on problem frequency and impact as well as the importance of, and satisfaction with over 60 areas of functioning. This preliminary psychometric investigation revealed that: 1) the FOP has good test-retest reliability, equivalent to that of existing brain injury outcome measures; and 2) the FOP is able to detect change, even over a relatively short (3 month) interval in a small sample of survivors (N = 18, for this analysis). These results demonstrate that the FOP is a reliable measure of functional outcome after brain injury that is suitable for use in both clinical and research settings.

## #22

*Clinical Neuropsychology/  
Neuropsychologie clinique***INVESTIGATING AROUSAL AND STRESS LEVELS IN INDIVIDUALS WITH MILD HEAD INJURY**Julie M St. Cyr-Baker, Brock University; Dawn E Good, Brock University

Despite the astounding prevalence rate of mild head injuries (MHI) in Canada, the majority of research focuses on moderate to severe traumatic brain injury. In addition, the research that has been conducted to examine the cognitive and emotional sequelae following MHI especially with high-functioning individuals such as university students, is limited at best, and otherwise silent, with respect to arousal levels. Our previous research has shown that university students who have a history of MHI are under-aroused (i.e. report less stress than non-MHI counterparts) and may be less responsive to stressors in their environment and benefit from being activated to a higher level of arousal. In the current study, students (N = 100), with MHI history or not, completed standardized cognitive tests (memory processing, anticipation or planning skills, selective attention) as a function of induced arousal (i.e. stress or relaxation) while physiological recordings were gathered. Preliminary results confirm that competent persons with a history of MHI are physiologically less responsive to both stressor manipulations, in terms of both intensity and duration of their reactions. Results are addressed in terms of cognitive competence as a function of (under)arousal. Implications of under-arousal associated with ventromedial prefrontal cortex disruption for persons with MHI will be discussed.

## #23

*Clinical Neuropsychology/  
Neuropsychologie clinique***REDUCTION OF P3A AND P3B COMPONENTS FOUND IN WELL-FUNCTIONING MULTIPLE CONCUSSIONS ATHLETES**Martin Theriault, Université de Montréal; Louis De Beaumont, Université de Montréal; Maryse Lassonde, Université de Montréal

In an epidemiological study, Guskiewicz et al. (2003) showed that athletes who previously sustained a concussion increase their risk of sustaining subsequent concussions. Many studies report cumulative effects of concussions associated with persistent post concussion symptoms and a lowered concussion threshold (Lovell et al., 2004). Event-related potential (ERP) study conducted with well-functioning University students who sustained a mild head injury more than 6.4 years prior to testing showed a reduced auditory P3 amplitude (Segalowitz et al., 2001). The present study contrasted the performance of two groups of well-functioning athletes who sustained multiple concussions: 1) a group who sustained a concussion recently (mean = 9 months, n = 10) and 2) a group who sustained their concussion more than a year ago (mean = 33 months, n = 10). These two groups were compared to control athletes (n = 10) on an auditory three-tone Oddball paradigm. Results indicated that the recently concussed athletes showed reduced P3a and P3b compared to control athletes. These findings suggest that despite functioning normally in their daily lives, concussed athletes still show subtle abnormalities that persist despite normal overt functioning. These ERP changes may reflect residual attentional deficits and could account in part for the reported increased risk of sustaining subsequent concussions.

## #24

*Clinical Neuropsychology/  
Neuropsychologie clinique***ALTÉRATIONS NEUROMÉTABOLIQUES DANS LE CERVEAU D'ATHLÈTES COMMOTIONNÉS**Sébastien Tremblay, Université de Montréal; Luke Henry, Université de Montréal; Maryse Lassonde, Université de Montréal

Environ 300 000 commotions cérébrales surviennent chaque année aux États-Unis. Toutefois, notre compréhension des événements physiologiques qui sous-tendent les symptômes post-commotionnels est incomplète. Cette étude propose l'investigation des déséquilibres chimiques consécutifs aux commotions cérébrales et de leurs liens avec les déficits fonctionnels observables en phase aiguë. Six athlètes commotionnés (M = 62,5 h post-trauma) et six athlètes contrôles ont été évalués à l'aide de la spectroscopie par résonance magnétique (H-MRS) et d'une batterie de tests neuropsychologiques. Les concentrations des neurométabolites d'intérêt (i.e. N-acétylaspartate (NAA)) ont été mesurées dans le cortex dorsolatéral préfrontal sous forme de ratio relatif à la concentration de créatine (Cre). Les athlètes commotionnés ont présenté un ratio de NAA/Cre significativement inférieur aux athlètes du groupe contrôle dans le cortex dorsolatéral préfrontal ( $t(10) = 2,73, p < .05$ ). Ces ratios sont par ailleurs fortement corrélés avec la performance aux tests neuropsychologiques de mémoire de travail. Bien que préliminaires, ces résultats suggèrent la présence d'un dommage axonal diffus qui pourrait sous-tendre certains symptômes cognitifs chez les commotionnés.

- #25**  
*Clinical Neuropsychology/  
Neuropsychologie clinique*      **COGNITIVE REASONING IN AFFECTIVE AND SOCIAL AWARENESS RELATED TO MILD HEAD INJURY**  
Stefon van Noordt, Brock University; Dawn E Good, Brock University

The primary objective of this research was to examine whether university students' performance on standardized neuropsychological tests assessing cognitive abilities, social awareness, and affect recognition, varies as a function of mild head injury (MHI). Participants (15 males and 25 females), 16 reporting history of MHI and 24 non-MHI, completed tests assessing cognitive flexibility, abstract reasoning, affect recognition, and social awareness. Significant correlations were found demonstrating improved competence on cognitive tasks corresponding with increased ability to be socially aware, with or without a history of MHI. Similarly, while cognitive abilities in general did not predict affect recognition, cognitive flexibility in the MHI group significantly predicted one's ability to discriminate and categorize emotional expressions. Further, head injury in itself predicted affect recognition, such that the MHI group was significantly less proficient in their ability to interpret anger. Overall, a history of MHI interferes with one's ability to recognize emotional states in others, particularly of a negative valence, and this capacity is independent of abstract and social reasoning.

- #26**  
*Counselling Psychology/  
Psychologie du counseling*      **OUR PLACE IN THE MENTAL HEALTH WORLD: AN EXPLORATION OF COUNSELLORS' PROFESSIONAL IDENTITY**  
Sara M Alves, University of Ottawa; Nick Gazzola, University of Ottawa

While the counselling profession is rapidly gaining significance in the treatment of mental health concerns, professional counsellors' sense of collective identity remains unclear. Some of the major challenges to counsellors' sense of collective identity include differences in training, specialization, professional affiliations, and credentialing, as well as a shared identity with allied mental health professionals. Differentiating counsellors from allied professionals is a challenge, both for the public and counselling professionals themselves. The present qualitative study addressed how Canadian master's-level counsellors perceive themselves in terms of their status, reputation, and expertise. Eight experienced counsellors were given semi-structured interviews including open-ended questions about their professional identity and individual experiences. The resulting transcripts were analyzed with procedures based on grounded theory methodology (Strauss & Corbin, 1994). A number of themes emerged from the data as contributions to the development of professional identity: (a) membership in counselling professional organizations, (b) counsellor training and education, (c) licensure, (d) advocacy for the profession, and (e) perception of counselling among allied mental health professionals and the public. Implications for the counselling profession in Canada are discussed.

- #27**  
*Counselling Psychology/  
Psychologie du counseling*      **FROM COLLABORATION TO CONSORTIA: A STUDY OF STUDENTS' EXPERIENCE OF PROGRAM ADMINISTRATIVE TRANSITION**  
Amanda Baldwin, University of Calgary

This project utilizes transition theory to describe a university program administrative structure change in a Master of Counselling program. Students' perceptions of the program changes and their individual coping strategies are illuminated. The literature review covers adult development and transition, phases of the transition process, and the 4S model of coping (Goodman, Schlossberg, & Anderson, 2006). A qualitative description of student experiences and coping strategies is collected by a short survey based on the strategy element of the 4S model (Goodman et al., 2006). Suggestions for how to assist students through a transition of this nature are offered to the program administrators. Results will be available in February, 2009.

- #28**  
*Counselling Psychology/  
Psychologie du counseling*      **THE EFFECTS OF ATTACHMENT, SELF-CRITICISM, DEPENDENCY, AND SOCIAL SUPPORT ON THE WORKING ALLIANCE AND OUTCOME**  
Kendell Banack, University of Alberta; William J Whelton, University of Alberta

This study investigates the relationship between attachment styles, self-criticism, dependency, and social supports on the working alliance and therapy outcome for 90 participants seeking counselling services at a community clinic. Participants completed the Relationship Styles Questionnaire, the Levels of Self-Criticism Scale, the Depressive Experiences Questionnaire (29 items), the Multidimensional Scale of Perceived Social Support, the California Psychotherapy Alliance Scale, and the General Health Questionnaire which measure attachment styles, self-criticism, dependency, social supports, the working alliance, and outcome respectively. Measures were taken at session one, five, and termination. As dependency and self-criticism are now viewed as multidimensional constructs, two dimensions of dependency, neediness and connectedness, and two dimensions of self-criticism, comparative and introjective self-criticism, were studied. Through the use of regression analyses, expected findings are that unhealthier attachment styles will correlate more strongly with neediness than connectedness and comparative than introjective self-criticism. An insecure attachment style is hypothesized to correlate with low early alliance and poorer therapy outcome. Social support is expected to be a mediator between attachment style and outcome.

- #29**  
*Counselling Psychology/  
Psychologie du counseling*      **CAREER COUNSELLING WITH THE LGB COMMUNITY: SEARCHING FOR HIGHER COUNSELLOR EDUCATION**  
Stacy C Bradley, McGill University; Kristine N Iaboni, McGill University; Lisa Di Domenico, McGill University; Kierla Ireland, McGill University

Career counselling with members of the lesbian, gay, and bisexual (LGB) community requires counsellor knowledge of the diverse needs of this population. However, career counsellors often feel that their education and training is insufficient to provide effective services to LGB clients (Chung, 2003). Unfortunately, the literature and research pertaining to the career development of LGB individuals is limited. For example, little has been studied in regards to the barriers LGB individuals may face in their career de-

velopment, including factors such as coming out, discrimination, partner benefits, etc. (Croteau, Lark, Lidderdale, & Chung, 2005). Career counselling to date has been criticized for having a heterosexist bias (Chernin & Holden, 1997), ignoring the unique factors of LGBs career decision-making (e.g., entering job that is LGB friendly). The current presentation will aim to bridge the gap between traditional career counselling methods of training and LGB specific career counselling needs. To do this, an examination of past models and training programs will be performed in order to identify possible limitations. As well, this presentation will aim to propose new developments towards serving the LGB community more sensitively and effectively. Implications for future research will be discussed.

#30

*Counselling Psychology/  
Psychologie du counseling*

### **COUPLES, TRAUMATIC STRESS & CANCER: MODERATING EFFECTS OF RELATIONSHIP QUALITY**

Danielle C Brosseau, Trinity Western University; Marvin J McDonald, Trinity Western University; Joanne Stephen, British Columbia Cancer Agency

This study bridged the emerging frameworks on traumatic stress and illness with three decades of research on the psychosocial impact of illness on the family. Existing literature has demonstrated that support from romantic partners provides both buffering and stress-deflecting effects. Unfortunately, previous research has been conducted using individual-level analyses, often neglecting dyadic designs. The present study addressed this gap by examining the potential of relationship quality for moderating the relationship between primary traumatic stress experienced by cancer patients and secondary traumatic stress (STS) reported by their romantic partners. Participants (n = 200 couples) were recruited through the British Columbia cancer registry and through self-referrals. The Impact of Event Scale was used to assess patients' primary traumatic stress and partners reported their reactions using the Secondary Trauma Questionnaire. Multiple dimensions of relationship quality were examined in each partner using the Marital Satisfaction Inventory's global distress, affect and problem-solving communication subscales. Based on previous research, it is anticipated that final results will support the proposed moderation model. The recognition of STS in romantic partners of cancer patients will contribute to the growing literature calling for systemic care models.

#31

*Counselling Psychology/  
Psychologie du counseling*

### **SUPPORTING SIBLINGS OF CHILDREN WITH AUTISM**

Caroline Buzanko, University of Calgary

The importance of sibling relationships is significant when considering siblings of children with autism. Non-disabled siblings not only face usual sibling issues such as sibling rivalry, but they also have unique concerns and challenges that are directly related to having a sibling with autism, such as extra parental attention devoted to the sibling with autism, embarrassment by the sibling's behaviour, or struggling with complex and confusing feelings. These experiences may alter the daily lives of non-disabled siblings in significant ways, and may have consequences for their well-being and development. Despite the needs siblings have, few services exist and the need remains for a more comprehensive approach to treatment that acknowledges and addresses these needs. In order to help service providers become more comprehensive in the services they offer their families, a pilot support group for siblings of children with autism was developed and evaluated by the parents of the sibling participants. The results of this project confirmed the value of the sibling support group for siblings of children with autism. This review session will provide an overview of the needs siblings of children with autism have, the pilot project and its outcomes, and implications for professionals working with families of children with autism.

#32

*Counselling Psychology/  
Psychologie du counseling*

### **DO GRADUATE STUDENTS AND UNDERGRADUATE STUDENTS PRESENT WITH DIFFERENT COUNSELLING NEEDS?**

Sharon Cairns, University of Calgary; Helen F Massfeller, University of Calgary; Sander C Deeth, University of Calgary

Graduate students have been described as having high levels of emotional or stress-related concerns (Hyun, Quinn, Madon, & Lustig, 2006). The current study compares the nature of presenting concerns of graduate students with undergraduate students. Following intake, all counsellors at a large western university complete a Presenting Issues Form (Cairns 2006). In addition to basic demographic information, counsellors indicate up to three presenting issues and rate the severity and complexity of the presenting concerns. Preliminary data for 2,382 undergraduate students and 546 graduate students indicate that graduate students present with a greater level of severity ( $p < .001$ ) and complexity ( $p < .001$ ) than do undergraduate students. The types of concerns will be compared. The increased severity and complexity of the presenting concerns for graduate students have implications for counsellor training and counselling resources at post-secondary institutions with graduate programs.

#33

*Counselling Psychology/  
Psychologie du counseling*

### **THE DEVELOPMENT OF HOPE IN PSYCHOTHERAPY: A GROUNDED THEORY ANALYSIS OF CLIENT EXPERIENCES**

Martha Chamodraka, McGill University

Client hope has long been considered one of the most potent common factors accounting for positive psychotherapy outcomes. This study examined the trajectory of hope development in psychotherapy based on in-depth, semi-structured interviews with 17 counselling clients presenting at a university counselling center with various concerns. Clients completed a measure of state hope before the first and after every session, and were interviewed once their responses indicated significantly higher levels of hope. Client narratives were analyzed using grounded theory methodology. Findings were synthesized into a dynamic and multifaceted theory, the Hope as Empowerment Theory (HET), which adopts an integrative view of hope as both cognitive and affective, and conceptualizes increased client hopefulness as a higher sense of control over the problem and as an increased sense of direction toward positive change. The compatibility of client preferences with therapist input was observed to raise clients' faith in the

process of counselling, which was in some cases the stepping-stone for gaining hope in the outcome. A number of conditions, including the adaptability of client role preferences and the directiveness of hope-inspiring therapeutic strategies, were found to produce different types and varying degrees of strength of client hope.

**#34**

*Counselling Psychology/  
Psychologie du counseling*

**THERAPEUTIC ENACTMENT: HEALING THE PSYCHOLOGICAL WOUNDS OF MEN**

Michael Dadson, Trinity Western University; Marv Westwood, University of British Columbia

Some regard men's mental health issues as a silent crisis (Robertson 2007). Men are two times less likely to be diagnosed with depression but 4 times more likely to commit suicide. Alcohol abuse and dependence are approximately four times more common among men than women (Olliffe & Phillips, 2008). Men have a higher incident of suicide, substance abuse and violence (Grant, Harford, Dawson, Chou & Pickering, 1994; Rabinowitz & Cochran, 2000). Why is it that men are less likely to acknowledge mental health problems and seek help? How can we improve the ways treat men's mental health issues? Gender issues and dominant ideals of masculinity are emerging as reasons for these discrepancies and men's general reluctance to treat mental illnesses (Rabinowitz & Cochran, 2000). Dr. Marv Westwood has developed a group therapeutic treatment plan that focuses on particular male injuries. Therapeutic enactment is a research based therapeutic intervention that is effective in group work (Westwood, Keats & Wulensky, 2003). After a series of group work addressing male sexuality, differentiation, father/son relationships and isolation we tested initial treatment strategies and gathered data show strong positive therapeutic results. These findings show significant repair for male injuries can be achieved in men's group therapy when it is integrated with enactment therapy.

**#35**

*Counselling Psychology/  
Psychologie du counseling*

**THERAPIST CONTRIBUTIONS TO THE THERAPEUTIC ALLIANCE: FROM THE CLIENT'S PERSPECTIVE**

Carlton T Duff, University of Alberta

A concept known as the therapeutic alliance has been shown to be a robust predictor of counselling outcome. However, the specific counsellor behaviours that relate to the alliance have not been clearly identified, and few prior attempts to identify these variables have been based on client-derived conceptualizations of the alliance. 78 adult clients participated in a cross-sectional study of the relationship between 15 client-identified counsellor behaviours and the strength of the therapeutic alliance. Correlational and hierarchical regression analyses were conducted on the data. Results indicated that 11 of the 15 behaviours were moderately to strongly correlated with the strength of the alliance, and that three behaviours (i.e., making positive comments about the client, making encouraging comments, and greeting the client with a smile) significantly predicted the strength of the alliance. The findings support the hypothesis that client-identified behaviours are related to and predict alliance; however, some discrepancy remains between the present results and prior research. Implications are discussed and future research is suggested.

**#36**

*Counselling Psychology/  
Psychologie du counseling*

**ÉTUDIER OU TRAVAILLER EN RELATION D'AIDE EST-IL ASSOCIÉ À DES MÉCANISMES DE DÉFENSE PLUS MATURES?**

Monic Gallien, Université d'Ottawa; Geneviève Bouchard, Université de Moncton

Les mécanismes de défense sont des stratégies qu'utilisent les individus en réponse aux situations stressantes. Ils sont classés en fonction de leur niveau de maturité. On sait peu de choses sur le caractère mature ou non des mécanismes de défense qu'utilisent les personnes œuvrant dans différents domaines d'activités. La présente étude vise à déterminer si l'utilisation des mécanismes de défense varie selon le domaine d'activités des individus et selon leur niveau de maturité professionnelle. Un échantillon de 270 individus francophones participe à l'étude. Ces individus œuvrent en relation d'aide (e.g., psychologie, sciences de la santé) ou dans un autre domaine (e.g., génie, sciences pures) et ils sont soit a) étudiants en première année au baccalauréat, b) étudiants en dernière année au baccalauréat ou c) professionnels. Chaque participant répond à une série de questionnaires comprenant le Questionnaire des styles défensifs, le DS36 qui mesure la désirabilité sociale ainsi qu'un questionnaire démographique. Les analyses de covariance, lesquelles contrôlent notamment pour le niveau de désirabilité sociale, démontrent un niveau moins élevé d'utilisation de défenses immatures chez les individus qui étudient ou travaillent en relation d'aide. De plus, l'utilisation des défenses immatures diminuerait avec la maturité professionnelle et ce, pour les deux domaines d'activités.

**#37**

*Counselling Psychology/  
Psychologie du counseling*

**EXAMINING A PILOT MENTORSHIP PROGRAM GEARED FOR UNIVERSITY STUDENTS WHO HAVE AN AUTISM SPECTRUM DISORDER**

Lisa N Hancock, York University; Gayle M Goldstein, York University; James M Bebko, York University

Over the last decade there has been a growth in the number of individuals with an Autism Spectrum Disorder (ASD) who are pursuing a college or university education. A survey exploring the student population of eighty American universities found that an average of ten students per year identify themselves as having an ASD. Recent research has shown that many of these students are capable of achieving high levels of education, particularly when they are supported academically. Nonetheless, many of these students continue to experience academic and social challenges, which often cannot be addressed by student services. In the 2007-2008 academic year the Counselling and Development Centre at York University reported an increase in the number of students reporting an ASD. Given that little research has been conducted on how Canadian universities have addressed these concerns for their students, a pilot mentorship program was initiated at York University. Graduate psychology students acted as mentors to address issues specific to students with an ASD. This program had two facets that enabled students to participate in bi-weekly group forums in addition to accessing individual meetings with mentors. Both students and mentors provided feedback from this pilot project to help inform program development for the 2008-2009 academic year and further data has been collected.

#38

*Counselling Psychology/  
Psychologie du counseling***GIRLS' NIGHT OUT: EXAMINING THE EFFECTIVENESS OF AN ALL-WOMEN SUPPORT GROUP FOR WOMEN WITH SEVERE MENTAL ILLNESS**Elizabeth Haramic, University of Minnesota; Annunziata Marcocchia, University of Windsor; Saadia Ahmad, Hotel-Dieu Grace Hospital, Windsor, ON

There is a paucity of research examining the effectiveness of an all-women support group for women with histories of abuse and severe mental illness. The purpose of this study was to examine the outcome of a long-term, time limited support group on measures of depression, anxiety, hopelessness, and suicidality. The group consisted of 7 women, ranging in age from 20 – 52 years, who had been previously diagnosed with a psychological disorder. Each participant completed pre and post measures consisting of the Beck Depression Inventory, the Beck Anxiety Scale, the Beck Hopelessness Scale, and the Beck Suicide Scale. Findings indicated a decrease in symptoms of depression, anxiety, and hopelessness. Feedback from the participants indicated that being in a support group exclusively for women facilitated disclosure and exploration of personal issues, particularly topics of abuse, sexuality, relationships, and body image.

#39

*Counselling Psychology/  
Psychologie du counseling***WOMEN'S EXPERIENCE OF CAREER DECISION-MAKING AFTER BRAIN INJURY**Maria Iaquinta, Douglas College

This poster session presents the results of a qualitative phenomenological study which investigated the experience and meaning of career decision-making for women after brain injury. With a focus on positive psychology, open-ended interviews were conducted with eight women who were actively involved in work or studies after each had sustained a brain injury in mid-career. The study adopted an expanded definition of career to include important life pursuits. Six common themes, representing the interaction of intrapersonal and interpersonal domains, emerged in data analysis. The results of the study highlight the significance of social and relational contexts in the maintenance of mental health and the role of emotions, particularly the facilitative role of anger in career decision-making. The sense of being devalued through the imposition of mental health professionals' and others' lowered expectations was a pervasive theme. The women described survival of brain injury, a near death experience, as imbued with life purpose and meaning and an increased agency in career decision-making through which they experienced life purpose. The study highlights the influence of mental health and allied professionals on career decisions with consequent implications for practice and theory.

#40

*Counselling Psychology/  
Psychologie du counseling***COUNSELLING WITH ARAB CANADIAN CLIENTS: MULTICULTURAL CONSIDERATIONS**Malak Kamel, McGill University; Dan Luo, McGill University; Shakib Nasrullah, McGill University; Anusha Kassan, McGill University

In recent years, enhancing multicultural awareness and sensitivity has gained great importance in the field of counselling psychology (Sue & Sue, 1999). Doing so has allowed counselors to become more effective service providers, incorporating culturally specific knowledge into client-based treatment plans (Hays, 2008). One way of fostering multicultural sensitivity is to gain knowledge of clients' cultural heritage and its implications for counselling (Hays, 2008; Sue & Sue, 1999). A search in the literature has revealed that such information is rarely discussed regarding the population of Arab Canadians. The purpose of this poster presentation is to increase counselor knowledge of the population, to recognize some of the common cultural barriers experienced by the population, and to address the implications they may have for counselling. Some of the barriers include: level of acculturation, taboo of psychological services, racial and religious discrimination, and sex-role socialization and gender discrimination. These barriers have important implications for Arab Canadians. Considering these barriers will aid counselors to identify impeding factors in Arab Canadians' lives and provide more ethical and efficacious client-based counseling interventions.

#41

*Counselling Psychology/  
Psychologie du counseling***AN EXPLORATION OF THE RELATIONSHIP BETWEEN MINDFULNESS AND FORGIVENESS**Linda Klevnick, Surrey Place Centre

Mindfulness training was hypothesized to increase forgiveness for a recent hurt, self-forgiveness, and empathy. A group of individuals who completed Mindfulness-Based Stress Reduction (MBSR) programs were compared to an MBSR waitlist group and a group of students. All were naive to mindfulness meditation. All participants completed the NEO-PI-R at outset. Measures of other-forgiveness, self-forgiveness, state and trait anxiety, mindfulness, and empathy (perspective taking and empathic concern) were completed pre and post program for MBSR participants and at equivalent time intervals for control group participants. Significant mean differences were observed on other-forgiveness, self-forgiveness, state and trait anxiety, and mindfulness, between the MBSR group and control groups, controlling for scores at outset and appropriate covariates. No differences among groups were observed on empathy. Correlations between total practice time for the MBSR group and changes on dependent variables were not significant. The effect size for self-forgiveness (partial eta squared = .36) was moderate. The effect size for other-forgiveness was small (partial eta squared = .117). This suggests that individuals seeking therapy for issues of forgiveness might benefit from mindfulness training.

#42

*Counselling Psychology/  
Psychologie du counseling***IMMIGRANT WOMEN WORKERS DOING WELL WITH CHANGE: HELPING AND HINDERING FACTORS**Emily C Koert, University of British Columbia

This critical incident study took a Positive Psychology approach and asked 10 recent immigrant women workers who identified themselves as doing well with change affecting their work what strategies helped or hindered them and what would have helped them. A total of 182 incidents were extracted and grouped into 9 categories: Personal beliefs/traits/values; Taking action; Skills/education; Personal challenges; Self-care; Relationships/support; Government/community resources; Work environment; and Contextual challenges. Study results support and extend contentions that both internal/personal and external factors are key in immigrant women's successful adaptation to change. Results highlight immigrant women's experiences of struggle and sacrifice. Possibly, a sense of purpose and level of self-care facilitated participants' ability to do well with change. Implications for practice are discussed including: a) the implementation of counselling programs and interventions that enhance the personal skills and qualities that facilitate immigrant women's ability to do well with change, and b) the development of external supports that provide practical and emotional assistance and counter immigrant women's experience of feeling lost and isolated. Future research directions are suggested. Counseling recommendations are offered for those immigrant women struggling with change.

**#43**

*Counselling Psychology/  
Psychologie du counseling*

**SUPPORTS AND BARRIERS IN WORK-LIFE TRANSITIONS FOR YOUNG, RURAL ADULTS**

Breanna C Lawrence, University of Victoria; E. Anne Marshall, University of Victoria

The transition from education to the world of work is thought to be one of the most difficult developmental challenges facing young people. Tough economic times make this process even more challenging. With recent economic shifts and the increasing impact of globalization, it is more important than ever that young people participate in their life and work. Much previous research has identified the career planning needs of urban youth; however, young people living in rural areas have largely been ignored. This study focuses on work-related barriers and supports experienced by young adults in a rural coastal community in BC. Impacted by restructuring and closures in the fishing, forestry, and mining industries, many young adults are struggling with high unemployment, limited work choices, economic hardship and the concomitant health problems associated with these challenges. This is particularly true for Aboriginal young people whom have additional challenges related to poverty, literacy deficits, discrimination, and the daunting legacy of residential school abuse. From an ethnographic narrative approach, specific information about successful and unsuccessful pathways through post-secondary education and training to employment will be presented. The results make an important contribution to both research and policy development regarding career planning and development.

**#44**

*Counselling Psychology/  
Psychologie du counseling*

**INTERGENERATION NEGOTIATION OF EDUCATIONAL AND CAREER EXPECTATIONS: THE KOREAN-CANADIAN EXPERIENCE**

Tina J Lee, Trinity Western University; José F Domene, Trinity Western University; Marvin J McDonald, Trinity Western University

Research has consistently revealed that parents play a significant part in career development. Korean-Canadian families have been identified as a cultural group where parental expectations for education and career tend to be especially high. However, this group that has received little attention in the literature. To address this gap, the present study examined how parental expectations are experienced by this population and the consequences of these expectations. Qualitative interviews were completed with ten Korean-Canadian post-secondary students. Thematic analysis revealed: acknowledgement of a cultural norm of high and strictly enforced parental expectations; restricted choices in education and career; sharing of responsibility to meet expectations among siblings; impact of the cultural community; difficulties as second-generation immigrants; and importance of financial security. Some participants reported physical punishment or abuse related to education and/or rebellion against their parents. Parental expectations were also related to a desire to make their parents proud; responsibility to support their parents financially; decrease in enforcement of expectations over time; motivation to succeed; and high stress to meet expectations. Implications of these results for families and counsellors are discussed.

**#45**

*Counselling Psychology/  
Psychologie du counseling*

**THE EFFECTIVENESS OF AN INTEGRATED MINDFULNESS-BASED GROUP THERAPY FOR UNIVERSITY STUDENTS WITH SELF-REPORTED ANXIETY: A MIXED METHOD SMALL-N DESIGN**

Asa-Sophia Maglio, Adler School of Professional Psychology; Sooyoun Kim, University of British Columbia

University Counselling Centres tend to be underresourced, yet responsible for the mental health challenges in student populations. Anxiety-related challenges are one of the most common presentations in these academic contexts. This mixed-method, Small-N design study investigated the effectiveness of an integrated mindfulness-based group therapy for 17 university students grappling with self-reported anxiety. The 10-session therapy group integrated Mindfulness-Based Cognitive Therapy for Depression (Segal, Williams, & Teasdale, 2002), Dialective Behavioral Therapy (DBT, Linehan, 1993), and Acceptance and Commitment Therapy (ACT, Hayes, 2005). Intervention trained students in both the experiential mindfulness meditative practices, as well as the DBT Mindfulness skills and ACT values exercises. The findings from the trend-level analyses suggested differential success in the areas of anxiety-reduction, mindfulness acquisition, and general therapy outcome. The qualitative content analyses underscored the experience of struggle and change for the participants engaging in this therapy group. The study's conclusions make recommendations to improve this integrated mindfulness-based anxiety therapy group to make it more robust and responsive to university student's needs, as well as maintaining the therapeutic-service needs of an University Counselling Centre.

**#46**

*Counselling Psychology/  
Psychologie du counseling*

**STRESS IN CAREGIVERS OF ADOLESCENTS WITH COMPLEX MENTAL HEALTH ISSUES**

Jennifer McCormick, University of Calgary

Parenting adolescent children can be a challenging experience. Adolescence is a time of establishing one's identity and independence by testing boundaries. During such times of change, there is a normal level of stress that is experienced by caregivers. This stress may be heightened in both quantity and intensity for parents of adolescents with high needs. This study focused on the parents of adolescents receiving treatment for complex mental health issues in a residential treatment program. This program routinely asks the parents or caregivers of the adolescent to complete the Stress Index for Parents of Adolescents (SIPA), a self-administered questionnaire that can help to determine the specific source of caregiver's stress, at the beginning of the treatment process. The SIPA has 4 subscales: caregiver characteristics, adolescent characteristics, adolescent-caregiver relationship, and situational factors. The SIPA data will be analyzed to: determine if caregivers of adolescents with different levels of need have different stress profiles; determine if male and female caregivers have different stress profiles; and describe which specific items on the SIPA are more frequently endorsed by caregivers in each population. It is anticipated that the findings will help guide more effective support for parents of adolescents with complex mental health concerns.

**#47**

*Counselling Psychology/  
Psychologie du counseling*

**CAREER DEVELOPMENT OF SECOND-GENERATION IMMIGRANT WOMEN:  
A PILOT STUDY**

Anne Marie Mikhail, McGill University; Ada L Sinacore, McGill University

With approximately 19% of the Canadian population being foreign-born and 15% born to at least one foreign born parent, immigrants represent a significant influence in the Canadian labor market. Research indicates that immigrants face many occupational challenges (e.g., lack of educational equivalency), with first-generation immigrant women facing their own unique challenges. Immigrant women are often de-skilled, which results in them being either under or unemployed and disproportionately utilizing employment and social services. Further, research indicates that educational and career aspirations are trans-generational, such that the career experiences of mothers affects their daughters. Given that immigrant women experience barriers to their career development as a function of their immigrant status, it is important to understand if these barriers are passed down and as such the effect on the career development of their daughters. This poster presentation will present the results of a phenomenological pilot study that examines development experiences of second-generation immigrant women. Particular attention will be paid to the career decision-making process, career goals, aspirations, interests, and values, as well as the role of gender, family, culture and other social factors in their career development. Implications for practice and future research will be explored.

**#48**

*Counselling Psychology/  
Psychologie du counseling*

**USING INTERPERSONAL PROCESS RECALL AS A RESEARCH TOOL:  
A SYSTEMATIC REVIEW**

Anna Nyiri, University of Ottawa; Anne Thériault, University of Ottawa

Interpersonal Process Recall (IPR) is a stimulated recall technique that was developed by Kagan, Krathwohl, & Miller (1963). Traditionally, IPR involves participants reviewing a video recording of a dyadic interaction, and subsequently being prompted for comments and reflections on feelings and thoughts contextualized in the recording. Since its conception, IPR has been used for various purposes, such as interpersonal skills training, supervision of psychotherapists and more. In a notable proportion of studies IPR serves as a data collection instrument. While it is evident in the literature that IPR is a versatile tool for researchers, to date no systematic review has been published to examine IPR as a means for research. In the current paper, IPR will be examined via a systematic literature review. Firstly, a historical overview of the technique will be presented, outlining its development over time. Secondly, the review will revisit the array of applications of IPR as a research tool. Thirdly, strengths and weaknesses of IPR as an approach to data collection will be discussed. Finally, recommendations for future research will be presented.

**#49**

*Counselling Psychology/  
Psychologie du counseling*

**CONDUCTING CULTURALLY SENSITIVE CAREER COUNSELLING WITH REFUGEE  
POPULATIONS: A SOCIAL-COGNITIVE ASSESSMENT MODEL**

Kelly Stelmasczyk, McGill University; Anusha Kassan, McGill University

The number of refugees migrating to Canada to avoid persecution and economic instability is increasing dramatically. These individuals arrive with limited financial resources, knowledge of language and social skills, and little community support. Such barriers contribute to poor mental health (Yakushko, 2008), low skill career choices (Shinnar, 2007) and perpetual stagnation in the working class. When providing services to refugees, career counselors can follow a well structured strategy using tenets of social cognitive career theory to identify career barriers that are present (Gysbers, Heppner, & Johnston, 2003). Exploring refugees' personal and career backgrounds, determining their understanding of work, and appraising the availability of social support are essential to comprehending obstacles these clients face. Readdressing refugees' expectations of careers, having a repertoire of occupational and social resources in the community, and revealing details of how to look for jobs and prepare applications constitutes the effective information a counsellor can provide to facilitate appropriate career choices. A model for creating a career counselling strategy for the refugee population will be proposed. Specific steps for gathering and providing information will be discussed, including details on community resources targeted towards refugees in and around the Montreal region.

**#50**

*Counselling Psychology/  
Psychologie du counseling*

**EVALUATING A PEER-SUPPORT MODEL OF EATING DISORDER PREVENTION**

Carmen Thompson, University of Calgary; Shelly Russell-Mayhew, University of Calgary

During adolescence girls become increasingly preoccupied with unrealistic ideals about body weight, which often leads to dieting, and unhealthy compensatory behaviours (Patton et al., 1997). Restrictive weight control practices have been linked to a range of psychological, social, and health consequences, resulting in increased interest in eating disorder prevention initiatives (Neumark-Sztainer et al., 2006). Of the available formats for adolescence, participatory interventions offer particular promise in addressing social factors known to influence disordered eating (Piran, 1999). Peer-support groups have demonstrated effectiveness when im-



plemented prior to more comprehensive programming (McVey, Tweed, & Blackmore, 2007), though little is known about their effectiveness as a solitary intervention. This study explored the effects of peer support on measures of body satisfaction, weight loss/gain behaviour, internalization of media ideals, weight based teasing, and communication, for a sample of 60 girls in grade 8. Students took part in 5 group sessions which used interactive activities and discussion to explore media messages, self-esteem, body image, health and well being, and peer-influence. Results from a multivariate analysis are presented, with emphasis on the strengths and struggles inherent in the collaborative nature of school based prevention.

**#51**

*Counselling Psychology/  
Psychologie du counseling*

**WE'RE HERE AND OUR PARENTS ARE QUEER: LIVED EXPERIENCE OF YOUTH WITH LESBIAN AND GAY PARENTS**

Lisa M White, University of Toronto; Becky Liddle, Ontario Institute for Studies in Education at the University of Toronto; Margaret Schneider, Ontario Institute for Studies in Education at the University of Toronto

This study examines the lived experience of adolescents with lesbian or gay parents, through both qualitative and quantitative lenses. 19 youth with lesbian or gay parents responded to the question, "What is it like to be the child of a lesbian or gay parent or parents?" A research team reduced all resulting responses to 41 statements. 17 of the original respondents then grouped responses in a way that made sense to them, and they also rated how accurately each statement described their own experience. Results indicated several themes of experience, as well as evidence that experiences were generally positive or negative, with positive experiences being more salient than negative ones. Positive experiences were predominantly related to self and family, while negative experiences were mostly related to concerns about judgments, attitudes and ignorance of others. This study has important implications for helping professionals and future research, and these are outlined.

**#52**

*Counselling Psychology/  
Psychologie du counseling*

**CALLED TO BE MOTIVATED? THE RELATIONSHIP BETWEEN CALLING AND ACADEMIC MOTIVATION**

Lyndsay A Woitowicz, Trinity Western University; Jose F Domene, Trinity Western University

Research has examined how academic motivation is a function of interest, future time orientation, gender, and achievement goals and has begun to explore the phenomenon of "calling" as both a spiritual and secular concept that is salient in the lives of young men and women. However, the relationship between academic motivation and calling has not previously been examined. Accordingly, the current research addressed the following questions using a survey design: Is there a relationship between life calling and academic motivation? Does gender act as a moderator in the relationship between life calling and academic motivation? The sample consisted of 392 students from a variety of different post-secondary programs and institutions in Canada and the United States. Regression models were conducted to examine the possibility of a relationship between intrinsic or extrinsic motivation and life calling. Moderation analyses were also conducted to examine possible effects of gender. Findings were as follows: (a) there is a significant positive relationship between life calling and intrinsic motivation; (b) gender acts as a moderator between life calling and extrinsic motivation; and (c) for women, there is a significant positive relationship between life calling and extrinsic motivation. Implications of these results for career counselling and academic policy will be discussed.

**#53**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**MEASURES OF PRE- AND POST- PROGRAM BEHAVIOUR AND ATTITUDE CHANGE**

Nicole Allegri, Correctional Service of Canada

Correctional Service Canada uses pre-post-program measures (PPMs) to assess the degree to which federal offenders experience treatment gain through their participation in cognitive-behaviour based interventions. The PPMs are based on rating systems used in a number of programs and clinical situations that allow program facilitators to systematically assess the participants' progress on domains related to the goals of the intervention. The PPM ratings are based on offenders' behavioural and self-reported attitudinal indicators. Ratings are also based on program deliverers' perceptions of the quality of the participant's participation in role-plays, group exercises, quality of homework, indication of skill development, and application. This presentation discusses the results of several of these measures for different demographics of the federal offender population. The discussion will also include results of the Generalized Program Performance Measure (GPPM), including the measure's predictive validity.

**#54**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**GENDER-SPECIFIC DYNAMIC FACTORS AND RISK OF RECIDIVISM: AN EXAMINATION OF MARITAL AND FAMILY VARIABLES AS PREDICTORS OF RE-OFFENDING IN WOMEN**

Kim Allenby, University of Ottawa

In order to accurately predict women's criminal re-offending, risk factors must be understood in a gender-informed manner. This means that such factors must not be generalized for all prison populations, but rather must be considered as they relate specifically to women. In particular, research shows that women are significantly impacted by relationships with family, partners and children and that these relationships may affect women's routes to crime and recidivism. Research has also shown that many incarcerated women were raising dependent children prior to conviction and that a large proportion are single mothers. Understanding gender-informed risk variables can be useful for predicting women's risks for re-offending. In order to examine this issue, a sample of released federal women offenders' files (n = 309) were coded to identify marital/family variables (e.g., family background, marital status, contact maintained with family and children) that could be used as predictors for risk of recidivism. Three years of follow-up data are available and allowed for an analysis and discussion of the bivariate relationships between these risk factors and re-offending. Data are compared between non-recidivists and general recidivists (i.e., women convicted of any new offence).

#55

**FACTOR STRUCTURE OF THE BUMBY MOLEST SCALE***Criminal Justice Psychology/* Kelly Babchishin, Carleton University; Kevin L Nunes, Carleton University; Franca Cortoni,  
*Psychologie et justice pénale* Université de Montréal

Cognitions supportive of child sexual abuse (i.e., cognitive distortions) have been theorized to be an influential factor in the initiation and maintenance of sexual offending (e.g., Ward & Siegert, 2002). These cognitive distortions are routinely targeted and assessed in many sex offender treatment programs. The Bumby MOLEST Scale (Bumby, 1996) is a commonly used measure of cognitive. Currently, the MOLEST Scale is used as if it were tapping one unidimensional construct. However, a principal component analysis (N = 130) by Muschang et al. (2005) suggests that this scale is composed of five distinct dimensions (e.g., minimizations, rationalizations, etc.). If the MOLEST scale is indeed multidimensional, then subscales would yield more informative results compared to a total score. This study will evaluate Muschang et al.'s (2005) five-factor structure of the MOLEST Scale using a confirmatory factor analysis in a sample (N = 198) of sex offenders supervised by the Correctional Service of Canada. Results will be compared to Muschang et al.'s (2005) findings as well as past research on the factor structures of other cognitive distortion measures. This study will help to refine the MOLEST Scale, which may yield more precise information about what types of cognitive distortions are problematic for a given offender.

#56

**CONSTRUCTING THE "OTHER:" REPRESENTING MENTAL ILLNESS AS DEVIANCE IN INTIMATE PARTNER HOMICIDE NEWS MEDIA REPORTING***Criminal Justice Psychology/* Ashley A Barlow, University Of Saskatchewan; J Stephen Wormith, University of Saskatchewan  
*Psychologie et justice pénale*

Social constructionist theories of news production propose the process of identifying events of human behaviour as newsworthy and the subsequent construction of these events as news "stories" occurs in a context of deviance. Specifically, people and events subjectively defined as deviations from social norms receive more extensive media attention in which they are constructed as the "other;" members of a deviant out-group useful for social comparison. A qualitative ethnographic content analysis (Altheide, 1996) was performed on a series of newspaper articles covering one episode of intimate partner homicide in which Bipolar Disorder figured prominently in trial and sentencing newspaper coverage. The analysis elucidated how the news media construct victims and perpetrators of intimate partner homicide as deviant "others" within a context of mental illness and non-conformity to social norms. Mental health concerns are implicated as causal factors in the perpetration of the homicide, and victim behaviour that contradicts social norms is also constructed as a focus of blame. This process of making the victim and the perpetrator "others" in news media will be discussed in the larger context of ethnographic media theory.

#57

**PUBLIC ATTITUDES TOWARDS SEX OFFENDERS AND THEIR RELATIONSHIP TO PERSONALITY AND DEMOGRAPHIC CHARACTERISTICS***Criminal Justice Psychology/* Ashley A Barlow, University of Saskatchewan; Mark Olver, University of Saskatchewan  
*Psychologie et justice pénale*

Although research supports the effectiveness of treatment in Canadian institutions for reducing sex offender risk and decreasing recidivism, Canadian news media frequently focus on sensational cases of sexual re-offending, while focusing little attention on those offenders who are successfully reintegrated following their release. We argue this media portrayal frequently creates an inaccurate picture of sex offender rehabilitation and risk to the Canadian public, and that this may influence the public's attitudes towards such offenders. The purpose of the present research was to assess the attitudes that Canadian university undergraduates have towards sexual offenders and sexual offender rehabilitation. A sample of first-year psychology undergraduates was provided a questionnaire to survey their beliefs and attitudes about sex offender risk, rehabilitation, and community management. Participants also completed a five-factor measure of personality (NEO-PI-R) and a demographic questionnaire (e.g., political affiliation) to examine the relation of these attributes to attitudes held toward sex offenders. Participants also completed the Paulhus Deception Scale (PDS) to control for social desirability. Preliminary results of this project are presented with recommendations for further study and approaches to increase public education.

#58

**SUCCESS OF CORRECTIONAL PROGRAM INTERVENTIONS WITHIN CANADA'S FEDERAL CORRECTIONAL INSTITUTIONS***Criminal Justice Psychology/* Dennis Batten, Correctional Service of Canada  
*Psychologie et justice pénale*

Correctional Service Canada offers a variety of correctional programs designed to address factors directly linked to offenders' criminal behaviour. It is anticipated that these interventions have positive impacts on institutional and community outcomes. This research measured institutional outcomes by comparing the likelihood of obtaining an early release for program participants and non-participants. Impacts associated with community outcomes were also measured by modelling the increased likelihood of remaining in the community without re-offending, and comparing outcomes for program participants with non-participants. Cox regression was used to model institutional and community survival functions. In both cases, the models allowed for the control of other factors that were believed to also contribute to outcomes such as age, static risk, aboriginal status and certain criminogenic needs.

#59

**A SURVEY OF LINEUP PROCEDURES OF CANADIAN POLICE OFFICERS***Criminal Justice Psychology/* Michelle I Bertrand, Queen's University; Roderick C L Lindsay, Queen's University;  
*Psychologie et justice pénale* Jennifer L Beaudry, University of South Carolina Beaufort; Jamal K Mansour, Queen's University; Elisabeth I Whaley, Queen's University

The current survey asks Canadian officers how they conduct lineup procedures. Data collection is still in progress ( $N = 36$  to date), thus, current results are descriptive and could change upon completion of data collection. Police have traditionally shown witnesses simultaneous lineups, but they have a high rate of false identifications. The sequential lineup was developed to reduce false identifications. Meta-analyses showed it does, but also decreases correct identifications. Some researchers have advocated using the sequential lineup because of its superior protection against false identifications, but has it been adopted by police? Beaudry and Lindsay (2006), who surveyed primarily Ontario officers, found ~ 56% of lineups were conducted sequentially, and 44% simultaneously. Respondents from five provinces in our survey reported using sequential lineups 84.7% of the time; a majority (76.5%) reported using it exclusively. Anecdotal accounts from researchers indicate lineup size varies from 6 – 12 across provinces (e.g., 6 in Nova Scotia and 8 in Alberta). Yet officers responding to our survey use lineups ranging from 8 - 15 members, with  $X = 11.28$  ( $SD = 1.54$ ). Further, all respondents from Nova Scotia use 12-person lineups, and only 20% of Alberta officers use 8-person lineups. The remaining 80% use 10-person lineups. Implications will be discussed.

**#60**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**DEVELOPMENT AND VALIDATION OF EMOTIONAL VIDEO STIMULI FOR EYEWITNESS MEMORY RESEARCH**

Angela R Birt, Mount Saint Vincent University; Krisanne Landry, Mount Saint Vincent University

The study of eyewitness memory has obvious real world applicability, but the generalizability of laboratory findings has been strongly challenged (e.g., Yuille & Daylen, 1998). Most of the lab-based research has exposed witnesses to fairly innocuous emotional stimuli presented in the form of still photographs, slide show sequences, and movie or news clips. Three sets of realistic, live-action videos that are engaging, emotionally arousing, complex, and rich in detail were developed for use in eyewitness memory research. Each set of videos consists of one negative (e.g., convenience store robbery), one positive (e.g., lotto win at a convenience store), and one neutral video (e.g., basic convenience store purchase), which are matched for content except for the pivotal scene associated with the emotional arousal. Physiological (heart rate and skin conductance), self report, and facial expression data on emotional valence and arousal are presented for all nine videos. These videos make it possible to examine differential effects of valence and arousal on memory while controlling for level of detail and content. The development of these stimuli represents an important advancement in experimental eyewitness research as well as investigations of emotion and memory.

**#61**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**ARE NEGATIVE MEMORIES REMEMBERED MORE ACCURATELY OR MORE CONFIDENTLY?**

Angela R Birt, Mount Saint Vincent University; Heather Moffatt, Mount Saint Vincent University

Research on eyewitness memory suggests that negative emotion can increase the accuracy of memory, especially for central details. Research also indicates that negative emotion can significantly boost the subjective sense of recollection. However, it has long been established that confidence in the veridicality of memory does not always predict accuracy. Estimates of the confidence-accuracy (CA) relationship in eyewitness research range from  $r = .07$  to  $.25$ . Recent investigations on the CA relationship have focused on various conditions and factors that increase or decrease its strength. This study examined the specific role emotion plays in confidence in, and accuracy of, eyewitness memory. Participants viewed either a negative, positive, or neutral photograph of an event. The negative and positive photographs were matched according to physiological and subjective ratings of arousal, making it possible to determine the unique effect of emotional valence on both memory accuracy (central vs. peripheral details) and confidence judgments. Few studies to date have studied the relation between confidence and accuracy for positive events. Individual differences in memory accuracy and phenomenological qualities of memory were also explored. The results have important implications for both eyewitness memory research and research investigating the effect of emotion on memory.

**#62**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**WHAT'S IN A LABEL? EFFECT OF A PSYCHOPATHY DIAGNOSIS AND OFFENDER AGE ON JUROR DECISION MAKING**

Julie Blais, Carleton University; Adelle Forth, Carleton University

In the criminal justice system (CJS), decisions about the potential risk and culpability of an offender are often made by laypersons who may hold stereotypic views regarding psychopaths. Previous research examining the effect of a psychopathy diagnosis on members of the CJS has reported conflicting results. The goal of the present research is to clarify these findings by further exploring the potential biasing effect of psychopathy while also taking into account the potential mitigating or aggravating effect of offender age. In order to accomplish this goal, a 4 (Diagnosis: psychopath vs. psychopathy vs. antisocial personality disorder or conduct disorder vs. no diagnosis) x 2 (Age: 30 vs. 15 years) between-subjects factorial design will be used. Dependent variables will include ratings of guilt, ratings of future dangerousness, severity of sentence, treatment amenability, and overall perceptions of psychopathy and age. A sample of 200 participants will be randomly assigned to one of eight possible scenarios. The variables will be manipulated using a partial trial transcript of an aggravated assault case containing testimony from a court appointed psychologist. The results of this study will speak to (a) whether the potential biasing effect of psychopathy is dependant on the language used by the psychologist and (b) whether this effect can be generalized to youth defendants.

**#63**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**THE LIAR LIAR PANTS ON FIRE (L2P/F) SCALE: PSYCHOMETRIC ANALYSIS OF A NEW SOCIAL DESIRABILITY MEASURE FOR OFFENDER POPULATIONS**

Sarah Bowen, Carleton University; Leigh Greiner, Carleton University; Rob C Rowe, St. Lawrence Youth Association; Shelley L Brown, Carleton University

Social desirability is an important factor to consider when conducting risk/need assessments on offender populations. To date, the Paulhus Deception Scales (PDS; Paulhus, 1998) are one of the most commonly used measures of social desirability. Although the PDS was not originally developed for use with offender samples it is nonetheless used regularly in the correctional system. Recently, Rowe (2004) developed a new measure of social desirability, the Liar Liar Pants on Fire (L2P/F) scale to specifically test for socially desirable responding in offender populations. This study examines the reliability, concurrent, and criterion validity of the L2P/F scale in a mixed gender sample of 100 young offenders. The PDS is used to assess concurrent validity while criterion and convergent validity is assessed vis-à-vis the Hare Revised Psychopathy Checklist-Youth Version (PCL:YV; Forth, Kosson & Hare, 2002) and the YLSI/CMI (Hoge, Andrews, & Leschied, 2002). Implications for assessing social desirability among young offenders are discussed.

- #64** **DO CRIMINAL ATTITUDES PREDICT RE-OFFENDING FOR YOUTHFUL FEMALE DELINQUENTS?**  
*Criminal Justice Psychology/* **Leigh Greiner**, Carleton University; Shelley L Brown, Carleton University; Natalie J Jones, Carleton University  
*Psychologie et justice pénale*

Criminal attitudes are defined as one's approval of criminally oriented norms, rationalizations for law violations, identification with criminal others, and taking pride in delinquent acts. Although correlational evidence supports the relationship between anti-social attitudes and female offending, few studies have examined the degree to which criminal attitudes predict criminal recidivism among youthful female offenders. Consequently, this study examined the extent to which four criminal attitude measures are predictive of criminal recidivism in a sample youthful female (n = 89) and male offenders (n = 81). The measures included the Criminal Sentiments scale (Andrews & Wormith, 1984), Pride in Delinquency scale (Shields & Whitehall, 1991), Neutralization scale (Shields & Whitehall, 1994) and criminal attitude component of the Young Offender Level of Service Inventory (Shields & Simourd, 1991). Data were obtained archivally from the Eastern Ontario Youth Justice Agency and official criminal recidivism data was obtained from the Ministry of Community Safety and Correctional Services. Results show that the reliability and convergent validity of the battery were high for both genders. Cox regression survival analysis and ROC analysis were also conducted to assess the predictive validity of these measures. The theoretical and practical implications of these findings are discussed.

- #65** **FLAGGING ELECTRONICALLY MONITORED OFFENDER MOVEMENTS: SCENARIOS FOR INCLUSIONARY AND EXCLUSIONARY ZONES THAT ACCOUNT FOR OFFENDER NEEDS**  
*Criminal Justice Psychology/* **Ian W Broom**, Correctional Service of Canada; Justin Gileno, Correctional Service of Canada  
*Psychologie et justice pénale*

In addition to the standard conditions such as reporting to parole officers while on release, the National Parole Board may impose special conditions to prevent offenders from encountering problematic individuals, or environments. For example, a sex offender might be restricted from attending locations frequented by children such as schools. Recently, Global Positioning System technology in the form of electronic monitoring devices worn by offenders has been used in community corrections to track offender movement. The types of offender behaviour that these devices are intended to track can be categorized as a) staying within inclusionary zones, and b) staying outside exclusionary zones. From a Geographic Information System perspective, this would translate into locations and boundaries on a map that an offender would have to stay inside (such as their home location at night) or outside (such as the perimeter of a school). To flag offender movements that deviate from inclusionary and exclusionary zones, buffers (areas surrounding the exclusionary zone) and tolerances (periods of time, or depth of movement within buffers) need to be defined. The current study will compare multiple scenarios for buffer zone and tolerance levels from the perspective of attaining both monitoring, and reintegration goals.

- #66** **SELF-REPORT AND PSYCHOPATHY CHECKLIST MEASURES OF PSYCHOPATHY IN YOUTH: A META-ANALYSIS OF RECIDIVISM AND INSTITUTIONAL MISCONDUCT STUDIES**  
*Criminal Justice Psychology/* **Ian W Broom**, Correctional Service of Canada; Adelle Forth, Carleton University  
*Psychologie et justice pénale*

Building on previous quantitative reviews (Edens & Campbell, 2007; Edens, Campbell & Weir, 2007; Schwalbe 2007) 47 predictive validity studies of youth psychopathy measures, either Psychopathy Checklist (including modified Psychopathy Checklist, Psychopathy Checklist: Youth Version) or self-report (Antisocial Process Screening Device, Youth Psychopathic Traits Inventory, Psychopathic Personality Inventory or the modified version of the Childhood Psychopathy Scale), were meta-analyzed. Moderators included publication status, methodological rigour (follow-up length, ICC, specialized treatment provided, PCL scoring method), ethnicity, and gender. Outcomes included general, violent, sexual recidivism, and institution infractions. Results suggest similar effect sizes for general recidivism and infractions for PCL and self-report measures. Ethnicity was the only significant moderator. Implications, and alignment with the findings of previous meta-analytic examinations are discussed.

- #67** **ATTITUDES, EXPECTATIONS, AND PERCEIVED KNOWLEDGE REGARDING QUALITATIVE RESEARCH AMONG FORENSIC PSYCHOLOGICAL EXPERTS**  
*Criminal Justice Psychology/* **Matthew Burnett**, University of Saskatchewan; Janice Victor, University of Saskatchewan; Lindsay Robertson, University of Saskatchewan  
*Psychologie et justice pénale*

Within forensic psychology, qualitative research occupies a marginalized position; indeed, forensic psychology remains entrenched within a quantitative hegemony. In attempting to explore the underpinnings of this "methodological singularity", the present research examined attitudes, expectations, and perceived knowledge with respect to qualitative research among forensic psychological "experts" (n = 22). Data were generated across 7 semi-structured, in-person, focus-group interviews; recruitment

process/sample composition are discussed. While most participants described themselves as open to qualitative research, they noted that many of their colleagues possessed negative opinions related thereto. Most participants described having no training/little understanding of qualitative research; most suggested that a "small sample size" and "open-ended interviewing" were the defining features thereof. Many described qualitative inquiry as best-suited to the early, less-rigorous stages of "pre-research"/idea-generation. Virtually all participants expressed no clear understanding of the unique epistemological and ontological traditions that inform qualitative inquiry. Ill-attuned to its distinct theoretical underpinnings, many participants seemed to implicitly evaluate qualitative research according to the incommensurate standards of quantitative inquiry. Implications are discussed.

**#68** **REMAINING RELEVANT: THE CHANGING FEDERAL OFFENDER PROFILE AND IMPLICATIONS FOR PROGRAMMING NEEDS**  
*Criminal Justice Psychology/* *Psychologie et justice pénale* Tammy Cabana, Correctional Service of Canada

An operational strategy is considered relevant when it remains consistent with government-wide and departmental priorities, and continues to address an actual need. This presentation discusses changing federal offender profile trends and their potential implications for programming needs, as examined through the Correctional Service Canada's (CSC) correctional programs evaluation. Four key areas were identified as having potential implications for the continued relevancy of correctional programs: (1) education and learning ability; (2) security level designations; (3) sentence length; and (4) mental health. Interviews with staff on their perceptions of the responsiveness of correctional programs to the current offender profile also emphasized challenges associated with a service delivery model that addresses mental health needs, cognitive impairments and learning disabilities. Findings in this section have led to the recommendation that CSC should develop a strategy that addresses the programming needs of the increasing proportion of offenders with education and learning deficits, mental disorders, shorter sentences, and higher security level ratings.

**#69** **CHILDHOOD DISABILITY AND EMOTIONAL DIFFICULTY AS INCREASED RISK FOR SEXUAL VICTIMIZATION**  
*Criminal Justice Psychology/* *Psychologie et justice pénale* Christine Cabral, Ontario Institute for Studies in Education at the University of Toronto; Lana Stermac, Ontario Institute for Studies in Education at the University of Toronto; Donna Reist, Ontario Institute for Studies in Education at the University of Toronto

The experience of childhood sexual abuse has been strongly linked with deleterious, long-term effects including physical, social, and psychological problems in adolescence and adulthood (Briere & Runtz, 1990; MacMillan, 2000; Neumann, Houskamp, Pollock, & Briere, 1996). It is also known that such victimization in childhood can lead to increased risk for repeated sexual victimization over the life span (Wilson, Calhoun, & Bernat, 1999). A number of researchers (e.g., Martin et al., 2006) note that risk factors such as physical disability and emotional difficulty may also increase women's risk for sexual victimization, however, these are not well understood in childhood. Our program of research previously identifies a number of childhood risk factors such as early sexual contact that are related to enhanced vulnerability in adulthood (Stermac, Reist, Addison, & Millar, 2002). The present study extends our work by examining self-reported disability and emotional difficulty in childhood as risk factors for sexual victimization across the life span in a community sample of women. Results of the study suggest that reported disabilities and emotional difficulties in childhood are associated with increased risk for child and adult victimization. Findings are discussed in terms of implications for psychological intervention, prevention, and suggestions for future research.

**#70** **CLEARING THE AIR IN PRISONS: ARE EMPLOYEES SUPPORTIVE OF A TOTAL BAN?**  
*Criminal Justice Psychology/* *Psychologie et justice pénale* Michael Cantinotti, McGill University; Ann Royer, Direction de santé publique de la Capitale-Nationale; Mario Champagne, Direction de santé publique de la Capitale-Nationale

CONTEXT: The majority of inmates in provincial prisons are smokers, which means that employees working in these prisons are exposed to high levels of second-hand smoke (SHS). As of December 2007, 10 out of 13 Canadian provinces and territories had introduced total smoking bans in their prisons whereas the province of Quebec still allowed indoor and outdoor smoking. Because of severe health impacts of SHS on both smokers and non-smokers the Quebec Department of Public Security decided to revise its prison smoking policy as of February 2008. OBJECTIVES: To measure the smoking prevalence, SHS exposure and opinions about smoking of correctional service officers (CSO) and prison administrative staff (AS) prior to a smoking ban in a Quebec prison. METHOD: In January 2008, 140 CSO and 47 AS completed a questionnaire (response rates of 53% and 63%). RESULTS: Approximately a quarter of the employees were smokers. However, 92% of CSO and 65% of AS reported being exposed to SHS. More than 75% of employees supported a complete smoking ban. One third of the smokers reported that such an environment would help them quit smoking and 84% of CSO thought that it would improve their health. CONCLUSION: Although 1 out of 4 prison employees were smokers, the prison employees were highly supportive of a complete smoking ban which would reduce their exposure to SHS and could improve their health.

**#71** **PUBLIC PERCEPTIONS OF SEXUAL ASSAULT: THE INFLUENCE OF SURVIVOR APPEARANCE ON THE EVALUATION OF SEXUAL ASSAULT CASES**  
*Criminal Justice Psychology/* *Psychologie et justice pénale* Allyson Clarke, Ontario Institute for Studies in Education at the University of Toronto; Lana Stermac, Ontario Institute for Studies in Education at the University of Toronto

Despite increased public education and legal reform, sexual assault remains plagued by myths and stereotypes (Johnson, Kuck, & Shander, 1997; Rozee & Koss, 2001). These misconceptions can negatively impact the response that survivors receive, as inaccurate beliefs about sexual assault may lead people to inappropriately question the actions or characteristics of survivors. For example, although women of all physical types are sexually assaulted, research suggests that characteristics such as the survivor's physical appearance and body weight can influence the attributions made following an assault (Clarke & Lawson, in press; Deitz, Littman & Bentley, 1984; Erian, Lin, Patel, Neal & Geiselman, 1998; Feild, 1979; Jacobson & Popovich, 1983; Thornton & Ryckman, 1983; Vrij & Firmin, 2001). This paper will review existing literature on this topic and present findings from the author's own empirical research on the influence of survivor body weight on judgments of a hypothetical sexual assault case. The findings will be discussed as they relate to rape mythology and stereotypes about sexuality and body weight, and the potential repercussions of these myths for women of different body weights will be considered. Implications for legal proceedings and psychological practice will be discussed, and recommendations for reducing biases and protecting survivors' rights will be offered.

#72

*Criminal Justice Psychology/  
Psychologie et justice pénale***THE PARENT-CHILD RELATIONSHIP AND PARENTS' INVOLVEMENT IN YOUTH JUSTICE PROCEEDINGS FROM THE PERSPECTIVE OF YOUTH**Maggie Clarke, Ontario Institute for Studies in Education at the University of Toronto; Michele Peterson-Badali, Ontario Institute for Studies in Education at the University of Toronto

The Canadian Youth Criminal Justice Act recognizes the important role of parents in young people's legal proceedings. Yet, there has been little empirical research on the predictors of parental involvement in the youth justice system. In the present study, 47 male young offenders were interviewed about their experiences with parents prior to and during judicial proceedings, to examine the factors associated with young people's perceptions of parental involvement in legal contexts. Results indicated that parental warmth and general involvement in a young person's life were significantly related to parental participation in the youth justice system over and above the effects of youth- (e.g., age, SES, seriousness of present charges, criminal history) and parent-specific (e.g., age, education, SES) factors. However, multiple regression analyses showed that parental warmth offered little additional predictive power beyond that contributed by parents' general involvement. Findings are discussed in terms of both theoretical and practical implications, and directions for future research are outlined.

#73

*Criminal Justice Psychology/  
Psychologie et justice pénale***THE SEXUAL PSYCHOPATH: CURRENT UNDERSTANDING AND FUTURE CHALLENGES**Sabrina Demetrioff, Dalhousie University; Stephen Porter, University of British Columbia; Leanne ten Brinke, University of British Columbia

Sexual violence is a significant issue in Canada, and it is important to increase our understanding of sexual predators so that preventative measures can be taken. Although most sexual offenders are not psychopathic, the combination of psychopathy and sexual deviance is a dangerous mixture. Based on a review of the empirical evidence, as well as clinical experience, we suggest that there is a sub-group of persistent violent sexual offenders who can be considered sexual psychopaths. These offenders are distinct in that they participate in diverse forms of sexual offending (i.e., do not have a particular victim type), are motivated primarily by thrill-seeking (rather than anger or paraphilia), and use excessive and gratuitous violence in the commission of sexual assaults. Despite being more likely to recidivate than non-psychopaths, recent research suggests they are significantly more likely to be released on parole. Implications for treatment will be discussed, and our conceptualization of the sexual psychopath will be illustrated with a case example.

#74

*Criminal Justice Psychology/  
Psychologie et justice pénale***THE INFLUENCE OF NUMBER OF WITNESSES AND TYPE OF IDENTIFICATION DECISION ON JURORS' PERCEPTIONS AND VERDICT**Julie L Dempsey, Carleton University; Joanna D Pozzulo, Carleton University

This study examined the effect of number of witnesses (1 vs. 2 vs. 3), and type of eyewitness identification decision (positive vs. foil vs. non identification) on a juror's perception of witness' accuracy for other crime details, credibility, and verdict. Juror's presented with one Crown witness rated the defendant more guilty when the witness made a positive identification compared to a non- or foil identification. These results suggest that it is better to present a positive identification or not to mention identification at all in order to optimize guilt ratings. When the Crown's witness provided a positive identification, even having two defence witnesses providing contradictory identification evidence did not significantly reduce guilty ratings. Moreover, the type of identification made by the other witnesses did not influence guilt ratings. Jurors' do not appear to make any distinction between a non- or foil identification.

#75

*Criminal Justice Psychology/  
Psychologie et justice pénale***TO BE HONEST OR NOT TO BE HONEST: THE RELATIONSHIP BETWEEN SELF-REPORT PSYCHOPATHY SCORES AND IMPRESSION MANAGEMENT**Naomi L Doucette, University of New Brunswick; Mary Ann Campbell, University of New Brunswick; Jeff Earle, Correctional Service of Canada

Although it may be possible to assess psychopathy through self-report (e.g., Campbell, Doucette, & French, under review), one concern with this approach is that psychopathic individuals will often lie and misrepresent themselves. Thus, it is necessary to investigate how impression management (IM) impacts the self-report assessment of psychopathy. The present study examined the relationship between self-report psychopathy and IM in university undergraduates and adult male offenders. Participants completed the Youth Psychopathic Traits Inventory (YPI; Andershed et al., 2002), the Psychopathic Personality Inventory-Revised (Lilienfeld & Widows, 2005), Levenson's Self-Report Psychopathy Scale (Levenson et al., 1995) and the Paulhus Deception Scales (PDS; Paulhus, 1998). Within the university sample, the PDS-IM subscale was low to moderately negatively correlated with each of the

three psychopathy measures used. Although the PDS Self-Enhancement subscale was not generally associated with the LSRP or the YPI, this scale was both positively and negatively associated with various PPI-R scores. Within the forensic sample, fewer psychopathy scores were correlated with the PDS. These results suggest that, while self-report psychopathy scores may be susceptible to socially desirable responding, it may be less of a concern than would have been expected within a forensic sample.

- #76** **AN EXAMINATION OF ANTICIPATED REACTIONS TO SEGREGATION: THE INFLUENCE OF GENDER AND PERSONALITY**  
*Criminal Justice Psychology/* *Psychologie et justice pénale* Angela C Drupsteen, Carleton University; Shannon Gottschall, Carleton University; Shelley L Brown, Carleton University

Approximately 60 first year undergraduate students were administered a questionnaire consisting of open-ended and closed-ended questions regarding what emotions they might experience during a hypothetical situation of segregation or solitary confinement. Participants also completed measures of gender role identification and personality. Analyses centre on determining how gender and personality influence emotional reactions, as well as the aspects of segregation which illicit these emotional responses. The results of this study are discussed in relation to their implications for offender populations and the correctional practice of segregation. The broader theoretical implications of the current results are also discussed in relation to relational cultural theory, a female-centered theory of development.

- #77** **OFFENDERS' EVALUATION OF PERCEIVED SOCIAL SUPPORT AND TREATMENT SUPERVISION IN COMMUNITY-BASED PROGRAMMING**  
*Criminal Justice Psychology/* *Psychologie et justice pénale* Meaghan Ferguson, University of Toronto; Tania Stirpe, Correctional Service of Canada; Janice Picheca, Correctional Service of Canada

Literature has highlighted that although management of risk is a necessary feature of treatment, it needs to occur in conjunction with a strong therapeutic alliance and include positive social supports from outside the family (Marshall et al., 2005). Federally-sentenced offenders participating in community-based programming were surveyed regarding their experiences with respect to a spectrum of services offered by the Correctional Services of Canada (CSC). The sample included 52 offenders on conditional release to the Greater Toronto Area, participating in the Methadone Maintenance Program (MMT) or National Maintenance Sex Offender Program (SOP) offered at Central District (Toronto, Ontario). The purpose of the study was to examine the principle of responsivity (Andrews & Bonta, 1998) from the participants' perspective by examining their perceptions of community social support and support from services providers, including: Psychology, Psychiatry, Parole, Social Work, Chaplaincy, Personal Support Workers, and non-CSC related social supports, such as family, friends and co-workers. Participants' responses highlighted poor availability of community social support, and the importance of a strength-based approach for treatment focused on collaboration. The results of this evaluation demonstrate the importance of a collaborative approach to community-based treatment for offenders.

- #78** **AN INVESTIGATION OF FEEDBACK, RACE, AND INDIVIDUAL DIFFERENCES ON THE CONFIDENCE-ACCURACY CORRELATION IN EYEWITNESS IDENTIFICATIONS**  
*Criminal Justice Psychology/* *Psychologie et justice pénale* Michelle Fitzsimmons, Saint Mary's University; Steven M Smith, Saint Mary's University; Veronica Stinson, Saint Mary's University; Matthew Prosser, Saint Mary's University

While it is well known that the confidence-accuracy correlation in eyewitness identifications is weak (Sporer, Penrod, Read and Cutler, 1995), little is known about the moderating factors that may affect the relationship. Three studies investigated these factors. Study 1 (N = 202) measured the effect of feedback of identification on confidence level. Results indicated that feedback (relative to no feedback conditions) increased the level of confidence of the eyewitness, but reduced the confidence-accuracy correlation to zero. Study 2 (N = 161) investigated the cross-race effect on eyewitness identifications. Results showed that there was a difference in both accuracy and confidence levels when the identifications were of a different race (relative to same race identifications), and the confidence-accuracy correlation was reduced. Study 3 (N = 532) investigated the impact of multiple individual differences (e.g., Need for Cognition, Need for Structure, Rosenberg's Self-Esteem, Need to Evaluate and State Trait Anxiety) on confidence and accuracy. Results showed that there were few significant differences between those low and high on several individual difference measures. Implications for these studies will be further discussed.

- #79** **OFFENDER DESISTANCE: AN EXAMINATION OF CREATING CHOICES AS IT IS APPLIED IN COMMUNITY CORRECTIONS**  
*Criminal Justice Psychology/* *Psychologie et justice pénale* Shannon Gottschall, Carleton University; Ralph C Serin, Carleton University

A sample of 36 parolees (27 males, 9 females) and 10 parole officers (4 males, 6 females) from six parole offices across Canada completed questionnaires assessing the nature and quality of their working relationship. The measures were used to examine adherence to the principles of Creating Choices, the philosophy behind federal women offender correctional policies. No gender differences were observed in adherence, despite the policy's link to women offender corrections; responses generally indicated a high degree of adherence. Parole officer and parolee responses showed high agreement. These results are discussed in relation to previous research showing associations between such strengths-based practices and offenders exiting from crime (i.e., offender desistance). However, no significant associations were found between the measures and parolee outcomes for this small sample. The discussion centres on the strengths of this study in its attention to an underdeveloped area of research and promising psychometric analyses for a new measure, the Creating Choices Principles Questionnaire.

**#80 ATTITUDES, ASSOCIATES, AND PSYCHOPATHIC PERSONALITY AMONG VIOLENT AND SEXUAL OFFENDERS***Criminal Justice Psychology/ Psychologie et justice pénale* Andrew L. Gray, Carleton University; Jeremy F. Mills, Carleton University

The current study was an examination of the relationship between psychopathic personality characteristics as measured by the Hare Psychopathy Checklist-Revised (PCL-R) and criminal attitudes and associates as measured by the Measures of Criminal Attitudes and Associates (MCAA). A sample ( $n = 167$ ) of predominantly Caucasian federally incarcerated male offenders ranging in age from 19 to 69 years participated in the present study. Results indicate that offenders with elevated scores on Facets 3 and 4 endorse more criminal attitudes and associates. Between group comparisons were conducted for psychopaths and nonpsychopaths, as well as between psychopaths and moderate scoring nonpsychopaths (average offender). Results were indicative of some significant differences between the psychopaths and nonpsychopaths; however, no significant differences were reported between the psychopath and moderate scoring nonpsychopath groups. Results of the study indicated no significant relationship between the self-reported endorsements of criminal attitudes and associates and Pathological Lying (Item 4) and Conning/Manipulative (Item 5) ratings of offenders. The efficacy of self-report among psychopathic offenders was demonstrated in the current study and was found to be consistent with other recent research.

**#81 OFFENDER COMPETENCIES AND THEIR RELATIONSHIP TO CORRECTIONAL PROGRAM PERFORMANCE***Criminal Justice Psychology/ Psychologie et justice pénale* Laura J. Hanby, Carleton University; Ralph C. Serin, Carleton University

Current understanding of the principles of offender rehabilitation has evolved considerably over the past two decades and much of this knowledge is based on Canadian research. However, there are gaps in our understanding of why some offenders succeed in attaining behavioural and cognitive changes and ultimately desist from crime while others appear to gain little from participation in correctional treatment programs. While programming issues have been studied, the characteristics of offenders that are related to success in treatment and on release have received modest empirical attention. The purpose of this study is to determine if treatment program performance can be predicted from offender competencies (need for change, personal accountability, cognitive flexibility, inhibitory control, and knowledge acquisition and application). Behavioural ratings will be completed by correctional program officers and offender self-reports will be administered pre- and post-treatment in a federal offender sample ( $N = 150$ ). It is hypothesized that offenders that possess the core competencies are more likely to succeed in programs. This research may have important implications for correctional practice and, more generally, will advance our understanding of the processes underlying offender change and its measurement. Future research directions will be discussed.

**#82 SUBSTANCE ABUSE AS A GENDER-SPECIFIC RISK FACTOR IN WOMEN OFFENDERS: AN ANALYSIS OF RECIDIVISTS AND NON-RECIDIVISTS***Criminal Justice Psychology/ Psychologie et justice pénale* Aileen Harris, Correctional Service of Canada

There has been a growing body of research investigating the significance of gender-specific risk factors. Studies have demonstrated that women offenders often display different risks and different levels of need when compared to their male counterparts. Consequently, a project was initiated by the Correctional Service of Canada to analyze gender-specific dynamic risk factors. Among the variables that have been examined, emphasis has been placed on the issue of substance abuse. Although the majority of offenders struggle with substance abuse problems, research has demonstrated particularly high rates of abuse among women offenders. Accordingly, the current analysis focuses exclusively on the factors relating to substance abuse with women offenders in order to expand the relatively scarce extant research in the area. The sample consisted of 309 federally sentenced female offenders released in 2002-03 for whom three years of follow up recidivism data were available. The results of the study will be discussed in terms of the bivariate relationship between a number of substance abuse variables and the outcome variables of general recidivism (reoffence or no reoffence) and violent recidivism (violent reoffence or no reoffence). Results will contribute to identifying aspects of substance abuse most appropriately targeted in order to reduce the risk of recidivism for women offenders.

**#83 ATTITUDES TOWARDS CHILD MOLESTATION, CHILD PORNOGRAPHY, AND JUVENILE CHILD MOLESTERS***Criminal Justice Psychology/ Psychologie et justice pénale* Chantal Hermann, Carleton University; Michael Emond, Laurentian University; Linda Lysynchuk, Laurentian University

Studies examining attitudes towards child sexual abuse have increased our understanding of sexual abuse reporting and legal responses, such as jury decision-making. However, attitudes towards child pornography and juvenile child molesters have remained relatively unexplored. Through the use of vignettes, this study examined how several offence related variables affect individuals' attitudes towards child molestation. 123 undergraduate students were randomly placed in one of 8 vignette conditions. The vignettes varied by offence type (child molestation vs. child pornography), offender age, (15 years vs. 35 years old), and severity of abuse, (mild vs. severe). The severe abuse conditions were perceived to be significantly more psychologically and physically harmful to the victim than the mild abuse conditions ( $p < .05$ ). The child pornography offences were perceived to be significantly more psychologically and physically harmful to the victim than the child molestation offences ( $p < .05$ ). As well, adult offenders were perceived as deserving a more severe sentence length than juvenile offenders and child molestation offenders were perceived as deserving a more severe sentence length than child pornography offenders ( $p < .05$ ). This study offers a preliminary look at attitudes towards child pornography and juvenile child molesters.



- #84** **SUBCLINICAL PSYCHOPATHIC TRAITS, AFFECTIVE STATES AND NEURO-ACTIVE HORMONES INFLUENCE DECISION-MAKING UNDER RISK**  
*Criminal Justice Psychology/ Psychologie et justice pénale* Kimia Honarmand, University of Toronto; Martina C Kalahani-Bargis, University of Toronto; David Nussbaum, University of Toronto

Psychopathy is conceptualized as a two-factor structure. Factor 1 reflects shallow affect and minimal proneness to anticipatory anxiety and Factor 2 reflects elevated anxiety and stress-reactivity (Hare et al., 1991). Psychopaths exhibit impulsive decision-making (DM) under conditions of risk. Fear and anxiety bias DM towards more cautious, risk-averse options whereas positive mood induces temptation to opt for high-risk options (Loewenstein et al. 2001). Nussbaum (2005) proposed a neurobiological model of DM in which Dopamine, Testosterone and Opioids constitute the “approach” system and are opposed by the Serotonin, Nor-Epinephrine, Cortisol and GABA “avoidance” axis. We examined the effect of experimental mood induction (pleasant vs. fear) on salivary cortisol and testosterone levels and performance on the Iowa Gambling Task (IGT; Bechara et al. 1994) in healthy students. Only Factor 2 was associated with negative affect and susceptibility to negative mood changes, supporting the view that Factor 2 psychopathy is not a specific indicator of high levels of anxiety but of overall negative affectivity. IGT performance was impaired in those scoring high on both psychopathy factors. There was significant predictive value of hormonal reactivity, changes in mood, psychopathic traits and cognitive flexibility on IGT performance. The findings support the proposed model of DM.

- #85** **DELIBERATE AND SPONTANEOUS PROCESSING IN DECISION MAKING IN COURT AND HIRING TASKS INVOLVING BIAS AGAINST PRIMARY AND PERIPHERAL TARGETS**  
*Criminal Justice Psychology/ Psychologie et justice pénale* William G Huggon, University of Toronto; Jonathan L Freedman, University of Toronto

Prejudice is judged less acceptable today, resulting in efforts to avoid being (or appearing) biased; there is a conscious effort to be fair to a black target. It is hypothesized that while bias might not affect a target, it might affect opinions about a witness for the target, inadvertently affecting the target’s outcome. Using Fazio’s MODE model, it is thought bias against the target is reduced due to deliberation and motivation (including anti-prejudice norms). But when considering the witness, motivation and ability are reduced (due ironically to target focus) and decision making becomes more spontaneous– affected mainly by personal values and prejudices. In a series of studies examining this effect in criminal trials and hiring practices, congruency of race of target (defendant or applicant) and key witness (alibi or job reference) was varied. Participants read a court trial or résumé and decided the fate of the target (verdict or hiring decision). Bias could be predicted using internal and external motivation to respond without prejudice (IMS & EMS) and social dominance orientation (SDO). When low in EMS (social norms were unimportant) bias against the target was based on personal values. When high in EMS, race of primary target did not effect decision, but when the race of the target and their key witness were incongruent, there was greater bias dependant on higher SDO.

- #86** **EYEWITNESS IDENTIFICATION: THE ROLE OF PROCESSING STYLE AND INDIVIDUAL DIFFERENCES IN ACCURACY AND CONFIDENCE**  
*Criminal Justice Psychology/ Psychologie et justice pénale* Kayla Janes, Brescia University College, University of Western Ontario; John B Mitchell, Brescia University College, University of Western Ontario

It was hypothesized that eyewitness testimony resulting from automatic recognition would be more accurate and more confident than testimony resulting from a deliberate process of elimination. Personality variables (e.g., need for closure) were also expected to influence the confidence levels of eyewitnesses. Furthermore, it was hypothesized that accurate eyewitnesses would lose confidence over time, whereas inaccurate witnesses would gain confidence in their accuracy. Participants watched a video of a crime and picked the perpetrator out of a target present or target absent line-up, then stated their confidence level and their decision-making process (automatic or deliberate process of elimination). They returned a week later for a follow-up study, in which they again picked out the perpetrator and stated their confidence level. The hypotheses were partially supported. Participants who used automatic processing were more accurate than participants who used deliberate processing. Although not significant, inaccurate eyewitnesses tended to become more confident, whereas confidence did not change in accurate eyewitnesses. Personality characteristics also influenced the decision process used by eyewitnesses. The results are discussed in terms of the role they have in the judicial system.

- #87** **THE COST-EFFICIENCY AND COST-EFFECTIVENESS OF CORRECTIONAL PROGRAMS**  
*Criminal Justice Psychology/ Psychologie et justice pénale* Tamara Jensen, Correctional Service of Canada

The first part of this presentation examines the extent to which correctional programs are producing planned outputs in relation to financial resources used. Specifically, expenditures on correctional programs will be presented in light of successful program completions across multiple program target areas. The second part of the presentation discusses how outcomes associated with correctional program participation may also be associated with program expenditures. The resulting cost-effectiveness measures for violence prevention, family violence, substance abuse, sex offender, and life skills interventions will be presented and discussed.

- #88** **DO YOUNG FEMALES FOLLOW A GENDERED PATHWAY INTO CRIME?**  
*Criminal Justice Psychology/ Psychologie et justice pénale* Natalie J Jones, Carleton University; Shelley L Brown, Carleton University; David Robinson, Orbis Partners, Inc.; William A Millson, Orbis Partners, Inc.

Based largely on anecdotal and qualitative methods, feminist pathways theorists maintain that female criminality stems from a unique constellation of factors including but not limited to abuse at the hands of intimates (family/romantic partners), attempts to flee the abusive environment, and an eventual life of poverty-driven crime (Chesney-Lind & Shelden, 2003). The aim of the current study is to quantitatively assess the extent to which this gendered pathway exists and is unique to females. Based on a New York State sample of 819 female and 1,550 male youthful offenders under community supervision, multidimensional scaling will be performed to elucidate the thematic structure of background/offending characteristics related to each gender. If feminist scholars are correct, one would expect a theme reflective of the gendered pathway to emerge exclusively for the subsample of females. For each gender and for each empirically derived thematic subgroup, ROC analysis will be performed to gauge respective levels of predictive validity associated with the Youth Assessment Screening Instrument (YASI; Orbis Partners, 2007) – the risk assessment tool currently applied to both young male and female probationers across NY State. Implications and future research directions pertinent to the risk assessment of young female offenders will be discussed.

**#89 MAKING INFERENCES ABOUT SEX OFFENDERS: DETERMINING SENTENCING AND RISK OF RECIDIVISM BASED ON MEDIA PORTRAYAL**

*Criminal Justice Psychology/* *Psychologie et justice pénale* **Sandy Jung**, Grant MacEwan College; **Kylie A Gabriel**, Grant MacEwan College; **Lisa M Jamieson**, Grant MacEwan College; **John A DeCesare**, Grant MacEwan College

Much has been attributed to our construction of beliefs and opinions. One such avenue is through the media's portrayal of forensic cases, which are not exempt from this phenomenon. Because of the media's profound influence, we chose to examine how the public perceives sexual offenders in the media and to investigate public opinions on whether sexual offenders are responsible for their crimes, their sentencing, and their risk to recidivate. In this study, key variables included presence of alcohol, level of denial, and type of offending. Undergraduate students (n = 120) read three newspaper articles with combinations of these variables and then filled out questionnaires on the individual cases that were presented. The articles contained brief descriptions of sexual offenses along with accounts from the offenders as to whether they accepted responsibility for their convictions. The results indicated that denial appeared to have a significant effect on the duration and the severity of sentencing. Moreover, child molesters were deemed significantly greater risk to reoffend, given harsher sentences, and perceived as having greater intentions and responsible for their acts than rapists and exhibitionists. It was also noted that participants did not differ in their belief in a just world. Implications of the findings will also be discussed in this presentation.

**#90 A PRELIMINARY EMPIRICAL TYPOLOGY OF MALE-PERPETRATED HOMICIDE**

*Criminal Justice Psychology/* *Psychologie et justice pénale* **Marcus Juodis**, Dalhousie University; **Stephen Porter**, University of British Columbia; **Michael Woodworth**, University of British Columbia

Despite its low incidence relative to other crimes, homicide is the most serious and perhaps most poorly understood form of antisocial behavior. In terms of victim, perpetrator, and crime characteristics, homicides are highly heterogeneous and no single theory is likely able to account for all variations of the crime. The development and empirical validation of theories concerning a typology of homicide could have important implications for prevention efforts and criminal investigations. The purpose of the current study was to identify and describe relatively homogenous subtypes of homicidal violence by conducting a cluster analysis on a broad array of objective data extracted from the official correctional files (Criminal Profile Reports and Psychological Assessment Reports) of 125 male homicide perpetrators. This sample represented almost the entire population of homicide offenders from two Canadian federal penitentiaries. The results of this ongoing investigation will likely have important implications for both basic research and applied issues.

**#91 BENEVOLENT SEXISM AND RAPE TYPE AS FACTORS IN ATTRIBUTING RESPONSIBILITY IN SEXUAL ASSAULT**

*Criminal Justice Psychology/* *Psychologie et justice pénale* **Theresa Kelly**, Ontario Institute for Studies in Education at the University of Toronto; **Lana Stermac**, Ontario Institute for Studies in Education at the University of Toronto

Observers' attributions of culpability in sexual assault cases have been studied in the context of psycho-legal variables and have consistently found differences between stranger and acquaintance rape in attributions of blame (e.g., Schuller & Klippenstine, 2004). Although various factors are known to contribute to this, the role of benevolent sexism has emerged as a potentially important and poorly understood concept. Our study addressed this limitation and examined: (1) the relationship between benevolent sexism and victim/perpetrator blame, (2) the influence of benevolent sexism on blame, and (3) differences between males and females in endorsements of benevolent sexism. Males and females (N = 200) completed measures and answered questions about a hypothetical sexual assault case varying victim-assailant relationship status. Findings revealed no significant differences between men and women in attribution of responsibility. However, assailant-victim relationship and alcohol contributed to findings of blame. Although men scored higher on benevolent sexism in general, women obtained high scores when assailant-victim relationship and the presence of alcohol were taken into account. Similar to previous research (e.g., Viki, Masser, & Abrams, 2004), benevolent sexism was found to act as a moderator. Implications from results from this study are discussed.

**#92 ASSESSING SEXUAL OFFENCE POTENTIAL: CHILD PROTECTION WORKERS' VIEWS OF AT-RISK FATHERS**

*Criminal Justice Psychology/* *Psychologie et justice pénale* **Michel A Larivière**, Laurentian University; **Dylan McAneny**, Laurentian University

Child sexual abuse remains a pervasive problem of significant concern. On the front-line of this issue are child protection agencies, publicly funded institutions mandated to ensure the well-being of children and youth. It follows that protection workers play a central role in determining the risk of sexual offending against those who are, or may become, under their agency's care. Because

many sexual offenders are also parents, it has become increasingly important to understand how child protection workers assess parents' risk of re-offending. Presently, little is known of the variables on which child protection workers rely in their determination of risk. The current study used a mixed-method design to assess the concordance between child protection workers' perceptions of risk and scientifically-derived measures of risk (i.e. those used in instruments such as the STATIC-99). Preliminary results indicate that child protection workers tend not to rely on empirically-determined variables in assigning risk levels to fathers on their caseloads.

#93

*Criminal Justice Psychology/  
Psychologie et justice pénale***CROCODILE TEARS: VERBAL AND NON-VERBAL BEHAVIOUR ASSOCIATED WITH GENUINE AND FABRICATED REMORSE**

Sarah M MacDonald, Dalhousie University; Stephen Porter, University of British Columbia; Leanne ten Brinke, Dalhousie University

Deception is a common behaviour that, if undetected, can have major consequences. Despite research suggesting that even highly motivated lies often evade detection (Vrij & Mann, 2001), certain behavioral cues are statistically associated with such lies (DePaulo et al., 2003). Although previous deception studies typically have compared behavior associated with true and false accounts, comparatively little research has addressed "emotional deception". In sentencing and parole hearings, for example, the sincerity of an offender's expressed remorse is an important factor influencing legal decision-making. The present study is investigating verbal and non-verbal behavioural cues in videotaped descriptions by 50 undergraduates of true personal transgressions accompanied by either genuine or falsified remorse. It is hypothesized that false remorse will be associated with low illustrator use, increased blink rate, and decreased speech rate. This preliminary investigation, and subsequent research with forensic samples, will be relevant information for legal decision-makers in evaluating the credibility of expressed remorse.

#94

*Criminal Justice Psychology/  
Psychologie et justice pénale***THE USE OF EXPERT TESTIMONY TO COUNTER SEXUAL ASSAULT MYTH SUBSCRIPTION**

Ainslie M McDougall, University of New Brunswick; Jennifer Brown, University of Surrey

**BACKGROUND:** Conviction rates for sexual assaults are exceptionally low with as little as an estimated six percent of reported cases resulting in guilty verdicts (O'Brien, Mataggart & Harmon, 2006). The existence of rape myths can downplay sexual aggression that is committed by men against women and arguably perpetuates the exceptionally low conviction rates in rape trials. This study explored the degree to which expert testimony could influence juror attitudes and decision-making of guilt in sexual assault trials. **METHOD:** Using a mock trial design, expert testimony was used to counter sexual assault myths and examine the effect of this testimony on decision making in 183 mock jurors. The expert testimony included information on Rape Trauma Syndrome, reasons for delayed reporting, and the rate of false accusations. It was hypothesized that testimony regarding could aid in dispelling myths and more educated decisions would be made. **RESULTS AND IMPLICATIONS:** Results indicated that expert testimony did not significantly influence the decision making of juror with low or high rape myth endorsements. However, jurors endorsing high sexual assault myths were typically male, older and less educated than low myth endorsement jurors. The results indicate that the simple presentation of information does not provide enough persuasion to alter juror attitudes in sexual assault trials.

#95

*Criminal Justice Psychology/  
Psychologie et justice pénale***THE ROLE OF INATTENTION IN THE RELATIONSHIP BETWEEN MENTAL ILLNESS AND CRIME**

Heather Moulden, St. Joseph's Healthcare Hamilton; Na Zhu, McMaster University; Mini Mamak, St. Joseph's Healthcare Hamilton; Heather McNeely, St. Joseph's Healthcare Hamilton

The present study examines attention in a forensic population based on self-reported symptoms and a performance measure of inattention. Previous research has demonstrated a link between attentional problems and criminality in adults. In children, a diagnosis of Attention Deficit Hyperactivity Disorder is highly comorbid with Oppositional Defiant Disorder, and Conduct Disorder. The explanation for such a relationship is that people with symptoms of attentional problems have poor behavioural controls, and low tolerance for boredom and frustration. These symptoms increase risk for aggressive, antisocial, and criminal behaviour, and therefore risk of conviction. Given evidence of a relationship between these constructs in both a correctional (nonpsychiatric) population and in youth, we are interested in examining if a similar relationship exists between attentional problems and criminality in a sample of forensic mental health patients, and if such attentional problems are over and above what might be associated with symptoms of a psychotic disorder. Specific hypotheses include: 1) attentional problems will be observed in a sample of forensic mental health patients, 2) these problems will be related to criminality, and 3) problems with impulsivity will be uniquely observed in a sample of forensic patients compared to nonforensic patients.

#96

*Criminal Justice Psychology/  
Psychologie et justice pénale***UNDERSTANDING DYNAMIC RISK FACTORS IN THE CONTEXT OF TYPOLOGICAL MEMBERSHIP: DOES PSYCHOPATHY/ AGE OF ONSET INTO ANTISOCIAL BEHAVIOUR MODERATE THE SALIENCE OF DYNAMIC RISK FACTORS?**

Kathryn Perkins, Carleton University; Natalie J Jones, Carleton University; Shelley L Brown, Carleton University; Ed Zamble, Queen's University

Research examining offender typologies has typically done so as a means to more accurately understand offenders and to create adequate treatment programs. However, offender typologies may also be useful for increasing the overall accuracy of risk assessment, particularly if specific needs emerge for various offender typologies. Therefore, this study will examine offender typologies not only as a means to enhance treatment, but more importantly, to improve the accuracy of risk assessment. As such, the first

purpose is to determine whether or not the prevalence of dynamic risk factors (e.g., stress, criminal attitudes, substance abuse, etc.) vary as a function of typological membership in one of two typologies: 1) psychopathy and 2) point of onset into antisocial behaviour (e.g., early, adolescent or adult onset, informed by Moffitt's (1993) typology). The second purpose is to determine whether or not various offender typologies moderate the predictive validity of dynamic risk factors. The sample is comprised of 157 male offenders who were released from various federal institutions in Ontario. Survival and receiver operating characteristic (ROC) analyses will be conducted and discussed accordingly, followed by a thorough examination of the various implications of the study.

#97

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**PREDICTING INSTITUTIONAL AGGRESSION AND SECLUSION WITHIN A MEDIUM SECURE FORENSIC HOSPITAL USING THE PSYCHOPATHY CHECKLIST-REVISED (PCL-R) AND THE VIOLENCE RISK APPRAISAL GUIDE (VRAG)**

Brad Reimann, Whitby Mental Health Centre; David Nussbaum, Whitby Mental Health Centre; University of Toronto Scarborough

The current study investigated the ability of the Psychopathy Checklist – Revised (PCL-R) and Violence Risk Appraisal Guide (VRAG) to predict frequency and duration of seclusions on a medium-secure forensic unit. A retrospective file review of information since the time of admission was collected on a sample of the first 130 patients assessed with the PCL-R and VRAG. The utility of the risk assessments to predict recorded number of seclusions was considered over a period of two years, while duration of time in seclusion was calculated across total inpatient stay. The predictive accuracy and relationships among the predictor and outcome variables were evaluated using correlational analyses and regression procedures. PCL-R (Total, Factor 1, Factor 2) scores were significantly related to outcome variables. The PCL-R Factor 2 score was the most robust predictor of frequency of seclusions, while Factor 1 was most predictive of duration of seclusions. Despite the VRAG having the PCL-R as one of its static items, it failed to reach significance for all outcome variables. The PCL-R appears to show promise in predicting seclusions among adult mentally disordered offenders within 24 weeks of admission.

#98

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**FORENSIC INTERVIEWING IN CANADA: WHAT ARE POLICE OFFICERS DOING AND WHAT DO THEY WANT FROM RESEARCHERS?**

Kim Roberts, Wilfrid Laurier University; Sean C Cameron, Wilfrid Laurier University

Hundreds of academic studies on the competencies and limitations of eyewitnesses have been published, but few have sought input from front-line forensic interviewers. In the current study, a research agenda was established through collaboration between forensic interviewers in Canada and academics. Interviewers rated the usefulness of interview techniques and disclosed common challenges when interviewing. The results index the impact of academic research in the field. Interestingly, techniques that were effective in eliciting quality testimony in academic studies were not always used or considered useful by forensic interviewers. Key areas were identified to guide future research (e.g., techniques to question victims of multiple crimes, parental influence on children's testimony).

#99

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**CONFESSION EVIDENCE IN CANADA: PSYCHOLOGICAL ISSUES IN THE LEGAL CONTEXT**

Steven M. Smith, Saint Mary's University; Marc W Patry, Saint Mary's University; Veronica Stinson, Saint Mary's University

There is recognition within the Canadian legal system that there are circumstances where investigators might create a situation which extracts a false confession from a suspect (i.e., where an innocent suspect confesses to a crime they did not commit). Thus protections are built into the legal system to address such situations. Yet false confessions continue to occur, such as in the relatively recent Darrell Exner case in Saskatchewan, where three men ultimately confessed to a crime for which they were later exonerated (Smith, Patry & Stinson, 2008). Although it is difficult to determine how often false confessions occur, it is worth considering the extent to which the legal protections are effective and/or address all of the relevant psychological issues that might increase the likelihood of a false confession. Thus the purpose of this presentation is to summarize some recent legal cases relevant to confession evidence (e.g., R. v. Oickle, 2000; R. v. LTH, 2008; R. v. Mentuck, 2002; R. v. Spenser, 2007) and discuss the scientific evidence relevant to these cases (e.g., Kassin et al., 2005) relevant to them. Importantly, we will discuss the extent to which the relevant scientific evidence was considered in these recent legal decisions, as well as how psychological research and the legal system could be integrated further.

#100

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**WHAT DO PEOPLE REALLY THINK? AN IN-DEPTH ANALYSIS OF PUBLIC ATTITUDES TOWARD THE CRIMINAL JUSTICE SYSTEM**

Carrie L. Tanasichuk, University of Saskatchewan; J Stephen Wormith, University of Saskatchewan

Research in the field of public attitudes toward the justice system is important, as policy makers frequently cite public outcry as justification for sentencing policy reform, such as various "get tough" initiatives. This is problematic, as there are methodological issues associated with this research. Many studies examining these attitudes have utilized methodology wherein participants are asked broad questions about their views on the justice system in general, without delving into the rationale or specifics. As such, the purpose of the current study is to provide a more thorough understanding of justice attitudes and opinions. Study 1 will provide a quantitative summary of these attitudes. However, aside from asking typical justice attitude survey questions, the study will

also include past experiences, media exposure, and knowledge of the Canadian legal system. In order to achieve a truly in-depth understanding, Study 2 will utilize qualitative focus groups. The focus group questions will concentrate on how these attitudes are formed, where they obtain information regarding the justice system, whether or not they view the justice system positively, and whether or not participants have differing opinions of the multiple facets of the system. It is anticipated that these two studies will provide a uniquely detailed understanding of criminal justice attitudes and opinions.

**#101**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**OFFENDING FREQUENCY & THE VALIDITY OF THE DISTINCTION BETWEEN INSTRUMENTAL AND REACTIVE VIOLENCE**

Jennifer Tapscott, University of Western Ontario; Peter N S Hoaken, University of Western Ontario

The objective of this study was to test the validity of differentiating between theoretically distinct types of violence: reactive violence and instrumental violence. Past research has suggested that reactive and instrumental offenders can be distinguished from one another by a number of variables, but much of it has been compromised by having ignored frequency of offending. This oversight is problematic in light of studies finding that frequent, violent offenders cannot be distinguished from frequent, nonviolent offenders on the basis of developmental or family variables. If reactive and instrumental violence are differentially related to offending frequency, the differences previously found to exist between offenders classified as instrumental and those classified as reactive may be an artifact of not having controlled for offending frequency. The files of 80 offenders from a medium-security prison were reviewed to determine the number and severity of nonviolent, reactive violent, and instrumental violent prior convictions. Analyses suggest that frequency of non-violent offending is unrelated to the frequency of either type of violence and that frequencies of reactive and instrumental violence are inversely related. These findings provide support for the reactive-instrumental distinction and are discussed as they relate to theories of criminal versatility and specialization.

**#102**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**WEAPON USE IN HOMICIDES AS A FUNCTION OF CRIME AND PERPETRATOR CHARACTERISTICS**

Leanne ten Brinke, University of British Columbia; Stephen Porter, University of British Columbia

Upon arriving at the scene of a homicide, investigators can often determine the type of weapon used, practical information that may assist them in the search for the perpetrator. We hypothesized that weapon use would be related to specific crime and perpetrator characteristics. Specifically, it was predicted that weapons requiring close physical contact with the victim (hands, arms, legs, knife) would be positively associated primary instrumental motives, in which the victim was murdered with the intent of inflicting harm on that person. Further, it was expected that psychopathic offenders would show a greater propensity for weapons requiring close contact with their victims. Crime, perpetrator and victim characteristics were coded from the official file information of 125 homicide offenders from two Canadian federal penitentiaries. Weapons requiring close physical contact with the victim were employed more often by psychopathic offenders and in homicides motivated by revenge or sex. In contrast, the use of a gun was negatively correlated with psychopathy scores among perpetrators. The findings indicate that weapon choice is associated with distinctive crime dynamics which may aid in homicide investigations.

**#103**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**PSYCHOPATHY, INTELLIGENCE, AND RECIDIVISM**

Marisha Wagner, University of Saskatchewan; Mark Olver, University of Saskatchewan

The IQ crime link has been well established, as has the relation between intelligence (namely low verbal IQ) and recidivism. Moreover, original Clecklian conceptions of psychopathy portrayed these individuals as being highly intelligent. Although subsequent research has generally not supported this proposition, when psychopathy has been examined at the facet level some research (Vitacco et al., 2008) has found positive relationships between the interpersonal facet and IQ. Other lines of research have also found that psychopathic offenders with low IQ are also more likely to recidivate (Beggs & Grace, 2008). The present study examines the relationship of the individual facets of psychopathy (interpersonal, emotional, behavioral, antisocial) to intelligence as measured by the Wechsler scales in a heterogeneous sample of federally incarcerated offenders. Data are also presented examining a possible interaction between psychopathy, intelligence, and recidivism. Implications about the role of intelligence as a possible protective factor in mitigating risk for recidivism, especially among psychopathic offenders, are discussed.

**#104**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**PSYCHOPATHIC TRAITS AND ACCURACY IN VICTIM SELECTION**

Sarah Wheeler, Brock University

The present study examined whether psychopathic traits enable accurate victim selection. Book, Quinsey, and Langford (2007) found that psychopathy was associated with increased accuracy in assessing vulnerability in dyadic conversations, and Grayson and Stein (1981) established that vulnerability could be assessed by observing targets walking. The purpose of the current study was to determine whether individuals scoring higher on psychopathy would be better able to judge victimizability after viewing short clips of targets walking. We asked 46 university males to view 12 short video clips of targets walking. Afterwards, observers provided a vulnerability estimate for each target, and completed the Self-Report Psychopathy Scale: Version III. Findings indicate that higher levels of psychopathy associated with greater accuracy in assessing targets vulnerability to victimization. Implications for prevention of victimization will be discussed.

## #105

*Criminal Justice Psychology/  
Psychologie et justice pénale***EVIDENCE FOR THE CROSS-CULTURAL VALIDITY OF THE LEVEL OF SERVICE INVENTORY – ONTARIO REVISION (LSI-OR) IN FEMALE OFFENDERS: RISK/NEED CLASSIFICATION AND RECIDIVISM RATES**Kevin Williams, Multi-Health Systems, Inc.; Albert Brews, Ontario Ministry of Community Safety and Correctional Services; Lina Guzzo, Ontario Ministry of Community Safety and Correctional Services; J Stephen Wormith, University of Saskatchewan; James Bonta, Public Safety Canada

Empirical study of risk/need assessment instruments in demographic minority groups remains a critical topic to researchers in various academic, correctional, and public safety sectors. The Level of Service (LS) series of risk/need/responsivity (RNR) assessments, validated over the course of decades on thousands of offenders, represents ideal instruments for such research. We examined the cross-cultural validity of the Level of Service Inventory – Ontario Revision (LSI-OR) in a sample of 2,852 Canadian female offenders. Differences between White (N = 1,760) and non-White (N = 1,092) offenders in classification rates of the five LSI-OR risk/need levels (Very Low, Low, Medium, High, Very High) showed effect sizes bordering on null. Similar effects were demonstrated after re-categorizing offenders into White, Black (N = 213), and Aboriginal (N = 293) ethnic groups. ANOVA results demonstrated no interaction between White/non-White ethnicity and risk/need classification in predicting either one-year or two-year recidivism. That is, LSI-OR classification predicted recidivism equally for White and non-White female offenders. Overall these results suggest that, although ethnic considerations may be useful in informing responsivity, rehabilitation, and case management of offenders, they do not affect risk/need classification or predictive validity of the LSI-OR in females.

## #106

*Criminal Justice Psychology/  
Psychologie et justice pénale***THE ELICITATION OF GENUINE AND FEIGNED EMOTIONAL EXPRESSIONS**Kevin Wilson, Dalhousie University; Heather Schellinck, Dalhousie University

Credibility assessment has become a popular societal issue, with a substantial base of research being established over the past several decades for the purpose of identifying valid cues for detecting deception. Recently, the field of deception detection has looked to the face for the establishment of these cues; however, research in this area has suffered from numerous methodological shortcomings, including a failure to elicit spontaneous facial expressions of emotion and to treat spontaneous and posed facial expressions as being interchangeable. We conducted two experiments to first test the impact of these methodological issues and then attempt to correct them. In the first experiment, we intend to use stimuli from earlier research to attempt to elicit spontaneous genuine expressions of happiness and fear. We predict that this attempt will fail. In our second experiment, we will use similar stimuli, but will add an auditory component, thereby increasing realism. We hypothesize that this will allow for the generation of spontaneous facial behaviours, and that this will create a pattern of findings which are qualitatively different from that of existing research.

## #107

*Psychology in the Military/  
Psychologie du  
milieu militaire***GENDER DIFFERENCES IN CANADIAN AIR CADET GLIDER ACCIDENTS: SOCIAL-PSYCHOLOGICAL AND ORGANIZATIONAL FACTORS**Angela R Febraro, Defence Research and Development Canada - Toronto; Ritu M Gill, Defence Research and Development Canada - Toronto; Tara Holton, Defence Research and Development Canada -Toronto

Director of Flight Safety records suggest that females are over-represented in Canadian air cadet glider accidents. Such data contradict general aviation accident records that show no gender differences in accident rates (McFadden, 1996). Other research is mixed: compared to males, female flight students tend to have fewer fatal accidents, but tend to be slower to gain confidence (Sitler, 2004). Research also suggests that commercial aviation is dominated by a “masculine” culture, leading to feelings of pressure among females to perform, and negative attitudes towards female aviators (Davey, 2004). This study explored social-psychological and organizational factors that may explain gender differences in Canadian air cadet glider accidents. Analyses of 19 accidents (1997-2007) indicate that those involving only females are attributable to decision error, whereas those involving only males are attributable to over-confidence and a culture of non-compliance. Interviews with 28 air cadets and glider instructors, male and female, suggest that gender-related differences in the provision of feedback, and the effects of low self-confidence on decision-making among females, may help explain the over-representation of females in accidents. Recommendations are made toward understanding gender diversity in the glider community, developing more effective training, and preventing accidents.

## #108

*Psychology in the Military/  
Psychologie du  
milieu militaire***SEXUAL HARASSMENT IN THE CANADIAN FORCES COMBAT ARMS**Ritu Gill, Defence Research and Development Canada - Toronto; Angela R Febraro, Defence Research and Development Canada - Toronto

Recent reviews of sexual harassment in military organizations indicates a decrease in sexual harassment self-reports, which may be attributed to several factors including zero-tolerance policy and committed senior management to reduce harassment; however, a decrease in harassment reports may also be attributed to fear of losing one’s job or believing that the formal complaint process will be counterproductive. This study examined experiences of sexual harassment among women in the Canadian Regular Force combat arms and the potential implications of harassment, if any, on job-related operations in the military. Twenty-six interviews were conducted with women employed in the Canadian Regular Force combat arms (e.g., infantry, armoured, artillery, combat engineer). Analysis of the 26 interviews indicates that 6 non-commissioned female members did not feel safe reporting harassment and believed that when harassment is reported it would be dismissed. Results suggest that, while overall, there has been a decline in self-reports of sexual harassment in military organizations, in this study, although women may have experienced harassment,

they were not inclined to report it due to safety issues. The potential implications of these results on job-related operations suggest the possibility of lower productivity and organizational commitment among women who experience harassment.

**#109**

*Psychology in the Military/  
Psychologie du  
milieu militaire*

**FACTORS THAT HELP AND HINDER THE ROMANTIC RELATIONSHIP BETWEEN VETERANS AND THEIR WIVES: THE WIVES' PERSPECTIVE**

Chiara Papile, University of Victoria

A recent Canada-wide survey aimed at uncovering the experience of spouses caring for disabled veterans resulted in alarming findings: the spouses appeared to be at an extremely high risk for poor health, social, and financial outcomes (Fast, Yacyshyn, & Keating, 2007). While these women are busy looking after their wounded veteran, they are often experiencing psychological problems, stress, and difficulties in their marital relationship, ultimately decreasing their quality of life. This study has highlighted what few others have thought to investigate: the consequences of the nature of veterans' employment are very likely to impact those closest to them, namely, their romantic partners. My research continues advancing knowledge in this much-neglected area, focusing on the romantic relationship between veterans and their spouses. Specifically, I am exploring the woman's experience of being in a relationship with a veteran. Factors that help and hinder this relationship are explored, using the critical incident technique in semi-structured interviews. Data themes are developed to capture events expressed by women as having a significant impact on their relationship, including caregiving duties, communication difficulties, and financial struggles. Results are discussed in light of counselling implications, gender issues, and population-specific resources.

**#110**

*Psychology in the Military/  
Psychologie du  
milieu militaire*

**MAKING IT ON CIVVY STREET: A WEB-BASED SURVEY OF CANADIAN VETERANS IN TRANSITION**

Chiara Papile, University of Victoria; Timothy Black, University of Victoria

After the guns have stopped, after the explosions have died down, what happens back home? The transition from military to civilian life can impact physical and psychological health, substance use, family dynamics, and identity issues, among other areas (e.g., Westwood, Black, & McLean, 2002). This study presents the results of a non-governmental study focusing on Canadian Forces (CF) veterans and their experiences of transition from the Canadian military back into civilian society (N = 197). Veterans' subjective experiences of their transition are investigated, including: the degree of difficulty of the transition, help-seeking behaviours, issues struggled with upon release, and perceived appreciation by Canadian society for their role in the CF. Results indicate that this transition can be extremely challenging, with over half of respondents (57%) describing their transition experiences as being at least "fairly difficult". Common struggles include friendships (34%) and family (16%), as well as alcohol (7%), and health (6%). The majority of veterans (70%) sought help for their issues, and most of these elected to attend counselling (29%). Overall, a fair number of veterans (28%) indicated that a more accepting attitude of military life from Canadian society would have facilitated their transition. Results are discussed in light of counselling implications and resources needed.

**#111**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**INITIATION PRÉCOCE AUX PSYCHOTROPES CHEZ LES ENFANTS INNUS DU QUÉBEC : DES ENFANTS SE RACONTENT**

Krystel Boisvert, Université de Sherbrooke; Myriam Laventure, Université de Sherbrooke; Julie-Christine Cotton, Université de Sherbrooke

Les enfants habitant dans des communautés autochtones apparaissent particulièrement vulnérables à l'expérimentation de substances psychoactives avant la puberté. Cette présentation vise à documenter la nature de la consommation, le processus et les raisons d'initiation précoce aux psychotropes chez des enfants, garçons et filles, vivant dans une communauté Innue du Québec. Sept des huit communautés Innues de la province ayant une école primaire sur leur territoire ont accepté de participer à la collecte de données, l'échantillon est donc composé de 170 élèves dont 78 filles, âgés en moyenne de 10,7 ans. Les résultats démontrent que 66,5% des enfants rencontrés ont déjà fumé la cigarette, 47,2% ont bu de l'alcool et 38,6% ont fait usage de cannabis. Ces enfants se sont initiés, en moyenne, à l'âge de 8,8 ans à la cigarette et à 9,6 ans à l'alcool et au cannabis. De façon générale, les enfants Innus expliquent leur initiation aux psychotropes par la curiosité, l'accessibilité des substances, l'effet d'entraînement entre pairs, la recherche de plaisir et l'oisiveté. De plus, comme très peu d'entre eux vivent un sentiment de culpabilité face à cette expérience marginale, ils semblent prédisposés à la répéter. Ces résultats seront discutés dans une optique de dépistage et de prévention.

**#112**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**THE ROLE OF STRENGTHS IN ADOLESCENT SUBSTANCE ABUSE TREATMENT**

James N R Brazeau, Centre of Excellence for Children and Adolescents with Special Needs; Edward P Rawana, Centre of Excellence for Children and Adolescents with Special Needs; Jessica L Franks, Centre of Excellence for Children and Adolescents with Special Needs; Missy L Teatero, Centre of Excellence for Children and Adolescents with Special Needs; Keith Brownlee, Centre of Excellence for Children and Adolescents with Special Needs

The positive psychology movement has become increasingly prominent in clinical work in the past decade (Duckworth, Steen, & Seligman, 2005). This reflects a paradigm shift that emphasizes the strengths of the individual and goes beyond curing disorders to promoting optimal functioning. These strengths, the positive characteristics and competencies of each individual, can be integrated into treatments to enhance clinical outcomes (Duckworth et al., 2005). However, additional evidence for this treatment modality is required, especially with adolescent populations. The current study examined associations between strengths and treatment outcomes for adolescents who attended a strength-based residential substance abuse treatment program in Thunder Bay,

Ontario. The Youth Attitudinal Shift Scale, the Modified Strength Checklist for Adolescents, and treatment summary and discharge reports were examined. Our results indicate that following treatment significant positive changes in attitudes were obvious across several domains. Furthermore, we identified several significant associations between specific strengths and outcome measures. This study provides additional evidence for the merit of strength-based interventions as they apply to adolescent substance abuse.

**#113**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**INITIATION AUX PSYCHOTROPES CHEZ LES ENFANTS INNUS DU QUÉBEC :  
PORTRAIT D'UNE SITUATION PRÉOCCUPANTE**

Julie-Christine Cotton, Université de Sherbrooke; Myriam Laventure, Université de Sherbrooke

Pour certains enfants, l'expérimentation de psychotropes (nicotine, alcool, drogues) survient bien avant la puberté. Les jeunes autochtones du Québec représentent un groupe particulièrement à risque de présenter une initiation précoce aux psychotropes. Cette présentation vise à (1) tracer un portrait exhaustif de la consommation d'enfants Innus (9-12 ans) vivant dans une communauté et (2) identifier les facteurs personnels, familiaux et sociaux associés à la gravité de leur consommation. Pour ce faire, 170 enfants (âge moyen = 10,6 ans) provenant de sept des huit communautés Innues du Québec ont été rencontrés au printemps 2008. Les résultats indiquent, entre autres, que 29% des enfants rapportent n'avoir jamais consommé de psychotropes, 41% rapportent en consommer de façon exploratoire et 30% reconnaissent avoir une consommation régulière, voire pour certains problématique. De plus, les enfants qui rapportent une consommation plus sévère, rapportent également une plus faible estime de soi, davantage de conduites antisociales, un plus grand nombre d'amis consommateur et une meilleure accessibilité aux différentes substances. À la lumière de ces résultats, la planification d'interventions (préventive ou curative) en toxicomanie auprès de ces enfants se doit d'être spécifique à la gravité de leur consommation, mais également aux caractéristiques qui y sont associées.

**#114**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**FACTORS RELATING TO PROBLEM DRINKING IN UNIVERSITY STUDENTS**

Stephanie Deveau, University of Guelph; Michael Grand, University of Guelph; David Stanley, University of Guelph

University administrators across Canada have noted an increase in problematic and binge alcoholic consumption amongst their students. The current study assessed a number of potential factors that might contribute to such excess. A sample of 1,074 university students was drawn from the University of Guelph, Memorial University, the Mississauga and St. George Campuses of the University of Toronto, Wilfred Laurier University, and York University. Students completed a web-based survey at six time points, beginning in August of 2004, the summer prior to the students' first year of university, and at five additional time points throughout the first four years of university. By March 2008, a total of 323 students remained in the sample. Results indicate that students' inefficient time management, successful social-emotional adjustment to university, and the number of people students lived with were all associated with higher rates of drinking over their first four years of university. However, the strongest predictor of university drinking was high school drinking behavior. This remained the single best predictor even in the fourth year of university. These results have important implications for drinking intervention programs and students' success in adapting to the demands of university life.

**#115**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**CAN WE PREDICT STABLE DOSE OF OPIATE ADDICTS THAT ARE CANDIDATE FOR METHADONE MAINTENANCE TREATMENT ON NEXT MONTHS, BASED ON OUR FIRST VISIT ASSESSMENT?**

Hanie Edalati Esmailzadeh, Mehrdad Addiction Treatment Center, Iranian State Welfare Organization

Although evidence on the effectiveness of methadone maintenance to decrease drug abuse has been well established (Johnson & et al, 2003), dropping out is a common problem after treatment entry (Hertnez & Witzner, 2000). The aim of this study was to find the factors which can predict stable doses, before starting the Methadone Maintenance Treatment. 150 opium abusers, who had fulfilled the DSM- IV addiction criteria, were assessed by Demographic form, drug history, Addiction Severity Index (ASI), subjective craving, and Opiate Withdrawal Symptoms Checklist before getting involved in Methadone Maintenance Treatment. We compared these primary data with their stable doses after third months of the Methadone Maintenance Treatment. Results indicated that methadone doses in third months of treatment, significantly were correlated with higher scores in drug component in ASI, subjective craving, abusing sedative drugs, and injection history. Findings suggest that some demographic and clinical characteristics can be important predictors of stable doses which has important implications for treatment planning. Despite evidence shows that higher doses are more effective for most patients, doses need to be determined on an individual basis.

**#116**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**TRAJECTOIRES DES TROUBLES INTÉRIORISÉS À L'ADOLESCENCE :  
INFLUENCE DE LA CONSOMMATION DE PSYCHOTROPES**

Roland Haris, Université de Sherbrooke; Myriam Laventure, Université de Sherbrooke

À l'adolescence, la dépression et l'anxiété peuvent avoir de graves conséquences sur le développement personnel et social : difficultés scolaire, isolement, idéations suicidaires (Marcotte, 2000). Les risques associés aux troubles intérieurs sont d'autant sévères qu'ils s'accompagnent, dans certains cas, d'une consommation de psychotropes (Clark et Neighbors, 1996). L'objet de la présente étude vise à déterminer, auprès de jeunes adolescents présentant des troubles intérieurs, si la consommation de psychotropes est associée à la persistance de ces troubles 24 mois plus tard. L'échantillon est composé de 47 adolescents (29 filles). Les troubles intérieurs ont été diagnostiqués à l'aide du Diagnostic Interview Schedule for Children (Shaffer et al., 1993) et la



consommation de psychotropes évaluée avec l'Indice de Gravité d'une Toxicomanie pour adolescents (Germain et al., 1998). Les résultats suggèrent que la persistance des troubles intériorisés, 24 mois plus tard, est prédite par la présence de troubles extériorisés au premier temps de mesure et par l'augmentation de la consommation de drogues du T1 au T2. De plus, il se dessine une tendance liant la persistance du trouble intériorisé à la consommation de substances déprimeurs du système nerveux central. Les résultats obtenus seront discutés dans une perspective d'intervention.

**#117**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**ALCOHOL EXPECTANCIES INTERACT WITH IMPULSIVITY IN PREDICTING UNIVERSITY STUDENT DRINKING**

Season C Johnson, University of British Columbia; Scott R Carlson, University of British Columbia

Alcohol related problems continue to be prominent in Canadian universities. The personality trait impulsivity is associated with higher alcohol consumption but the strength of this relationship might vary depending on anticipated benefits of drinking. Individuals higher on impulsivity tend to act without regard for the consequences of their behaviour in the presence of potentially reinforcing stimuli. It seems reasonable that impulsivity may be even more strongly associated with alcohol use for individuals with the expectancy that drinking will result in a rewarding outcome. Positive expectancies about alcohol consumption may interact with impulsivity to influence the amount of alcohol consumed. The purpose of this study was to examine the relationship between impulsivity and alcohol use as moderated by alcohol expectancies. Two hundred and ninety-four undergraduate students completed questionnaires regarding impulsivity, alcohol expectancies, and their use of alcohol. A significant interaction was found between impulsivity and positive expectancies in predicting alcohol consumption levels. Undergraduates higher on impulsivity who anticipated positive outcomes from drinking consumed more alcohol. However, individuals higher on impulsivity who had lower positive alcohol expectancies drank less.

**#118**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**THERAPEUTIC AND CONTEXTUAL CHALLENGES TO COUNSELLING CLIENTS MANDATED BY THE CRIMINAL JUSTICE AND CHILD WELFARE SYSTEMS**

Lucy McCullough, University of British Columbia; Trica McDiarmid, University of British Columbia

Compulsory counselling required by the criminal justice system and child welfare authorities for substance use issues is increasing the role of psychological services in how our society deals with substance-involved criminal offenders and parents. In particular, First Nations mothers are over-represented among parents mandated for addictions counselling, and there are more First Nations children in care than at any point in history. In this presentation, a qualitative study on counsellors' experiences working with mandated clients and its application to British Columbia's First Nations child welfare setting is presented. Semi-structured interviews with twelve counsellors working in mental health, women-centred and child & family service centres in Toronto and Vancouver were conducted and analyzed through an iterative editing process for re-occurring content and themes. The counsellors described issues they face around client motivation, confidentiality, the therapeutic alliance, and navigating professional relationships within the referral system at large. The specific findings that emerged from the counsellors narratives will be presented and explored in relation to the unique context of First Nations child welfare. Recommendations for practice and research in substance use counselling with mandated and First Nations clients will be suggested.

**#119**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**THE RELATIONSHIP OF NEGATIVE AFFECT, COPING, AND ALCOHOL EXPECTANCIES TO BINGE DRINKING IN UNIVERSITY STUDENTS**

Jessica M McLachlan, University of Calgary; Shawn Currie, University of Calgary

Binge drinking has been identified as the number one substance abuse problem and the primary source of preventable morbidity and mortality for university students. Although the demographic and lifestyle factors associated with binge drinking are well documented, research may be better suited to intervention development if it focuses on psychological factors. This study examines the combined ability of negative affect, avoidant coping, and alcohol expectancies to predict frequency of binge drinking in University of Calgary undergraduate students (N = 156). Although each of these variables predicts binge drinking, we hypothesized that when considered together the proposed psychological profile (i.e., one based on the combined consideration of the degree of negative affect, avoidant coping, and tension reduction expectancies) would increase the ability to predict binge drinking behaviour. Findings from the present study can contribute to understanding the mechanism of binge drinking behaviour. Findings may also contribute to the development of appropriate and accurate models of addiction and binge drinking prevention.

**#120**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**DEVELOPMENT AND VALIDATION OF A SCALE MEASURING ATTITUDES TOWARD NON-DRINKERS**

Daniel Regan, National university of Ireland, Galway; Todd G Morrison, National University of Ireland, Galway

Abstract The idea that individuals drink alcohol to fit in with their peers has been investigated by many researchers. However, the related concept that consumption of alcohol may serve as a means of avoiding the social costs associated with being a non-drinker has received little attention. Three studies (Ns = 104, 259, 159) are outlined which detail the construction and preliminary validation of the Regan Non-drinker Attitudes Questionnaire (RNDAQ). Results indicated that scale score reliability for the RNDAQ was good ( $\alpha$ s range from .82 to .89) with exploratory and confirmatory factor analyses suggesting that the scale possesses a unidimensional factor structure. Importantly, scores on the RNDAQ emerged as a stronger predictor of self-reported yearly alcohol consumption and binge-drinking than indicators commonly assessed in alcohol use and abuse research in adolescents and young adults (e.g., peer pressure). Limitations of these studies and directions for future research are outlined.

**#121***Substance Abuse/  
Dependence/  
Toxicomanies***IMMIGRANTS AND THEIR USE OF MAINSTREAM ALCOHOL AND DRUG SERVICES**Hajera Rostam, University of British Columbia

Canadian research is lacking on the prevalence and severity of substance use problems in immigrant groups as well as their use of formal addiction services. Canada has a rich cultural diversity, with over 18% of its population born outside of the country. However, there is paucity of Canadian studies that have taken into account how immigrants' cultural values and practices may contribute to the process addiction service utilization. Though initially a healthy immigrant effect has been observed for newly arrived immigrants to Canada, research suggests that during the first 10 to 24 months after arrival, immigrants may be at a higher risk for developing mental health and addiction problems, given the acculturation stress. A small body of Canadian research has found that immigrant groups in general are less likely to use mental health services than those born in Canada. It remains unexplored as to whether such pronounced under-utilization indicates protective factors leading to better mental health outcomes, or untreated mental health problems. In this symposium, in light of my doctoral research I will explore how immigrants' unique needs (e.g., language difficulties, acculturation stress, interactions with professionals lacking cultural competency, and lack of specialized treatment models) are considered when immigrants use formal and mainstream alcohol and drug services.

**#122***Substance Abuse/  
Dependence/  
Toxicomanies***TELL ME IF YOU DRINK AND I'LL TELL YOU WHERE YOU WILL LOOK: SELECTIVE ATTENTION IN ALCOHOL CONSUMPTION**Annie Roy-Charland, Université Laurentienne; Véronique Baril, Université Laurentienne; Krystle-Lee Turgeon, Université Laurentienne

Selective attention bias occurs when attentional processes consistently favour one type of stimuli in the environment to the exclusion of other relevant cues. This bias is proposed as a key factor in alcohol problems. Research provided support for this bias by using implicit measures (e.g. Stroop task) that provide indexes of relatively automatic cognitive processes for which outcomes are not controlled by the participant. Results have consistently shown that heavy drinkers selectively attend to alcohol-related stimuli (e.g., heavy drinkers respond slower to alcohol-related words in the Stroop task than light drinkers). Unfortunately, all these tasks are relatively artificial and might not provide insight on attentional mechanisms that occur in naturalistic situations. This issue is addressed by exploring attention processes with eye movement measures without the artificial demands of a super-imposed task. Eye movements are recorded while participants are shown complex scenes containing objects related to the alcohol consumption (e.g., bar scenes). Amongst other interesting measures, latencies are recorded to the first fixation on selected zones of the pictures containing addiction-relevant objects (e.g., beer bottles) as well as the proportion of time spent on such objects. The measures are compared for participants according to their alcohol consumption (heavy vs. light).

**#123***Substance Abuse/  
Dependence/  
Toxicomanies***EVALUATION OF A PARENT-BASED INTERVENTION FOR REDUCING EXCESSIVE ALCOHOL USE AND RELATED HARMS AMONG UNIVERSITY STUDENTS**Paweena Sukhawathanakul, University of Victoria; Bonnie J Leadbeater, University of Victoria

The present study evaluated the efficacy of a parent-based intervention to increase parent communication and reduce excessive drinking and related negative consequences by students during their first year of university. The intervention, based on the research of Turrissi et al. (2001), was implemented on a sample of incoming first year students (N = 226) from a western Canadian university. Examination of the spring follow-up data revealed that the parent-based intervention was effective in increasing the overall quality of parental communications compared to students from the previous year (N2 = 334). Parental communications for students in the experimental cohort were positively associated with protective behaviors and more negatively associated with drunkenness attitudes and negative normative beliefs about alcohol than students in the control cohort. Further, students' beliefs about alcohol in relation to negative norms and expectations mediated the relation between quality of parent communications on the legal and social topics of alcohol and protective drinking behaviors. Implications for future strategies for utilizing parent communications as a form of alcohol intervention among university students are also discussed.

**#124***Substance Abuse/  
Dependence/  
Toxicomanies***ARE ANONYMOUS SELF-REPORTS OF ALCOHOL, MOTIVES FOR USE, AND HARMS FROM USE VALID?**Jennifer Thake, Carleton University; Chris Davis, Carleton University; Natalie Vilhena, Carleton University

Are anonymous self-reports of alcohol, motives for use, and harms from use valid? We examine this issue by assessing the extent to which these self-reports correlate with established measures of impression management and self-deception in a sample of 385 (65% female) first year university students. The results reveal significant negative correlations between impression management (IM) and total and individual item scores on the Alcohol Use Disorder Test (AUDIT), including frequency, quantity, indicators of risky use (e.g., inability to remember), motives for use, as well as the number of alcohol-related harms in all 9 life domains assessed, suggesting underreporting. IM was unrelated to very recent use (yesterday, day before), but increased as reports become more retrospective. Sex differences were found, such that IM was negatively related to frequency for men (but not women), and quantity for women (but not men). In contrast to results for IM, significant correlations of self-deception with use and harms were rare and of smaller magnitude. In sum, reports of alcohol use are consistently related to IM tendencies, especially when using increasingly retrospective reports. We discuss implications of this finding and suggest future experimental research to minimize reporting biases.

**#125***Substance Abuse/  
Dependence/  
Toxicomanies***ALCOHOL AND CANNABIS USE ON CAMPUS: WHY, HOW MUCH, AND WITH WHAT?**Natalie Vilhena, Carleton University; Jennifer Thake, Carleton University; Chris Davis, Carleton University

University students have a reputation for using alcohol and cannabis at risky levels. In this study, we assess the roles that motives for drinking alcohol and using cannabis have on consumption levels and self-reported harms from use in a sample of 385 first year university students (65% female). In particular, we test whether: 1) motives for using alcohol extend to motives for using cannabis (among those using both substances); 2) coping and enhancement motives for both alcohol and cannabis use are predictive of harms related to use; and 3) whether consumption mediates the relationship between motives and harms related to use. Results indicate that 1) motives for alcohol and cannabis use are moderately to highly correlated ( $r_s = .36-.56$ ); 2) using either alcohol or cannabis to enhance mood or to cope predicts more self-reported harms, and 3) the relationships between enhancement and coping motives and self-reported harms are partially mediated by consumption of alcohol, but not cannabis.

**#126***Traumatic Stress/  
Stress traumatique***SOCIAL SUPPORT AND COPING PROCESSES AS PREDICTORS OF PTSD SYMPTOMS IN A CLINICAL SAMPLE**Dominic Beaulieu-Prévost, Centre de Recherche Fernand-Seguin

Many studies show that social support and coping processes are related to the intensity of PTSD symptoms but the processes underlying these relations are still unclear. This study aims at investigating these processes. Participants were 96 civilians with PTSD. They were screened for psychiatric disorders and given questionnaires about perceived social support, coping processes and PTSD symptoms. Results showed that the effects of perceived social support ( $r^2 = 4.1\%$  to  $7.9\%$ ,  $p < 0.05$ ) and coping processes ( $r^2 = 15.9\%$  to  $16.5\%$ ,  $p < 0.001$ ) were independent, which suggests a direct effect of social support on PTSD symptoms. Negative support showed a greater impact on symptoms than positive support. Our findings show the clinical importance of understanding the negative support that PTSD patients perceive from their most significant relationship as a direct contributor to the development and/or maintenance of the symptoms. In addition, the results suggest that, in some situations, the treatment of PTSD might benefit from an intervention targeting the dyadic relationship to address the negative elements of their interactions. The theoretical implications of the study will also be discussed for the etiological model of PTSD presented by Joseph et al. (1997).

**#128***Traumatic Stress/  
Stress traumatique***THE PSYCHOLOGICAL EFFECTS OF MEDIA COVERAGE ON CRIME VICTIMS**Nina Marie Fusco, Université de Montréal; Michel Sabourin, Université de Montréal

The psychological effects of crime on victims have been greatly investigated through studies examining the occurrence of post-traumatic stress disorder (PTSD) and its relation to crime. A recent study found that crime victims who showed more severe PTSD symptoms were more likely to view the news coverage of their crime as negative (Maercker and Mehr, 2006). Studies have revealed that re-experiencing a trauma (re-traumatisation) evokes a robust emotional reaction. Re-experiencing the trauma through in vivo and imaginary exposure to reminders of the trauma as part of a treatment process has been shown to be therapeutic. In contrast, re-exposure that occurs from encountering a media report about a crime that was committed against oneself can be unanticipated, unpredictable, inaccurate and unaccompanied by outside psychological support. Media exposure may therefore occur through a re-traumatisation mechanism, whereby victims experience various manifestations of PTSD after re-experiencing their crime. In order to explore the psychological stress associated with being re-traumatized by a news report, participants were recruited from Crime Victims' Assistance Centres in Quebec. Using a narrative technique, crime victims were interviewed and also completed the Impact of Events Scale Revised and the State-Trait Anxiety Inventory. The results of these interviews will be presented.

**#129***Traumatic Stress/  
Stress traumatique***THE ROLE OF SOCIAL SUPPORT IN PTSD: WHAT DO WE GAIN FROM OBSERVATIONAL DATA?**Maria Goldfarb, Université du Québec à Montréal

Extensive research has shown that social support is significantly related to the intensity of PTSD symptoms. Most studies have used reported measures of social support. Though these instruments have good psychometric properties, they assess only the perception of social support and not the actual social interactions. In an attempt to overcome the potential bias of a self-reported measure, this study aims at exploring an observational measure of social support, the Social Support Interaction Global Coding System. The aspects of observed social support that are associated with PTSD symptom intensity and the utility of the instrument, compared to that of a reported measure of social support, were evaluated. Participants were 46 civilians with PTSD and their spouses. Multiple regression analyses showed that observed social support is associated with PTSD symptom severity and that it explains a significant amount of variance ( $r^2 = 26.7\%$ ,  $p < .001$ ) while the reported measure of social support is not. Moreover, PTSD symptom intensity was associated to both observed positive support ( $\beta_{st} = -.37$ ,  $p < .01$ ) and observed negative support ( $\beta_{st} = -.36$ ,  $p < .01$ ). Oddly, a low level of negative support was associated with higher PTSD symptom intensity ( $r = -.36$ ,  $p < .01$ ). The clinical and research implications of these results will be discussed.

**#130**

*Traumatic Stress/  
Stress traumatique*

**THE BALANCING ACT: SIMULTANEOUSLY MEETING THE NEEDS OF FIRST RESPONDERS AND EMERGENCY SERVICE ORGANIZATIONS**

Lori K Gray, Windsor-Essex Emergency Medical Services; Dennis L Jackson, University of Windsor

First responders are at risk for developing psychological symptoms because of the frequency and severity of trauma that they may endure while on the job. Accordingly, psychological interventions for first responders are geared towards the prevention or reduction of psychological symptomatology and increasingly, the maintenance or enhancement of resiliency. Whereas the benefits for frontline workers are readily apparent, the benefits for emergency service organizations may be more difficult to quantify. This discrepancy has the potential to negatively impact resource allocation for mental health services as well as organizational support for these services. Data will be presented from a sample of Canadian emergency responders, which details the relationship between traumatic stress and variables associated with employee retention and costs incurred by organizations.

**#131**

*Traumatic Stress/  
Stress traumatique*

**CHANGES IN NARRATIVE QUALITY PRE- AND POST-EMOTION FOCUSED THERAPY FOR CHILDHOOD ABUSE TRAUMA**

Elisabeth Kunzle, University of Windsor; Sandra C Paivio, University of Windsor

The present study sought to test a theory that the quality of narratives written by adult survivors of childhood abuse would improve after undergoing Emotion Focused Therapy for Trauma (EFTT; Paivio et al., 2008), and that this improvement in quality would be associated with an improvement in trauma-related measures of outcome. Pre- and post-therapy narratives of 37 subjects participating in EFTT for child abuse trauma were analyzed for degree of coherence, positive and negative emotion words, temporal orientation, and depth of experiencing. Results showed a significant increase in positive emotion words, present/future orientation, and depth of experiencing in post-therapy narratives, but the improvement in quality was not associated with trauma-related therapy outcome. Pre-therapy negative emotion words and depth of experiencing were found to be associated with degree of abuse resolution, and pre-therapy degree of incoherence was associated with post-therapy symptoms of PTSD. The results of the study support a theory that unresolved trauma disrupts narrative quality, and further suggest that trauma narrative quality can provide useful information about client capacity for change in EFTT.

**#132**

*Traumatic Stress/  
Stress traumatique*

**COMPREHENSIVE INTERVENTIONS: PSYCHOSOCIAL ASPECTS IN RESPONDING TO POTENTIALLY TRAUMATIC EVENTS IN FIRST RESPONDERS**

Denis Lapalme, Ontario Provincial Police

Respecting the psychosocial context of first responders when exposed to potentially traumatic events seems to be an essential aspect of initial interventions. The use of peers in crisis intervention and the modeling of proper initial responses by peers seem to be an effective approach. The use of managers as initial support, modeling proper self help solutions, decreasing dehumanizing language, and using team dynamics to help in building resiliency are as important to the organization as to the individual experiencing the potential trauma. Setting an effective but compassionate environment by the organization may be a key element to recovery. The role of direct psychological intervention should respect the psychosocial setting of the first responder in order to be effective.

**#133**

*Traumatic Stress/  
Stress traumatique*

**COPING, SOCIAL SUPPORT AND COMORBID SYMPTOMS AMONG ACTIVE MILITARY PERSONEL WITH PTSD**

Vicky Lavoie, Université Laval

Exposure to operational stress can have important deleterious effects on the mental health of active military personnel, including the development of PTSD. Social support and coping strategies has been shown to modulate the effects of trauma on the development of PTSD symptoms. However, less is known about how those variables affect comorbid symptoms among those with a diagnosis of PTSD. The purpose of this study was to examine the relations between different type of social support (positive and negative), coping strategies and comorbid symptoms of military personnel with PTSD. A sample of 33 Canadian militaries exposed to operational stress was recruited. Participants were assessed for PTSD diagnosis and asked to complete self-report measures on PTSD symptoms, depression symptoms, worries, perceived social support and ways of coping with stress. The results indicate a correlation between different types of social support and various ways of coping. Regression analyses indicate that avoidance strategies are positively linked with worries, while positive re-evaluation and problem solving are negatively linked with depression. Coping strategies seem to exert a unique and specific contribution on the prediction of comorbid symptoms among military personnel with PTSD. Our findings suggest a need to address comorbid symptoms of depression and worries with distinct strategies.

**#134***Traumatic Stress/  
Stress traumatique***LONG TERM IMPACTS AND RESILIENCE FOR ELDERLY VICTIMS OF A FLOOD**Danielle Maltais, Université du Québec à Chicoutimi; Simon Gauthier, Université du Québec à Chicoutimi; Lise Lachance, Université du Québec à Chicoutimi

Studies concerning senior citizens and disasters have dealt with the frequency of psychological problems like post-traumatic stress, anxiety or depression and the relationship between perceived and received social support and post-disaster health. A few researchers have dealt with the resiliency process during disruptive events and the positive and negative impact on personal values and beliefs of senior citizens who are exposed to a disaster. This presentation will focus on the resilience of a group of older adults who faced a flood. In 1996, in Saguenay (Québec, Canada), severe floods caused serious damage to municipal infrastructure and private property in rural and urban communities. Many people aged 55 or more lost their homes, their land and their family memorabilia. Some developed physical and mental health problems, received support from family members and developed personal strategies to cope with their different emotional, social and financial difficulties. Two to three years later, elderly flood victims participated in a qualitative study on the impact of this event on their physical and psychological health, their personal, family and social life and their values. Eight years after the floods, 16 people were re-interviewed. This presentation describes how older adults used their exposure to a disaster to change their personal and spiritual values.

**#135***Traumatic Stress/  
Stress traumatique***THE PSYCHO-PHYSIOLOGICAL ASSESSMENT AND THE ANALOGUE BEHAVIOURAL OBSERVATION INSTRUMENT AS COMPLEMENTARY MEASURES TO QUESTIONNAIRES IN THE STUDY OF SOCIAL SUPPORT AND PTSD**Nadim Nachar, Université de Montréal

The study of the couple's processes of social support on an individual's PTSD is still in its early stages although results in the literature indicate a promising avenue of research. The most obvious limitation in the literature is the reliance on the exclusive use of global self-report measures of social support, leaving aside specific dimensions of anxiety like overt behavioural support processes and associated physiological responses. A multi-method strategy was developed in our laboratory to measure a couple's social support processes and the anxious individual's physiological acute responses. This presentation will focus on the results of the first study using that strategy with a sample of PTSD individuals and their spouse or significant other. The main objectives of this presentation are: (a) to describe the analogue behavioural observation instrument used to code the couples' social support processes and (b) to explore the social support behaviours from the non-anxious partner or significant other associated with acute physiological reactivity in the anxious partner during an interaction. In sum, our multi-method design will be discussed in details. Also, the psychometric properties, the limits of the observational measure and the preliminary results linking social support and physiological responses will be presented.

**#136***Traumatic Stress/  
Stress traumatique***THE EFFECTS OF CUMULATIVE SEXUAL TRAUMA ACROSS THE LIFE SPAN: THE ROLE OF ATTACHMENT AND POST-TRAUMATIC STRESS ON REVICTIMIZATION**Marsha Runtz, University of Victoria; Natacha Godbout, Laval University

Child sexual abuse (CSA) increases the risk of revictimization (Widom et al., 2008), which is associated with greater negative effects, however, little is known about factors that protect against revictimization. 1044 women and men answered questions on CSA, adult sexual assault (ASA), attachment, post traumatic stress (PTS), and trauma-related symptoms. 63% of CSA survivors experienced ASA, while 39% of ASA survivors reported previous CSA. TSI-2 (Briere, 2008) scores were compared for 4 groups: no sexual trauma (n = 598), CSA only (n = 67), ASA only (n = 194), and both CSA and ASA (cumulative trauma; n = 114). Those with cumulative trauma had higher symptoms than the non-abused group on all TSI-2 scales. They also had greater symptoms than the ASA and CSA groups on some scales. CSA survivors had more insecure attachment, PTS symptoms, depression, and suicidality than the non-abused group. Path analysis showed that CSA was directly and indirectly related to ASA via anxious attachment (AA) and PTS symptoms. Logistic regressions revealed that the CSA x AA interaction, along with the CSA x PTS interaction correctly classified 31% of the ASA-survivors. Among CSA survivors, AA correctly classified 86% of ASA participants. Findings indicate the importance of examining the cumulative effects of sexual trauma across the lifespan as well as variables that may help to explain revictimization.

**#137***Traumatic Stress/  
Stress traumatique***IDENTITY THEFT AND TRAUMATIC STRESS: VICTIM PERSPECTIVES**K. Jessica Van Vliet, University of Alberta

Identity theft has become one of the most pervasive crimes of the 21st century. Yet little is currently known about the psychological impact of this crime on its victims. In this exploratory research study, in-depth semi-structured interviews were conducted with participants who recalled and described their recent experience of identity theft. Interpretive qualitative methods were used to identify themes and patterns in the interview data. Preliminary findings, in which traumatic stress emerged as a major theme in participants' accounts, will be discussed, along with implications for psychologists working with identity theft victims.

**#138***Traumatic Stress/  
Stress traumatique***THE EFFICACY OF COMBINING INTEROCEPTIVE EXPOSURE AND TRAUMA-RELATED EXPOSURE THERAPY FOR POSTTRAUMATIC STRESS DISORDER AND COMORBID CHRONIC PAIN: A CASE SERIES**Jaye Wald, University of British Columbia; Luigi R Chiri, University of Firenze; Claudio Sica, University of Firenze

Anxiety sensitivity (AS) has been shown to play an important role in the development and maintenance of chronic pain and post-traumatic stress disorder (PTSD). There is emerging research to suggest that reducing AS in patients with chronic pain and PTSD via intervention, such as interoceptive exposure therapy (IE) may augment treatment outcome. The purpose of this paper is to provide preliminary data on the efficacy of combining IE with trauma-related exposure therapy (TRE) for five female participants who met diagnostic criteria for PTSD and presented with chronic pain that originated from a motor vehicle accident. The treatment program consisted of four sessions of IE followed by eight sessions of TRE (four sessions of imaginal exposure and four sessions of in vivo exposure). Participants were administered the Clinician Administered PTSD Scale and questionnaires to assess PTSD symptom symptoms, pain, and AS at pretreatment, posttreatment, and three month followup assessments. To assess speed of treatment response, measures of PTSD and AS were completed at the beginning of each session. Treatment outcome was defined by PTSD and pain symptom severity. Results identified possible benefits as well as limitations of using IE+TRE for this type of comorbidity. The research and clinical implications of this combined treatment are also discussed.

#139

*Traumatic Stress/  
Stress traumatique*

#### **THE EFFICACY OF COMBINING INTEROCEPTIVE EXPOSURE AND TRAUMA-RELATED EXPOSURE THERAPY FOR SEXUAL ASSAULT-RELATED PTSD**

Jaye Wald, University of British Columbia; Lianne Tomfohr, University of San Diego

Women who are sexually assaulted are at a high risk of developing posttraumatic stress disorder (PTSD). One of the most effective cognitive behavioural components for PTSD, including sexual assault-related PTSD (SA-PTSD), is trauma-related exposure therapy (TRE). One promising area has been evaluating the benefits of incorporating interventions, such as interoceptive exposure therapy (IE) in conjunction with TRE (Wald & Taylor, 2005; Wald & Taylor, 2007; Wald, 2008). Accordingly, the aim of this preliminary study was to examine treatment response to IE+TRE for SA-related PTSD. Data was collected from five participants who were part of an ongoing controlled study of the efficacy of IE+TRE for PTSD. The treatment program consisted of four sessions of IE followed by eight sessions of TRE. Participants were administered the Clinician Administered PTSD Scale and questionnaires to assess symptoms at pretreatment, posttreatment, and three month followup assessments. Treatment outcome was defined by PTSD symptom severity. Results showed that IE+TRE may be an effective treatment for SA-related PTSD. Implications are discussed, with an emphasis on identifying potential unique benefits and limitations in using this treatment protocol with this trauma population.

#140

*Traumatic Stress/  
Stress traumatique*

#### **PRELIMINARY RESULTS OF A DESCRIPTIVE STUDY ON WORK RE-ENTRY BARRIERS AND PERCEIVED ASSISTANCE NEEDS IN UNEMPLOYED PERSONS WITH POSTTRAUMATIC STRESS DISORDER**

Jaye Wald, University of British Columbia

Work disability is a common outcome of PTSD and a substantial number of people with this disorder experience chronic unemployment and are unable to re-enter the workforce. The limited available evidence suggests that the severity of PTSD symptoms may contribute to a person's inability to return to work (RTW). However, there has been very little research on exploring other work re-entry barriers and assisting individuals with PTSD in the RTW process. The objective of this study is to provide preliminary results on the perceived work re-entry barriers and assistance needs of unemployed persons with PTSD. A combination of quantitative and qualitative methods were used in this study, in which participants with PTSD completed interviews, questionnaires, and focus groups. Findings showed that the difficulties re-entering the workforce are due to multiple factors, including individual, psychosocial, and workplace barriers. As expected, these individuals identified a need for support and assistance that reflects overcoming these barriers through specialized and coordinated multi-interdisciplinary interventions aimed at improving both the clinical symptoms and work functioning. Directions for advancing theory development and clinical practice are discussed.

**2009-06-11 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – JOLLIET**

**Invited Speaker (CPA)/**

**Conférencier invité (SCP)**

*Clinical Psychology/  
Psychologie clinique*

*Psychologie clinique*

**SECTION PROGRAM/PROGRAMME**

**DE LA SECTION**

#### **DEPRESSION IN OLDER ADULTS: ASSESSMENT AND PSYCHOLOGICAL INTERVENTIONS**

Philippe Cappeliez, University of Ottawa

This 2-hour workshop will cover the following : characteristics of depression in older adults (clinical manifestations, prevalence, risk factors); identification and psychological assessment; guidelines for clinical practice; description of empirically supported psychological interventions.

**2009-06-11 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – DULUTH**

**Invited Speaker (CPA)/**

**Conférencier invité (SCP)**

*Rural and Northern  
Psychology/Psychologie*

*des communautés rurales  
et nordiques*

*et nordiques*

**SECTION PROGRAM/PROGRAMME**

**DE LA SECTION**

#### **FROM A COMMUNITY'S POINT OF VIEW: INDIGENIZING SUICIDE PREVENTION**

Michael J Kral, University of Illinois

Native North Americans have the highest suicide rate of any ethnic group in Canada and the U.S. In Nunavut, the suicide rate is ten times the rate of Canada. Almost all of the suicides in Nunavut are teenagers or very young adults, and most are male. Much government money has been spent over the past 15 years on suicide prevention in the North, yet the suicides continue to rise. More recently, Inuit communities are developing and running activities and programs for suicide prevention and youth well-being from the inside. We have begun to document, study, and assist in these activities, and the outcomes are dramatically positive. Suicides usually stop completely once these activities begin, and other changes seen include crime reduction and increased high school attendance. Inuit youth are typically behind these efforts, and with community support these efforts become success stories. The common feature across successful communities is not a particular plan of action or intervention, but community ownership and responsibility. The key is collective agency. In this talk I will discuss Inuit meanings of well-being, describe some of these community actions, and highlight a community case study of one youth group that has made a difference.

**2009-06-11 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – MACKENZIE**

**CPA Education and Training Award/Prix de l'éducation et de la formation**

**ALL YOU HAVE TO DO IS LISTEN**

Meredith M Kimball, Simon Fraser University

Over a career of 30 years I taught more than 100 Psychology and Women's Studies courses ranging in size from 250 to 5. I served as senior supervisor of 30 PhD, MA, or Honours students and on the committee of more than 50 students. In all of these experiences, the most important skill I developed and encouraged students to develop was listening. In this paper I will examine techniques and attitudes that helped me to listen to my students and encouraged them to listen carefully to me and to their fellow students. The development of interdisciplinary curriculum will be emphasized. Because interactions in the classroom were central to my teaching, half of this session will be devoted to questions from and discussion with the audience.

**2009-06-11 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – RICHELIEU**

**Conversation**

**THE 5TH REVISION OF THE ACCREDITATION STANDARDS AND PROCEDURES FOR DOCTORAL PROGRAMMES AND INTERNSHIPS IN PROFESSIONAL PSYCHOLOGY**

Peter Henderson, The Ottawa Hospital Rehabilitation Centre; Karen Cohen, Canadian Psychological Association; Daniel Lavoie, 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.

**2009-06-11 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – PÉRIBONKA**

**Symposium**

*Women and Psychology/  
Femmes et psychologie*

**MORE THAN WORDS: A DISCURSIVE LOOK AT RELATIONSHIP CONSTRUCTIONS, AND WHAT THEY MEAN FOR WOMEN**

Courtney J Chasin, University of Windsor

Traditionally, interpersonal relationships have been considered central to women's identities and lives. Throughout our everyday social interactions, we frame our relationships in our conversations, drawing on larger cultural narratives. The papers in this symposium will address generally the constructions of various kinds of relationships, taking a discursive approach toward language. Discursive psychology focuses on what people accomplish in and through their talk, and how this talk constitutes people's social worlds. The first paper will discuss lyrics of popular Hindi film songs, focusing specifically on the constructions of heterosexual romantic love relationships, and the roles of women in these relationships. The second paper will address conversations from an online message board dedicated to intimate partner violence, looking specifically at how women come to label their violent relationships as abusive, and themselves as victims of abuse in the process. The third paper will explore how young adult friend-pairs' distinguish between friendship and romantic relationship by privileging romantic partnerships, and will highlight how young adults construct themselves as moral persons in doing so. The findings will all be discussed in terms of their implications for women, the social roles women occupy, and women's experiences of relationships and partner violence.

**A**

**LET ME SING MY LOVE TO YOU: CONSTRUCTIONS OF HETEROSEXUAL ROMANTIC LOVE IN HINDI FILM SONG LYRICS**

Sobia F Ali, University of Windsor

Lyrics in songs present the listener with more than entertainment. They provide listeners with constructions of our social worlds. One of the most commonly occurring constructs in songs is that of romantic relationships. This paper will present a selection of the findings from a project in which lyrics of popular Hindi film songs were examined, examining specifically the ways in which heterosexual romantic love relationships were constructed. While the constructions necessarily included men, the focus of the songs centred on the roles of women in relationships. Interpretive repertoires were identified through discourse analytic methodology. Discourse analysis investigates what people accomplish through language use, and asks how speakers use language in their negotiation of social interactions in order to achieve interpersonal objectives (Willig, 2001). The Hindi/Urdu lyrics of top ten songs from the past ten years were transcribed in English transliteration. The lyrics were then read to identify interpretive

repertoires which suggested the ways in which romantic heterosexual relationships were constructed. Possible implications of these interpretive repertoires for women within the South Asian cultural context will also be discussed.

**B** **"I ALWAYS PRIDE MYSELF FOR BEING VERY STRONG": DISCURSIVE CONSTRUCTIONS OF SELF IN VIOLENT RELATIONSHIPS**

Courtney J Williston, University of Windsor; Linda A Wood, University of Guelph

Violence in women's relationships is distressingly common, affecting at least one fifth of Canadian women during their lifetime. This paper will address how women who currently experience partner violence construct the abuse in their relationships. These data were collected from an internet message board dedicated to discussions about intimate partner violence (IPV). I will present selections of a social psychological discourse analysis that focuses upon the identities constructed in some of the narratives written by women. Generally, victim-identities are undesirable. Victimhood carries the implication that one has been acted upon by a more powerful other, and presents a threat to the victim's identity. Claiming victimhood also risks receipt of victim-blaming responses from others. I will discuss how these women negotiated the positioning of their partner as the perpetrator of the violence in their relationship. While constructing their partner as the aggressor, some women simultaneously avoided positioning themselves as passive and helpless victims of abuse, thereby also constructing themselves at once as both agentic and as acted-upon. The implications of these findings will be discussed in relation to the wider social discourses of abuse and IPV, and the role of these discourses in perpetuating violence against women.

**C** **SEPARATE BUT NOT EQUAL: YOUNG ADULTS' CONSTRUCTIONS OF FRIENDSHIP AND ROMANCE**

Courtney J Chasin, University of Windsor; H. Lorraine Radtke, University of Calgary

Feminists have argued that girls raised to value marital relationships above all others (as they were in 1950's) become women significantly predisposed to remain in romantic partnerships even when these become abusive. While much has undoubtedly changed in half a century, these dangerous discourses have not simply disappeared. This paper is part of a larger project which adopted a discursive, social constructionist perspective aimed at exploring how young adult friends in a North American context distinguish friendship from romantic 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". Of relevance, participants engaged in significant conversational manoeuvring in order to construct friendship and romantic relationships as separate relationship categories; and they privileged monogamous (long-term) romantic relationships above friendships in order to accomplish this. In doing so, the participants positioned themselves with respect to this prioritisation not simply normatively, but morally as well. I will discuss how this encourages women in particular to become overly dependent on romantic relationships, to devalue their friendships, and thus also to be specifically vulnerable to partner abuse.

2009-06-11 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – BERSIMIS

**Symposium**  
*Sexual Orientation and Gender Identity Issues/*  
*Orientation sexuelle et identité sexuelle*

**GLBT RESEARCH IN CANADA: VII**  
Kevin Alderson, University of Calgary

**SECTION PROGRAM/PROGRAMME DE LA SECTION**

This annual symposium highlights some of the innovative research that is being conducted in the area of GLBT psychology. This year, the four submissions that were selected for inclusion in this session focus on: 1) homonegative bullying in schools; 2) Irish university students' implicit and explicit attitudes toward bisexual men and women; 3) self-injury among sexual minority youth; and 4) partners of lesbian women in the Canadian military. The studies outlined in these presentations employ diverse methods (both quantitative and qualitative) and reflect the dynamic nature of research focusing on sexual minorities.

**A** **BI NOW, GAY LATER: IMPLICIT AND EXPLICIT BINEGATIVITY AMONG IRISH UNIVERSITY STUDENTS**

Daragh McDermott, National University of Ireland, Galway

To date, no assessment of explicit attitudes toward bisexual men and women has occurred in the Republic of Ireland. Further, there are no published studies examining implicit attitudes toward this group. The current research addressed these omissions by investigating binegativity, at both the explicit and implicit levels, within an Irish context. Various pen and paper measures were administered to 208 undergraduate students (170 females) enrolled in 2nd and 3rd year psychology courses at a large university in Western Ireland. Among the most pertinent findings: explicit binegativity was somewhat prevalent within the sample; overall implicit attitudes reflected a bias toward heterosexuals and against bisexuals; men evidenced greater levels of binegativity than women; and no support was obtained for a model of cognitive consistency, which aims to articulate the various conditions in which implicit and explicit attitudes are intercorrelated. Limitations of the current study and directions for future research are discussed.



**B PARTNERS OF CANADIAN LESBIAN SOLDIERS: EXAMINING THE MILITARY FAMILY SOCIAL SUPPORT SYSTEM**

Jennifer A Moore, University of New Brunswick; Carmen Poulin, University of New Brunswick; Lynne Gouliquer, McGill University

Most research on women's incorporation into their spouses' careers has ignored partners of lesbians. There is an exception, however, and the present study builds on Poulin's (2001) research focusing on partners of lesbians serving in the Canadian Armed Forces. Despite Canadian Parliament decriminalising homosexual behaviour in 1969, the military continued to discharge homosexual service members until 1992. Only in 1996 did the military grant spousal benefits to same-sex common-law couples. Poulin primarily examined the experiences of partners who had not been officially recognised by the military. Thus to better understand the effects of these military policy changes, nineteen in-depth semi-structured interviews were conducted with lesbian partners of current and former soldiers. The Psycho-Social Ethnography of the Commonplace methodology (P-SEC; Gouliquer & Poulin, 2005) was used, entailing an identification of institutional events complicating partners' lives and an examination of how they coped with the complications. Two such events are discussed: military postings and military social supports. Results showed that participants' lives were characterised by insecurity and isolation. Despite changing military policies, partners of lesbian soldiers are still marginalised, and their specific support needs remain unmet. Recommendations for policy reform are provided.

**C NONSUICIDAL SELF-INJURY IN LESBIAN, GAY, BISEXUAL, AND TRANSGENDERED YOUTH**

Signe Finnbogason, University of British Columbia; Lynne Miller, UBC

The phenomenon of non-suicidal self-injury (NSSI) such as cutting or burning has been getting an increasing amount of attention from researchers. The rates for youth in the general population for having ever engaged in NSSI tend to be around 14% (Laye-Gindhu & Schonert-Reichl, 2005). Some prevalence studies have indicated that gay and bisexual youth may be at an increased risk of engaging in NSSI, but these studies have had very small numbers of non-heterosexual respondents (e.g. Murray, Warm, & Fox, 2005). The current study uses the internet to survey a community sample of lesbian, gay, bisexual, and transgendered individuals aged 19-29 in order to more fully examine the prevalence and severity of NSSI in this community, their reasons for engaging in self-injurious behaviour, and possible preventative factors against engaging in NSSI. Theoretical and practical implications will be discussed.

**D ADDRESSING HOMOPHOBIC BULLYING IN SCHOOLS**

Sasha Lerner, McGill University; Ada L Sinacore, McGill University

Bullying in high school settings is of growing concern in general and with lesbian, gay, bisexual, and transsexual (LGBT) adolescents in particular. According to the 2007 National School Climate Survey (NSCS) in the United States, 60.8% of respondents reported feeling unsafe at school because of their sexual orientation. Similarly, in a National Survey of Homophobia in Canadian High Schools, Egale found that two thirds of LGBTQ participants felt unsafe at school (Egale Canada, 2008). Bullying takes on various forms (e.g. physical, emotional, or relational) (McGrath, 2007), which may result in serious psychological consequences (Houbre et.al, 2006). A school atmosphere that is filled with discrimination and violence hinders learning, as evidenced by high levels of absenteeism among LGBT students. Given the pervasive nature of homophobic bullying, this topic warrants further examination. As such, the presenters will provide an in depth analysis of the research on homophobic bullying in high schools, address ways that homophobic bullying can be identified, and suggest systemic and individual methods of intervention. Implications for school psychologists and counselors will be discussed.

2009-06-11 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – GATINEAU

**Symposium**

*Developmental Psychology/  
Psychologie du  
développement*

**SINGING AND PSYCHOLOGY: INTERDISCIPLINARY PERSPECTIVES AND IMPLICATIONS**

Annabel J Cohen, University of Prince Edward Island

The Symposium draws from three CPA Sections to focus on the implications of singing for psychology and of psychology for singing. Every child has the innate ability to sing. Singing is the foundation of music. It engages the body as a musical instrument and fosters shared experiences, emotions, and cultures. It contributes to health and well-being and can be enjoyed well into old age. What's more, it's free. Yet for all this, it is undervalued by society and under-researched in academia. Much, in fact, is unknown about singing: its natural acquisition by every child, its training, and how it contributes to well-being. To address such questions, an interdisciplinary, international research collaboration, known as AIRS (Advancing Interdisciplinary Research in Singing) was recently initiated by CPA Fellow Annabel Cohen. Its collaborators include CPA Members Jennifer Sullivan (Chair, CPA Developmental Section) and Mary Gick, a health and cognitive psychologist. In the present Symposium, Annabel Cohen will describe the general initiative, Jennifer Sullivan will review the developmental and educational research plans and projects, and Mary Gick will review the research objectives and undertakings associated with the well-being component. CPA Section Chairs Tavis Campbell (Health Psychology) and Ranky Tonks (International and Cross-cultural) will provide commentary.

**A ADVANCING INTERDISCIPLINARY RESEARCH IN SINGING (AIRS): DEVELOPMENT, EDUCATION, WELL-BEING AND A DIGITAL LIBRARY**

Annabel J Cohen, University of Prince Edward Island

In response to a need for a comprehensive approach to the study of singing, an international collaboration of over 70 scholars in the humanities and social sciences is motivated to Advance Interdisciplinary Research in Singing (AIRS). Together, the AIRS collaborators will discover and integrate new knowledge about singing from perspectives of psychology and music, among others. The unique team working with students, community and non-academic partners will address three research themes: The development of singing; teaching of singing; and the role of singing in well-being. An interactive web-based virtual research environment (<http://vre.upei.ca/airs>) supports the team and hosts a one-of-a-kind digital library database of singing, housed in UPEI's recently acquired IBM digital library of the CFI infrastructure project "Institute for Interdisciplinary Research in Culture, Multimedia, Technology and Cognition". AIRS aims to revolutionize research in singing, to identify cultural universals and particulars of singing development, explore the continuum between speech and song, develop best practices for teaching singing across cultures and generations, and enhance quality of life through improved understanding among different ages and cultures. The results should have policy implications for communities, culture, heritage, education, international relations, youth and seniors.

**B SINGING ACQUISITION AND EDUCATION: A DEVELOPMENTAL PERSPECTIVE**

Jennifer F Sullivan, St. Francis Xavier University; Susan O'Neil, University of Western Ontario

AIRS Research Theme 1 investigates how singing, compared to speaking, is naturally acquired. Singing entails many skills (e.g., representing pitches, creating a melody, integrating lyrics). Longitudinal, studies will monitor these and other singing skills across ages and cultures using an original AIRS test battery. A second focus is mothers's singing to infants. Third, a video corpora of singing will also allow exploration of motor development (e.g., facial response, eye-movements) during perception and production of song and speech. AIRS Research Theme 2 focuses on education. An international, cross-cultural effort will determine best practices and their underlying theories as well as optimum repertoire choices in various contexts (solo/group; informal/formal settings; aural/notated traditions). If singing promotes self-awareness, emotional expression, group identification, communication, meaning-making, and cultural celebration, then learning the alphabet through song may seem trivial by comparison. Nevertheless, singing can help learning, and researchers will explore the value of singing for teaching non-musical content, specifically, vocabulary, pronunciation and grammar, culture and cultural understanding. For example, Sullivan's protocol (based on Anglin, 1993) for teaching vocabulary will help show the value of singing for enlarging vocabulary.

**C SINGING AND WELL-BEING: A HEALTH PSYCHOLOGY PERSPECTIVE**

Mary L Gick, Carleton University

AIRS Research Theme 3 explores benefits of singing for well-being. It aims to (1) determine how singing contributes to happier, healthier individuals and societies (2) create protocols for use of singing to improve understanding across cultures and generations and (3) promote mental and physical health of individuals and social groups. As components of subjective well-being (satisfaction with one's social life, health, or finances) and overall subjective well-being have been shown to be statistically related (Schimmack, 2008), well-being is here broadly defined as feeling of happiness and life satisfaction. Research by AIRS collaborator psychologist Félix Neto in Portugal has determined that teaching foreign songs to children promotes cultural understanding and reduction of prejudice. This provides a precedent for AIRS research in other cultural settings. Other studies of older and younger people engaged in activities of singing will determine the benefits of such programs as Rachel Heydon has shown for intergenerational art programs. Finally research will focus on individual and community benefits of singing as measured by standard indexes of health. Research will be reviewed that examines advantages of singing to health in choirs (e.g., Bailey & Davidson, 2005), informal gatherings, rehabilitation in lung disease, and parent-infant bonding.

**D DISCUSSANTS**

Randal G Tonks, Camosun College; Tavis S Campbell, University of Calgary

Randy Tonks, Chair of the Section on International and Cross-Cultural Psychology and Tavis Campbell, Chair of the Section on Health Psychology are discussants of this session.

**2009-06-11 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – SAINT-LAURENT**

**Symposium**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

**MAXIMIZING THE IMPACT OF OFFENDER SUPERVISION IN THE COMMUNITY  
BY ADHERING TO THE PRINCIPLES OF EFFECTIVE CORRECTIONAL  
TREATMENT**

J Stephen Wormith, University of Saskatchewan

While the principles of good correctional practice are well established in research, their application in the community has not been closely examined in many jurisdictions, and when it has (Bonta et al 2007), numerous shortcomings have been found. This symposium reviews a number of attempts to translate the theory and research about "what works" in corrections to community supervision of both youthful and adult offenders. One presentation describes the implementation of a community case management system of adult offenders that assigns offenders into streams for subsequent supervision and programming throughout Ontario. Classifications are based on offender risk and criminogenic needs, while staff training is undertaken to ensure the fidelity of the offender streams. A second presentation evaluates the implementation and outcome of this province-wide offender classification, streaming and intervention system vis-à-vis its previous system. A third presentations examines the application of young offenders' risk/need assessments to their subsequent case management in the field and then to their recidivism. Finally an evidence-based, cognitive restructuring intervention, the Vermont Cognitive Self-change program, is reviewed illustrating the importance of the risk principle and treatment dosage.

**A USING RISK/NEED ASSESSMENT TO APPLY THE PRINCIPLES OF EFFECTIVE CORRECTIONAL INTERVENTION IN THE CASE MANAGEMENT AND SUPERVISION OF YOUNG OFFENDERS IN THE COMMUNITY**

Duyen Luong, Carleton University & Correctional Service of Canada; J Stephen Wormith, University of Saskatchewan

This study was designed to investigate the link between risk assessment, adherence to the principles of risk, need, and responsibility, as per the Level of Service Inventory – Saskatchewan Youth Edition (LSI-SK; Andrews, Bonta, & Wormith, 2001), and recidivism. LSI-SK and case management data were collected on a sample of 193 young offenders who were supervised by youth workers from the Saskatoon and Regina probation offices. The overall recidivism rate was 62.2% with no significant difference in recidivism according to office of supervision, sex, or ethnicity. The LSI-SK total and seven of the subscale scores were significantly, positively correlated with recidivism. Results indicated that the LSI-SK was being used to guide supervision intensity as well as interventions. Moreover, adherence to the need principle was associated with reductions in recidivism. Appropriate interventions correlated significantly with recidivism ( $r = -.214$ ) before and after controlling for ethnicity. For every appropriate intervention listed on the case plan, the likelihood of recidivism was reduced by 24%. Under treatment was significantly correlated with recidivism ( $r = .283$ ) but over treatment was not. For every identified need that did not have a corresponding intervention, the risk of recidivism increased by 21%. Implications for case management and future research are discussed.

**B CHANGING THE WAY WE DO BUSINESS WITH OFFENDERS IN THE COMMUNITY: AN EVALUATION OF OFFENDER STREAMING**

Terri Simon, University of Saskatchewan; J Stephen Wormith, University of Saskatchewan

The province of Ontario implemented a new policy aimed at incorporating best practices from the literature into community services in 2001. This new policy, named the Probation and Parole Service Delivery Model (PPSDM), has several objectives: employ assessment-based decisions; use a case management approach in probation supervision; consider risk to reoffend and criminogenic needs; reserve the highest level of supervision for high risk offenders and; use the least intrusive levels of intervention necessary to ensure 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 2005 and matched to a sample from prior to the implementation of PPSDM (1998). Recidivism rates were only slightly lower for those supervised under the PPSDM overall, despite a reduction in recidivism severity and more than double the proportion of fail to comply offences for the PPSDM groups. The results suggest that the PPSDM may be effective in reducing recidivism, while contributing to increased detection and enforcement. Results are discussed in relation to effective correctional practices, policy implementation, and recommendations for future research.

**C IMPLEMENTATION OF CASE MANAGEMENT PRACTICES ACROSS ONTARIO**

Lina Guzzo, Ontario Ministry of Community Safety and Correctional Services

In 2001 Ontario Community Corrections implemented a Probation and Parole Service Delivery Model (PPSDM) which was based on the risk/need, responsibility principles. In order to link the assessment with case management, the model of service delivery employs assessment based decisions to “stream” offenders into one of five streams for which supervision and intervention standards differ. An implementation evaluation involved a comprehensive review of each of the offices in the province ( $N = 44$ ). Ten percent of files on the active case registry were reviewed ( $N = 5437$ ) using a file review instrument which sampled items from the PPSDM policy, standards and guidelines; office interviews ( $N = 496$ ) were also rated on a behavioural observation instrument which sampled items related to PPSDM expectations, basic and advanced interviewing skills, motivational interviewing skills, and cognitive behavioural practices. Results from across Ontario will be discussed.

**D OUTCOME EVALUATION OF THE VERMONT COGNITIVE SELF-CHANGE PROGRAM: IMPLICATIONS FOR RISK AND NEED**

Thomas Powell, Vermont Forensic Assessment; Christine Sadler, Castleton State College; Mark Olver, University of Saskatchewan

The efficacious delivery of evidence-based treatment programs is central to the risk principle of effective correctional practice. The Vermont Cognitive Self-Change program is an evidence-based cognitive restructuring program designed to address entrenched antisocial attitudes, beliefs and behaviors. Current Department of Corrections (DOC) classification practices assign offenders to the program based on severity of offense, particularly any acts described as violent, with insufficient regard for assessed recidivism risk, resulting in many low and moderate risk level offenders obligated to complete the program. The present study found a strong association between treatment dosage and subsequent arrest with the most pronounced benefits accruing to the higher risk groups. Less benefit was derived for moderate and low risk program participants. These findings support the risk principle of effective correctional practice and offer a blueprint for administrative practice with respect to the cost-effective deployment of scarce correctional treatment resources.

2009-06-11 – 3:30 PM to 3:55 PM – 15 h 30 à 15 h 55 – HARRICANA

**Theory Review/Examen théorique**

*Psychologists in Education/ Psychologues en éducation*

**ADVOCATING FOR THE EXPANSION OF THE ROLES AND FUNCTIONS OF SCHOOL PSYCHOLOGISTS**

Michelle Drefs, University of Calgary; Kandace Jordan, Golden Hills School Division

Considerable attention has been given within contemporary school psychology literature to the expanding role of school psychologists. This shift has predominately been characterized as a movement from special education assessment specialists to problem-solvers and change agents (DeAngelis, 2000). Several researchers have noted that school psychologists have a unique set of professional skills and competencies that support the expansion of their role. For example, Ross et al. (2002) have argued for school psychologists as primary facilitators of organizational change and strategic planning processes. Despite support within the contemporary literature for broadening the roles of school psychologists, the deployment of school psychologists within school systems remains largely centered on test-label-place activities. The purpose of this presentation is to present a study that examined the diversity of roles and functions of psychologists within four school divisions and the factors that permitted and supported role expansion beyond that of special education assessor. Participants will gain a greater understanding of the multiple roles and functions within the purvey of school psychology and learn steps they can take within their own school division to move towards expanded roles more aligned with those currently advocated for within the school psychology literature.

**2009-06-11 – 4:00 PM to 5:55 PM – 16 h 00 à 17 h 55 – DULUTH**

**Workshop/Atelier**  
*Clinical Psychology/  
Psychologie clinique*

**L'ACCEPTATION DES PENSÉES ET ÉMOTIONS EN THÉRAPIE  
COGNITIVE ET COMPORTEMENTALE**  
Frederick Dionne, Collège F-X-Garneau

La thérapie cognitive et comportementale traditionnelle (e.g., Beck et al., 1979) a misé sur la modification du contenu des pensées et la diminution des émotions comme agents de changement. Une nouvelle ère de thérapie comportementale, issue d'une philosophie contextualiste, cherche plutôt à agir sur la relation aux pensées et émotions. Il est d'ailleurs de plus en plus démontré que l'effort même de vouloir diminuer ou modifier la forme, la fréquence et l'intensité des pensées et émotions à l'effet paradoxal de les exacerber. Or, devant l'impossibilité de contrôler ces expériences, il reste l'option de les accepter, c'est-à-dire d'adopter une position active d'accueil, d'ouverture et de compassion à leurs égards. L'atelier explique d'abord le contexte au sein duquel une nouvelle vague de thérapie cognitive et comportementale émerge et mise sur l'acceptation des pensées et émotions. Il aborde ensuite des notions théoriques qui sous-tendent cette idée. Enfin, il présente des outils concrets basés sur la thérapie d'acceptation et d'engagement (Hayes, Strosahl & Wilson, 1999) et sur la mindfulness.

**2009-06-11 – 4:00 PM to 4:25 PM – 16 h 00 à 16 h 25 – MACKENZIE**

**Theory Review/Examen  
théorique**  
*Counselling Psychology/  
Psychologie du counseling*

**IN A DIFFERENT VOICE: EXAMINING THE PSYCHO-SOCIAL CHALLENGES  
MEN ARE FACING IN SOCIETY TODAY**  
Shafik Sunderani, McMaster University; Maneet Bhatia, McGill University; Christopher MacKinnon, McGill University; Faria Sana, McMaster University; Ali Lakhani, York University; Nishad Makan, York University

Recent advocacy movements for the marginalized (e.g., women, LGBT, disabled individuals, and ethnic minorities) has been beneficial to expanding our understanding of these groups, and the challenges they face in this ever-changing world. However, over the years, less attention has been paid to groups of individuals historically regarded as 'privileged.' In particular, the uncertainties and problems that men struggle with have been overlooked. For example, the United States Department of Health and Human Services (2000) indicates that men are much more likely to report being victims of substance abuse, homicide, and suicide in comparison to women. Additionally, using the Gender Role Strain Theory (GRST: Pleck, 1981, 1985) as a model, we suggest that widespread perceptions of the roles men play may inaccurately confine them to certain types of gender appropriate conduct which are psychologically dysfunctional, inconsistent and violated frequently leading to negative attributions and adverse reactions by others. Good & Brooks (2005) outline three categories of challenges that men face: 1) men as perpetrators, 2) men as psychologically undeveloped, and 3) men as victims. Specifically, we will examine the social problems men are experiencing including: 'open door policies,' 'metro-sexual anxiety,' discrimination in the legal system and the stereotyping of men as sexist or racist.

**2009-06-11 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – CHAUDIÈRE**

**Symposium**  
*Psychopharmacology/  
Psychopharmacologie*

**A SEVEN COMPONENT MODEL FOR DECISION-MAKING IN MOTIVATIONAL  
CONTEXTS**  
David Nussbaum, University of Toronto

Decision-Making (DM) represents a late stage of information processing prior to commission of many meaningful behaviours. This symposium first presents a psychobiological DM model pitting opposing "Approach Immediately" and "Stop and Consider" systems against each other in motivational contexts. Based on the existing DM literature, Dopamine, Testosterone and Opioids constitute the "Approach Immediately" system and is opposed by the Serotonin, Nor-Epinephrine, Cortisol and GABA "Stop and Consider" axis. Empirical investigations utilizing the Iowa Gambling Test (IGT) with: a) mentally disordered offenders, b) general offenders, students classified by c) number of psychopathic symptoms, d) number of problem gambling symptoms and e) eating disorder symptoms will be described. The model's utility in explaining hyper- and hypo-motivated states and implications for behavioural and pharmacological interventions will be detailed. Empirical studies with forensic and eating disordered groups and community samples with problem gambling symptoms and criminality will be presented. planned studies will be outlined.

**A**

**MOTIVATIONAL DECISION-MAKING AND VIOLENCE IN FORENSIC  
PSYCHIATRIC INPATIENTS: A PSYCHOBIOLOGICAL MODEL**  
Bass Stephanie, University of Toronto; David Nussbaum, University of Toronto

This study evaluated the Seven Component Decision-Making (DM) model (Nussbaum, 2005), as it applies to an aggression typology (Nussbaum et al., 1997) in forensic inpatients. The Iowa Gambling Task (IGT) was scored by two diverse methods: the traditional method of subtracting disadvantageous from advantageous choices in five 20-trial blocks, and Yechiam et al.'s (2005) novel expectancy-valence model. Yechiam's approach provides separate scores for attentional, mnemonics and response-choice consistency aspects of DM. Predatory aggression was best predicted by poor IGT performance using the traditional scoring method of the IGT, likely related to the tangibly motivated nature of Predatory aggression. Conversely, Irritable aggression was optimally predicted by deficient cognitive DM processes reflected by the expectancy-valence model equations. Further, seclusions were best predicted from IGT scores based on the final three blocks of the task. Findings suggest that utilization of the aggression typology and the inclusion of these theoretically selected clinical measures could enhance and refine institutional risk assessment, suggest targeted treatment for the specific aggression types, and monitor response to the interventions to gauge stage of change.

**B** **DECISION-MAKING, CRIMINAL BEHAVIOUR AND PROBLEM GAMBLING: AN ANALYSIS OF CO-MORBIDITIES**

Andrea Burden, University of Toronto; David Nussbaum, University of Toronto; Tony Toneatto, Centre for Addiction and Mental Health

Previous studies have concluded that problem gambling (PG) behaviour is an important criminogenic factor, with up to 85% of surveyed pathological gamblers admitting to the commission of at least one criminal offence (Meyer & Stadler, 1999). Despite this link the relationship between PG and criminal activity has not received sufficient attention, especially in Canada. Sixty-one community gamblers (minimum score of 5 symptoms on the National Opinion Research Centre DSM-IV Screen for Gambling Problems [NODS; Gerstein et al., 1999]), classifying them as "probable pathological gamblers" were recruited as participants. Results demonstrated a significant interaction between self-reported criminal activity and number of PG symptoms. The "overt stage" (Block 5) of the Iowa Gambling Test (IGT), reflective of serotonergic function (Bechara et al., 2001) correlated inversely with self-reported "stealing to repay a gambling debt" (-0.354) and with the BIS "Non-Planning Impulsiveness" (-0.275). Implications for the criminal justice system, theoretical understanding of selective co-morbidity in other "hyper-motivated conditions" and psychopharmacological intervention will be discussed.

**C** **DECISION-MAKING, MOOD INDUCTION, AND HORMONAL CHANGES AS A FUNCTION OF PROBLEM GAMBLING SYMPTOMS IN A UNIVERSITY SAMPLE**

Martina Kalahani-Bargis, ; Kimia Honarmand, University of Toronto; Robert Nguyen, University of Toronto; Chris Ahuja, University of Toronto; David Nussbaum, University of Toronto

In an effort to test the Seven Component Model of Motivational Decision Making (DM) in a community sample, university students were classified on the basis of numbers of symptoms self-reported on the Problem Gambling Severity Index (PGSI) and grouped accordingly. Eighty-four male undergraduates were randomly assigned to one of two music induction conditions (positive or fearful). Participants were administered a battery of questionnaires and cognitive tasks. Additionally, pre-test and post-test saliva samples were collected to measure changes in cortisol and testosterone in response to a decision-making task. Although the music induction procedure was ineffective, results clearly show deficits among problem gamblers in DM abilities. As hypothesized, self-reported personality and gambling attributes correlated significantly, while cortisol and testosterone levels exhibited predicted trends, approaching significance. Results are supportive of the proposed model. Implications for treatment will be discussed.

**D** **NEUROPSYCHOLOGICAL AND DECISION-MAKING ASSOCIATES OF EATING DISORDER SYMPTOMATOLOGY**

Kristoffer Romero, University of Toronto; Angelina Polsinelli, University of Toronto; David Nussbaum, University of Toronto

Eating Disordered (ED) patients represent both impulsive (Bulimia Nervosa; BN) and "over-controlled" (Anorexia Nervosa; AN) extremes. The IGT has been used to measure Decision-Making (DM) tendencies in ED patients, with mixed results, possibly due to methodological issues (small sample sizes and pooling of BN and AN participants.) Alternately, it has been proposed (e.g., Fellows et al., 2005) that deficits in set-shifting rather than focus on immediate rewards accounts for IGT performance. This study focused on ED patients, examined specific relationships between DM and relevant cognitive functions to evaluate these two possibilities. Sixteen eating disordered patients and 38 controls were given a battery of neuropsychological measures, as well as ED questionnaires. Compared to controls, patients demonstrated poorer performance on tasks of set-shifting, but not the IGT, psychomotor speed, working memory, or IQ. Across groups, poor set-shifting was correlated with food, shape, and weight concerns, and restricting ED. Poor IGT performance associated with restricting only. The study demonstrates that a) set-shifting but not DM performance is moderately impaired in eating disordered patients, b) specific relations exist between different cognitive functions and disordered eating symptomatology, and c) set shifting at least in these groups is not related to poor IGT performance.

2009-06-11 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – HARRICANA

**Keynote (Section)/  
Conférencier de  
la section**

*Psychologists in Education/  
Psychologues en éducation*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**GIFTEDNESS IS NOT WHAT IT USED TO BE, SCHOOL IS NOT WHAT IT  
USED TO BE, THEIR FUTURE, AND WHY PSYCHOLOGISTS IN EDUCATION  
SHOULD CARE**

Bruce M Shore, McGill University

For some three decades psychologists and educators have been working with incomplete or outdated ideas of what constitutes giftedness. Conceptual leadership in the field has moved from a definition based on IQ to expertise- and cognitive science-based definitions. Practice lags behind for a number of reasons. Similarly, curriculum concepts are changing to foci based on thinking processes and cognitive apprenticeships, communities of learners, teachers and students as co-constructors of curriculum, and inquiry skills and knowledge as explicit parts of the objectives. Practice also lags behind, but the shift is underway. In this presentation, I will elaborate upon these two evolving phenomena, illustrated especially by studies completed and underway in our laboratory group at McGill. This presentation will conclude with proposals addressing why psychologists in education should be knowledgeable about both gifted education and inquiry-driven teaching and learning, how these two strands come together for the benefit of all students—albeit sometimes in different ways, and opportunities for new initiatives of research and professional growth.

2009-06-11 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SAINT-FRANÇOIS

**Conversation/Séance de conversation CONVERSATION SESSION 'C'/ SÉANCE DE CONVERSATION**

(Nicola Fitzgerald, Julien Lemay, George Hurley, Patrice Keats, Rajko Seat, Marvin McDonald, Ozlem Erten, Carolyn Triscott, George Buck, Suretha Swart, Christopher Peet, Robert Williams, Robinder Bedi, Jennifer Volk, Nigel Flear)

**#1 FACILITATING INVOLUNTARY TREATMENT OF PERSONS WITH SERIOUS MENTAL ILLNESS: THE NEW HAMPSHIRE MODEL**

*Clinical Psychology/  
Psychologie clinique*

Robert B Williams, Atlantic Baptist University; Laurence A French, University of New Hampshire

This presentation describes procedures followed in the State of New Hampshire for involuntary emergency treatment of persons with serious mental illnesses who have become a danger to themselves or others and who are unable to recognize their need for treatment. Involuntary emergency treatment procedures involve conscientious attention to due process and protection of the rights of the individual. A review of the guidelines for the involuntary emergency admission for treatment will cover: 1) behavioral criteria to petition for admission; 2) requirement for a physical and mental examination; 3) the need for a medical report on whether involuntary emergency admission is required; 4) law enforcement retention of custody to transport to a mental health facility; 5) requirement of a district court probable cause hearing within three days of emergency admission; 6) petitioner's obligation to show, at the hearing, that probable cause for admission existed; 7) district court findings for release or continued hospitalization; 8) discharge after ten days or continued hospitalization as a result of a subsequent petition; and 9) continued hospitalization and conditional discharge to assure continuing care. A further review will consider the evaluation and care of special populations referred to the jurisdiction of the state mental health services system.

**#2 ADDRESSING MENTAL HEALTH SERVICE FRAGMENTATION IN PROVIDING DAY TREATMENT TO VULNERABLE YOUTH**

*Community Psychology/  
Psychologie communautaire*

Rajko Seat, Thistleton Regional Centre; Lillian B Schomann, York University; Pamela Stokes, Thistleton Regional Centre

A comprehensive program evaluation of Adolescent Services was conducted at Thistleton Regional Centre, a tertiary children's mental health facility operated by the Ontario Ministry of Children and Youth Services. Data were gathered from provincial mandatory tools, semi-structured interviews, questionnaires, clinical file review, and in-depth focus group discussions among youth, parents, teachers, staff, and community referral stakeholders. Outcome measures identified key areas of progress as well as a need for a more synergetic approach in designing and delivering services. We have learned that teachers, parents, staff, and stakeholders each seem to focus on their unique understanding of the youths' needs and how they are best served. Lack of communication among the parties involved has led to limited collaboration and fragmented service delivery. We will address the limitations identified and explore opportunities to mobilize the parties involved to develop more open and inclusive alliances that integrate their diverse perspectives. We expect that such fruitful new alliances would foster delivery of more accountable and sensitive day treatment services that meet youths' specific needs and facilitate achievement of their full potential. The audience is welcomed to share their expertise and suggestions toward strengthening treatment strategies and elevating the quality of care.

**#3 ROLLING OUT A POPULATION LEVEL PUBLIC HEALTH INITIATIVE: LESSONS LEARNED IN MANITOBA**

*Community Psychology/  
Psychologie communautaire*

Jennifer Volk, Healthy Child Manitoba Office/University of Manitoba; Kelly Hutton, Healthy Child Manitoba Office/University of Manitoba; Steven Feldgaier, Healthy Child Manitoba Of-

fice;

Deb Campbell, Healthy Child Manitoba Office; Louanne Beaucage, Healthy Child Manitoba Office

This presentation will detail key lessons learned from the population-level roll-out of Triple P by the Government of Manitoba. Over 700 practitioners from across sectors of the existing workforce have been trained and accredited to serve Manitoba's diverse multi-cultural and Aboriginal population. Several key lessons have been learned which have served to inform Manitoba's ongoing Triple P implementation and which can also provide guidance for others planning large-scale program delivery. This presentation will detail the following 4 lessons: (1) Prepare: investing resources into planning, outreach, and community engagement in advance of implementing a public health initiative provides the necessary foundation for implementation. (2) Support: Provision of support

encourages and enables practitioners and agencies to follow through and incorporate the program within their existing service delivery model. (3) Learn: it is imperative to know and learn from your practitioners, the communities in which they practice, and the individuals they serve in order to maintain successful implementation in unique and diverse contexts. (4) Communicate: relaying the benefits of the program to practitioners and articulating the role their participation will play in the “big picture” of public health and important for creating an open, informed, and collaborative environment for implementation.

**#4**

*Counselling Psychology/  
Psychologie du counseling*

**CONVERSATION WITH THE EXECUTIVE COMMITTEE FOR A CANADIAN  
DEFINITION OF COUNSELLING PSYCHOLOGY**

Robinder Bedi, Western Washington University; Beth E Haverkamp, University of British Columbia

This conversation hour 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 Report from the Executive Committee for a Canadian Definition of Counselling Psychology. The definition provided by the Committee is expected to be put forth for vote as an official definition and description of Counselling Psychology in Canada for CPA's Section on Counselling Psychology.

**#5**

*Counselling Psychology/  
Psychologie du counseling*

**TEACHING SUPERVISION SKILLS DURING INTERNSHIP AT UNIVERSITY  
COUNSELLING CENTRES: SELECTED CANADIAN AND US PERSPECTIVES**

George Hurley, Memorial University; Olga Heath, Memorial University; Lynda J Birkhead, West Virginia University Carruth Center for Counseling & Psychological Services

Supervision skills have been one of the areas recently highlighted in Canadian professional psychology as an essential core competency and training in supervision is required for accreditation of graduate programs in clinical and counselling psychology with the Canadian Psychological Association (CPA). An online review of those programs accredited by CPA shows that many programs are struggling with how to incorporate mandatory supervision training into their curricula. An examination of accredited internship sites in Canada reveals that they are only now beginning to establish instruction in this area. In contrast, North American university counselling centre internship training sites have a rich history of integrating the development of competence in supervision into their programs. This conversation hour will bring together senior university counselling centre supervisors from both Canada and the US in order to share some of their observations and experience regarding teaching supervision skills and developing supervisory competency in doctoral psychology interns.

**#6**

*Developmental Psychology/  
Psychologie du  
développement*

**UNDERSTANDING BULLYING: A SYSTEMS APPROACH TO EXAMINING SCHOOL  
INFLUENCES OF VICTIM TYPOLOGY**

Ozlem Erten, McGill University; Robert Savage, McGill University; Bindy Sanghera-Sidhu, McGill University; Jennifer Rocchi, McGill University; Maria R Di Stasio, McGill University

In this proposed presentation we seek to address (1) the phenomenon of bullying in schools, (2) typology of its victims, (3) effectiveness of anti-bullying school interventions and (4) cyber-bullying. School plays a central role in the development of children, indicating a need for contextual considerations in solving problems related to bullying. We will review recent research on social acceptance and rejection as potential factors of bullying and victimization. The emphasis will be on students with special needs and students from different minority groups. Thus, moving from a within-child focus to broader school influences, we will examine how a child becomes a victim of bullying not only by peers but also by an interaction of complex systems. Essentially, we will examine bullying in four related parts. First, we will describe bullying and secondly, we will focus on the characteristics of students who are most vulnerable to bullying. In the third section, we will look at how inclusive school communities can be created by giving examples from recent research studies looking at anti-bullying interventions. Concluding, this proposed presentation, we will present cyberbullying as a current problem that will continue to be a major threat of changing times in society and digital world. We will make suggestions for future considerations in bullying research and practice in schools.

**#7**

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

**THE INFLUENCE OF THE NEW PSYCHOLOGY ON THE 100 YEARS OF THE  
UNIVERSITY OF ALBERTA**

George H Buck, University of Alberta; William J Whelton, University of Alberta

This paper describes the influence of the “new psychology” of Wilhelm Wundt on the development of Psychology and Educational Psychology the University of Alberta. While the university celebrated its 100th anniversary in 2008, a department of Philosophy and Psychology was not established until 1909. One of Wundt's doctoral students was hired to head the new department, and his experience with Wundt shaped the focus and development of psychology at the University of Alberta. While the university also wished to establish a Faculty of Education in 1913, a suitable person to head it was unavailable. Eventually, a local person was found who not only studied Psychology at the University of Alberta, but who also was studying with another one of Wundt's doctoral students, this one at the University of Chicago. The influence of Wundt's “new psychology” led to a focus on experimental-type research in the new Faculty of Education, plus the establishment of a Counselling Psychology program. Although Wundt, his doctoral students, and those they mentored in turn are gone, a lasting influence of the “new psychology” remains.

#8

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

**PUBLISHING & POSSIBILITIES: STUDENTS IN MIND**

Christopher A Peet, King's University College

The peer-reviewed journal article presents accomplished research. For undergraduate and graduate students, it can appear at best a distant possibility. This discussion session centers on alternative and attainable types of publication, especially geared to the kind of archival and/or conceptual work typical of research in historical or philosophical approaches to psychology. A particular emphasis will be placed on the interview as a viable publication, as research experience, and as relevant for discerning the present 'shape of the field' of psychology.

#9

*International and  
Cross-Cultural  
Psychology/Psychologie  
internationale et  
interculturelle*

**COUNSELLING CONSIDERATIONS: INFORMAL CAREGIVING ISSUES RELATED TO ETHNIC IDENTITY**

Carolyn J Triscott, University of Lethbridge/Alberta Caregivers Association (ACA)

Health professionals must become aware of the diverse needs of vulnerable clients in order to sensitively assist them. Informal caregiving has been linked to increased rates of anxiety, depression, physical illness, social isolation and financial strain. As health care becomes more complex, the role of the informal caregiver becomes increasingly significant. However, members from certain ethnic populations have differing conceptions concerning the meaning and the process of the caregiving role. This presentation explores research conducted in Alberta concerning the ethnic identities of various cultural groups and how they relate to informal caregiving.

#10

*Psychologists in Education/  
Psychologues en éducation*

**MANAGING FASD IN THE CONTEXT OF ELEMENTARY SCHOOL: CAREGIVER PERSPECTIVES**

Suretha Swart, University of British Columbia; Laurie Ford, University of British Columbia; William McKee, University of British Columbia; Wendy Hall, University of British Columbia

The purpose of the investigation, which uses a grounded theory approach (Glaser & Strauss, 1967; Glaser, 1978) and is guided by symbolic interactionism, is to understand how primary caregivers of elementary school aged children in British Columbia manage their children's FASD in the context of school and related systems. Interest in examining this social problem arises from the recognition that (a) children with FASD have complicated profiles and special education needs that affect their ability to function in school; (b) despite the recognition of caregivers of children with special needs as vital partners in the education of their children at the educational policy level there has been limited research involving caregivers of children with FASD in the educational context and no research that has systematically documented the perceptions of caregivers of elementary school aged children with FASD in British Columbia; (c) findings from limited studies in the Canadian context provide some description of caregivers' efforts to manage their children's FASD, however, these ideas are not tied together into coherent theory. Consequently, the intent of this researcher is to generate substantive mid-range theory that describes how primary caregivers manage their elementary school aged children's FASD in the context of the school and related systems.

#11

*Psychology and Religion/  
Psychologie et religion*

**INTERSECTIONS OF SPIRITUAL & RELIGIOUS IDENTITIES IN MULTICULTURAL PERSPECTIVE**

Marvin J McDonald, Trinity Western University

Research has demonstrated multiple and diverse links between religious and cultural identity for immigrants across the world. Spiritual beliefs motivate and shape migration decisions; religious communities support and guide migrations decisions and adaptation; and the formation and transformations of faith communities moderate acculturation processes. Moreover, religious and spiritual commitments shape the reception of immigrants in a variety of ways, at time contrasting and working at cross-purposes. This conversation session provides the section program for the Section on Psychology and Religion for the 2009 convention. Current research, theory, and practice addressing intersections among these topics will be discussed. Conversation participants will be encouraged to explore conceptual, methodological, and collaborative dimensions of these topics, including policy and applied implications as well as research directions. Discussion will be encouraged in both English and French.

#12

*Students in Psychology/  
Étudiants en psychologie*

**FROM SUPERVISEE TO SUPERVISOR: WHAT YOU NEED TO KNOW TO MAKE THE TRANSITION**

Nicola E Fitzgerald, Centre for Addiction and Mental Health; Becki L Cornock, University of Manitoba; Tammy L L Whitlock, London Health Sciences Centre; Sarah E A Bertrim, Royal Ottawa Mental Health Centre; Sarah J Kibblewhite, Hincks-Dellcrest Centre

As a trainee, clinical supervision provides the opportunity to discuss cases, proofread reports, as well as offer reassurance that we're doing the right thing in the therapy session. Although considered a core competency, all too often psychology graduates come into the role of supervisor with relatively little training in this important and complex process. The transition can be an anxiety provoking one as graduates find themselves in the role of public protector, teacher, and evaluator, seemingly overnight.



We are 5 early career psychologists working in diverse settings (hospital, private practice) supervising a wide variety of trainees and other professionals (practicum students, psychometrists, interns, and medical residents). Through a combination of personal experience, reference to the literature, and other professional documents from organizations such as CPA, ASPPB, we will discuss the challenges of managing boundaries; working with trainees at different developmental levels; providing feedback and evaluation; as well as what factors differentiate good supervision from bad. Our goal is to provide attendees with an opportunity to discuss issues associated with the challenges of transitioning from the role of supervisee to supervisor.

**#13**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**RESEARCH ON THE ROLE OF CANNABIS ON MENTAL ILLNESS: THE IMPACT OF SOCIAL BIAS**

Julien Lemay, Université d'Ottawa; Linette Lawlor-Savage, University of Calgary

The role of cannabis in mental illness is disputed. Existing studies yield moderate correlations and the results are contradictory. Some studies suggest cannabis use reduces depression while others indicate that depression increases with cannabis use. One problem in comparing existing studies is the subjective way cannabis use is measured. Some define heavy use as the consumption of marijuana multiple times per day. In other studies, participants need only consume any product containing Tetrahydrocannabinol (THC) once per week to be considered heavy users. In addition, exact measurements of the cannabis consumed during each use were not recorded. Even if the exact amount of cannabis consumed had been recorded, knowing how much THC was absorbed by a participant per quantity of cannabis consumed could not be measured by current methods. Despite the prevalence of cannabis use around the world, its possession is illegal in many countries. This may restrict the objectivity of researchers, the participation of funding agencies, and participants' disclosure. Understanding the impact this social climate has on research is imperative in improving the safety of cannabis as a medical and psychological recourse. In a discussion group, participants will explore the impact of social bias on cannabis research, and how this bias may impact the mental health of Canadians.

**#14**

*Traumatic Stress/  
Stress traumatique*

**THE EFFECTS OF WITNESSING TRAUMA AND DISASTER FOR CANADIAN JOURNALISTS AND PHOTOJOURNALISTS**

Patrice Keats, Simon Fraser University

The price of reporting has gone up grievously; each week around the world we pay with the life of journalists and photographers, or with some form of significant harm towards those who bring us news. Added to this, an unwritten code requires journalists to proceed with the next assignment without addressing the emotional cost of a tragic event just covered. Their responses to these graphic descriptions and violent events put them at risk for traumatic stress responses. In this paper, we report on the results of a critical ethnographic study showing the consequent effects for journalist/photojournalist reporting disaster, trauma, and conflict. We show the emotional, physical, psychological, social and work-related consequences of this work, and how journalism culture perpetuates reluctance to seeking help and psychological intervention. These results enlighten the consequences of unrecognized and untreated stress reactions and inform appropriate interventions for the care of our news workers.

**#15****TECHNOLOGY AND YOUR PRACTICE**

Nigel Flear, Canadian Psychological Association

Meet with CPA's system administrator to discuss information technology and your practice. This conversation session is designed for those with a practice or who plan to open a practice. Topics open for discussion include creating a website for your practice, and other IT considerations for psychologists.

**2009-06-11 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – MACKENZIE**

**Symposium**

*International and  
Cross-Cultural Psychology/  
Psychologie internationale  
et interculturelle*

**METHODOLOGICAL ADVANCES IN THE MEASUREMENT OF ACCULTURATION: BEYOND SELF-REPORT QUESTIONNAIRES**

Andrew G. Ryder, Concordia University

Self-report questionnaires have long been the primary method of assessing acculturation. Unfortunately, many hypothesized features of this process - such as changes over time, shifting identities based on context, or complex multicultural identities - are not easily assessed by such instruments. Each of these papers presents a new and non-traditional acculturation measure, emphasizing methodology and measurement but including illustrative data. Sheikh and colleagues present the Montreal Inventory of Linguistic Integration (MILI), a social network measure designed for multilingual contexts. Yampolsky and colleagues present the Multi-cultural Assessment of Preferences and Identities (MAP-ID), a computer-adaptive task that links respondent-generated cultural identities to attitudinal and behavioural preferences. Ryder and colleagues present a cultural adaptation of the Day Reconstruction Method (Culture-DRM), designed to assess context-driven shifts in cultural identity over the course of the day. Non-questionnaire methods are more time-consuming and complicated to administer, so there will always be a place for well-validated self-report acculturation questionnaires. We anticipate, however, that research focusing on acculturation processes will benefit from the inclusion of one or more of these new methods.

**A****THE MONTREAL INVENTORY OF LINGUISTIC INTEGRATION: ASSESSMENT OF LANGUAGE-BASED SOCIAL NETWORKS IN MULTILINGUAL ENVIRONMENTS**

Naveed Sheikh, Concordia University; Norman Segalowitz, Concordia University; Andrew G. Ryder, Concordia University

Acculturation often requires the acquisition of a new language before one can fully participate in the mainstream community. This process is even more complex in multilingual environments, such as Montreal. We developed the Montreal Inventory of Linguistic Integration (MILI) to assess the extent to which one maintains relationships within a given linguistic community. Specifically, the MILI asks respondents to identify friends who speak a given language as a first language, and with whom the respondents ordinarily converse in that language. The depth of intimacy in each relationship, and the degree of interconnectedness between friends in a given network, are also assessed. Our rationale is that the extent to which one uses a given language in a network of informal social contacts impacts on high-level language skills, such as ability to informally learn culturally-specific idiomatic expressions, formulaic utterances, and subtleties of word meaning would relate to the. We expect that the MILI will predict these skills better than either standard fluency measures or self-report acculturation identity questionnaires. Discussion of the MILI will be supplemented by results from two small studies (N = 20, N = 40) of bilingual undergraduates confirming that MILI indices outperform fluency and acculturation measures in the prediction of high-level language ability.

**B** **COMPUTER-ADAPTIVE MEASUREMENT OF ACCULTURATION IN MULTICULTURAL CONTEXTS: THE MULTICULTURAL ASSESSMENT OF PREFERENCES AND IDENTITIES (MAP-ID)**

Maya A Yampolsky, Université du Québec à Montréal; Naveed Sheikh, Concordia University; Andrew G Ryder, Concordia University

One limitation of traditional acculturation instruments is that they are limited to a specific number of identified cultural groups, masking the potential variation in the number of salient cultural identities that a given person might have. It also limits content to either general domains or specific examples selected by the researcher. The Multicultural Assessment of Preferences and Identities (MAP-ID) computer-adaptive technique is designed to account for these issues and proceeds in three phases. In phase 1, participants freely identify any number of salient identities; in phase 2, participants provide specific examples of their attitudinal and behavioural preferences (e.g., list all the sources of news that you consult at least weekly); in phase 3, participants are asked a series of questions in which they are asked to link each response in phase 2 with one or more of the identities reported in phase 1. Discussion of the MAP-ID will be supplemented by data from a heterogeneous sample of 100 students. Results demonstrate that heritage and mainstream indices from the MAP-ID correlate with their counterparts on the Vancouver Index of Acculturation (Ryder et al., 2000), but also that the MAP-ID allows the generation of additional indices that cannot easily be assessed by traditional acculturation self-report questionnaires.

**C** **THE MEASUREMENT OF ACCULTURATION IN CONTEXT: ADAPTING THE DAY RECONSTRUCTION METHOD FOR CULTURAL RESEARCH**

Andrew G Ryder, Concordia University; Jessica Dere, Concordia University; Donald H Watanabe, Concordia University

Self-report acculturation questionnaires can easily be adapted to assess a wide range of different cultural identities. Assessment of the ways these identities shift with context is not so easy. We developed a new acculturation measure to account for the ways in which complex cultural identities shift over the course of the day, depending on context. Specifically, we adapted the Day Reconstruction Method (DRM; Kahneman et al., 2004) for acculturation research, producing the Culture-DRM. The DRM is a well-validated assessment of daily activities in which the previous day is divided into episodes that are each rated according to activity, social interaction, and emotional valence. The Culture-DRM also includes ratings of cultural affiliation within each episode and language use. The Culture-DRM has been completed by close to 200 undergraduate students from a diversity of cultural backgrounds, including immigrant and international students. Results indicate that this measure has expected correlations with demographics and with the Vancouver Index of Acculturation (Ryder et al., 2000), while also providing substantially more detailed and nuanced information. The Culture-DRM goes beyond standard self-report measures by gathering contextually-specific data about the lived experience of acculturation.

2009-06-11 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – MATAPÉDIA

**Symposium**  
*History and Philosophy of Psychology/Histoire et philosophie de la psychologie*

**INTEGRATION OF APPLIED AND BASIC PSYCHOLOGY: REFLECTIONS ON CURRENT ISSUES AND INITIATIVES**

Josephine C H Tan, Lakehead University

The diverse nature of psychology has proven to be its strength and albatross. On one hand, the discipline has produced significant contributions in many areas including scientific knowledge, professional initiatives and activities, training and administrative domains. Yet, the differences between the applied and basic psychologists have resulted in a gap in communication, understanding, and cooperation in the discipline. The chasm is evident in the development of specific societies dedicated to the science of psychology such as the Association for Psychological Sciences and the Canadian Society for Brain, Behaviour and Cognitive Science. The issue of the integration of the applied and basic side of psychology is one that has been examined over the years in both Canada and the United States. This symposium brings together four panelists from applied and basic backgrounds to speak on this issue with the goal of offering reflections on factors that contribute to the division, the benefits of integrating applied and basic psychology, and potential steps that could be taken towards that direction.

**A** **LINKING THE FRAGMENTS OF A DISUNIFIED PSYCHOLOGY**

Michael F Wesner, Lakehead University

Psychology has seen increasing diversity in methodology, theory, language and philosophy over time, leading to fragmentation and isolation among the sub-fields of the discipline. The division is clearer at the general level between applied and basic experimental psychology. This presentation will go over some of the current factors that might maintain the split, such as research funding priorities, resource-intensive needs inherent in basic psychology, and the increasing corporate structure in universities. Suggestions on strengthening the link between applied and basic psychology will be offered.

**B** **WHY I-O PSYCHOLOGY EMBRACES THE SCIENTIST-PRACTITIONER MODEL**  
Gary P Latham, University of Toronto

The reciprocal beneficial effects of science on practice in organizational psychology will be highlighted with regard to my own research and practice. In addition, the value of building on research in social psychology and neuroscience for advancing the science and practice of organizational psychology will be explained. The implicit theme of this presentation will be the necessity of a “boundaryless” psychology where we in CPA are psychologists first and specialists second.

**C** **BRIDGING CLINICAL AND BASIC PSYCHOLOGY IN AN ACADEMIC SETTING**  
Josephine C H Tan, Lakehead University

The training model in clinical psychology is predominantly based on the scientist-practitioner approach. Finding a comfortable balance between the professional and research training in an academic setting often can be challenging. This presentation will look at these challenges with a view to providing some thoughts on reinforcing the link between the professional and research training in clinical programs.

**D** **BRIDGING APPLIED AND BASIC PSYCHOLOGY CLOSER TOGETHER: THE ROLE OF CPA**  
Thomas Hadjistavropoulos, University of Regina

In order to maximize our discipline’s ability to effectively study and explain human behaviour, it is imperative that applied and basic psychologists work together. The Canadian Psychological Association (CPA) can play a key role in the integration of psychology. This presentation will review recent CPA initiatives aimed at the enhancement of the cooperation between basic and applied psychologists and will invite ideas for steps that psychological organizations can take to maximize the potential of our discipline.

2009-06-11 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – RICHELIEU

**Symposium** **LA THÉORIE DE L'AUTODÉTERMINATION APPLIQUÉE À L'UNIVERS DES ORGANISATIONS : UNE APPROCHE MULTINIVEAUX DE LA MOTIVATION AU TRAVAIL**  
*Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle*  
Marylène Gagné, Université Concordia

Au cours des 25 dernières années, la théorie de l'autodétermination s'est concentrée essentiellement sur l'étude de la motivation, du développement et du fonctionnement optimal au niveau individuel (Ryan & Deci, 2002). La théorie a été soutenue empiriquement à maintes reprises dans plusieurs domaines de vie (Moreau, 2005). Depuis les dernières années, l'étude de la théorie de l'autodétermination en milieu de travail est en plein essor, mais des développements sont à envisager afin qu'elle devienne une des théories importantes de la motivation au travail. En ce sens, le symposium propose de développer une approche multiniveaux de l'autodétermination au travail afin de mieux prendre en compte la réalité des organisations. La première présentation portera sur la motivation individuelle des travailleurs et le rôle important des gestionnaires à l'égard de celle-ci. La deuxième présentation portera sur la validation du construit de motivation groupale et sur l'impact des dimensions du travail collaboratif sur celle-ci. La troisième présentation portera sur l'impact de la structure des équipes de travail du domaine de l'innovation, qui soulignera les liens possibles entre le développement de la motivation individuelle et la motivation groupale. Une discussion des implications de ces nouveaux modèles pour le développement de la recherche organisationnelle suivra.

**A** **LA MOTIVATION INDIVIDUELLE SELON LA THÉORIE DE L'AUTODÉTERMINATION : ÉTAT DES CONNAISSANCES EN MILIEU ORGANISATIONNEL ET PRÉSENTATION D'UN MODÈLE INTÉGRATEUR**  
Geneviève Beaulieu, Université de Montréal; Véronique Dagenais-Desmarais, Université de Montréal; Jacques Forest, Université du Québec à Montréal

Cette présentation vise à dresser un portrait de l'état actuel des connaissances sur la motivation individuelle selon la théorie de l'autodétermination en contexte organisationnel. De plus, un modèle intégrateur basé sur les plus récentes avancées théoriques dans ce domaine sera présenté (Forest & Mageau, 2008). Ce modèle se concentre sur l'influence de l'environnement de travail qui, en soutenant la satisfaction des besoins fondamentaux des individus (c.-à-d. autonomie, compétence et affiliation sociale) peut favoriser la motivation autonome (c.-à-d. activité intéressante ou en concordance avec les valeurs et buts de l'individu; Deci & Ryan, 2000) plutôt que la motivation contrôlée (c.-à-d. activité où l'individu se sent contraint par une source externe ou intrapsychique; Deci & Ryan, 2000) et ainsi, affecter positivement la santé psychologique et la performance des travailleurs. Un accent particulier sera mis sur le rôle du superviseur dans la satisfaction des besoins fondamentaux de ses employés et son influence sur la motivation de ces derniers à s'engager vers les objectifs de l'organisation (Bono & Judge, 2003). Les données recueillies lors

d'une récente expérimentation seront présentées et des analyses par équations structurelles permettront de tester le modèle intégrateur proposé. De plus, des pistes novatrices de recherches futures seront discutées.

**B** **EXPLORATION DE LA MOTIVATION COLLECTIVE AU TRAVAIL : ÉTUDE DES STRUCTURES INTERACTIONNELLES ET DES CONSTRUITS SOCIAUX DANS L'ÉMERGENCE DU CONSTRUIT POUR LES EMPLOYÉS**

Simon Grenier, Université de Montréal; Louis-Pierre Sarrazin, Université de Montréal; François Chiochio, Université de Montréal

La théorie de l'autodétermination (TAD; Deci et Ryan, 2000, Vallerand, 1997) est une théorie de la motivation humaine qui s'est concentrée essentiellement sur la motivation individuelle dans divers domaines de vie. À ce jour, une seule étude tente d'aborder la TAD sous une perspective groupale (Sheldon et Bettencourt, 2002). Malheureusement, celle-ci comporte différentes lacunes épistémologique et méthodologique qui doivent être prises en compte. De récents travaux ont montré que, pour élever un construit au niveau groupal, il faut notamment considérer la structure interactionnelle présente au sein des membres d'une équipe de travail (Morgeson et Hofmann, 1999). Conséquemment, la présentation propose d'aborder l'idée que différents construits sociaux peuvent faire converger les équipiers vers des objectifs et des expériences communs. D'abord, la structure groupale des interactions, permet l'émergence de la motivation collective (autonome vs. contrôlée) grâce aux dimensions travail collaboratif (communication, coordination, coopération et synchronisation temporelle). Ensuite, il est postulé que l'identification et le sentiment d'appartenance sont aussi des construits sociaux qui permettent le développement de la motivation collective au travail. Les résultats d'une étude pilote, menée auprès d'équipes de sauveteurs, seront présentés et discutés au cours de la présentation.

**C** **LA STRUCTURE DE LA TÂCHE INDIVIDUELLE AU SEIN DES PROJETS CRÉATIFS ET SON INFLUENCE SUR LA RÉGULATION MOTIVATIONNELLE DES INDIVIDUS**

Louis-Pierre Sarrazin, Université de Montréal; Simon Grenier, Université de Montréal

Les phases des projets créatifs, de la conception à l'exécution, voient la tâche collective se structurer peu à peu (Takeushi & Nataka, 1986) par le développement de modèles mentaux partagés sur la nature de la tâche et les méthodes de coordinations (Mathieu, Goodwin, Heffner, Salas & Cannon-Bowers, 2000). La définition des tâches individuelles et la coordination de celles-ci sont assurées, en milieu de travail, par la structure organisationnelle (Mintzberg, 1982), une conception structurelle que Stewart et Barrick (2000) appliquent aux équipes de travail en la situant au niveau des interactions entre les individus. Dans cette perspective, la présentation propose d'aborder l'idée que la structure interactionnelle joue un rôle dans la transition de concepts motivationnels entre les niveaux groupal et individuel (voir Morgeson et Hofmann, 1999). Dans la lignée des travaux de Rizzo et ses collègues (1970), nous suggérons que la structure des équipes agira au niveau individuel, à travers la notion d'ambiguïté associée aux tâches individuelles, pour influencer le développement d'intentions et ainsi, la régulation motivationnelle telle que suggérée par la théorie de l'autodétermination (autonome vs contrôlée). Les résultats d'une étude pilote menée auprès d'équipes de développement de l'industrie du jeu vidéo seront présentés et discutés au cours de la présentation.

2009-06-11 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – PÉRIBONKA

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

**POSITIVE PSYCHOLOGY SYMPOSIUM 2: MINDFULNESS, RESILIENCE, AND NATURE CONNECTION AS POSITIVE POTENTIALS FOR WELL-BEING**  
Laurie Hollis-Walker, York University

There has been emerging interest in the psychological investigation of positive aspects of human experience that increase quality and meaning of life and relationships with others (Peterson & Seligman, 2004). Thus, positive psychologists are raising questions about how and why people flourish (King et al., 2006; Seligman et al., 2006). In this symposium, we present investigations of aspects of life experience that make life worth living, including mindfulness, connections with human and non-human life, and internal strengths such as the ability to withstand adversity and challenge. Tania Smethurst will present a review of the current resilience training literature, with examples drawn from her research on wilderness training for youth-at-risk. Laurie Hollis-Walker will present a mediation analysis of personality and cognitive style in the prediction of connection to nature and will discuss implications for pressing issues of ecological sustainability and global well-being. Kenneth Colosimo will present findings on correlates of mindfulness in a non-meditating sample and will discuss implications for the role of mindfulness in the experience of happiness. Our discussant Stan Sadava will comment on each paper in turn and we invite the audience to participate in a period of interactive discussion.

**A** **RESILIENCE TRAINING: A LOOK AT THE LITERATURE WITH AN EYE FOR EARLY INTERVENTION IN POSITIVE PRACTICE**

Tania Smethurst, Vancouver Island University

The ability to display resilience is considered an asset to an individual's psychological health and positive development (Werner & Smith, 1982) and training programs such as the Penn Resiliency Program from the University of Pennsylvania put positive psychology research into practice. In recent years resilience training programs have gained momentum as interventions for the development of psychological strength. Young people in particular have been targets for the promotion of resilience. Dr. Martin Seligman has used the term "inoculation" to describe the goal of teaching resilience; that is, as a preventative measure for coping with life's inevitable challenges. Resilience training can offer a means of preparation for one's journey through life. Designed to

develop characteristics that have been shown empirically to have protective value resilience training programs can prevent mental illness and promote well-being in youth (Reivich & Shatté, 2002). Results from a Canadian wilderness therapy intervention program will be reviewed regarding its ability to foster the process of building resilience in youth-at-risk. Discussion will center on the current resilience training program literature and the variety of ways resilience can be fostered in individuals. Arguments for the need of early intervention will be proposed.

**B NON-DUALITY MEDIATES THE EFFECT OF ABSORPTION ON NATURE CONNECTION**

Laurie Hollis-Walker, York University

Psychologists could contribute much towards solutions for crises of ecological sustainability. However, research into the human psychological mechanisms contributing to our current inability to respond to ecological decline is remarkably absent (Schmuck & Vlek, 2003; Winter, 2000). A study was conducted to examine the effect of the personality trait absorption as mediated by a non-dualistic cognitive style in the prediction of connection to nature. Significant findings indicate that nature connection is positively related to non-duality and to absorption and that non-duality mediates the predictive relationship of absorption on nature connection. These findings lend support to the point of view of that an expression of unity in existence with other life is related to a nature-connected worldview. Findings support also McCrae (1996), who suggested that openness to experience (and thus, absorption) are important personality traits in terms of engaged, socially relevant behavior. Discussion will incorporate the argument that ecological dilemmas are socially relevant now and that non-duality and absorption are among the human strengths to nurture if we are to establish essential re-connection with nature. Such re-connection can facilitate place-based, human-created solutions to current critical dilemmas of ecological and potentially related social sustainability.

**C MINDFULNESS IN A NON-MEDITATING POPULATION: STILL A MECHANISM OF PSYCHOLOGICAL WELL-BEING?**

Kenneth Colosimo, Brock University

Recently, many studies involving clinical and non-clinical populations have linked mindfulness to psychological, emotional, and physical well-being. However, very few models of the psychological mechanisms underlying mindfulness states have been proposed thus far. The current study explores the relationships between mindfulness and measures of psychological well-being (PWB), in addition to testing a recently proposed five-factor model of mindfulness (Baer et al., 2006). This model breaks mindfulness down into five basic skills or facets, including observing, describing, acting with awareness, and non-judgment of and non-reactivity to inner experience. Previous research testing this model has shown that in non-meditating individuals the observing facet does not predict PWB, and has even been correlated with high reports of psychological symptoms (Baer et al., 2008). The current study explores this phenomenon, and hypothesizes that sharp observation of one's mind and body lead to PWB only when accompanied by self-compassion (a cornerstone of mindfulness training). A non-clinical, non-meditating sample of undergraduate students will provide self-report measures for mindfulness and a variety of other qualities. Data collection is underway and results will be presented and discussed in terms of the implications of mindfulness as an important, ubiquitous mechanism of happiness.

2009-06-11 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – BERSIMIS

**Symposium KNOWLEDGE BUILDING FOR 'WHAT WORKS': THE IMPORTANCE OF STUDY QUALITY TO EMPIRICALLY-BASED PRACTICE**  
*Criminal Justice Psychology/ Psychologie et justice pénale* Guy Bourgon, Public Safety Canada

Making sense of the literature on treatment effectiveness to reduce recidivism is difficult when each review/meta-analysis includes different studies for different reasons, with no discernible agreement on study quality. To address this problem, 15 experts in sex offender research (Beech, Hanson, Marques, Quinsey, Thornton, et al.) formed the Collaborative Outcome Data Committee (CODC) and developed guidelines for structured evaluation of treatment outcome study quality. These guidelines, though developed within the sex offender treatment literature, are applicable to the evaluation of a wide variety of human services provided to offenders. These guidelines are useful in evaluating methodological quality of existing studies and can provide valuable assistance to researchers who design and conduct a variety of human service outcome studies. This symposium will describe the development and content of the guidelines, and discuss how they were applied in meta-analytic studies of the effectiveness of sex offender treatment, drug treatment courts, and community supervision. The presentations will show how the guidelines assisted the determination of "acceptable" studies for meta-analytic synthesis, how study quality can influence such reviews, and how a CODC Guideline can be used to assist knowledge building in each of these areas.

**A DEVELOPMENT OF STUDY QUALITY GUIDELINES AND THEIR UTILITY IN A META-ANALYSIS OF SEX OFFENDER TREATMENT OUTCOME STUDIES**

Leslie Helmus, Public Safety Canada

Few areas of correctional intervention invoke as much controversy as the treatment of sexual offenders. Previous meta-analyses have often been criticized for their inclusion of studies with poor methodological quality and this has fuelled scepticism regarding treatment efficacy for sex offenders. This presentation will discuss how the Collaborative Outcome Data Committee (CODC) study quality guidelines were developed to help achieve a consensus on study quality, promote good research, and organize existing research. The content of the guidelines will be discussed and results from two reliability studies will be presented. Additionally, this presentation will discuss the use of the guidelines in a recent meta-analysis on the effectiveness of sex offender treatment. Of 130 studies originally identified as "admissible," 103 (79%) were classified as REJECTED on the study quality

guidelines. Of the remaining 27 studies, 21 were coded as WEAK, 5 were coded as GOOD, and 1 was coded as STRONG. Results of the meta-analysis will be presented and characteristics of accepted versus rejected studies will be described. Overall, the CODC guidelines are useful in quantifying study quality issues in the sex offender treatment literature and summarizing the primary areas where current studies are susceptible to reduced confidence and/or increased bias.

**B THE EFFECTS OF STUDY QUALITY ON META-ANALYTIC FINDINGS: AN EXPLORATION OF THE EFFECTIVENESS OF COMMUNITY SUPERVISION**

Kyle Simpson, Public Safety Canada

The methodological quality of the studies included in a recent meta-analysis on community supervision (Bonta, Rugge, Scott, Bourgon, & Yessine, 2008) was examined using the Collaborative Outcome Data Committee (CODC) guidelines. The CODC guidelines provide a clear procedure for examining the study quality of offender treatment studies and produce measurements of the confidence, bias, and direction of bias in the experimental results. Although the CODC guidelines were developed to examine sexual offender treatment studies, many of the dimensions are pertinent to evaluations of other human service interventions with other types of offenders (e.g., community supervision). The present investigation revealed that 73% of the effect sizes included in the Bonta et al. meta-analysis were taken from studies rated as having either "some" or a "considerable" amount of bias. Furthermore, many of these effect sizes suffered from biases on key experimental variables like subject selection procedures, or the a priori equivalency of groups. These results illuminate common methodological weaknesses that jeopardize the validity of treatment outcome studies. Methodological improvements are suggested along with the caution that meta-analytic reviews not addressing issues of study quality should be interpreted cautiously.

**C STUDY QUALITY IN DRUG TREATMENT COURT EVALUATIONS: CLOUDING THE WATER**

Leticia Gutierrez, Carleton University

Reliably and validly assessing the impact of Drug Treatment Courts (DTC) on recidivism is a critical first step to enhancing our understanding of how and why such programs may work. Three recent meta-analyses on DTC efficacy yielded conflicting results. One concluded DTC reduce recidivism by 7.5%, another 14%, and the third reported a 26% reduction. It was hypothesized that study quality significantly contributed to these different results. Examining only those studies included in these reviews, study quality was assessed with the CODC Guidelines (Beech et al., 2007). Overall, approximately three-quarters of the studies were rated as REJECTED, 24% as WEAK, and 2% as GOOD. None were rated as STRONG. Results revealed that a substantial portion of the effect size variability was attributed to a range of methodological problems. Specifically, these were the construction of adequate comparison groups, inadequate search for potential group differences, and the inherent difficulty of handling the typically high attrition rates found in DTC programs. Weaknesses in these areas were found to exaggerate DTC effectiveness. Implications of study quality on knowledge-building activities, whether it is a meta-analytic review or a discrete DTC program outcome evaluation, are discussed.

2009-06-11 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – GATINEAU

**Symposium**  
*Clinical Psychology/*  
*Psychologie clinique*

**EATING DISORDERS DURING CHILDHOOD AND ADOLESCENCE: A CONSIDERATION OF COMORBIDITY, PERSONALITY AND INTERPERSONAL RELATIONSHIPS**

Sherry Van Blyderveen, McMaster Children's Hospital

Children and adolescents who struggle with eating disorders are an understudied population, likely as a result of low prevalence rates and the challenges of studying clinical samples. The papers in this symposium thus each present novel and important findings, as they each consider youth diagnosed with an eating disorder. To begin, a comprehensive description of comorbidity in this population is provided. The second paper considers the unique contributions of anxiety and perfectionism in regards to eating disorder symptoms, highlighting differences between diagnostic categories and symptom features (restrictive, binge-purge). Next, when the role of personality and parent-child relationships are considered, perfectionism and family connectedness differentially relate to the diagnostic categories and symptom features. To conclude, a topic particularly pertinent for youth, peer victimization, is addressed. Peer victimization was shown to be associated with body dissatisfaction, and this relationship was mediated by self-esteem. Each of these studies highlight the importance of considering children and adolescents separate from adult samples, as their findings demonstrate that youth struggling with eating disorders differ in their presentation and experiences from adults struggling with eating disorders. These findings have significant theoretical and treatment implications.

**A COMORBIDITY AMONG YOUTH STRUGGLING WITH EATING DISORDERS**

Jessica Pan, McMaster University; Yvonne Chen, McMaster University; Sherry Van Blyderveen, McMaster Children's Hospital

The presence of comorbidity has been associated with increased risks and poorer outcomes among patients struggling with a mental health disorder, such as an eating disorder. The present study examines the prevalence of diagnosed comorbidity among youth receiving treatment for an eating disorder. The files of 131 youth treated and discharged by a pediatric eating disorders program were coded for confirmed diagnoses of comorbid mental health disorders. Patient outcome (recovery, drop-out, hospitalization) was also coded. The most common comorbid disorders were depression (29.8%) and anxiety (13.7%). 42.6% of youth with Anorexia Nervosa, and 36.0% of youth with Bulimia Nervosa, were diagnosed with one or more comorbid disorders. 40.5% of youth with restrictive features, and 49.1% of youth with binge-purge features, were diagnosed with one or more comorbid dis-

order. The results suggest that rates of comorbidity are lower among youth, compared to adults, struggling with eating disorders. However, consistent with the adult literature, youth without comorbid conditions were more likely to recover and less likely to drop-out of treatment than youth with comorbid conditions. Interestingly, comorbidity did not predict hospitalization. Comorbid diagnoses found in the present sample will be discussed relative to common diagnoses found among adults struggling with eating disorders.

#### **B ANXIETY, PERFECTIONISM AND EATING DISORDER SYMPTOMS**

Yvonne Chen, McMaster University; Aislin R Graham, Dalhousie University; Sherry Van Blyderveen, McMaster Children's Hospital

More than two thirds of patients struggling with an eating disorder also struggle with an anxiety disorder. The link between perfectionism and eating disorders has also been well established, especially among patients diagnosed with Anorexia Nervosa (AN). The present study considered whether perfectionism contributes uniquely to eating disorder symptoms (drive for thinness, bulimic symptoms, body satisfaction), beyond that predicted by anxiety. 192 youth diagnosed with an eating disorder completed eating disorder and anxiety measures prior to receiving treatment. Regression analyses indicated that perfectionism accounted for a significant proportion of the variance, after anxiety symptoms were controlled, for all 3 eating disorder symptoms for youth with AN and restrictive features. Perfectionism, however, was not associated with eating disorder symptoms, after other anxiety symptoms were controlled, for any of the 3 eating disorder symptoms for youth with Bulimia Nervosa (BN) or binge-purge features. Surprisingly, anxiety was not consistently predictive of eating disorder symptoms among youth with BN or binge-purge features. Findings suggest that both anxiety and perfectionism contribute uniquely to eating disorder symptoms for youth with AN or restrictive features, while neither consistently contribute to eating disorder symptoms for youth with BN or binge-purge features.

#### **C BODY DISSATISFACTION AMONG CHILDREN AND ADOLESCENTS STRUGGLING WITH EATING DISORDERS: THE MODERATING EFFECTS OF PERSONALITY AND PARENT-CHILD RELATIONSHIPS**

Joanna Yao, McMaster Children's Hospital; Yvonne Chen, McMaster University

Body dissatisfaction, the internal negative perception of one's body, is common in western society, and its presence is essential for a diagnosis of an eating disorder. Despite over 50% of the female population experiencing body dissatisfaction, the clinical prevalence rate of eating disorders is 1-3%. Possible moderators between body dissatisfaction and eating disorder symptoms, specifically personality and parent-child relationships were examined in the present study. 29 youth diagnosed with an eating disorder completed a series of questionnaires at intake to a pediatric outpatient treatment program. Questionnaires included measures of eating disorder symptoms (body satisfaction, drive for thinness, bulimic symptoms), personality, and parent-child relationships. When all measures of personality were entered into a regression, only perfectionism predicted a drive for thinness and none predicted bulimic symptoms. When all measures of parent-child relationships were entered into a regression, none predicted a drive for thinness and only family connectedness predicted bulimic symptoms. The interaction term between perfectionism and family connectedness was not significant. Thus, although all eating disorders are characterized by body dissatisfaction, different variables appear to predict whether this is manifested in restrictive or binge-purge behaviours.

#### **D PEER VICTIMIZATION AND BODY DISSATISFACTION: CONSIDERING SELF-ESTEEM AS A MEDIATOR**

Samantha Surkis, McMaster University; Yvonne Chen, McMaster University; Sherry Van Blyderveen, McMaster Children's Hospital

Children who are victimized by their peers report more internalizing and externalizing symptoms than their non-victimized peers including loneliness, aggression, depression, anxiety, and school refusal. Peer victimization, and weight related teasing in particular, has also been associated with eating disorder symptoms such as body dissatisfaction. While the link between psychological maladjustment and peer victimization may seem intuitive, few studies have examined the variables that may mediate the risk for psychopathology associated with experiences of peer victimization. The present study examined whether peer victimization was related to the severity of eating disorder symptoms, and whether this relation would be mediated by self-esteem. 64 youth diagnosed with an eating disorder completed a series of questionnaires, including measures of body dissatisfaction, self-esteem, and peer victimization (physical, verbal, relational). Peer victimization was associated with increased levels of body dissatisfaction. Regression analyses indicated that this relationship was fully mediated by self-esteem. These results highlight the importance of understanding adolescents within the context of their peer groups, and attending to experiences of victimization in particular.

**2009-06-11 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – SAINT-LAURENT**

#### **Symposium**

*Health Psychology*

*Psychologie de la santé*

#### **CLINICAL PSYCHOLOGY IN THE MEDICAL SETTING: DOES ONE SIZE FIT ALL?**

Brett D Thombs, McGill University and SMBD-Jewish General Hospital

Clinical Health Psychology is a broad specialty area within psychology that integrates biopsychosocial bases of behavior in order to maximize psychological and general health in the context of physical illness or injury. Clinical health psychologists focus on behavioral change to promote health, but also adapt theories and techniques more generally used in clinical psychology to help patients cope with problems, such as depression, body image distress from disfigurement, and loss of function. The four studies presented in this symposium demonstrate how theory and methods from general clinical psychology are adapted for use in medical settings and identify possible pitfalls. The studies will demonstrate pitfalls in using self-report depression questionnaires to estimate

rates of distress; examine trajectories of depressive symptoms and implications for case-finding and referral; describe how a measurement tool for body image related avoidance behavior developed for assessment of individuals with weight-related concerns was adapted for patients with disfiguring illness; and examine sexual function, an important aspect of well-being that is often ignored in patients with chronic illness, in a group of women with a painful and disfiguring illness.

**A THE GREAT EQUALIZER: HOW SELF-REPORT DEPRESSION QUESTIONNAIRES DISPROPORTIONATELY INFLATE PREVALENCE ESTIMATES**

Marielle Bassel, McGill University and SMBD-Jewish General Hospital; Brett D Thombs, McGill University and SMBD-Jewish General Hospital

Self-report questionnaires are frequently used to estimate rates of patients with clinically significant depressive symptoms in medical settings. It is generally assumed that these methods produce somewhat inflated estimates compared to more intensive methods, such as structured clinical interviews, but that the degree of inflation is not related to the actual rate of major depression. The degree to which self-report questionnaires inflate estimates of prevalence, however, depends on base rates of major depression. This study uses Bayesian techniques to show how inflation of prevalence rates depends on base rates. For instance, at a base rate of 5%, an estimate from a self-report questionnaire that is 80% sensitive and 80% specific is 23%, 4.6x the actual rate. The relative inflation falls to 2.6x at a base rate of 10%, and 1.6x at a base rate of 20%. Using results from a recent systematic review of pregnancy and post-partum depression, this study shows that the use of self-report questionnaires for the purpose of estimating prevalence is a "great equalizer." With the relatively small sample sizes used in most studies (e.g., N = 200), expected prevalence estimates based on self-report questionnaires will not differ significantly between groups with very low rates of major depression (e.g., 5%) and very high rates of major depression (e.g., 20%).

**B A LONGITUDINAL ANALYSIS OF DEPRESSIVE SYMPTOMS AND TREATMENT AMONG PATIENTS WITH SCLERODERMA**

Evan Newton, McGill University and SMBD-Jewish General Hospital; Brett D Thombs, McGill University and SMBD-Jewish General Hospital

Objective: Patients with scleroderma have high rates of depressive symptoms, but the longitudinal trajectory and treatment characteristics have not been studied. The objective of this study was to assess longitudinal depression symptom and treatment status in scleroderma. Methods: Scleroderma patients (N = 459) with baseline and 12-month data from 15 centers in the Canadian Scleroderma Research Group Registry were studied. Patients were assessed with the Center for Epidemiological Studies Depression Scale (CES-D). Rates of significant symptoms of depression were based on the standard CES-D cutoff of  $\geq 16$  with change in status defined using Jacobson and Truax's reliable change index. Depression treatment was based on self-report. Results: The sample was 87.2% female; mean age was 55.4 years and mean time since diagnosis was 10.8 years; 35.1% and 34.4% at baseline and 12 months, respectively scored  $\geq 16$  on the CES-D; 274 (38.4%) were classified as non-depressed at both assessments, 24 (3.4%) with new symptoms at 12 months, 29 (4.1%) as having transient symptoms, and 132 (18.5%) as having persistent depressive symptoms. Overall, 9.6% were receiving treatment for depression at baseline, including 17.5% of patients with elevated symptoms of depression. Conclusion: Depressive symptoms are persistent for many patients with scleroderma, but few are treated.

**C VALIDITY AND RELIABILITY OF THE BODY IMAGE AVOIDANCE QUESTIONNAIRE FOR ACQUIRED DISFIGUREMENT**

Lisa Jewett, McGill University and SMBD-Jewish General Hospital; Brett D Thombs, McGill University and SMBD-Jewish General Hospital

Background: Social avoidance is a significant problem for people with acquired disfigurement from medical illness or injury. The Body Image Avoidance Questionnaire (BIAQ) assesses behavioural components of body image distress, but has not been validated in people with non weight-related acquired disfigurement. The objective of this study was to assess the validity and reliability of the BIAQ for acquired disfigurement (BIAQ-AD) in a sample of patients with scleroderma (SSc). Methods: A shortened 13-item version of the BIAQ that excluded 6 weight-related items was administered to 171 female patients from the Johns Hopkins and University of Maryland Scleroderma Center. Confirmatory factor analysis was performed with Mplus to assess the factor structure; concurrent validity was assessed by comparing BIAQ scores to Satisfaction with Appearance Scale (SWAP) and Beck Depression Inventory (BDI) scores; internal consistency reliability was computed with Cronbach's alpha. Results: A one-factor model fit the data better than alternative models ( $\chi^2(22) = 36.1$ , CFI = .99, TLI = .99, RMSEA = .06), with the removal of three factors due to loadings  $< .40$ . The BIAQ correlated 0.50 with the SWAP and 0.72 with the BDI. Cronbach's alpha was 0.87 for the 10 items. Conclusions: The BIAQ-AD was a valid and reliable measure of body image related avoidance among patients with SSc.

**D FEMALE SEXUAL DYSFUNCTION IN SCLERODERMA (SYSTEMIC SCLEROSIS): TOO IMPORTANT TO IGNORE**

Ruby Knafo, McGill University and SMBD-Jewish General Hospital; Brett D Thombs, McGill University and SMBD-Jewish General Hospital

Background: Systemic sclerosis (SSc) is a chronic autoimmune connective tissue disease with high levels of pain, body image distress from disfigurement, and depressive symptoms. The lay literature emphasizes female sexual dysfunction as an important problem, but no studies have examined predictors of sexual dysfunction in SSc. The objective of this study was to investigate the relationship of sexual dysfunction to body image and pain and whether depressive symptoms mediate the relationship in women with SSc. Methods: Female patients completed the Beck Depression Inventory (BDI), Body Image Avoidance Questionnaire



(BIAQ), Sexual Relations subscale of the Psychosocial Adjustment to Illness Scale (PAIS-SR), and pain Visual Analog Scale (VAS). Multiple regression analyses were conducted. Results: Analyses included 113 patients (mean age = 52 years, mean disease duration = 8.9 years, 30% with diffuse SSc). Controlling for age, diffuse/limited SSc, marital status, and education, BIAQ ( $\beta = .31, p < .001$ ) and VAS ( $\beta = .22, p < .001$ ) significantly predicted sexual dysfunction. When BDI scores were added to the equation ( $\beta = .40, p < .001$ ), BIAQ ( $\beta = .09, p = .392$ ) and VAS ( $\beta = .14, p < .120$ ) were not significant. Conclusion: Depressive symptoms mediated the relationship of body image distress and pain with sexual dysfunction in women with SSc.

**2009-06-11 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – JOLLIET**

**Section Business**                     **TRAUMATIC STRESS/STRESS TRAUMATIQUE**  
**Meeting/Réunion**                    **Alain Brunet**, University Institute of Mental Health Douglas  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-11 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – HARRICANA**

**Reception/Réception**           **RECEPTION**  
*Psychologists in Education/*    **Joseph Snyder**, Concordia University  
*Psychologues en éducation*  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

This is our famous luncheon buffet!

**2009-06-11 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – SAINT-FRANÇOIS**

**Section Business**                     **BRAIN AND BEHAVIOUR/CERVEAU ET COMPORTEMENT**  
**Meeting/Réunion**                    **Robert C St. John**, Psychology, Royal Military College  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

The section currently has approximately 150 active members. The numbers have gradually increased over the past few years as the section continues to re-build and encourage membership from experimental psychologists who are also members of CBBCS. An annual concern for the section is the possibility of merging Brain and Behaviour with other sections involved in experimental psychology, notably Sensation and Perception, and perhaps neuropsychology. This would establish a single large section encompassing "Experimental Psychology" within the CPA. The section is working on the re-introduction of a section newsletter, and plans to try and recruit new members. The section continues to strongly support the Canadian Journal of Experimental Psychology, and encourages members to submit research and papers to this publication. The section also supports efforts to encourage links between CPA and other organizations dealing with experimental psychology in Canada. The Business meeting will discuss these issues.

**2009-06-11 – 5:30 PM to 5:55 PM – 17 h 30 à 17 h 55 – CHAUDIÈRE**

**Theory Review/Examen**           **FOOD INSECURITY IN URBAN CANADIAN FIRST NATIONS, INUIT &**  
**théorique**                            **MÉTIS HOUSEHOLDS: LIVED EXPERIENCES CHALLENGES, STRATEGIES,**  
*Community Psychology/*           **& THE PSYCHOLOGICAL AND PHYSICAL REPERCUSSIONS**  
*Psychologie communautaire*    **Emily MMC Lecompte**, University of Ottawa; James MA McKinnon, University of Ottawa;  
Elizabeth A Kristjansson, University of Ottawa

Rates of poverty, ill health, and social exclusion are higher among Aboriginal Canadians than their non-Aboriginal counterparts. Understanding social determinants of health in an Aboriginal framework helps explain their unique challenges. This report compares two studies and examines food insecurity in marginalized, off-reserve Aboriginal households. Study 1 included 10 self-identified food insecure Aboriginal women and study 2 included 15 Aboriginal families from Ottawa, Canada. Participants shared their experiences in a semi-structured interview. Qualitative responses are discussed using a phenomenological approach while quantitative results are analysed with descriptive statistics. Participants reported difficulties in sustaining a diet conducive to Aboriginal health and accounted geographic, economic and cultural barriers to food security. Participants placed no particular importance on the presence of Aboriginal staff at community food organizations. Emotional and physical consequences are discussed and recommendations are provided.



**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – JOLLIET**

**Section Business** PSYCHOPHARMACOLOGY/PSYCHOPHARMACOLOGIE  
**Meeting/Réunion** David Nussbaum, University of Toronto  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – DULUTH**

**Section Business** STUDENTS IN PSYCHOLOGY/ÉTUDIANTS EN PSYCHOLOGIE  
**Meeting/Réunion** Kelly B Smith, Queen's University  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MACKENZIE**

**Section Business** DEVELOPMENTAL PSYCHOLOGY/PSYCHOLOGIE DU DÉVELOPPEMENT  
**Meeting/Réunion** Jennifer F Sullivan, St. Francis Xavier University  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

Students affiliates and members of the Developmental Section are encouraged to attend this meeting. Eleanor Ames student presentation award winner will be announced. We will also discuss a conference for Developmental Psychology to be held every other year just prior to CPA at a nearby University. Plans for Winnipeg 2010 will be discussed. Refreshments will be provided at this business meeting.

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MATAPÉDIA**

**Section Business** INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY/PSYCHOLOGIE  
**Meeting/Réunion** INDUSTRIELLE ET ORGANISATIONNELLE  
**d'affaires des sections** E Kevin Kelloway, Saint Mary's University  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CHAUDIÈRE**

**Section Business** PSYCHOLOGISTS IN EDUCATION/PSYCHOLOGUES EN ÉDUCATION  
**Meeting/Réunion** Joseph Snyder, Concordia University  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

ANNUAL SECTION BUSINESS MEETING/CASP AGM

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – HARRICANA**

**Section Business** ENVIRONMENTAL PSYCHOLOGY/PSYCHOLOGIE DE L'ENVIRONNEMENT  
**Meeting/Réunion** Jennifer Veitch, National Research Council/ Institute for Research in Construction  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – RICHELIEU**

**Section Business** TEACHING OF PSYCHOLOGY/ENSEIGNEMENT DE LA PSYCHOLOGIE  
**Meeting/Réunion** Nicholas F Skinner, King's University College  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – PÉRIBONKA**

**Section Business**                    **FAMILY PSYCHOLOGY/PSYCHOLOGIE DE LA FAMILLE**  
**Meeting/Réunion**                    Ranjana Jha, Private Practice  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – BERSIMIS**

**Section Business**                    **WOMEN AND PSYCHOLOGY/FEMMES ET PSYCHOLOGIE**  
**Meeting/Réunion**                    Teresa Janz, Statistics Canada  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – GATINEAU**

**Section Business**                    **SUBSTANCE ABUSE/DEPENDENCE/TOXICOMANIES**  
**Meeting/Réunion**                    David Teplin, OATC/CDC/YRATC  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – SAINT-FRANÇOIS**

**Committee Business**                **PROFESSIONAL AFFAIRS COMMITTEE BUSINESS MEETING**  
**Meeting/Réunion**                    Lorne Sexton, St. Boniface General Hospital  
**d'affaires**

**2009-06-12 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – GRAND SALON**

**Honorary President's**                **ADOPTION OF A PUBLIC HEALTH PERSPECTIVE IN THE DELIVERY OF**  
**Address/Allocution du**                **EVIDENCE-BASED PARENTING INTERVENTION: BENEFITS AND CHALLENGES**  
**président d'honneur**                    Matthew R Sanders, Parenting and Family Support Centre, The University of Queensland

This paper highlights the importance of viewing parenting problems from a population health perspective. An overview of the theoretical and scientific basis of a multi-level population approach to the promotion of parenting competence in the prevention of behavioural and emotional problems in children and child maltreatment. The Triple P-Positive Parenting Program is a tiered multi-level approach incorporating media, primary care, school, mental health and workplace intervention to promote competent parenting and reduce coercive parenting and family conflict. The system aims to promote parental self regulation and enables parents to become more self sufficient, improves self efficacy, self management skills and problem solving skills. A series of studies that have informed the development of the intervention model are used to illustrate the importance of having a flexible suite of evidence based family intervention tools, use of consumer preference data to tailor interventions and the benefits of blending a universal perspective, and more targeted indicated interventions for high need families within a cohesive integrated model. Policy level and clinical implications for mounting large scale initiatives are discussed.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – JOLLIET**

**Theory Review/Examen**                **RE-CONCEPTUALIZING SELF-HARM: TOWARD AN EXPLANATORY MODEL**  
**théorique**                                    Stephen P Lewis, University of Guelph  
*Clinical Psychology/*  
*Psychologie clinique*

Self-harm represents an important health-service issue and understanding the process by which it occurs is of central concern to researchers and mental health professionals. Historically, self-harm has been conceptualized from a variety of perspectives with clinical approaches and taxonomies based on the behaviour's observable features (e.g., method, severity, frequency) being the most common. Although useful, resultant conceptualizations may be limited due to: many clinical variables being non-specific predictors, the omission of some self-harm methods, the exclusion of underlying reasons and processes, and an unclear understanding of how self-harm and suicide inter-relate. Recently, it has been posited that self-harm reasons (or, motives), are integral to its conceptualization and prediction, and may offer clinical utility. Social-cognitive variables are also thought to underlie the

process by which self-harm occurs and, in tandem, these variables may offer a novel conceptual model for the behaviour. The present session will review historical conceptualizations of self-harm and conclude by highlighting new advances and empirical findings suggesting that self-harm may be conceptualized using different explanatory factors (e.g., reasons), which may offer new avenues for prevention and intervention.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – DULUTH**

**Theory Review/Examen théorique**

*Counselling Psychology/  
Psychologie du counseling*

**NARRATIVE THEORY FOR CAREER PSYCHOLOGY**

Charles Chen, University of Toronto

With the increasing interest and influences of constructivism and constructionism in social sciences, there have been substantial paradigm shifts in studying vocational and career psychology. One of such representative shifts is the recent emergence and development of narrative theories in the field. The centrality and pertinence of the narrative approach lies with its focus on contextual meaning making that facilitates individuals' unique and subjective life-career experiences. As a result, human intention and action are integrated into the career construction process in a more integral and humanistic manner. This presentation offers an overview of the philosophical foundation, conceptual premises, and theoretical tenets that form the narrative theoretical framework as a viable means for scientific inquiry into career psychology and its related dynamics. In considering narrative approach an effective alternative to enhance vocational wellbeing, the presentation begins with a brief synopsis of the philosophical roots of the narrative theory, followed by a review of the more recent trend of the narrative theoretical development in the field, aiming to provide a synthesized as well as illustrative theoretical profile of the narrative approach. Lastly, it discusses some general implications of the narrative theory for practice in vocational and career psychology.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – MACKENZIE**

**Theory Review/Examen théorique**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**SUICIDE ATTEMPT HISTORIES AMONG INDIVIDUALS SEEKING ADDICTIONS TREATMENT**

Jane Collins, British Columbia Mental Health and Addiction Services; Lorne M Korman, British Columbia Mental Health and Addiction Services; Goldis Chami, British Columbia Mental Health and Addiction Services

Suicide is correlated with alcohol and drug use. We will present findings from a study examining self-reported histories of suicide attempts among individuals seeking addictions treatment. Suicide history data was available from a total of 3939 individuals seeking addictions treatment from a metropolitan Canadian treatment facility over an 18-month period. Almost a quarter of respondents reported that they had made at least one suicide attempt. Respondents were significantly more likely to report they had made a suicide attempt if they screened positive for a DSM-IV Axis I mental health disorder. Data will be presented on self-reported histories of suicide attempts by individuals screening positive for specific Axis I mental health disorders, and according to major substance(s) of abuse. Implications for the screening and treatment of addictions clients will be discussed.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – MATAPÉDIA**

**Theory Review/  
Examen théorique**

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

**TECHNOSCIENCE OR HUMAN SCIENCE? PSYCHOLOGY AT THE INTERSECTION OF HISTORY AND SCIENCE STUDIES**

Christopher A Peet, King's University College

Technology has become a ubiquitous feature of everyday life, in the twenty-first century "global village". What is its role in science, and hence its implications for psychology? This paper explores this question through a historical lens, and argues that it is imperative to differentiate technology from science. In doing so, a distinction can be made between work that depends in a positive or productive way upon technology (i.e., natural science, its applications, and its imitators) and those whose work depends in a critical or 'parasitic' way upon technology (i.e., the critics of natural science). The former rely unreflectively upon technology, and their combined work is about constructing Nature; while the latter reflect upon technology and upon unreflective reliance on technology, and their combined work is about deconstructing Science. These opposed poles are like the thesis and antithesis of the modern disciplinary order of research, with the rest of the humanities and arts bulking out the 'excluded middle' ground – raising the question of how psychology is situated within this picture. An answer is suggested through engaging psychology in dialogue with science studies, arguing that psychology develop its potential for becoming a viable human science.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – CHAUDIÈRE**

**Theory Review/  
Examen théorique**

*Aboriginal Psychology/  
Psychologie autochtone*

**PROMOTING INDIGENOUS MENTAL HEALTH: INTEGRATING TRADITIONAL HEALING WITH WESTERN PSYCHOLOGICAL SERVICES**

Suzanne Stewart, Ontario Institute for Studies in Education at the University of Toronto; Teresa Beaulieu, Ontario Institute for Studies in Education at the University of Toronto

Despite disproportionately high rates of mental health problems in Native communities as compared to the rest of Canada, psychological services are under-used by Native peoples. Research suggests that this is because most services are based on non-Indigenous conceptions of health and healing. However, no data currently exists on how to successfully integrate Western and Indigenous healing practices in contemporary health care settings. In order to fill this gap, this study will use a mixed methods approach to investigate the success and challenges facing mental health workers in Indigenous health service agencies that offer integrated Western and Indigenous health and healing practices. The research question is: How does an integration of Western and Indigenous psychotherapy/counselling and healing practices meet the mental health needs of Indigenous peoples? Overall results will describe counselling and other psychological services that are effective in addressing the mental health needs of Indigenous clients that incorporates the realities of both Western and Indigenous worlds. The study is currently in the beginning phases and is building on the author's recent research that identifies Indigenous conceptions of mental health and healing in current counselling contexts (see Stewart 2007; Stewart 2008a, 2008b).

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – HARRICANA**

**Theory Review/Examen théorique**

*Family Psychology/  
Psychologie de la famille*

**PERSONALITY TRAITS, DISCREPANCIES BETWEEN SELF AND SPOUSAL TRAIT RATINGS, AND MARITAL IDEALIZATION AMONG OLDER COUPLES**

Norm O'Rourke, Simon Fraser University; Eva Neufeld, University of Waterloo; Amy Claxton, University of Massachusetts; JuliAnna Smith, University of Massachusetts

Idealizing one's spouse and relationship are significant predictors of marital satisfaction. The current study examines the extent to which marital idealization is predicted by intra-couple personality ratings (i.e., average of self vs. ratings by one's spouse) as well as discrepancies in ratings for the traits of neuroticism, extroversion, openness, agreeableness and conscientiousness. Couples were recruited as part of a longitudinal study of health and marriage (N = 125 dyads) in which all participants responded to the NEO Five Factor Personality Inventory; three weeks later they provided NEO responses for their spouse. Hierarchical linear models were computed to undertake discrepancy analyses. Intra-couple averages of husband's traits appeared more germane to idealization (both spouses) than corresponding averages for wives. More significant were discrepancies between spousal reports as predictors of marital idealization. Significant Interactions between intra-couple ratings and positive discrepancies for agreeableness and neuroticism suggest synergistic effects, but for husbands only. Findings of this study indicate that being perceived more positively by one's spouse vis-à-vis how one sees oneself significantly predicts marital idealization by oneself and one's spouse. Between sex differences are notable across personality traits.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – RICHELIEU**

**Theory Review/  
Examen théorique**

*Psychoanalytic and  
Psychodynamic  
Psychology/Psychologie  
psychoanalytique et  
psychodynamique*

**THE BENEFITS OF INTRODUCING MINDFULNESS INTO THE THERAPEUTIC RELATIONSHIP**

Wendy J Wood, McGill University

Research indicates that mindfulness has wide ranging therapeutic benefits for clients. However, less is known about the potential benefits of teaching therapists, themselves, to be more mindful. It has been suggested that mindfulness cultivates the ability to be present in the moment, fosters a non-judgmental attitude and increases empathy, factors that contribute to positive therapeutic outcomes. Further, mindfulness reduces factors such as stress, which may increase the extent to which therapists are able to be fully present with their clients. With respect to psychoanalysis, Epstein (2007) suggests that mindfulness informs important therapeutic techniques, notably free-floating attention, a notion first introduced by Freud. In addition, mindfulness increases awareness of countertransference reactions, which, in turn, decreases reactivity. This session will review the research and theoretical underpinnings of mindfulness in the therapeutic relationship and explore methods of helping both new and established therapists develop a daily practice of mindfulness.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – PÉRIBONKA**

**Theory Review/Examen théorique**

*Rural and Northern  
Psychology/Psychologie  
des communautés rurales  
et nordiques*

**A TIME FOR CHANGE IN ADDRESSING RURAL AND URBAN YOUTH SUICIDE RISK: PREVENTION TARGETING GROUP NEEDS**

Laura L Armstrong, University of Ottawa; Ian G Manion, Children's Hospital of Eastern Ontario

Youth living in rural communities comprise an especially high risk population for suicide. Moreover, gender issues are clearly relevant in suicide research. Despite group differences, youth mental health promotion and prevention strategies are generally not targeted but, rather, "one size fits all." Only when there is a comprehensive understanding of risk and protective factors for suicide, within different settings and by gender, can targeted strategies be implemented. Using survey methodology with over 800 rural and urban secondary school youth (416 females; 390 males; age range = 13 to 18), we assessed risk and protective factors for suicidal ideation, such as depressive symptoms, risk behaviour, self-esteem, and social support by setting and gender.

In multiple regression analyses ( $p < .05$ ), depressive symptoms, low self-esteem, and risk behaviour significantly predicted suicidal ideation for rural males and females; depressive symptoms, low perceived social support, and risk behaviour predicted suicidal ideation for urban females; depressive symptoms and risk behaviour predicted suicidal ideation for urban males. Consideration of these findings suggests the need for promotion and prevention efforts for youth to be sensitive to group and subgroup differences. Implications for public policy, mental health promotion, and suicide prevention initiatives will be discussed.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – BERSIMIS**

**Theory Review/Examen  
théorique**

*Environmental  
Psychology/Psychologie de  
l'environnement*

**USE OF PARTICIPATORY VIDEO (PV) AND MODIFIED MOST SIGNIFICANT  
CHANGE (MSC) TECHNIQUE IN ASSESSING IMPACT OF TOURISM ON  
INDIGENOUS POPULATIONS IN AFRICA: OUTCOMES FROM 2008 RESEARCH  
IN NAMIBIA**

Colleen P Braun, BION Consulting, Inc.; Jeffray R Stepaniuk, University College of the North

The study involved 2 groups of game lodge employees at wilderness lodges in the Caprivi Strip and near Etosha National Park. Group one members had been resettled to create a national park. Membership in the second group represented several Namibian ethnic and cultural populations. A third group encompassed a Himba community along the Kunene River, an area targeted for a major hydroelectric project potentially increasing tourism. Dam construction has been halted – at least temporarily – by environmentalists and the 25,000 remaining Himba whose lands were to be inundated. The study demonstrates usefulness of combined PV and modified MSC techniques in assisting technically unsophisticated persons to tell their stories from their own perspectives, using their own words. Summative data, supported by video clips from the unscripted taping carried out by the participants themselves, provides conflicting views regarding impact of tourism and community resettlement on indigenous cultures. Implications are drawn for use of the techniques in Canada to explore impact of 1) hydroelectric and energy projects requiring community resettlement; 2) environmental tourism as a modifier of indigenous cultures; and 3) concurrent curriculum design research in the environmental sciences.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – GATINEAU**

**Theory Review/  
Examen théorique**

*Traumatic Stress/  
Stress traumatique*

**A METANALYSIS ON THE PREDICTIVE VALUE OF THE PERITRAUMATIC  
DISTRESS INVENTORY**

Émilie Thomas-Bélanger, Université de Montréal; Alain Brunet, Douglas Mental Health University Institute

Posttraumatic Stress Disorder (PTSD) might develop when a person has experienced a traumatic event and had responded to it with high distress level (criterion A2). Some factors will favor the development or the maintenance of PTSD. Among those factors, the peritraumatic emotional response has been found to be important for its development and can be describe as criterion A2 (Ozer et al., 2003). Brunet and colleagues (2001) proposed a 13-item self-report instrument aimed to measure the criterion A2 of PTSD: The Peritraumatic Distress Inventory (PDI). Those peritraumatic distress reactions include intense physiological arousal (e.g., racing heart, sweating and shaking) and negative emotions (e.g., fear, helplessness, horror, anger, shame) experienced at the time or in the immediate aftermath of trauma exposure. Since that time the PDI was used in multiple studies. Our metanalysis was conducted to assess the predictive value of the PDI. We reviewed the literature to find all papers that used the PDI. We then compared the PDI score they obtained to the PTSD score and to the proportion of people with the diagnosis in their sample. We obtained a pooled correlation coefficient of 0.48 (95% CI:0.43-0.53) for a fixed effect model. Thus, use of the PDI in the diagnosis of PTSD looks promising as it shows both sensitivity and reliability in assessing the response to peritraumatic distress.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – SAINT-CHARLES**

**Theory Review/Examen  
théorique**

*International and  
Cross-Cultural  
Psychology/Psychologie  
internationale et  
interculturelle*

**THE PSYCHOLOGICAL IMPACT OF WAR**

Kasim Al-Mashat, University of British Columbia

In this Theory review, a doctoral student presents both his personal and research experiences while investigating the psychological impact of the recent “Operation Iraqi Freedom” war on Iraqi children. The presenter returned to his homeland to conduct research for his Master’s Degree thesis in Counseling Psychology. He went to Iraq as an observer, but quickly experienced the war personally as he was captured and detained by the American troops in the Northern town of Mosul, in Iraq. The presenter will show a 25 minute film documentary. It is based on presenter’s research and experience in Iraq. The film is a video journal where he begins processing his own journey and reflecting on his childhood memories of Iraq. Neither pro nor anti American argument, this journey pursues a different course—one sympathetic to the ambiguous war tensions of Iraqi reality and the impact of war trauma on children. The children’s interviews are woven into the story. The film also contains segments from an interview conducted with an Iraqi psychiatrist in Iraq. The film presentation will be followed by a discussion, Q & A, and integration period. This interactive workshop will provide a superb introduction to war trauma in cross cultural setting. Implications for practice will also be examined.

## 2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – SAINT-FRANÇOIS

**Theory Review/Examen théorique** **“IF MY THOUGHT-DREAMS COULD BE SEEN”: UNASKED (AND UNANSWERED) QUESTIONS ABOUT THE ROLE OF NEUROIMAGING IN THE CRIMINAL TRIAL PROCESS***Criminal Justice Psychology/ Psychologie et justice pénale*Michael Perlin, New York Law School; Valerie McClain, Neurology and Physical Therapy Associates

The robust neuroimaging debate has dealt mostly with philosophical questions about free will, responsibility, and the relationship between brain abnormalities and violence and crime. This important debate, however, obscures several important issues of criminal procedure to which little attention as of yet has been paid: (1) an indigent defendant's right of access to expert testimony in cases where neuroimaging tests might be critical, (2) a defendant's competency to consent to the imposition of a neuroimaging test; and (3) the impact of antipsychotic medications on a defendant's brain at the time that such a test is performed. This presentation will consider these questions from the perspectives of both law and neuropsychology, and, from a clinical perspective, will also focus on (1) identifying cases appropriate for referrals for neuroimaging studies, including preliminary testing based on neuropsychological assessment; (2) understanding the importance of brain impairment as relates to criminality and violence; (3) establishing criteria for determining competency to consent to such tests, and (4) the potential impact of medications on brain functioning when neuroimaging tests are conducted.

## 2009-06-12 – 10:30 AM to 11:25 AM – 10 h 30 à 11 h 25 – GRAND SALON

**Science & Applications Keynote Address/ Conférence** **TOWARDS A UNIFIED TRANSDIAGNOSTIC TREATMENT FOR EMOTIONAL DISORDERS****“Science et Applications”**David H Barlow, Boston University

Deepening understanding of the nature of emotional disorders reveal that commonalities in etiology and latent structure among these disorders supercedes differences. This suggests new approaches to classification and the possibility of distilling a set of psychological procedures that would comprise a unified intervention for emotional disorders. Based on theory and data emerging from the fields of learning, emotional development and regulation, and cognitive science, we identify three fundamental therapeutic components relevant to the treatment of emotional disorders generally. These three components include (1) altering antecedent cognitive reappraisals; (2) preventing emotional avoidance; and (3) facilitating action tendencies not associated with the emotion that is dysregulated. This treatment takes place in the context of provoking emotional expression (emotional exposure) through situational, internal and somatic (interoceptive cues), as well as through standard mood induction exercises, and differs from patient to patient only in the situational cues and exercises utilized. Theory and rationale and the latest data supporting this new approach are described. It is suggested that this unified treatment may represent a more efficient and possibly a more effective strategy in treating emotional disorders, pending further evaluation.

## 2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – HOCHELAGA 1-6

**Poster/Affiche** **POSTER SESSION ‘C’/ PRÉSENTATION PAR AFFICHAGE**

Developmental Psychology/Psychologie développement; Psychologists in Education/Psychologie en éducation; Teaching of Psychology/Enseignement de la psychologie

**#1** **PREDICTING PRESCHOOL AGGRESSION FROM LEVELS OF INTERACTIONAL SYNCHRONY IN MOTHER-CHILD INTERACTIONS***Developmental Psychology/ Psychologie du développement*Holly N Ambrose, University of Windsor; Rosanne Menna, University of Windsor

This study examined the relation between the quality of parent-child relationships and physical and relational aggression in preschoolers, with the goal of better understanding the predictors of childhood aggression. Participants were 70 preschool-aged children and their mothers. Physical and relational aggression were assessed with parent- and teacher-report questionnaires. The parent-child dyads engaged in a ten minute free play task. To assess the quality of the parent-child relationship, videotapes of these interactions were coded by trained independent raters using the Interactional Synchrony Scale (Mize & Pettit, 1997). Interactional synchrony is the degree to which two individuals are engaged in a balanced and coordinated interaction. Lower levels of interactional synchrony are expected to predict higher levels of both physical and relational aggression. Gender effects will also be examined. Analyses are currently underway. These findings will provide useful information for the development of intervention and prevention programs.

**#2** **MOTHER-CHILD COMMUNICATION DURING A CONFLICT TASK IN HIGH-RISK DYADS: IMPLICATIONS FOR ADAPTIVE DEVELOPMENT***Developmental Psychology/ Psychologie du développement*Lindsey E Barrieau, Concordia University; Jesse Burns, Concordia University; Dale M Stack, Concordia University; Julia Feldstein, Concordia University; Lisa A Serbin, Concordia ; University Jane Ledingham, University of Ottawa; Alex E Schwartzman, Concordia University

Parent-child communication is essential in middle childhood as changes in self-disclosure, shared experiences, and autonomy take place. Investigating communication is crucial in understanding adaptive development, particularly in high-risk families where the likelihood of negative outcomes is high. The present study investigated the influences of risk (maternal histories of



aggression/withdrawal) and mother-child communication on children's academic and behavioral outcomes. Participants were 64 women from a longitudinal, intergenerational study and their 9-12 year-old children. Dyads participated in a videotaped conflict discussion task, which was coded for Communication Quality (e.g. Engagement, Responsiveness). Child academic achievement (Mean Grade) and behavior (ASEBA) were assessed. Children of mothers with histories of aggression/social withdrawal tended to openly express themselves less. Mothers with histories of social withdrawal and their children were less responsive during the conflict task and the children performed more poorly at school. Moreover, the most highly engaged children had higher reports of externalizing behavior problems. Findings illustrate the importance of communication for adaptive development, highlight the continuity of maladaptive behavior across contexts and have implications for mechanisms for transfer of risk in vulnerable populations.

**#3** **IMPACT À LONG TERME DE LA CONCOMITANCE DE LA SOUS-ÉVALUATION DE COMPÉTENCE SCOLAIRE ET SOCIALE**  
*Developmental Psychology/ Psychologie du développement*  
 Karine Bédard, Université du Québec à Montréal; Thérèse Bouffard, Université du Québec à Montréal; Aurélie Lengelé, Université du Québec à Montréal

Une des conditions reliées à la qualité du fonctionnement scolaire et social de l'élève est le type de jugement qu'il porte sur ses compétences dans ces domaines. Ce qu'on ignore cependant, c'est si la sous-évaluation de ses compétences en jeune âge a un impact sur son fonctionnement ultérieur. Dans la présente étude, 576 élèves (276 garçons) ont été examinés une première fois en 2005 alors qu'ils étaient 4ème ou 5ème année du primaire, puis de nouveau 4 ans plus tard en 2008 une fois en secondaire 1 ou 2. Les résidus de la régression de la mesure d'habiletés mentales sur celles des perceptions de compétence scolaire prises la première année et une méthode semblable mettant en relation une mesure de perception de compétence sociale et le statut sociométrique (par les pairs) a permis de constituer 4 groupes : ceux qui sous-évaluaient leur compétence dans les 2 domaines, ceux qui sous-évaluaient dans un seul domaine et ceux qui s'évaluaient correctement. Il appert que la sous-évaluation de soi dans les 2 domaines est liée à une moins bonne adaptation générale telle que mesurée 4 ans plus tard par une diversité d'indices. La sous-évaluation dans un seul domaine est liée à des difficultés spécifiques à ce même domaine.

**#4** **A TWENTY-YEAR FREQUENCY ANALYSIS OF RESEARCH AND PRINT MEDIA COVERAGE OF NON-SUICIDAL SELF-INJURY**  
*Developmental Psychology/ Psychologie du développement*  
 Erin L. Beettam, McGill University; Michael J Sornberger, McGill University; Nancy L Heath, McGill University

Non-suicidal self-injury (NSSI) is a deliberate, self-inflicted act resulting in damage, without suicidal intent. A growing concern, researchers have noted increases in adolescent clinical and community populations. Lifetime prevalence in adolescent community samples ranges from 13.2 to 16.9%. This may be due to increasing violent media, but few studies have investigated the link. This study investigated parallels in the frequency of NSSI in research and print publications. It is assumed that media attention on NSSI increased in the 1990s, followed by a surge in research in 2000. To investigate, a frequency search of magazines and psychology journals was conducted. The keywords "self-mutilation," "self-cutting," "self-harm," and "self-injury" were used; articles from 1987 to 2007 were retained. The frequency of research articles was higher (n = 1412) compared to magazine articles (n = 177). The peak years for magazines were 1999, 2005, and 2006, whereas for research, 2005, 2006, and 2007 had the highest frequencies. The data were transformed into percentages per year of the total articles and linear trend lines were plotted for both magazine and journal articles. The two trend lines followed a similar trajectory, suggesting that both media and research attention stem from a third common cause. Discussion centres on trend application to theories of research and media influence.

**#5** **WHY DO CHILDREN SUCCEED FIRST AT APPROACH, THEN AT AVOIDANCE FALSE BELIEF TASKS? INSIGHTS FROM A CONSTRUCTIVIST NEURAL-NETWORK MODEL**  
*Developmental Psychology/ Psychologie du développement*  
 Vincent G Berthiaume, McGill University; Thomas R Shultz, McGill University; Kristine H Onishi, McGill University

How do we come to know that other people have mental representations, e.g., mental representations of where objects are? Two apparent transitions in this understanding have been found with preschoolers on false belief (FB) tasks. FB tasks test whether children will expect an actor to search in the wrong location for a toy that was moved in her absence. At around 3.5 years, children first succeed at approach tasks where the actor wants to find the toy (e.g., Wellman, Cross, & Watson, 2001), while at around 4 they succeed at avoidance tasks in which the actor wants to avoid the toy (e.g., Leslie, German, & Polizzi, 2005). These transitions are thought to either be due to the development of belief understanding (e.g., Wellman et al., 2001) or of other abilities (e.g., Leslie et al., 2005). We modelled the two transitions in a computational model using sibling-descendant cascade-correlation networks which start with minimal computational power (no hidden units), but recruit additional hidden units as required to learn tasks. Transitions in the model were not due to the development of belief understanding, but to 1) inhibition of a default true-belief location and to 2) avoidant search being less predictable than approach search. Knowing more about the mechanisms underlying these transitions may be helpful to our understanding of Autism, which is associated with failure on FB tasks.

**#6** **YOUNG BOYS' AND GIRLS' VAGAL RESPONSES TO SADNESS ARE ASSOCIATED WITH DISTINCT PATTERNS OF BEHAVIOUR PROBLEMS AND EMPATHY**  
*Developmental Psychology/ Psychologie du développement*  
 Arnaud Blanchet Saint-Pierre, Concordia University; Paul D Hastings, Concordia University

Both externalizing (EP) and internalizing problems (IP) are linked to deficits in children's emotion regulation (ER). Gender differences in the relations of EP, IP and empathy might be related to girls' and boys' ER to sadness in others. The Polyvagal theory of parasympathetic regulation suggests ER can be assessed through changes in cardiac vagal tone (VT) in response to emotional stimuli. VT was measured in 80 young children (4-7 years) during an emotion inducing video that began with a calm stage, led to a sad and distressing stage, and ended with a positive affect stage, serving as baseline, stressor and recovery phases, respectively. Mothers reported on EP, IP and empathic concern using the Child Behavior Checklist (CBCL) and the My Child questionnaires. Preliminary analyses on 47 children revealed that girls showed greater vagal change across the three phases than boys. Girls with more EP ( $r = .47, p < .05$ ) and lower empathy ( $r = -.49, p < .05$ ) showed stronger increases in VR from stressor to recovery. Conversely, boys with higher empathy ( $r = .58, p < .01$ ) and more IP ( $r = .35, p < .10$ ) showed stronger vagal increase from baseline to stressor. The implications of gender differences in physiological responses to others' emotions and their relations with behaviour problems for the etiology, diagnosis and treatment of children's problems will be discussed.

## #7

*Developmental Psychology/  
Psychologie du  
développement*

**EXTRA-CURRICULAR ARTS ACTIVITIES FOR ADOLESCENTS, AND THE EFFECTS OF PARENTAL INVOLVEMENT**

Belinda Boekhoven, Carleton University; Anne Bowker, Carleton University

Research into adolescents' extra-curricular programmes has concentrated on sports, with less attention given to arts activities. Additionally, parental support is essential for activity involvement, yet adolescents typically seek increasing independence. This study examined adolescents' arts-based extra-curricular activities. Participation outcomes, and the implications of parental involvement, were explored in terms of adolescents' self-esteem and life-satisfaction. Participants were 126 adolescent and parent pairs, recruited through arts organisations. It was expected that higher numbers of arts activities would be associated with higher reported self-esteem and life satisfaction. It was also expected that this relationship would be moderated by adolescent perceptions of parental support or pressure, and by differences in expectations between parents and adolescents. Preliminary results indicate that greater arts participation is associated with higher self-esteem. Differences in expectations did not significantly moderate this relationship. Implications for future directions include creation of improved measures to capture distinct characteristics of arts involvement.

## #8

*Developmental Psychology/  
Psychologie du  
développement*

**INCREMENTAL THEORY OF INTELLIGENCE, MOTIVATION, AND ACADEMIC PERFORMANCE: A TRAJECTORY ANALYSIS**

Arielle Bonneville-Roussy, Université du Québec à Montréal; Mathieu Roy, Université du Québec à Montréal; Thérèse Bouffard, Université du Québec à Montréal

According to the implicit theory of intelligence (Dweck, 1996), beliefs individuals hold about their own intelligence could be categorized either as a fixed trait, with limited capacity (entity theory), or as a malleable capacity that can be improved through effort (incremental theory). In the educational field, students' implicit beliefs about intelligence could have a great impact on their motivation and performance. The first objective of this study was therefore to examine developmental trajectories of an incremental conception of intelligence over four years, beginning at the fourth grade of primary school. The second objective was to examine the association between these trajectories and academic motivation and performance. 390 pupils participating in a longitudinal study were met once a year between 2005 and 2008 and answered questionnaires about incremental theory of intelligence, and motivation. Furthermore, academic performance was provided by teachers. Using group-based trajectory analysis (Nagin, 2005), results show three independent trajectories. Repeated-measure ANOVAs showed that trajectory membership was strongly associated with motivation and performance. The discussion focuses on the adaptive implications of having an incremental theory of intelligence.

## #9

*Developmental Psychology/  
Psychologie du  
développement*

**SMART ACTION: INFANTS' MIND-BODY COORDINATION DURING OBJECT EXPLORATION WHILE STANDING**

Jean-Paul Boudreau, Ryerson University; Danielle Labine, Ryerson University; Niusha Ghazban, Ryerson University

The coupling of perception and action to advance the infant's learning, cognition, and object understanding is well established (e.g., Boudreau & Bushnell, 2000; Hauf & Aschersleben, 2008; von Hofsten, 2007). Recent accounts of how infants' actions contribute to cognitive development have also revealed intricate interrelations between perceiving and acting in a variety of goal-oriented tasks (e.g., Barrett, Traupman, & Needham, 2007; Perone, Madole, Ross-Sheehy, Carey, & Oakes, 2008; Sommerville, Hildebrand, & Crane, 2008). This study explores how the infant's upper-body (i.e., hand-to-goal-skills) and lower-body (i.e., stand-to-walk skills) are coordinated during object exploration. Twenty-five infants (11-11.5 months) within early walking skills reached for small goal-toys positioned in one of three reaching distances while placed in two conditions of high and low postural support. A series of temporally-based action measures suggest an impressive interaction between the multiple perception-action systems involved in early standing, balancing, and reaching towards objects. Infants exploit postural support to maximize goal-toy interaction and calibrate the demands of their unstable body (legs, arms, and hands) against their mind's desire (a toy) to achieve goal success. Results are discussed in terms of 'smart action' within the context of the infant's cognitive architecture.

## #10

*Developmental Psychology/  
Psychologie du  
développement*

**PREDICTING ROMANTIC INTIMACY: THE UNIQUE CONTRIBUTIONS OF OTHER-SEX FRIENDS**

Valeriya Bravo, University of Saskatchewan; Melanie K Bayly, University of Saskatchewan; Lorrie K Sippola, University of Saskatchewan

The purpose of the current study was to examine associations between intimacy in same and other sex adolescent friendships and their concurrent romantic relationships, and whether each dimension of intimacy in other sex friendships uniquely predicts corresponding dimensions of intimacy in romantic relationships. Our sample included 55 adolescents from a larger study who completed a shortened version of Sharabany's Intimacy Scale for each type of relationship. Correlations showed significant associations of intimacy in both types of friendship with romantic intimacy, and overall intimacy in other sex friendships uniquely predicted intimacy in romantic relationships. Each dimension (sensitivity and knowing, attachment, trust and loyalty, common activities, and frankness and spontaneity) of other sex friendship intimacy, controlling for same sex intimacy, uniquely and differentially predicted corresponding dimensions in romantic intimacy. The results underscore not only the significance of experiences with other sex friends in contributing to experiences of romantic intimacy, but support the theorized distinctness of their influence on developing romantic relationships. We will also discuss our finding that the degree to which intimacy with other sex friends uniquely predicts romantic intimacy varies across assessed dimensions.

**#11**

*Developmental Psychology/  
Psychologie du  
développement*

**ANALYSIS OF PHONOLOGICAL DEVELOPMENT AND READING ACQUISITION IN CHILDREN WITH AUTISM SPECTRUM DISORDER: WHERE DOES COMPREHENSION GET LOST?**

Ashley Butt, Memorial University of Newfoundland; Catherine Penney, Memorial University of Newfoundland

A study is underway to investigate the development of early reading skill in children with Autism Spectrum Disorder (ASD) and will determine whether children with ASD follow the same developmental pattern as typically developing children. The study will also identify the possible sources of reading comprehension problems in children with ASD. Breen (2007) has identified that typical children develop reading ability and phoneme awareness in a specific sequence. Comprehension in typical children can be limited by decoding skill whereas, children with ASD show a different pattern in reading ability in that they can read words and sentences with average skill (i.e., they are good decoders) but have difficulty understanding what they have read. If poor reading comprehension is not due to decoding problems, it must be due to some other unknown factors. The study will focus on children between the ages of 4 and 9 with a diagnosis of ASD. Participants will complete tests assessing vocabulary, non-verbal reasoning, phonological processing and listening comprehension. Children with ASD are expected to follow the sequence identified by Breen (2007), but their reading skills may develop more slowly than for typically developing children. Furthermore, reading comprehension for children with ASD is expected to correlate more with oral language abilities than with decoding skills.

**#12**

*Developmental Psychology/  
Psychologie du  
développement*

**A HEART GONE COLD: GIRLS WITH EXTERNALIZING PROBLEMS ARE LESS PROSOCIAL WHEN THEY HAVE LOW VAGAL REGULATION**

Caroline Chochoł, Concordia University; Arnaud B Saint-Pierre, Concordia University; Paul D Hastings, Concordia University

Studies show that the relation between externalizing problems (EP) and prosocial (PS) behavior in early childhood is complex and changes with age and gender. While boys with more EP grow less prosocial with age, many girls with EP retain a prosocial orientation toward others (Zahn-Waxler et al., 2008). Children's effective emotion regulation (ER) may contribute to the relation between EP and PS behavior. Parasympathetic regulation of arousal measured via cardiac vagal tone (V) serves as an index of physiological capacity for ER. Yet the extent of V involvement in the development of the relationship between PS behavior and EP remains unknown. In this study baseline V was measured in 160 children aged 4 to 6, who also reported their empathy and PS behavior using a novel interview procedure. Mothers reported on children's EP. Preliminary analyses were conducted on the first 76 children for whom cardiac data has been processed to compute V. Regression analysis yielded a significant Sex X EP X V interaction in predicting children's PS behavior: higher EP predicted lower PS behavior in those with low V ( $\beta = -.37$ ,  $t = -2.09$ ,  $p < .05$ ). This prediction was found to be significant for girls ( $\beta = -.71$ ,  $t = -3.14$ ,  $p < .01$ ), but not for boys (ns), suggesting that effective ER may contribute to the preservation of PS behaviors in girls with EP. Final analyses with the full sample will be presented.

**#13**

*Developmental Psychology/  
Psychologie du  
développement*

**AUTISM PATHWAYS IN DEVELOPMENTAL DISORDERS**

Anthony Claro, McGill University; Kim M Cornish, McGill University

Autism represents the prototypical pervasive developmental disorder (PDD), characterized by a "triad of impairments" that includes a severe disruption of cognitive functioning, impaired social interaction and communicative skills, coupled with unusually restricted and repetitive stereotyped patterns of behaviors and interests with an onset before age three. There is substantial evidence to indicate a significant genetic component. An intriguing but relatively unexplored area is the "autism-like" features that are common across a range of disorders that have disparate genetic origins. The present study investigated the extent to which autism behaviors in a specific genetic disorder, cri-du-chat syndrome, could be attributable to the degree of intellectual functioning or whether such behaviors reflected a specific autism pathway that is distinct from other genetic disorders and from idiopathic autism. Fifty-five children with cri-du-chat syndrome were rated using the Gilliam Autism Rating Scale (GARS) and our results suggest that the autism "signature" of these children could not be attributable to solely intellectual impairment. We then compared our findings to Cornelia-de-Lange syndrome to further explore syndrome-specific autism profiles. Together, our data highlight the need for detailed trajectories and profiles of autism pathways in different genetic disorders.

**#14**

*Developmental Psychology/  
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développement*

**DO CHILDREN WITH AUTISM SPECTRUM DISORDERS FORM EMOTIONAL ATTACHMENTS TO THEIR COMPANION DOGS?**

Cosmin G Coltea, Carleton University; Shelley Parlow, Carleton University

Whether children with Autistic Spectrum Disorders (ASD) benefit from attachments to companion dogs as other children do is currently unknown. We asked parents to report on the relationship between their child and the family dog. Given that the presence of dogs in therapeutic settings increases language ability in children with ASD (Sams, Fortney & Willenbring, 2006), we expected that at least some children with ASD would be emotionally attached to their dogs, and that stronger attachments would be associated with better language and social skills. The Autism Behaviour Checklist (ABC, Krug, Arick & Almond, 1980), Lexington Attachment to Pets Scale (LAPS, Johnson, Garrity & Stallons, 1992) and Companion Dog Interaction Questionnaire (CDIQ, developed for this study) were completed by nine mothers of children with ASD (Mage = 9.00 yr, MABC = 78). Four children (44.4%) scored above 75% on the LAPS, indicating attachment. Analysis of CDIQ scores confirmed the reciprocal nature of child-dog relationships ( $r = .74$ ,  $df = 7$ ,  $p = .012$ ). Stronger attached children to the dog had significantly higher language skills ( $F(1,7) = 8.45$ ,  $p = .023$ ) and lower social skills ( $F(1,7) = 9.1$ ,  $p = .019$ ) than less attached children. Our study shows that children with ASD can form attachments to companion dogs. The emotional relationship appears to facilitate language but not social development.

**#15**

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**PRESCHOOL CHILDREN WITH AND WITHOUT COMMUNICATION DELAYS: THE CHANGE IN THEIR PARENTS' REPORT OF CHALLENGING BEHAVIOUR, PARENTAL HASSLES AND COMMUNITY RESOURCE USE OVER A TWO-YEAR PERIOD**

Matthew Danbrook, Brock University; Frances A Owen, Brock University; Linda Rose-Krasnor, Brock University; Jan Frijters, Brock University

Objective: To examine the change over a two year period of parents' reports of children's challenging behaviour, conflict and parental hassles in families who have preschool children with and without communication delays. The study also includes an examination of issues related to families' ability to access and use of community resources. Method: This longitudinal study consists of two semi-structured interviews and self report surveys two years apart. At time one 61 parent-child dyads participated in the clinical group (families with preschoolers with communication delays) and 36 pairings made up the community group (families of preschoolers without communication delays). At follow up 42 families from the clinical group and 21 families from the community group participated. Data Analysis: Multiple regression is used to analyze the data. Also, a deductive thematic analysis is used to evaluate the data collected from the interviews. The findings will be reviewed and a discussion will follow. Implications: The results may have practical implications for Speech and Language Pathologists as it could improve the quality of early intervention strategies by sensitizing service providers to the challenges faced by families with children who have communication delays. This study also has the potential to advance knowledge in the area as little longitudinal research has been completed.

**#16**

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**THE IMPACT OF BEHAVIOURAL INHIBITION AND ATTACHMENT SECURITY ON DYADIC STRATEGIES FOR COPING WITH CHILDREN'S SOCIAL STRESS**

Michele Davis, University of Guelph; Laura Paret, University of Guelph; Heidi Bailey, University of Guelph

Mother-child attachment security may moderate the stress response of behaviourally inhibited (BI) children to novel social stimuli. BI is a temperament characterizing some children's tendency to fear social novelty. The current study observed how 3.5-year children's level of BI and attachment security affected their dyadic coping strategies. Attachment in mother-child dyads was assessed using the Preschool Strange Situation, inhibition on the Children's Behaviour Questionnaire, and coping strategies were assessed observationally in an age-appropriate Interesting-but-Scary task. Dyadic coping was assessed using an observer checklist with 30 mother and 30 child behaviour items. It was hypothesized that in response to the novel social situation (a calm talking mask), inhibited and securely attached preschoolers would engage in coping sequences with their mother to minimize stress, whereas inhibited but insecure preschoolers would be less able to use their mother to cope. Children low in inhibition were not expected to differ markedly in their responses regardless of their attachment status. Multiple regression analyses will be used to examine how attachment and inhibition interact to influence dyadic coping. Because high BI is related to childhood-onset social anxiety, it is crucial to examine how caregivers may influence this relationship. Data will be analyzed in December 2008.

**#17**

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**UNDERSTANDING TREATMENT SUCCESS FOR AGGRESSIVE YOUTH: AN EXAMINATION OF PARENT-CHILD INTERACTION PATTERNS**

Sera De Rubeis, Ontario Institute for Studies in Education at the University of Toronto; Isabela Granic, The Hospital for Sick Children

Numerous intervention programs have been developed to prevent and treat childhood aggression. However, even among the interventions with the strongest empirical support (e.g., Parent-Management Training (PMT)), variability in outcomes persists (Kazdin, 2001). We do not understand this variability because (1) studies tend to focus on outcomes, not processes responsible for change, and (2) most studies rely on questionnaire data; observations may be better suited for tapping into processes underlying treatment-related changes. Gottman and Levenson's (1992) work on marital interactions has identified a positive to negative ratio of interaction patterns that predicts long-term marital outcomes. The current study aims to identify a similar ratio in observed parent-child interactions to predict treatment success among aggressive youth. Using a clinical sample of 65 parent-child dyads participating in a combined PMT/CBT program, the current study expects to: (1) establish concurrent validity of the positive-negative ratio in terms of distinguishing between levels of aggression, and (2) determine the predictive validity of the positive-negative ratio in terms of treatment outcomes. It is expected that parent-child dyads characterized by a larger ratio of positive to negative interaction patterns will demonstrate greater reductions in aggressive behaviour over the course of treatment.

**#18***Developmental Psychology/  
Psychologie du  
développement***IT PAYS TO BE HOPEFUL: HOPE AS A PSYCHOLOGICAL STRENGTH IN  
EARLY ADOLESCENTS' SOCIAL, EMOTIONAL, AND COGNITIVE WELL-BEING**Marc-Robert L. d'Entremont, Memorial University of Newfoundland; Daniel G Lagacé-Séguin,  
Mount Saint Vincent University

Interactions between classroom climate, dispositional optimism, and hope were examined in the prediction of emotional well-being (i.e., depression and life satisfaction) in early adolescent students. The present study consisted of 98 students (32 boys, 65 girls, 1 unknown) in grades six, seven, and eight with a mean age of 12.51 years ( $SD = .95$ ). Participants completed questionnaires regarding their classroom environment, future expectations, hopeful thinking, depression, and life satisfaction. Hierarchical multiple regression analyses revealed eleven statistically significant interactions between classroom climate/dispositional optimism and hope in the prediction of depression and life satisfaction. Only a fraction of findings can be focused upon here. For example, it was found that pessimism was negatively related to satisfaction with school for students with low hope levels but not for students with high hope. This suggests that high hope protects students from the negative impact of high pessimism to uphold their satisfaction with their scholarly activities. Implications of this interaction and others are discussed in terms of hope as a psychological strength and its role in promoting emotional well-being in early adolescent students.

**#19***Developmental Psychology/  
Psychologie du  
développement***AN EXAMINATION OF THE RELATIONSHIP BETWEEN POVERTY, ADOLESCENT  
PARENTING AND CHILD ABUSE POTENTIAL: PREDICTORS OF RESILIENCE**Bramilee Dhayanandhan, York University; Yvonne Bohr, York University

Previous research on child maltreatment has primarily examined how various risk factors can lead to parenting challenges. However the literature has only begun to elucidate why a large number of families with cumulative risk conditions do not go on to abuse their children. Providing insight into this under-investigated domain was the goal of the present study. This study utilized an ecological-transactional framework to analyze how protective characteristics can moderate the negative effects of life stressors in a multiply disadvantaged sample. Specifically, this study sought to identify predictors of resilience (i.e. protective mechanisms that can diminish the potential for child maltreatment) in a sample of adolescent mothers living below the poverty line. This was accomplished through a survey of the relative weight of, and relationship between various forces at play at the proximal levels of participants' ecologies (i.e. the ontogenic system and the microsystem). Variables at the ontogenic level included maternal characteristics and mastery of normative developmental tasks, while variables at the microsystem level included family characteristics and home environment. This study may help account for why some adolescent mothers, who are still themselves developing, are able to demonstrate successful adaptation in the face of adversity. Findings and implications are discussed.

**#20***Developmental Psychology/  
Psychologie du  
développement***ACADEMIC ACHIEVEMENT IN FIRST YEAR UNIVERSITY: WHO MAINTAINS  
THEIR HIGH SCHOOL AVERAGES?**Barak Dilouya, York University; Maxine G Wintre, York University

It is generally expected that many first-year university students experience a significant drop in grades relative to their high school average. Students ( $N = 602$ ) from six diverse Canadian universities entering post-secondary education in 2004 participated in the Transition to University Study. Data were collected in August, prior to the start of the students' first year and again in November 2004. The present study investigates variables that differentiate between academic sustainers ( $n = 165$ ) who maintained their grade averages and decliners ( $n = 437$ ) whose average decreases during their first year at university. Multivariate analyses determine group differences on variables of interest (demographics, parental support, parental reciprocity, self-esteem, depression, stress, university adjustment, time-management, maladaptive behaviors, and grade expectations). The current study addresses a gap in the existing academic achievement literature, while simultaneously providing practical information to those involved in the transition to university – including students, parents, educators, and school counselors.

**#21***Developmental Psychology/  
Psychologie du  
développement***IF YOU SAY IT, YOU HAVE TO DO IT: CHILDREN'S UNDERSTANDING OF  
THE CONCEPT OF PROMISING**Sabine Doebel, University of Toronto; Janet Astington, Institute of Child Study,  
University of Toronto

A promise is a speech act through which a speaker commits to completing an intended action. This study explored the development of children's understanding of promising. Five-, seven-, and nine-year-olds heard stories in which promises or predictions were made, and subsequent outcomes fulfilled or did not fulfill the promise/prediction. Children were asked whether a promise was made and if the speaker was responsible for the outcome, and gave justifications for their judgments. Children judged that speakers were responsible for the outcome of their promises but not their predictions before they correctly discriminated promises from predictions. This result suggests that children understand early on that the speaker's intention is important in promising, but this understanding is limited. We explored how children's understanding of intention and obligation develops by coding their justifications for reference to outcome, speech act, obligation, and speaker sincerity. Young children tended to consider speaker sincerity in their judgment justifications whereas older children referred more to the speech act. The findings provide insight into the connection between deontic and psychological concepts in children's developing social reasoning ability.

**#22***Developmental Psychology/  
Psychologie du  
développement***AGE DIFFERENCES IN ASSOCIATIONS BETWEEN PARENTING STYLE AND  
LONGITUDINAL CHANGE IN ATTACHMENT: EARLY VERSUS LATE  
ADOLESCENCE**Anna-Beth Doyle, Concordia University; Dorothy Markiewicz, Concordia University

Optimally, parents adapt their parenting strategies to their developing adolescent's capacities (Steinberg & Silk, 2002). In the present study of early (13 years old,  $n = 174$ ) and late (18 years old,  $n = 80$ ) adolescents, longitudinal changes in attachment style with parents across two years were examined in relation to parenting strategies experienced. Using multiple regression, changes over time in adolescents' ratings of each of three attachment styles (adapted Relationship Questionnaire, Bartholomew & Horowitz, 1991, security, dismissiveness, anxiety) were predicted from initial ratings of three parenting styles (warmth - Lamborn, Mounts et al., 1991; behavioural control - Smith & Krohn, 1995; psychological control - Haapsalo & Tremblay, 1994). Findings indicated that parental warmth and low psychological control were important for increases in attachment security across adolescence. In late adolescence however, parental warmth was particularly associated adaptively with decreases in dismissiveness and anxious, attachment. As expected, behavioural control was associated adaptively with decreases in attachment anxiety over time for early adolescents but maladaptively with increases in attachment anxiety for late adolescents. These findings have implications for adaptive, age-appropriate parenting of adolescents.

**#23**

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**PREFERENCES FOR INFANT-DIRECTED SPEECH IN INFANTS AT RISK FOR AUTISM SPECTRUM DISORDER**

Danielle Droucker, University of Calgary; Suzanne Curtin, University of Calgary; Shirley Leew, Alberta Children's Hospital; Athena Vouloumanos, New York University

Previous literature has shown that young children with Autism Spectrum Disorder (ASD) do not demonstrate a preference for infant directed speech (IDS) versus non-speech analogues (Kuhl et al., 2005). In order to investigate early attention to speech in an at-risk population, we examined infant siblings of typically developing (SIBS-TD) children and of children already diagnosed (SIBS-A), whose risk of diagnoses rises to about 1 in 10 (Zwaigenbaum et al., 2005). Using a sequential visual preference procedure, attention was measured by infants' looking time to the visual display. Preliminary data suggest that at 4-6 months of age, neither SIBS-TD nor SIBS-A demonstrate a preference for either type of speech, though they do show a strong preference for the static face over the checkerboard. By 8 months of age, SIBS-TD demonstrate a reliable preference for IDS in the checkerboard condition. However, similar preferences are not seen in either the face or checkerboard condition in SIBS-A at this age, indicating that these infants are not on par with their typically developing peers in their speech preferences. Ultimately, this research will provide longitudinal data from typically developing and at-risk infants, offering insights into whether these populations differ in their developmental trajectory with respect to speech preference and attention to faces.

**#24**

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**GOAL-ORIENTED STRIVINGS INFLUENCE AFFECT REGULATION AND COPING GOALS DURING A NOVEL EMOTION REGULATION MANIPULATION: THE ANGER TRANSCENDENCE TASK (ATC)**

Gavin Elder, Syracuse University; Nina Stoeckel, Syracuse University; Michelle Hallahan, Syracuse University; Craig Ewart, Syracuse University

Goal-oriented striving is the way in which one pursues self-selected goals; two patterns have been empirically supported: agonistic (AS) and transcendence striving (TS). AS, the struggle to dominate and control others, is characterized by behaviours which foster interpersonal conflict. TS, the struggle to improve the self, is characterized by behaviours which enhance personal skills and relationships. Drawing from Social Action Theory, it is hypothesized that goal-striving influences emotion regulation. To test this hypothesis, 202 youth from an inner-city high school in central New York participated in the Social Competence Interview, allowing for independent coders to rate AS and TS. Two months later, youth participated in the Anger Transcendence Challenge, which asks youth to switch from discussing an anger situation to making an impression on someone new. Independent coders rated anger-coping goals and affect regulation ability. Results using multiple regression indicate AS predicts aggressive and dominating goals, and a more hostile reaction to the anger situation. TS predicted less hostile reaction, problem solving goals, and generation of positive emotions when switching to the impression task. These results indicate that goal-strivings influence reactions to anger situations, and also the ability to generate positive emotions when switching to making a good impression.

**#25**

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**THE EXPRESSION OF POSITIVE AND NEGATIVE EMOTIONS IN HIGH-RISK MOTHER-CHILD DYADS: RELATION TO CHILD EMPATHY**

Leah Enns, Concordia University; Dale M Stack, Concordia University; Julie Martin, Concordia University; Lisa A Serbin, Concordia University; Jane Ledingham, University of Ottawa; Alex E Schwartzman, Concordia University

Facets of emotional competence (emotional expressions and behaviors) greatly impact prosocial skills like empathy in childhood. Despite the importance of positive emotions for adaptive development, negative emotions receive the most research attention. The mother-child relationship provides a critical context for understanding how emotion is expressed. The current study examined the following in a high-risk sample: the link between mother and child positive and negative emotion behaviors; child emotion displays and empathy; emotion behaviors in high-risk versus comparison dyads. Participants were 49 women from a longitudinal, intergenerational study of high-risk children from disadvantaged neighborhoods. Mothers and their 9-12 year old children were videotaped during a conflict task and later coded. Behavioral codes included mother and child facial expressions and emotion behavior categories labelled "cues to emotion" (face and body movements of positive and negative affect). Results revealed links between maternal positive affect and child positive and negative cues to emotion, and child emotion behaviours, to empathy. Findings suggested that high-risk mothers and children used more negative expressions and cues to emotion than comparison dyads. The importance of studying negative and positive emotions in understanding the development of emotional competence is highlighted.

## #26

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### THE RELATIONSHIP BETWEEN SELF-PERCEIVED STRENGTHS AND SELF-CONCEPT IN YOUTH

Jessica L Franks, Lakehead University; Edward P Rawana, Lakehead University, Centre of Excellence for Children and Adolescents with Special Needs; James N R Brazeau, Lakehead University; Missy L Teatero, Lakehead University; Jess Whitley, University of Ottawa

Strength-based practices, designed to emphasize the positive characteristics and competencies of children and adolescents instead of focusing solely on perceived deficits, are gaining increasing attention and support. The intention behind using a strength-based approach with youth is to empower and motivate the individual while improving psychosocial outcomes. One important psychosocial factor that may be related to strengths is self-concept, the individual's overall perception and evaluation of oneself. Both strengths and self-concept have been previously related to improved psychosocial and educational outcomes (Markstrom & Marshall, 2007; Marsh, Trautwein, Ludtke, Koller, & Baumert, 2006). However, the relationship between strength characteristics and self-concept has not been explicitly addressed in the existing literature. The current study examined this relationship using data collected as part of a larger project evaluating a strength-based bullying intervention for students in grades 4 to 8. Significant associations were found between measures of general and peer-related self-concept and individual strengths across several domains of functioning (e.g., school, friends, and personality), consolidating the conceptual relationship between these variables. Furthermore, these results provide support for the use of strength-based approaches with children and adolescents.

## #27

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### PUNS AND POLYSEMY: CHILDREN'S UNDERSTANDING OF DOUBLE-MEANING WORDS IN JOKES

Jessica Fraser, St. Francis Xavier University; Jennifer F Sullivan, St. Francis Xavier University

Much of the available literature on language development in children suggests that preschool aged children have difficulty understanding the multiple meanings of a polysemous word. Many jokes (puns) employ words with double meanings as the vehicle for the humorous outcome. Research suggests that children do not fully understand jokes based on polysemous words until early elementary school (Nerlich et al, 1998). In the current study, children ages four, six, and eight were presented with a series of jokes, which employ words with double meanings. Children were asked to rate the funniness of each joke by selecting a face icon from an array of faces ranging from unhappy to happy. After this, the children's understanding of both meanings of the double-meaning words used in each joke was assessed by asking them to provide the meaning for the words or select the correct meaning from a multiple-choice type question. Preliminary findings show that children have an increasing appreciation of this type of joke containing double meanings with age. Also children have a better appreciation of these jokes as they gain knowledge of the double meanings of the words.

## #28

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### LA SÉCURITÉ D'ATTACHEMENT DURANT LA DEUXIÈME ANNÉE DE VIE EN TANT QUE FACTEUR PRÉDICTIF DES HABILITÉS SOCIALES EN MILIEU SCOLAIRE : UNE ÉTUDE D'ENFANTS NÉS DE MÈRES ADOLESCENTES

Marie-Eve Girard, Université de Sherbrooke; Jean-Pascal Lemelin, Université de Sherbrooke; Therriault Danyka, Université de Sherbrooke; Karine Vézina, Université de Sherbrooke; Marc A Provost, Université du Québec à Trois-Rivières; Tarabulsky M George, Université Laval; Nicole Royer, Université du Québec à Trois-Rivières

La sécurité d'attachement à la petite enfance est reconnue comme un facteur clé pour le développement des compétences sociales ultérieures. Les enfants ayant un attachement sécurisant sont perçus comme étant plus compétents dans leurs relations avec leurs pairs que les autres. Les études ayant montré ce lien présentent par contre des effets relativement modestes, cela pouvant s'expliquer par l'absence de prise en compte du contexte écologique. L'objectif de la présente étude est d'examiner s'il existe une relation entre la sécurité d'attachement à la petite enfance et les habiletés sociales des enfants évaluées par les professeurs en 1ère année, et vérifier si les relations varient en fonction du contexte écologique dans lequel évolue l'enfant. 89 dyades mère-enfant (51 adolescentes, 38 adultes) ont été évaluées à 15 mois à l'aide du Tri-de-cartes de sécurité d'attachement (Waters, 1995) et à environ 7 ans à l'aide du Questionnaire sur les Habiletés Sociales (QHS ; Gresham & Elliott, 1987). Le QHS permet d'obtenir deux mesures globales du fonctionnement social : un score d'habiletés sociales (coopération, affirmation de soi, autorégulation) et un score de problèmes de comportement (intériorisés et extériorisés). Des analyses de corrélations montrent que la sécurité d'attachement prédit ces deux mesures d'habiletés sociales, mais seulement chez les enfants de mères adolescentes.

## #29

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### THE INFLUENCE OF THERAPIST CHARACTERISTICS ON OUTCOMES OF HOME-BASED BEHAVIORAL INTERVENTIONS FOR CHILDREN WITH AUTISM

Alberta Girardi, Carleton University; Robert J Coplan, Carleton University

The purpose this study was to evaluate the influence of therapist characteristics on the outcomes of home-based behavioral interventions for children with autism. Participants were parents (n = 16) and therapists (n = 35) of children with Autistic Disorder. The children (Mage = 6.25 years) had completed an average of 2.9 years of home-based behavioral intervention. Outcomes were measured using composite and domain (communication, socialization, daily living skills) scores of the Vineland Adaptive Behavior Scales (Sparrow, Balla, & Cicchetti, 1984) and total scores of the Autism Behavior Checklist (Krug, Arick, & Almond, 1993). Results of independent-samples t-tests indicated that children whose therapists were more intensely involved in the children's interventions for longer periods of time, and who had more frequent team meetings and more hours of training achieved the most positive outcomes. Most mean differences were associated with large effect sizes (d > .8). Children whose therapists had more

education and experience, and whose parents acted as therapists in their interventions, did not achieve significantly more positive outcomes. These results have important implications for decisions regarding the intensity of therapist training and involvement in autistic children's behavioral interventions.

**#30**  
*Developmental Psychology/*  
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**MANIPULATION AND EXCLUSION: RELATIONAL AGGRESSION IN PRESCHOOLERS IN COLOMBIAN CONTEXT**  
 Carlos Gomez, McGill University

Colombia is one of the most violent countries. This situation is not exclusively the product of political conflict, but also stems from attitudes and behaviours favourable to aggression that is learned early in life. This study attempted to understand the sources of one kind of aggression. Relational aggression is defined as damaging relationships through manipulation and group exclusion. However, there is little information related to aggressive behaviour among preschoolers. The aim of this study was to determine which cognitive and emotional factors seem to be responsible for relational and physical aggression in a sample of 77 children in Bogota. Cognitive variables tested were theory of mind, positive beliefs toward aggression and intention attribution; the emotional variable was emotion regulation. It was found that relational and physical aggressions are strongly related. This suggests that children who use relational aggression also use physical aggression. The results indicated that girls are more prone to using exclusively relational aggression. Theory of mind and positive beliefs did not appear to be related to either relational or physical aggression. Children who had high scores on relational and physical aggression had lower scores in emotional regulation.

**#31**  
*Developmental Psychology/*  
*Psychologie du*  
*développement*

**PERFORMANCE ON THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN IS ASSOCIATED WITH RAPID-EYE- MOVEMENT -SLEEP EFFICIENCY**  
 Reut Gruber, McGill University; Melanie Stelmazuk, McGill University; Carrier Julie, University of Montreal

Introduction. Substantial evidence supports the critical role of sleep in learning and memory. However, few studies have examined this topic in children. The objective of this study was to examine the role of sleep as potential modulator of performance on measures of information processing and memory in children. Methods: Nightly sleep recordings were conducted in 31 children aged 7 to 11 years. Standard overnight polysomnography (PSG) evaluation was performed at each child's home, and the Wechsler Intelligence Scale for Children—4th Edition was administered. Results: Subjects were divided into two groups based on the mean REM sleep efficiency (REM-SE) score, with subjects above and below the Median placed in the High REM-SE Group and Low REM-SE Group, respectively. Performance on WISC-IV was examined using multivariate analyses of variance; Sleep Group (High/Low REM-SE) was used as the between-subject independent factor, the WISC-IV index scores were used as the dependent variables, and the child's age and sex were used as the covariates. Significant main effect was found ( $F(4,24) = 4.75, p < .005$ ). Univariate analysis indicated that children with higher mix of REM and NREM sleep performed better on measures of working memory and processing speed. Conclusions: Our findings suggest that performance on some of the WISC-IV measures is moderated by REM sleep efficiency.

**#32**  
*Developmental Psychology/*  
*Psychologie du*  
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**TYPICAL TRAJECTORY OF ATTENTIONAL FUNCTIONING IN PRESCHOOL AGED CHILDREN: PERFORMANCE ON MEASURES OF DIVIDED ATTENTION, SUSTAINED ATTENTION, FOCUSED ATTENTION AND INHIBITORY CONTROL**  
 Jacalyn Guy, McGill University; Julie Hanck, McGill University; Kim M Cornish, McGill University

The differential development of distinct subcomponents of attention in early childhood is not yet fully understood. Additionally, performance within tasks usually focuses on aspects of speed and accuracy. The aim of the present study is twofold; first to chart the typical development of attentional processing in four subcomponents of attention (divided, sustained, focused and inhibitory control), and second to include an analysis of speed variability to the frequently used measures of attention processing, in ninety children ranging from 3 to 5 years of age. The Amsterdam Neuropsychological Tasks (ANT) was used to assess the performance of participants on attention subcomponents. In addition, the mental age of each subject was assessed using the PPVT. Results indicate that improvement on measures of speed and accuracy improved between the 3 and 4 year old groups across all subcomponents of attention. However, no significant change in performance was found between the 4 and 5 year olds suggesting that at 4 years they have reached a developmental plateau on this battery. Inattention as measured by misses on the GoNoGo task was the most frequent type of error made by 3 year olds but leveled off at 4 years of age. Furthermore, on measures of speed variability, developmental improvement was found only on tasks of divided attention, across all three age groups.

**#33**  
*Developmental Psychology/*  
*Psychologie du*  
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**ATYPICAL MATERNAL BEHAVIOUR AND ITS ASSOCIATION WITH MATERNAL CONFIDENCE, MATERNAL DEPRESSION AND FAMILIAL DEMOGRAPHIC VARIABLES: AN EXPLORATORY STUDY**  
 Brooke A Halpert, York University; Yvonne Bohr, York University

Atypical Maternal Behaviour (AMB) (Lyons-Ruth, Bronfman & Parsons) has been linked to disorganized attachment (Abrams, Rifkin & Hesse) and infants with disorganized attachment patterns are at greater risk for psychopathology (Lyons-Ruth & Jacobvitz). Thus, examining maternal factors associated with AMB may contribute to the identification of risk and to proactive efforts to foster healthy infant development. This study examined 32 mother-infant dyads and the associations between demographic variables, depression and parenting confidence, with AMB. Play episodes were coded for AMB using the AMBIANCE (Bronfman, Parsons & Lyons-Ruth). Depression and confidence were assessed using the BDI-II and the TCQ. Two-tailed t-tests ( $\alpha = .05$ )

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revealed that mothers demonstrating greater withdrawal had lower confidence ( $t(30) = 3.279, p < .01$ ) and higher depression ( $t(29) = -2.967, p < .01$ ). ANOVAs indicated an interaction between confidence and overall AMB, with respect to income ( $F(1,27) = 4.335, p < .05$ ) and an interaction between maternal depression and AMB, with respect to income ( $F(1,26) = 4.916, p < .05$  affective communication;  $F(1,26) = 4.803, p < .05$  intrusiveness/negativity). In the high-income group, AMB was linked to lower confidence and greater depression. In the low-income group, AMB was linked to higher confidence and lower depression. Clinical implications are discussed.

**#34**

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**TRACING THE TYPICAL TRAJECTORY OF ATTENTION SUBCOMPONENTS IN SCHOOL-AGED CHILDREN**

Julie Hanck, McGill University; Jacalyn Guy, McGill University; Kim M Cornish, McGill University

The developmental trajectory of attentional processing in school-aged children has yet to be clearly delineated, and very little is known about how the varying sub-components of attention differ across development. However, understanding the typical trajectory of proficiencies and deficiencies across and within cognitive domains can provide critical information towards understanding atypical developmental trajectories. The focus of the present study was to chart the typical development of attentional processing in 150 children ranging from 6 to 10 years of age in order to create a baseline of the development of these skills. The Amsterdam Neuropsychological Tasks was used to assess the performance of participants on tasks of divided attention, sustained attention, focused attention and inhibitory control. The results indicate that measures of speed and speed variability improved across all tasks up until the age of 9 years old, where a developmental plateau appears to have been reached. There was no observed developmental trend on measures of accuracy across all tasks, with the exception of misses on the GoNoGo task suggesting that measures of accuracy may be dynamic across development. These findings provide important baseline data with which to chart atypical developmental trajectories of attention.

**#35**

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**EFFECTS OF ATTACHMENT STYLE ON INTERPRETATIONS OF AMBIGUOUS STIMULI**

Matthew Hertenstein, DePauw University

There is mounting evidence that attachment style, as developed in infancy, remains important throughout the lifetime of the individual (Benoit & Parker, 1994) and affects an individual's perceptions of social support (Mullis & Hill, 1999). While infants begin to organize their expectations of the caregiver and information about themselves, their internal working model of attachment begins to develop. As interactions with the caregiver and other social supports in one's life occur, this internal model of attachment continues to formulate and influence one's perception of personal events and relationships. The present study sought to test whether participants' perceptions of attachment to parents, peers, and romantic partners would predict their cognitive interpretation of ambiguously negative or positive situations as well as ambiguously threatening situations. In order to investigate this relationship, 140 undergraduate students completed a battery of tests, including the Experiences in Close Relationships Scale (ECRS; Brennan, Clark, & Shaver, 1998) and a new measure of ambiguous social situations. Results revealed that securely attached individuals were significantly more likely to view situations as more positive. In contrast, insecurely attached individuals were significantly more likely to view situations as more negative.

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**COGNITIVE AND BEHAVIOURAL STRATEGIES THAT PREDICT WELL-BEING IN RETIREMENT: A GENDER COMPARISON**

Alyssa JM Herzig, Concordia University

Longitudinal research combining genders has indicated that subgroups of retirees have different trajectory paths for SWB. This research suggests that there is a strong need for research examining how and why retirees differ in adjustment to retirement. Considering that men and women tend to have unique work histories, responsibilities, social roles, and have been shown to adjust differently to retirement, the present study is aimed at developing gender-specific models for the cognitive and behavioural strategies predicting well-being in retirement. The models are developed via hierarchical regressions, and well-being is defined by scores on four scales: (i) Positive PANAS, (ii) Satisfaction with Retirement, (iii) Negative PANAS, and (iv) the CES-D. Predictors examined include the frequency of use coping strategies, goal engagement tendencies, components of Perceived Control, and associated interactions. The effects of stress level and demographic variables are controlled. Analyses are conducted with 188 women and 167 men who entered the longitudinal study within three years of retiring. Results suggest both generalized and gender-specific determinants of psychological health in retirement. As well, the gender-specific impacts of components of Perceived Control in moderating associations between strategy use and psychological health are examined and discussed.

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**ASSESSMENT OF SUPPLEMENTATION WITH OMEGA-3 FATTY ACIDS ON THE PHYSICAL AND BEHAVIOURAL SYMPTOMS OF AD/HD IN CHILDREN DIAGNOSED WITH THE DISORDER**

Ellen Ivity, University Of Alberta; Christina Rinaldi, University Of Alberta; Tom Clandinin, University of Alberta

Attention Deficit/Hyperactivity Disorder (AD/HD) is diagnosed in three to ten percent of children. Research implicates a deficiency of Docosahexaenoic Acid (DHA) in the aetiology of AD/HD. DHA is necessary for brain and body function. The nervous system, grey matter of the brain, and retina are highly enriched in DHA. Research suggests that compared to peers, many children with

AD/HD have low levels of DHA and exhibit physical symptoms such as dry skin and frequent night awakenings. A greater number of visual deficits, learning difficulties, and behavioural problems have been observed in children with AD/HD. The present study examined the effects of supplementation with DHA on AD/HD symptoms in 39 children diagnosed with the disorder. Participants were between the age of 5 and 13 years. Half of the children received a supplement containing DHA and the other half received a placebo for four months. We hypothesize that as DHA intake increased, improvements in symptoms of AD/HD were observed, as measured by blood samples, medical symptom questionnaires, and Conner's 3 Rating Scales. These results would suggest that supplementation with DHA ameliorates physical and behavioural symptoms of AD/HD in children. Through studies such as this one, alternative or adjunct treatments to medication may be developed for individuals who live with this disorder.

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**THE EFFECT OF RISK AND BIRTH STATUS ON SYMBOLIC PLAY DEVELOPMENT IN FULLTERM, VERY LOW BIRTHWEIGHT/PRETERM AND HIGH RISK PRESCHOOLERS**

Gillian M Kennedy, Concordia University; Nadine Girouard, Concordia University; Dale M Stack, Concordia University; Lisa A Serbin, Concordia University; Alex E Schwartzman, Concordia University

Symbolic play is considered an important component of children's cognitive development. However, most studies have investigated pretend play in normal developing children, and little research has examined at-risk populations. The present study examined symbolic play in Fullterm (2750g at birth), very low birthweight/preterm (800-1500g at birth) and High-Risk preschoolers (recruited from the Concordia Longitudinal Risk Project who were at high psychosocial risk due to problematic patterns of social behaviour and peer relations), and maternal behaviours during mother-child interactions. Participants included 108 mothers and their 4½ year-old children. Following a 15 minute free play session, eight levels of play (e.g. exploratory, symbolic play) and four maternal behaviours (e.g. demonstrations, affirmations, options-limiting, physical affection) were coded from the video records. Findings revealed that children engaged in more exploratory than symbolic play. The VLBW/preterm engaged in more exploratory play than Fullterm preschoolers. Consistent with the hypotheses, Fullterm and High-Risk children engaged in more symbolic play than VLBW/preterm children. Regarding maternal behaviour, mothers of Fullterm children displayed more affirmations than High-Risk mothers. Results have implications for children's symbolic and cognitive development and the impact of risk and birth status.

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**POPULARITY AND RELATIONAL AGGRESSION**

Lindsey Keyfitz, University of Guelph; Lynne Zarbatany, University of Western Ontario

This study assessed gender differences in the relations between popularity and likeability, and popularity and relational aggression, in late childhood and early adolescence. Self-esteem was assessed as a moderator of the relation between popularity and relational aggression for girls. Participants were 612 boys and girls from grades 5 to 8 (297 boys, 315 girls, M age = 12.06 years, SD = 1.17). Popularity, likeability, and relational aggression were assessed with peer nomination procedures, and self-esteem was assessed with the Self-Description Questionnaire (Marsh, 1988). Popularity was related to likeability and relational aggression for both boys and girls, but the latter relation was significantly stronger for girls. Self-esteem did not moderate the relation between popularity and relational aggression. Findings highlight the importance of focusing on other aspects of self-esteem, such as narcissism and defensive egotism, rather than global self-esteem, to help explain why popular girls are mean.

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**FACIAL EXPRESSION RECOGNITION IN SHY CHILDREN**

Jessica Kokin, University of Ottawa; Alastair Younger, University of Ottawa; Mathieu Gagnon, University of Ottawa; Pierre Gosselin, University of Ottawa

Past studies examining whether socially anxious children have difficulty recognizing and decoding emotional facial expressions (EFEs) have yielded mixed results. These studies, however, have a number of methodological shortcomings, such as using a non-standardized, low range set of stimuli, and a biased hit rate in their analyses. The present study improved on previous research by using a larger range of standardized photographs and by using an unbiased hit rate as proposed by Wagner (1993) and differed from previous studies in the following ways: First, a school-based sample of shy children was used rather than a clinic-based sample of socially phobic children. Second, this was the first study with children to look at the effect of ambiguity on facial expression recognition by using pictures of EFEs at different intensities. Sixty 12- to 14-year-old students were shown pictures of different EFEs on a computer and were asked to identify each emotion by pressing a button on the keyboard. They also completed the Revised Cheek & Buss Shyness Scale (RCBS, Cheek, 1983) and the Social Anxiety Scale for Children-Revised (SASC-R, La Greca & Stone, 1993). Results are interpreted in terms of their relevance to social information processing in shy children, as well as their implications for social skills interventions with such children.

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**TEMPERAMENTAL INHIBITION, SHAME AND INTERNALIZING PROBLEMS IN EARLY CHILDHOOD: A LONGITUDINAL STUDY**

Debra I K Lall, University of Manitoba; Kimberley A Arbeau, University of Manitoba; Amy E DeJaeger, University of Manitoba; Rosemary S L Mills, University of Manitoba

Models of the development of early-emerging internalizing problems (IP) suggest that characteristics of the child and the child's experiences in the family are important factors. While child temperamental inhibition and critical/rejecting parenting are known risk factors, the contribution of children's proneness to shame has not been examined. This study assessed the prediction of IP from child temperamental inhibition, child shame proneness, and mothers' critical/rejecting parenting. Children (N = 187) and their mothers were followed longitudinally from age 3-4 (Time 1) to age 5-7 (Time 2). At Time 1, temperamental inhibition was measured by maternal report, shame responding was assessed observationally from emotional-expressive reactions to failure, and parenting practices were measured by mother self-report. At Time 2, IP were assessed by mother report. Regression analyses were performed separately for girls and boys predicting IP from the direct and interactive effects of inhibited temperament, shame proneness, and maternal criticism/rejection. Inhibition predicted more IP with the exception of girls low in shame with mothers low in criticism/rejection and boys high in shame. Thus, negative parenting and shame responding moderated the relation. The gender difference suggests shame may have different implications for adjustment problems for girls and boys.

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**AGE-OF-ATTAINMENT OF PROTO-DECLARATIVE POINTING IN INFANCY PREDICTS NON-VERBAL COGNITIVE ABILITIES AT TWO YEARS: A PROSPECTIVE LONGITUDINAL STUDY**

Debra I K Lall, University of Manitoba; Warren O Eaton, University of Manitoba; Nancy A McKeen, Manitoba Palliative Care Research Unit; Jennifer L Bodnarchuk, Manitoba Lotteries Corporation

Prior research has consistently linked the emergence of proto-declarative pointing in infancy to the later development of advanced social cognition and language. However, later non-verbal cognitive abilities was the focus of this prospective longitudinal study, which investigated whether individual differences in the age of appearance of proto-declarative pointing predicted later cognitive ability (n = 66). Newborn's mothers were first sent a package with instruction to record the age-of-onset of various motor developments including proto-declarative pointing on a checklist. Later, when children neared their second birthday, parents were sent the Parent Report of Children's Abilities (PARCA), which is a measure of non-verbal cognitive abilities. Multiple regression analysis revealed that the age of first pointing was a significant predictor of the PARCA score at two years ( $R^2 = .15$ ), after controlling for covariates such as actual age at testing, SES, mother's age and gender. Although proto-declarative pointing has shown a consistent link to variation in children's development of verbal and social cognitive abilities, our study shows that pointing may, in fact, inform advances in non-verbal cognitive domains as well.

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**THE PROTECTIVE ROLE OF AUTONOMY-SUPPORTIVE DISCIPLINE ON EARLY CHILD ANXIETY**

Julie C Laurin, Université de Montréal; Mireille Joussemet, Université de Montréal

This project analyzed data collected by l'Étude longitudinale du développement des enfants du Québec (ÉLDEQ), a longitudinal study following 2,120 children and their families yearly. The aim of this study was to explore whether an autonomy-supportive attitude towards discipline (AS) protects from later child anxiety (Anx). Childhood Anx problems (4.5 yo) was examined in relation to AS at 2.5yo. Hierarchical multiple regression analyses were used to examine this relationship, above and beyond the relative impact of known predictors [child difficult temperament, maternal depression (Dep), affection/joy (all : 0.5yo), and over-protection (Opr ; 2.5yo)]. After controlling for child difficult temperament (standardized B: .074,  $p < .05$ ), maternal Dep (stand. B: .098,  $p < .05$ ), affection/joy (stand. B: -.046,  $p < .05$ ), and Opr (stand. B: .059,  $p < .05$ ), AS discipline (2.5 yo) was still predictive of lower Anx at the age of 4.5 (stand. B: -.060,  $p < .05$ ). In contrast to the first model [only the control variables ( $R^2 = .030$ )], the second model [AS ( $R^2 = .033$ )] reveals that AS discipline accounts for 3% of the variance of later Anx scores, indicating that AS predicts lesser Anx development, above and beyond the effects of known predictors. In fact, AS was found to have more predictive weight than maternal Opr and affection/joy, but less than maternal Dep and child difficult temperament.

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**CHILDREN'S NEGATIVE EMOTIONS IN PRESCHOOL PREDICT EMOTIONAL AND BEHAVIOURAL PROBLEMS 6 YEARS LATER**

Catherine Loiselle, Concordia University; Farriola Ladha, Concordia University; Paul D Hastings, Concordia University

Children's ability to self-regulate the expression of emotion, particularly negative emotion, is an important component of appropriate and adaptive social behaviours during the preschool years. Children's proneness to display strong negative emotions may be a precursor to the later development of emotional and behavioural problems. The current investigation examined whether children's displays of positive and negative emotion at preschool predicted their internalizing and externalizing problems 6 years later. 51 female and 34 male children aged 2-5 years were observed during a one-hour free play period with peers at preschool, and their expression of positive and negative emotions were rated. Mothers and preschool teachers reported on children's internalizing and externalizing problems (CBCL, CTRF). Six years later, mothers and teachers again reported on problems (CBCL, TRF). Mother and teacher reports were aggregated at each time period. Preliminary analyses revealed significant correlations. Regression analyses showed that, after controlling for earlier problems, stronger negative emotions at preschool predicted more externalizing problems 6 years later in boys ( $B = .28$ ,  $p < .05$ ) but not girls ( $B = .06$ , ns). These results will be discussed in terms of the importance of promoting early emotion regulation to prevent maladaptive development.

**#45**

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**UNDERACHIEVEMENT AND PROBLEM BEHAVIOUR: A PROPOSED DEVELOPMENTAL MODEL**

Brae Anne McArthur, University of Guelph; Daniel Zdzieborski, University of Guelph

The association between academic underachievement and problem behaviour has been continuously debated in the research literature. Although a majority of the literature is convoluted by methodological and measurement issues, there have been recent developments in this area. A review of current research findings reveals mixed results about the causal relationship between academic underachievement and problem behaviour, and in many ways suggests that this relationship is reciprocal in nature. As this reciprocal relationship becomes well-established, it is essential that theoretical models hypothesizing specific mechanisms accounting for the association between academic underachievement and problem behaviour are put forth and validated. As such, based on the pertinent literature we present a unifying framework that accounts for the inconsistencies in the literature. This framework posits that cognition, affect, and arousal mediate the effects of personological and situational variables on problem behaviour and academic underachievement. Not only serving to organize what is already known about the relation between academic underachievement and problem behaviour, this review discusses theoretical and practical implications for intervention and prevention.

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**PSYCHOSOCIAL ADJUSTMENT AND SOCIAL COGNITION IN YOUNG CHILDREN WITH NONVERBAL LEARNING DISABILITIES**

Jamie L Metsala, Mount Saint Vincent University; Galit Ishaik, York Region District School Board; Veronica Barton, Mount Saint Vincent University

The current study examined aspects of psychosocial functioning, affective social competence, and social problem solving in young children with nonverbal learning disabilities (NLD). Six-to-nine year old children with NLD were compared to a normally achieving control group on measures thought to be important to social competence in typically developing children. Based on parent ratings, children with NLD had more problems, and were within the clinical range, on an affective-problems and an anxiety-problems scale. On a measure of nonverbal social cue perception, children with NLD were less accurate at identifying happy and sad facial expressions, but not for those indicating anger and fear. Children with NLD were poorer at understanding mixed emotions, but there were no group differences on a task assessing emotional display rule knowledge. Parents of children with NLD rated them lower on a measure of affect regulation. On a social problem solving task, both groups generated as many solutions and an equal proportion of those solutions were competent; however, children with NLD selected competent solutions as the best solution to a social problem less often than the comparison group. Results from the current study contribute to our understanding of the psychosocial and social-cognitive profile of young children NLD.

**#47**

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**CHANGING RELATIONSHIPS MAKES FOR CHANGES IN BULLYING AND VICTIMIZATION**

Ashley Murphy, Queen's University; Craig M Wendy, Queen's University

Researchers in the field of bullying and victimization have theorized that bullying is a relationship problem that requires relationship solutions. The current study aims to examine the positive changes in relationship quality that predict decreased involvement in bullying and victimization. Youth are influenced by a variety of relationships including their relationship at home, school, and with their friends outside of school. Methods. The World Health Organization administered the Health Behavior in School-Aged Children (HBSC) was administered at two time-points to youth in Ontario. Two logistic regressions were implemented to predict individuals who desist in bullying and victimization. Results. Preliminary results indicate that positive changes in relationship with parents ( $\beta = .03, p = 0.02$ ) and decreased sharing with friends ( $\beta = .08, p = 0.006$ ) predicts desisting in bullying. Decreased loneliness predicts desisting in victimization ( $\beta = .21, p < 0.001$ ). These results indicate that parents play a role in changing children's bullying behavior, yet subjective feelings of loneliness are more important for desisting in victimization.

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**THE IMPACT OF ACUTE TRYPTOPHAN SUPPLEMENTATION ON AGGRESSIVE BOYS'S BEHAVIOURS**

Amélie Nantel-Vivier, McGill University; Robert O Pihl, McGill University; Simon N Young, McGill University; Richard E Tremblay, GRIP/CHU Satine-Justine; Sophie P, Université de Montréal; Jean R Séguin, GRIP/CHU Satine-Justine

Experimental manipulation of tryptophan levels has been used over the last four decades to investigate the impact of serotonergic functioning on human behaviours. The aim of the present study was to investigate serotonergic functioning and the potential benefits of tryptophan supplementation on young boys' aggressive behaviours. Our sample was composed of 33 boys, ages 9 to 11, exhibiting a history of relatively high levels of physical aggression. Following a random, double-blind procedure, boys were given a chocolate milkshake with ( $N = 21$ ) or without ( $N = 12$ ) purified tryptophan. After ingestion of the chocolate milkshake, participants completed a series of tasks, including a Taylor-Buss paradigm, which consists in a competitive reaction-time game against a fictitious opponent participants believe to be real. It was expected that boys in the tryptophan condition would show less aggression during the Taylor-Buss paradigm by taking away fewer points from their fictitious opponent. Contrary to our hypotheses, preliminary analyses showed that participants in the tryptophan group took away more points from their fictitious opponent during some phases of the Taylor-Paradigm paradigm. Further analyses will focus on the impact of tryptophan supplementation on the prosociality and impulsivity components of boys' responses.

**#49**

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**CAN PRACTITIONERS USE PARENTAL STAGE OF CHANGE AND PERCEIVED BARRIERS TO TREATMENT AS PREDICTORS OF COMPLIANCE WITH AN EARLY INTERVENTION PROGRAM?**

Dana Noseworthy, Memorial University of Newfoundland

Parent-mediated early intervention programs depend on the willingness and ability of parents to complete prescribed activities with their children. Stage of change has been used as an indicator of motivation and program compliance in other contexts. Factors other than motivation, such as treatment demands and life events, can impede a person's ability to participate in treatment. Parents involved in the Direct Home Services Program (DHSP), an early intervention program for children with developmental delays, will complete modified versions of the Stages of Change Questionnaire and the Barriers to Treatment Participation Scale. These measures will be completed at the start of active intervention, and 3 and 6 months later. The DHSP involves weekly home visits aimed at teaching parents to engage in developmentally stimulating activities with their preschool children. The ratio of completed to expected home visits will serve as an indicator of program compliance. A regression analysis will be used to explore stage of change and barriers to treatment as predictors of program compliance. Results will be used to inform providers about the need for additional services. For example, a preintervention program could address the needs of parents who are not yet ready to participate in the DHSP if stage of change is found to predict program compliance.

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**ADDING SUGAR TO THE SPICE: POSITIVE MATERNAL SOCIALIZATION  
PREDICTS EMPATHIC CONCERN IN ANGER-PRONE GIRLS**

Jacob N Nuselovici, Concordia University; Brittany E Scott, Concordia University; Paul D Hastings, Concordia University

Research on the development of empathic concern has tended to focus on the contributions of either children's temperament or parental socialization. Few studies have combined these factors, and in particular, little is known about parental socialization of empathic concern in children with anger-prone temperaments. This study addressed this gap by examining the techniques mothers use to promote positive behaviours in anger-prone children. In this study, 180 children witnessed two accident simulations in a laboratory setting, and their responses were coded for empathic concern. Mothers completed the anger-prone subscale of the CBQ (Rothbart et al., 2001) to assess children's temperament. Mothers' positive parenting techniques (PPT) were measured from their responses to open-ended hypothetical vignettes depicting children's prosocial behaviour. Preliminary analyses revealed that more anger-prone children showed less empathic concern ( $\square = -.26, p < .05$ ), but this was moderated by a 3-way interaction of sex X temperament X PPT ( $\square = .42, p < .07$ ). Mothers use of PPT predicted more empathic concern in highly anger-prone girls ( $\square = .62, p < .05$ ) but not boys ( $\square = .03, ns$ ), whereas PPT did not predict empathic concern in less angry children. Results will be interpreted within a framework of positive socialization.

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**CHILDREN'S SEMANTIC LEAKAGE CONTROL FOLLOWING A TRANSGRESSION**

Tina Melissa Oliveri, McGill University; Cindy M Arruda, McGill University; Victoria Talwar, McGill University

Previous research has shown that lie-telling emerges by the preschool years, and that children become increasingly successful at concealing their lies with age (Talwar & Lee, 2002). The current study (N = 202) examined the effectiveness of preschool and elementary school children's (aged 3-10) truth-telling behaviors by utilizing a temptation resistance paradigm (Lewis, Stanger, & Sullivan, 1989). Children's abilities to deceive and maintain their lies about A TRANSGRESSION were investigated through follow-up questions. The content of verbal statements provided by children during follow-up probe questions that contradict the initial lie they just told is known as "semantic leakage control." Results revealed 89% of older elementary children feigned ignorance whereas only 43% of younger children successfully concealed their lies. During follow-up questions, children's probable and improbable explanations were examined. Results showed significant differences in children's ability to conceal their lies  $\chi^2(2, 94) = 17.89, p < .001$  whereby 78% of 9-10 year olds, 36% of 7-8 year olds, and 16% of preschool children were able to maintain their lies by providing explanations that concealed their transgression. Findings demonstrate developmental differences in children's ability at semantic leakage control. Implications of these findings will be discussed.

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**PICTURE RELEVANCE TO TEXT AND ITS EFFECT ON GRADE 2 AND 3  
CHILDREN'S READING COMPREHENSION AND INFERENCE ABILITY**

Stephanie Pagan, Carleton University; Cynthia Whissell, Laurentian University

Pictures paired with written text can serve a number of functions: they have been both valued and denigrated for their perceived influence on young readers' performance. A review of the literature reveals considerable controversy regarding the facilitative effect of pictures on the comprehension of text. The present study investigated whether picture illustrations that were relevant or irrelevant to the text would facilitate greater reading comprehension and inference ability in grade 2 (n = 30) and 3 (n = 26) children. Contrary to expectation, picture relevance to text and even the absence of pictures, did not influence children's reading comprehension as measured by the number of words recalled, number of story elements recalled, and children's performance in a cloze method recall task. The total absence of pictures was shown to have a significant positive effect on children's ability to produce accurate inferences related to "who," "what," "when," and "where" story elements

**#53**

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**PARENTAL META-EMOTION: SHORT FORM OF THE EMOTION-RELATED  
PARENTING STYLE SELF-TEST (ERPSST)**

Ashley D Paterson, University of Windsor; Amy Camodeca, University of Windsor; Jacqueline Goodwin, University of Windsor; Kimberley A Babb, University of Windsor; Julie Hakim-Larson, University of Windsor; Sylvia Voelker, university of Windsor; Marcia Gragg, University of Windsor

The Emotion-Related Parenting Style Self-Test - Likert (ERPSST-L; Hakim-Larson et al., 2006) is an 81-item questionnaire assessing parenting styles identified by Gottman (1997). The purpose of this study was to explore the ERPSST-L's underlying constructs, assess its reliability, and to create a short form for future research. A total of 203 parents in 3 different studies completed the ERPSST-L. Of these parents, 110 (all mothers; age: 16-55,  $M = 37.84$ ) had children with a developmental disability (DD sample) and 93 (5 fathers, 88 mothers; age: 21-51,  $M = 32.69$ ) did not (non-DD sample). Exploratory Factor Analyses using Principle Axis Factor extraction with a Direct Oblimin rotation were conducted separately on the two samples. The factor structure for the non-DD sample revealed 3 factors: Dismissing/Disapproving, Emotion-Coaching, and Emotion Acceptance. The factor structure for the DD sample revealed the same factors, as well as a 4th factor: Parental Futility. The four-factor structure was retained and items were kept based on significant factor loading overlap between the two samples and based on individual factor loadings. The remaining short form of the ERPSST-L had 20 items with five items per factor. Reliabilities for the DD sample ranged from .71 to .80 and for the non-DD sample from .72 to .79.

**#54**

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**A LONGITUDINAL OUTCOME EVALUATION OF THE BETTER BEGINNINGS, BETTER FUTURES PRIMARY SCHOOL PREVENTION PROJECT**

Ray DeV Peters, Queen's University; Kelly Petrunka, Queen's University; Shahriar Khan, Queen's University

The Better Beginnings, Better Futures Project is a 25-year longitudinal prevention research demonstration project funded by the Ontario government. The project is based on a comprehensive, community-based model of primary prevention for families with young children in 3 disadvantaged Ontario communities. The model is designed principally to prevent long-term social and emotional problems in adolescents and adults, which have their genesis in early childhood, by improving family and community life for children in the 4 to 8 year-old age range and their parents. We have employed a quasi-experimental longitudinal research design to evaluate the outcome effectiveness of the project. From 1993 to 1998, we collected data from a longitudinal research group of 700 children from kindergarten to Grade 3 and their families in the three project sites and in two demographically-matched comparison neighborhoods. Follow-up data were again collected when these children were in Grades 6 and 9. We present outcome evaluation results providing evidence that the Better Beginnings model has had beneficial short- and medium-term effects for children and parents. Also, the results of our economic analysis indicates that 6 years after program completion, when the children are in grade 9, the Better Beginnings program is saving the Ontario government approximately \$900 per child.

**#55**

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**ADJUSTMENT IN CHILDREN EXPOSED TO FAMILY VIOLENCE: THE ROLE OF SIBLINGS**

Caroline C Piotrowski, University of Manitoba; Ketan Tailor, University of New Brunswick; Rose-Marie A Taché, University of Manitoba

A series of studies have reliably established that children exposed to domestic violence experience a variety of adjustment difficulties, including both internalizing and externalizing problems. Recently, researchers have focused more attention on identifying mechanisms that help explain children's differential vulnerability to violence exposure. One such mechanism that has not yet been addressed is the sibling relationship. The goal of the present study was to explore the quality of the sibling relationship as a predictor of adjustment in children exposed to domestic violence. Forty-seven mothers with 2 school-aged children and a history of domestic violence were recruited from the community. On average, siblings were 8 and 11 years old, and had been exposed to violence for 4.5 years. Quality of the sibling relationship was measured by maternal report, sibling report, and by observation of unstructured sibling interaction. Multiple regression analyses, controlling for demographic characteristics, showed that both externalizing and internalizing behaviours were significantly predicted by sibling hostility. Interestingly, children's internalizing behaviour was also significantly predicted by sibling disengagement or lack of involvement during videotaped observations. Results were discussed in relation to models of risk and resilience that underscore the importance of siblings.

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**A DYNAMIC RELATIONSHIP BETWEEN BILINGUALISM AND COMPLIANCE TO PARENTAL RULES**

Irina Pivneva, McGill University; Biru Zhou, Concordia University

Bilingual children develop faster than monolingual in the executive control functions of selective attention, cognitive and inhibition control. Compliance to parental rules involves analogous functions of effortful control, such as attention sustainment, inhibitory and cognitive control. The study explored whether second language proficiency relates to compliance to parental rules. Groups of typical monolingual and bilingual toddlers ( $N = 82$ ) 39-45 months of age were observed for their levels of compliance to parental agenda during two tasks. The first was a tedious toy clean-up task; the second task prohibited the child from touching attractive toys. Parent-child interactions during these two tasks were videotaped and coded. The results indicated that monolingual and bilingual children did not differ on compliance levels. However, French-speaking children scored higher on compliance than English,  $F(1,81) = 4.47, p < .05$ . After controlling for language ability hierarchical regression analysis demonstrated a positive association between inhibitory control and compliance with a partial  $r = .49$ . Furthermore, inhibitory control was positively related to child compliance only in the English-speaking group ( $r = .53, p < .0001$ ). Our findings provide additional support for the link between inhibitory control and child compliance as previously shown by Kochanska, Murray & Coy (1997).

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**THE RELATIONSHIPS BETWEEN SIBLING STATUS, LANGUAGE DEVELOPMENT, THEORY OF MIND, AND EARLY READING IN PRESCHOOLERS**

Carly Prusky, Ontario Institute for Studies in Education at the University of Toronto; Janette Pelletier, Ontario Institute for Studies in Education at the University of Toronto

Children undergo many changes during the preschool years, especially in terms of cognitive development, for example, language development, theory of mind, and reading. The current study investigates the effect that siblings may have on these areas of early learning. Early learning was measured by the Peabody Picture Vocabulary Test (3rd edition), four false belief tasks (2 change in location and 2 unexpected content), and the Test of Early Reading Ability (2nd and 3rd editions). As well, a parental questionnaire and child interview were included. Based on previous research it was expected that children with siblings would perform better on early learning tasks than children without siblings. In addition, it was predicted that oldest and middle children would outperform youngest children. Surprisingly, it was found that children with siblings (oldest, youngest and middle children) did not perform better than children without siblings (only children and twins). It was unexpectedly found that youngest children performed better than oldest children in terms of language development and theory of mind development. Middle children's performance did not differ significantly from that of the other children. There were correlations in performance among the measures as expected. This study conveys the importance of birth order and the influence that siblings have on cognitive development.

**#58**

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**ADOLESCENT PERCEPTION OF PARENTAL AFFECTION AND THE LINK TO BEHAVIOURAL PROBLEMS**

Kenisha B Reid, International University of the Caribbean; Kai A Morgan, University of the West Indies

A lack of parental/ caregiver affection has often been implicated in the behavioural problems exhibited by adolescents. The study sought to assess adolescent's perception of affection from parental/ caregiver and its impact on behaviour. The study looked exclusively from the perspective of adolescents. Ninety-Seven students from across high schools in Jamaica were compared to forty one adolescents in a mental health clinic in Kingston, Jamaica. They were asked to complete self report measures on their behaviour and on their perception of parental/ caregiver affection. Results confirmed statistically significant relationships between perception of parental/ caregiver affection and rule breaking, social problems and aggression. These findings suggest that low levels of affection are associated with social problems, rule breaking behaviours and aggression. Additionally, boys reported lower levels of affection and high levels of rule breaking behaviour. Implications of the results and possible areas of future research were discussed.

**#59**

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**CHILDREN'S UNDERSTANDING OF ALTRUISTIC LIES**

Sarah-Jane Renaud, McGill University; Cindy M Arruda, McGill University; Shanna Williams, McGill University; Victoria Talwar, McGill University

Research on children's understanding of deception has reported that even young children are able to recognize the intention of the speaker as crucial when identifying lies. Bussey (1999) reported that children as young as four-years-old can correctly identify white lies (i.e., lies told to protect another's feelings), antisocial lies (i.e., lies told to conceal a misdeed), and trick lies (i.e., lies told for fun). The current study examined the development of children's understanding of altruistic lies (i.e., selfless lies that can harm the self and benefit another). Participants watched 12 short vignettes in which the protagonist in the story either told the truth or told a lie after a misdeed was committed. Story conditions varied by the effect that being honest or deceitful would have on the main character (benefit to self, harm to self, no effect to self) and on the lie recipient (benefit to other, harm to other, no effect to other). Children's ability to correctly identify truthful or deceitful statements was evaluated after each vignette. Preliminary results indicated that while younger children (4- to 6-years) could consistently identify antisocial lies with 100% accuracy, they could only identify altruistic lies with a 59% accuracy rate, compared to children in the older age groups (7- to 12-years) who had an altruistic accuracy rate of 85%,  $F(2, 42) = 2.672$ ,  $p = 0.081$ .

**#60**

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**SPEECH AND LANGUAGE IMPAIRMENT IN WOMEN: ACADEMIC PATHWAYS AND EARLY ADULT RELATIONSHIP SATISFACTION**

Maria R Restivo, Centre for Addiction and Mental Health; E.B. Brownlie, Centre for Addiction and Mental Health; Joe Beitchman, Centre for Addiction and Mental Health

Speech and language (S/L) impairments are associated with academic difficulties and a higher likelihood of behaviour problems in childhood and adolescence. Few studies have tracked the adult psychosocial outcomes of S/L impairment, especially among women. Early exit from the education system, a lack of employment skills and attractive career options, and poor psychosocial functioning may predispose women to involvement in maladaptive intimate relationships at an early age. This study explored relationship satisfaction at age 25 in a community sample of women who had S/L impairments at age 5 and a matched control group. Relationship satisfaction with spouse or intimate partner was measured with the Dyadic Adjustment Scale; life outcome information was obtained from semi-structured interviews. Women with S/L impairment were less likely to participate in post-secondary education than controls and had a lower annual income. S/L impairment was not directly associated with relationship satisfaction. However, an interaction of education and S/L impairment indicated that a higher level of education was associated with increased relationship satisfaction for control women, but not for S/L impaired women. Possible moderating pathways that may lead to the differential relationship outcomes for the two groups of women are discussed.

**#61**

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**THE ADDED VALUE OF PRINTING THE ALPHABET FROM MEMORY FOR LATER WORD READING IN YOUNG CHILDREN**

Kailey Reynolds, University of Guelph; Mary Ann Evans, University of Guelph; Melissa Brazil, University of Guelph

In this study, 133 children printed the alphabet from memory at three time points to explore how this develops from the start of senior kindergarten to grade one, and whether it predicts grade one reading skill after controlling for other literacy skills. At all time points, both boys and girls most frequently began by printing the alphabet's first letters, adding more sequenced letters with time. The second most frequent strategy was printing seemingly random letters. With respect to form, children tended to print in uppercase in kindergarten and to increasingly switch to lower case in grade one. Only in fall of grade one did girls significantly exceed boys in the number of letters spontaneously printed. Letters most readily printed were a, b, c, e, i, o, p, s, w, and x, while the letters j, q, v, y, and z were the least well known. Children's ability to print the alphabet spontaneously in kindergarten was positively correlated to contemporaneous letter name knowledge, but not to contemporaneous or later letter sound knowledge or phonological awareness. Finally, it predicted 15% variance in word identification scores at the end of grade one above that accounted by kindergarten letter name, letter sound, phonological awareness, and the autoregressor of word identification scores. The mechanism by which early printing skill is a factor in reading development will be discussed.

**#62**

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**THE RELATION OF FRENCH IMMERSION EXPOSURE TO ORTHOGRAPHIC AWARENESS AND WORD DECODING IN ENGLISH-SPEAKING STUDENTS**

Kristin A Reynolds, University of Manitoba; Richard Kruk, University of Manitoba

Grade 1 children in English-language (n = 25) and French Immersion (n = 25) programs were assessed on five occasions in a longitudinal study ending in Grade 3 to examine the potential influence of exposure to spoken French on the development of syllable awareness (SA), orthographic awareness (OA) and word decoding. Children in each program were closely matched on initial abilities in phonological awareness, SA, OA and word decoding. Because the syllable is the salient unit of spoken French, compared to spoken English, it was hypothesized that substantial exposure to this distinct spoken structural form by English-language students attending French Immersion programs would have beneficial effects on growth in SA, OA and word decoding. Results of multilevel modeling indicated differences between Immersion and English program groups in growth trajectories: Immersion students experienced a more rapid development in word decoding. A marginally significant difference was found for growth in SA, indicating faster growth in Immersion students. No differences were found for growth in OA, or as expected, for initial levels of the three outcome variables. Results indicate that substantial exposure to a second language can facilitate the development of word decoding skill and SA in a first language.

**#63**

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**SEMANTIC PRIMING EFFECTS FOR POLYSEMOUS VOCABULARY WORDS IN SCHOOL-AGED CHILDREN**

Jennifer E Richards, St. Francis Xavier University; Jennifer F Sullivan, St. Francis Xavier University

This study investigated how language is processed and represented in the mind, specifically, how meanings for polysemous words – words with more than one meaning – are represented by children of various ages. Participants included children from grades three, five and seven. Children participated in a computer generated semantic priming task. The Cedrus Superlab computer program running on a 20-inch i-Mac was employed to create a timed lexical decision task where children responded with a button press to a word or a non-word. For each of 80 polysemous words, two related words and one unrelated word were used as the primes. For each of 80 non-polysemous words, one related word and one unrelated word were used as primes. Primes for the non-words were the same words as used to prime target words. The reaction times were compared for polysemous words and non-polysemous words, for words primed with a related word and a non-related word, for words primed with the two different related words for polysemous words, and all interactions. Preliminary results demonstrate developmental trends for the processing of word meanings.

**#64**

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**CRÉER DES LIENS : UNE RESSOURCE VIRTUELLE FAVORISANT LE SOUTIEN D'ÉLÈVES AYANT DES TROUBLES DU DÉVELOPPEMENT EN CLASSE RÉGULIÈRE**

Lynda Simone Rochester, McGill University; Kim M Cornish, McGill University; Kim S Daniel, McGill University; Marina Dupasquier, McGill University

« Créer des Liens » est une nouvelle ressource virtuelle développée pour les enseignants, professionnels et parents d'élèves avec de différents troubles du développement. Cette ressource bilingue est subventionnée pendant trois ans par la FQRSC (Fonds Québécois de Recherche sur la Société et la Culture) et a pour objectif de faciliter l'enseignement et l'intégration en classe régulière. « Créer des Liens » est formé de stratégies de soutien, puisé dans les plus récentes recherches. Établir et maintenir des partenariats durables entre parents et enseignants pendant tout le cheminement éducatif de ces élèves est primordial. Cette ressource joue un rôle décisif dans la réalisation de cet objectif. Toutefois, pour en être efficace, le site doit être développé et refléter les besoins de ses usagers. Pour atteindre notre but, il a été nécessaire d'interroger les futurs utilisateurs sur leurs perceptions et connaissances sur les troubles du développement dans les écoles du Québec. Nos résultats soulignent le besoin pour plus de ressources et de développement professionnel qui reconnaît les profils uniques des élèves avec de différents troubles du développement.

**#65**

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**WHAT INFLUENCES MOTHERS' CHILD CARE CHOICES?**

Elisa Romano, University of Ottawa; Lyzon Babchishin, University of Ottawa; Dafna Kohen, University of Ottawa



Parents selecting a child care arrangement take many factors into account (e.g., child's age, type of care). Decisions are also influenced by selection factors such as socio-economics and parenting practices. Our study examines mothers' child care choices and influencing variables. We currently have data for 50 mothers and preschoolers, although data collection is ongoing. Our sample was predominantly Caucasian (86%), and children were, on average, 36.1 months ( $SD = 2.0$ ). Mothers in the study were, on average, 36.2 years ( $SD = 4.1$ ) and all were married. Mothers completed a number of questionnaires including socio-economics, child care, mental health, and parenting perceptions. The majority (77.8%) of children were in child care, which began (76.9%) when the child was 12-23 months. The most common arrangement involved care in someone's home (55.5%), followed by a preschool program (26.7%), center care (17.8%), and care in one's own home (15.6%). To identify influences on child care choices, preliminary logistic regressions indicated that (1) socio-economics did not influence child care choices, (2) child's temperament was related to child care use, (3) mother's own childrearing environment was associated with center-based care, and (4) aspects of the home environment were associated with child care use and in particular, the use of center-based services.

#66

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**"ONCE UPON A TIME THERE WAS A BLUSHFUL HIPPO AND A MEEK MOUSE": A CONTENT ANALYSIS OF SHY CHARACTERS IN YOUNG CHILDREN'S STORYBOOKS**

H. Claire Rowsell, Carleton University; Kathleen Hughes, Carleton University; Robert J Coplan, Carleton University

The present study examined how shyness was portrayed in a form of media that is readily available for young children –picture storybooks ( $n = 20$ ). In this context, we investigated the message parents and children might come away with about shyness as a result of this experience. After completing a content analysis of the depiction of the shy storybook characters, we found that for the most part, storybook authors' portrayal of shyness is remarkably consistent with the current state of theoretical and empirical knowledge in the psychological sciences. However, the one aspect of this depiction that varies from the results of previous research is in the representation of shyness as relatively easy to change. Almost all shy characters were able to change in a relatively short period of time. There are both positive and negative potential connotations for children and parents with regards to this particular inaccurate portrayal of shyness. The overriding "message" that emerges from the storybooks is that shyness is stable over time, and is most often displayed in response to social novelty and social evaluation. Shy characters tended to be portrayed as withdrawn from social situations and experience difficulties in their social relationship. This was particularly problematic for shy boys. Implications of the findings for future research and intervention programs are discussed.

#67

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**EVOLUTION OF AGGRESSIVE BEHAVIOR FROM KINDERGARTEN TO GRADE ONE: THE ROLE OF FRIEND'S AGGRESSIVENESS AND FRIENDSHIP QUALITY**

Marie-Claude Salvay, Université de Montréal; Frank Vitaro, Université de Montréal; Mara Brendgen, Université du Québec à Montréal; Michel Boivin, Université Laval; Richard E , Tremblay Université de Montréal

The aim of this study was to investigate the role of friendship quality in regard to (a) the persistence of children's physical aggressiveness from kindergarten to grade one and (b) the influence of their aggressive friends in this context in a sample of 1567 children (816 girls). Two theoretical perspectives (i.e. social learning and social bonding perspectives) served as framework to interpret past and present results. Children's aggressive behavior was stable from kindergarten to grade one. Friends' aggressiveness was related to a significant increase in children's aggressiveness. In contrast, good friendship quality was related to a reduction in aggressive behavior from kindergarten to grade one, and it also mitigated the effect of friends' aggressiveness in this context. These results suggest that fostering a positive relationship among friends in the early school years appears to decrease physical aggressiveness even if these friends are aggressive. Implications for prevention programs targeting friendship and at risk children are discussed.

#68

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**EARLY INTERVENTION IN CANADA: PERCEPTIONS OF PARENTS AND SERVICE PROVIDERS**

Jennifer Saracino, McGill University; Ingrid E Sladeczek, McGill University; Anne Ritzema, McGill University; Kelly Walsh, McGill University

Early intervention (EI) refers to a collection of supports for young children who require assistance to reach optimal development. Family involvement, developmental timing, and program comprehensiveness are three of the most critical factors for program success. In Canada, EI services vary provincially, often leading to fragmented and discrepant services. It is therefore expected that differences will exist in terms of these variables. The aim of the present study is two-fold. First, it was designed to compare provinces and territories in terms of the common characteristics, best practices, and critical success factors. The second aim is to compare the experiences of parents with children receiving services. To this end, an inventory was constructed and sent to over 600 programs to assess how services, funding, waitlists, challenges, and perceptions of success vary as a function of the province or territory. Preliminary findings show differences across Canada in terms of program comprehensiveness. Parents across Canada are being asked to complete a similar survey and two standardized measures designed to assess family-centered care and coping. Findings will significantly improve knowledge of current services in Canada as well as the experiences of families. Direct implications and recommendations for policy, practice, and future research directions in Canada are discussed.

#69

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**PRESCHOOLERS' INTERNALIZING PROBLEMS AND PARENTING PREDICT CHILDREN'S SELF-REPORTED SOCIAL SKILLS 6 YEARS LATER**

Brittany E Scott, Concordia University; Farriola Ladha, Concordia University; Paul D Hastings, Concordia University

Children with stronger social skills perform better in school, manifest fewer problem behaviours and show better overall adjustment. Identifying early predictors of social skills will be important for promoting their development. Children with internalizing problems (IP) experience greater difficulty with effective social interactions, and social skills are stronger when parents use more positive and fewer negative socialization behaviours. However, it remains unclear whether early-emerging IP and parenting in the preschool period predict social skills in elementary-age children. We expected that parents' effective scaffolding of preschoolers' social behaviours would be particularly important for the development of social skills. In this study, 86 mothers and teachers of 2-5 year-old children reported on children's IP. Mothers reported on their use of support and negative control in response to hypothetical vignettes depicting their child being reluctant to join peers in play. Six years later, children reported on their social skills. Regression analyses revealed that children with more IP in preschool reported less assertion and lower total social skills. Mothers' support of preschoolers' social behaviour predicted greater self-control whereas mothers' negative control predicted lower empathy, cooperation and total social skills.

**#70**

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**QUALITATIVE ANALYSIS OF ADOLESCENT GIRLS' USE OF MOCK AGGRESSION IN THEIR ROMANTIC RELATIONSHIPS**

Anastasia Shamaoun, York University; Benedicte Lovald, York University; Jennifer Connolly, York University; Debra J Pepler, York University; Wendy M Craig, Queen's University

The dating aggression literature indicates that adolescent females are as physically aggressive as adolescent males, yet it is unknown from self report what the quality of this aggression is. Maccoby (1990) suggests that girls adopt a masculine behavioral response style in their attempts to influence boys. We hypothesize that girls will use aggression with a playful quality, understood as mock aggression (MA). While MA may resemble true aggression; mock aggressive negative verbalizations and acts are accompanied by markers of positive affect (e.g., smiles). These playful cues may be used to lessen consequences of aggressive tactics. The present analysis is based on observational data in which adolescent romantic partners discussed relevant conflict topics. Discussions were videotaped and later transcribed for qualitative analysis. Of thirty-seven romantic partner transcriptions, thirteen were randomly selected; six of which were identified as containing MA and analyzed. Using categorical-content perspective, we investigated why girls employ MA with romantic partners, and identified consequences of the mock aggressive episodes. Results indicate that girls initiated twenty-four episodes of MA while males initiated eight episodes. As such, identifying themes of the interactions was crucial to understanding the quality of girls' use of MA in the context of romantic relationships.

**#71**

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**LONGITUDINAL ASSESSMENT OF EARLY LANGUAGE AND BEHAVIOUR: INTERNET-BASED APPROACHES TO RESEARCHING RARE POPULATIONS**

Steven Shaw, McGill University; Shohreh M Rezazadeh, McGill University; Sarah Glaser, McGill University; Tia Ouimet, McGill University

Studying rare populations such as children recovering from brain injury, children with low incidence cancers, and children with chromosomal disorders is limited by access and sample size. The Internet has potential to address the challenges of access and provision of method for longitudinal assessment. Two components of Internet-based assessment have been developed to investigate early language and behaviour: a semi-structured weekly online diary of language skills completed by parents; and a webcam-based videorecording of semi-structured activities of children. To achieve maximum scientific, practical, and clinical benefits of naturalistic and longitudinal data collection, the following characteristics are necessary: a) acceptable reliability; b) acceptable validity that includes generalizability of results; c) data can be collected outside of the laboratory, in naturalistic settings, and in settings anywhere in the world; d) data collection must be accessible to parents and professionals; e) ethical standards and protection of data must be maintained, and f) data collection can eventually be applied to a clinical setting for psychologists, therapists, educators, and physicians. The results of a pilot study addressing all of these factors will be presented.

**#72**

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**LINKS BETWEEN VAGAL REGULATION, MATERNAL SOCIALIZATION AND AGGRESSIVE BEHAVIOUR IN CHILDHOOD**

Melissa R Simard, Concordia University; Christine Klinkhoff, Concordia University; Paul D Hastings, Concordia University

Deficits in emotion regulation (ER) have been suggested as an underlying cause of persistent aggression problems in children. Parental socialization strategies might have differential impacts on aggression depending on children's level of ER. Vagal suppression (VS), the adaptive reduction in parasympathetic activity during orientation, is a physiological index of ER. This study looked at the relations between physical aggression (AG), maternal socialization, and VS while watching a video of an angry child and mother, in 80 4 – 6 year-old children. Maternal socialization was coded during a 5-minute clean-up task and measures of AG were computed using the CBCL. Preliminary regression analyses were conducted using the first 36 children for whom cardiac data have been processed. AG was greater in children with less VS ( $\beta = .44, p < .05$ ), and children with mothers who were negative and critical during the clean-up task ( $\beta = .40, p < .05$ ). VS also moderated associations between maternal warmth and AG. Warmer parenting was only associated with lower AG in those children with less VS ( $\beta = -.81, p < .05$ ). Thus, children with weaker physiological capacity for ER might be particularly benefited by positive maternal socialization practices. Results based on the full sample will be presented and discussed in terms of possible prevention and intervention efforts for children's aggression.

**#73**

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**THE RELATION OF GRIP STRENGTH AND HAND DOMINANCE TO MOTOR SKILLS COMPETENCY IN CHILDREN AGED 3 TO 7**

Heather Sleath, University of New Brunswick; Lilly Both, University Of New Brunswick

The purpose of this study was to examine whether children with a dominant hand had grip strength differences between hands. As well, the relation between grip strength and fine motor skills was examined. A sample of 81 boys and 62 girls between the ages of 3 and 7 was recruited for this study. The Martin Vigorimeter was used to measure grip strength and the Ages and Stages Questionnaire was used to determine motor skills competency. Children in this study did not demonstrate a significant gender difference in grip strength. Results indicated that there were differences in grip strength between the right and left hands in right hand dominant children. Left hand dominant children had no differences in grip strength between hands. As well, there were no differences in the grip strength scores of right hand dominant versus left hand dominant children. Positive correlations were found between grip strength and fine motor skills in children with a dominant hand (either left or right), but no correlation was found in children who have yet to establish a dominant or preferred hand. This result suggests that having a hand preference may be important for the ability to carry out fine motor skills.

**#74**

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**ARE CHILDCARE PRACTITIONER BELIEFS RELATED TO THEIR KNOWLEDGE AND PRACTICES?**

Carla Sowinski, Carleton University; Jo-Anne LeFevre, Carleton University; Lisa Fast, Carleton University; Natalia Manay, Brock University; Helena P Osana, Concordia University; Sheri L Skwarchuk, University of Winnipeg

Early learning childcare (ELCC) practitioners (n = 768) completed surveys that assessed their beliefs, knowledge and practices regarding early childhood numeracy and literacy. For beliefs, participants rated their agreement with statements that tapped either a child-initiated approach (e.g. "All activities in a program should be child-initiated") or a balanced approach (e.g. "Children should not be allowed to opt out of literacy & numeracy activities"). For knowledge, participants indicated the age at which most children are capable of specific achievements (e.g., telling a story with a beginning, middle and end; counting backwards from 5). Respondents fell into two groups in regards to these benchmarks: those who consistently rated children as older versus younger in terms of their capabilities. Participants also reported the frequency of practices such as pointing out words and letter sounds, comparing quantities, and encouraging pretend play. Beliefs were related to knowledge and practices: those who endorsed a balanced approach (a) were more likely to think that children could achieve benchmarks at a younger age and (b) reported a greater frequency of engaging in numeracy and literacy activities and c) had more confidence in their own mathematical skills. These findings have implications for early childhood programming and for education of ELCC practitioners.

**#75**

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**MOTHERS SUPPORT FOR PROSOCIAL BEHAVIOUR PREDICTS LESS GENDER-TYPED AGGRESSION IN BOYS AND GIRLS**

Wai Yen Tang, Concordia University; Brittany E Scott, Concordia University; Jacob N Nuselovici, Concordia University; Paul D Hastings, Concordia University

Boys and girls differ in their forms of aggressive behaviour, with boys displaying more physical and girls more relational aggression. Whether positive parental socialization might protect against gender-typed aggression remains uncertain. In this study, 98 mothers of 4-7 year-old children read vignettes depicting their child engaging in prosocial (caring, helpful) behaviours with peers, and reported how they would respond. Mothers were coded for modeling, discussing, or directing behaviours. Teachers reported on children's physical and relational aggression at school. ANOVA revealed that boys engaged in more physical aggression than girls, but they did not differ in levels of relational aggression. Hierarchical regression analyses revealed that mothers' behaviours were more strongly associated with children's sex-typical aggressive behaviour. Boys showed less physical aggression ( $R^2 = .10$ ) when mothers reported discussing ( $\beta = -.34$ ) and modeling ( $\beta = -.27$ ) behaviours. Girls showed less relational aggression ( $R^2 = .10$ ) when mothers reported more directing ( $\beta = -.36$ ) and modeling ( $\beta = -.25$ ) behaviours. Thus, promoting mothers' positive responsiveness to children's prosocial acts might be effective for reducing both forms of aggressive behaviour, addressing the specific vulnerabilities of both girls and boys.

**#76**

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**THE EFFECTS OF PERCEIVED PARENTAL HUMOUR STYLE ON PARENTAL ATTACHMENT**

Missy L Teatero, Lakehead University; Patricia Doris, University of Western Ontario

The effects of parental humour on child rearing outcomes have not been thoroughly investigated. The present study examined relationships among humour style, perceived parental humour style, perceived parenting style, self-esteem, and parental attachment. To this end, self-report questionnaires were administered to sixty-five undergraduate students. Results revealed that self-reported humour styles were positively correlated with corresponding perceived parental humour styles. For instance, self-reported affiliative humour was related to perceived parental affiliative humour ( $p < .01$ ). The findings regarding self-esteem were not statistically significant, with the exception of a positive correlation with perceived parental self-enhancing humour ( $p < .05$ ). However, multiple regression analyses revealed that perceived parental humour style moderated the relationship between perceived parenting style and parental attachment. In general, perceived parental self-enhancing humour had a positive effect on parental attachment, whereas perceived parental aggressive humour was detrimental to parental attachment. Perceived parental self-enhancing humour, for example, moderated the effect of perceived parental authoritarianism on parental attachment ( $p < .05$ ). Implications for future research and applications with respect to parenting are discussed.

**#77**

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**INTERRELATIONS ENTRE LE TEMPÉRAMENT DE L'ENFANT ET LA SENSIBILITÉ MATERNELLE AU COURS DE LA DEUXIÈME ANNÉE DE VIE**

Danyka Therriault, Université de Sherbrooke; Jean-Pascal Lemelin, Université de Sherbrooke; Vezina Karine, Université de Sherbrooke; Marie-Eve Girard, Université de Sherbrooke; Tarabulsy M George, Université Laval; Marc A Provost, Université du Québec à Trois-Rivières

Plusieurs études ont montré l'importance du tempérament pour la qualité du développement ultérieur. D'autres ont suggéré que le tempérament influencerait le développement ultérieur en interaction avec la qualité des comportements maternels, mais les résultats des études ayant cherché à vérifier cette hypothèse demeurent mitigés, peut-être en raison de l'absence de prise en compte des contextes écologiques. Les objectifs de la présente étude sont d'examiner de manière longitudinale les relations entre cinq dimensions du tempérament de l'enfant (peur, colère, niveau d'activité, plaisir et intérêt) et la sensibilité maternelle afin de vérifier la direction potentielle des effets entre ces variables et de vérifier si les relations varient en fonction du statut de la mère (adolescente ou adulte). 107 dyades mère-enfant (65 adolescentes, 42 adultes) ont été évaluées à 15 et 18 mois à l'aide du Questionnaire d'Évaluation du Comportement de l'Enfant (Lemelin et al., 2007) et du Tri-de-cartes de sensibilité maternelle. Des analyses de corrélations croisées montrent que la force des relations entre le tempérament et la sensibilité maternelle varie selon la dimension examinée et soutiennent l'hypothèse de relations bidirectionnelles entre les deux construits. La force des relations et la bidirectionnalité des effets apparaissent supérieures chez les enfants de mères adolescentes.

**#78**

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**ACQUISITION OF FRENCH LITERACY SKILLS IN THE PRIMARY GRADES : EVIDENCE OF A CURRICULUM EFFECT**

Glenn L. Thompson, University of Ottawa; Alain Desrochers, University of Ottawa; Sabrina Fréchette, University of Ottawa

A cross-sectional study was conducted with the goal of describing the literacy acquisition skills of francophone children ( $N > 800$ ) in the Ottawa-Gatineau area (Junior K to grade 6). A broad spectrum of measures was taken, including non-verbal intelligence, oral vocabulary, phonological awareness, alphabetic and letter-string naming scales. Of particular interest was the comparison between the Quebec and Ontario samples. Given the status of French as a minority language in Ontario, it would be surprising if Ontario children outperformed their Québécois counterparts. Yet, important differences in educational policy exist between the two provinces that call into question this prediction: a) Ontario children have a head start with an additional year of schooling, Junior K, b) the Quebec curriculum does not call for the explicit instruction of reading skills prior to grade 1. Overall, the results indicate that Ontario children outperform Quebec children in Senior K, and the Québécois children only catch up by Grade 2 for some variables, despite superior oral vocabulary and equivalent non-verbal intelligence. It is only by Grade 3 that the measures most sensitive to print exposure (e.g., irregular word naming) begin to show a Quebec advantage. The results highlight the dramatic effect of a curriculum which calls for the early and explicit instruction of alphabetic skills.

**#79**

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**NEUROCOGNITIVE DEVELOPMENT AND EXTERNALIZING PROBLEMS: THE ROLE OF EARLY EMERGING EXECUTIVE CONTROL DEFICITS**

William T. Utendale, Concordia University; Paul D. Hastings, Concordia University; Michele Hubert, Concordia University; Arnaud B. Saint-Pierre, Concordia University

Executive processes have been posited as important regulators of aggression, but there has been little research on the relation between executive dysfunction and externalizing problems (EP) in early childhood. During the preschool period maturation of the prefrontal circuitry parallels increases in inhibitory control (IC). Poor IC development could result in elevated levels of EP. IC is implicated in the regulation of aggression, as positive associations between EP and impulsive behavior are well-documented. However, questions remain as to the associations between IC and EP. In this investigation IC was examined in 4 and 6 year-old children ( $n = 105$ ) with low and high levels of EP using the day-night and tapping tests. Results indicated that younger children had significantly poorer performance (fewer correct responses and longer response latencies) for both IC tasks ( $p \leq .01$ ) than older children. Children in the high EP group also demonstrated significantly fewer correct responses on the tapping test  $F(1,99) = 4.03, p < .05$ . A significant interaction was also observed,  $F(1,99) = 4.93, p < .05$ , such that 4-year-old children in the high EP group had significantly longer response latencies on the day-night task than low EP 4-year-olds. These findings imply that early differences in IC may contribute to preschoolers' development of externalizing trajectories.

**#80**

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**LES CONTRIBUTIONS RELATIVES DU TEMPÉRAMENT DE L'ENFANT, DE LA SENSIBILITÉ MATERNELLE ET DU NIVEAU DE RISQUE PSYCHOSOCIAL DANS LA PRÉDICTION DES PROBLÈMES DE COMPORTEMENT À L'ÂGE PRÉSCOLAIRE**

Karine Vezina, Université de Sherbrooke; Jean-Pascal Lemelin, Université de Sherbrooke; Marie-Eve Girard, Université de Sherbrooke; Danyka Therriault, Université de Sherbrooke; Tarabulsy M. George, Université Laval; Marc A. Provost, Université du Québec à Trois-Rivières

Le tempérament, la sensibilité maternelle et les caractéristiques environnementales distales comme la pauvreté ont été identifiés comme des facteurs contribuant au développement des problèmes de comportement. Bien que les recherches montrent des liens significatifs entre ces catégories de variables et les problèmes de comportement, très peu ont examiné les contributions relatives de chacune dans la prédiction des différences individuelles sur le plan des problèmes de comportement chez des enfants d'âge préscolaire. Tel est l'objectif de la présente étude longitudinale. 81 dyades mère-enfant (54 adolescentes, 27 adultes) ont été évaluées à 18 mois à l'aide du Questionnaire d'Évaluation du Comportement de l'Enfant et du Tri-de-cartes de sensibilité maternelle. Trois dimensions négatives du tempérament ont été considérées : Crainte sociale, Prédilection à la colère, Niveau d'activité. Le niveau de risque psychosocial est défini selon le statut des mères (adultes ou adolescentes). À 36 mois, les problèmes de comportement extériorisés et intériorisés des enfants ont été mesurés avec le Child Behavior Checklist. Deux régressions multiples réalisées séparément pour chaque type de problèmes montrent que seul le niveau d'activité prédit les problèmes extériorisés alors que la prédilection à la colère et le niveau de risque psychosocial prédisent les problèmes intériorisés.

## #81

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### THE INFLUENCE OF MATERNAL REPRESENTATIONS ON MATERNAL BEHAVIORS ACROSS SIBLINGS

Vanessa Villani, University of Western Ontario; Greg Moran, University of Western Ontario; David Pederson, University of Western Ontario; Sandi Bento, University of Western Ontario

According to attachment theory, a mother's state of mind regarding attachment predicts how she will behave in interactions with her infant. These interactions influence the relationship the mother and infant share. Given theory also suggests attachment representations are relatively stable, it follows that a mother's interactions and relationships with each of her infants be similar. Research shows, however, that mothers often develop distinct relationships with each of their children. In the present study, I examined whether certain maternal states of mind, evaluated by the Adult Attachment Interview, would lead to more similarities/differences in maternal behaviors across siblings. Maternal behaviors were assessed using the Maternal Behavior Q-sort domains, each of which depicts a type of maternal interactive behavior. I expected autonomous mothers to behave more similarly with each infant than non-autonomous mothers, as reflected in domain scores. Contrary to expectations, autonomous mothers were no more similar in interactions with their two children than non-autonomous mothers. Interestingly, unresolved/disoriented mothers behaved very similarly with each infant on many domains, and were significantly more similar in interactions with each sibling for responsiveness and affect sharing behaviors than autonomous and non-autonomous mothers.

## #82

*Developmental Psychology/  
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### GENDER DIFFERENCES IN THE RELATIONSHIP BETWEEN CONDUCT PROBLEMS AND THE CORTISOL AWAKENING RESPONSE IN A POPULATION SAMPLE OF TEN-YEAR-OLDS

Anthony Walsh, University of Montreal; Sonia Lupien, McGill University; Jean R Séguin, University of Montreal

Hypothalamic-Pituitary-Adrenal (HPA) axis dysregulation has been associated with conduct problems, mainly in boys. An abnormal cortisol awakening response (CAR) is considered a good marker of HPA axis dysregulation however, previous studies have failed to find an association between an abnormal CAR and conduct problems in boys. 80 boys and 68 girls 10-year-olds were recruited from a larger population-based longitudinal sample. Cortisol was assayed from saliva samples collected by parents upon the child's awakening and 30 minutes thereafter on two separate school days. Oppositional behaviour, aggressive and non-aggressive conduct problems, were assessed by mother-report on the Child Behaviour Checklist. In boys but not in girls, a reduced CAR was associated with oppositional behaviour ( $p < .05$ ), aggressive ( $p < .05$ ) and non-aggressive conduct problems ( $p < .05$ ). There were significant gender differences for the relationships between CAR and aggressive conduct problems ( $p < .05$ ). The other gender differences only approached significance ( $p = .067$  for oppositional behaviour and  $p = .078$  for non-aggressive conduct problems). The implications of these findings are discussed.

## #83

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Psychologie du  
développement*

### CANADIAN VS. TAIWANESE CHILDREN'S PERFORMANCE ON EQUIVALENCE PROBLEMS

Rebecca P D Watchorn, University of Alberta; Menglung Lai, National Chiayi University; Jeff Bisanz, University of Alberta

A great majority of North American children from Grades 2-6 fail to solve equivalence problems (e.g.,  $2 + 4 + 5 = 3 + \underline{\quad}$ ) despite having the requisite addition and subtraction skills. These children typically interpret the equal sign as an operator, meaning "the total goes next," as opposed to a symbol specifying the relation between two sides of an equation. Failure on equivalence problems is related to poor performance in algebra, which in turn is viewed as a "gatekeeper" to higher mathematics. If children elsewhere do not fail equivalence problems to the same striking degree, we could conclude that poor performance on these problems is not a universal pattern in mathematical learning but is likely the result of culturally specific instructional practices. We presented Taiwanese children ( $N = 104$ ) who had recently completed Grades 1-4 with the same equivalence problems presented to Canadian students in Grades 2 and 4 ( $N = 199$ ). Correct performance was much higher for Taiwanese students (means 51-86% for Grades 1-4) than for Canadian students (7% and 17% for Grades 2 and 4). Analyses of performance on other tasks confirmed that the misunderstanding that contributes to poor performance is the same in both countries, but the much lower level of performance in North American children is likely due to specific instructional practices.

## #84

*Developmental Psychology/  
Psychologie du  
développement*

### THE EFFECTS OF MATERNAL SOCIALIZATION AND SELF-REGULATION ON COMMITTED COMPLIANCE AS MODERATED BY AGE IN EARLY CHILDHOOD

Keeley White, Concordia University; Paul D Hastings, Concordia University

Children's committed compliance (CC), or willing completion of adult-directed activities, is an indicator of internalization of values that develops from preschool-age to early childhood. CC is associated with children's self-regulation (SR) and parents' authoritative child-rearing, but how the relations between SR and socialization change over development remains uncertain. This issue was investigated in a study of 160 children, aged 4 and 6 years. CC was observed in the laboratory during a clean-up task with mothers, and mothers reported on authoritative socialization practices and children's SR using questionnaires. Preliminary regression analyses on the first 87 children for whom clean-up has been coded revealed that that age significantly moderated the association between socialization, SR and CC. In 6 year-old children only, reasoning predicted more CC for children with higher SR ( $B = .54, p < .05$ ), but not for children with less SR ( $B = -.25, ns$ ). These results suggest both dispositional and external factors are important for supporting children's CC at an age when they are further in their development of internalization. Additional factors that might be important for younger children's CC will be considered and included in the final presentation.

#85

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**STUDENTS FROM RURAL AND URBAN BACKGROUNDS AND THE TRANSITION TO DIFFERENT UNIVERSITY ENVIRONMENTS**

Megan E Ames, York University; Maxine G Wintre, York University

The present research examines the relevance of student home background (rural or urban setting) and university environment on students' transition to university. First-year Canadian students (N = 2823) from six diverse universities, ranging in size from 9,600 to over 50,000 students, participated in the study in the 2004/2005 and 2005/2006 academic years. Students completed questionnaires in August, prior to entering university, and in November and March. Preliminary results indicate that students from rural backgrounds are unlikely to attend large, ethnically diverse universities,  $\chi^2(5) = 516.19, p < 0.001$ . Multivariate analyses explore the potential interaction between student home environment and university type. Outcome variables include psychological well-being and adjustment to university. While contributing to the literature pertaining to student adjustment to university, the current research will inform students, parents, educators, and school counsellors by identifying which environments provide particular students the best opportunity for an easy transition to university.

#86

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**THE COMPONENT STRUCTURE OF PRE-LITERACY SKILLS: FURTHER EVIDENCE FOR THE SIMPLE VIEW OF READING**

Julie Aouad, McGill University; Robert Savage, McGill University

The Simple View of Reading (SVR; Gough & Tunmer, 1986) provides a conceptual framework for describing the processes involved when readers comprehend text and strong evidence for the SVR comes from factor analytic studies showing dissociation between decoding and comprehension skills. The aim of the present study was to investigate if pre-decoding and comprehension components exist in Canadian English-speaking pre-readers aged 4 and 5 (n = 36) with the use of Principal Components Analysis. All children were administered a battery of pre-reading measures. Principal Components Analysis demonstrated that listening comprehension and pre-decoding measures loaded as distinct components. The findings provide support for the SVR framework.

#87

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**UNDERSTANDING THE NEEDS AND PERCEPTIONS OF ALL EDUCATORS WORKING IN AN INCLUSIVE SETTING: WORKING TOWARDS BEST INCLUSIVE PRACTICES**

Kim S Daniel, McGill University; Kim Cornish, McGill University; Lynda Simone Rochester, McGill University; Marina Dupasquier, McGill University

With an estimated 46,000 school-aged children diagnosed with a developmental disability across Canada, less than half of these students are being taught in a regular classroom setting (Statistics Canada, 2001). Possible explanations include lack of target resources and current understanding about the cognitive and academic profile of students with differing developmental disabilities. These shortcomings can interrupt the transference of clinical and scientific knowledge towards best practices. In order to identify core issues that are preventing educators in Québec from embracing inclusion we undertook the largest survey to date of the perceptions and needs of educators at all levels with regard to educating students with developmental disabilities in regular classrooms. Specifically, we asked what resources are currently utilized and what would be needed to facilitate a positive inclusive experience that would benefit students (with and without developmental disabilities), educators and families. The findings (n = 500+) indicate that less than 20% of teachers felt that adequate provisions (e.g. personnel support from psychologists) were available to help them understand cognitive and social features that characterize different developmental disabilities across the academic trajectory. Implications for professional practice in inclusive settings among clinicians will be discussed.

#88

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**THE EFFECT OF TEACHER TRAINING IN PROACTIVE CLASSROOM BEHAVIOUR MANAGEMENT ON TEACHER & STUDENT BEHAVIOUR**

Rosalina De Sa, Toronto Catholic District School Board; Joseph M Ducharme, Ontario Institute for Studies in Education at the University of Toronto

Recent research suggests that Proactive Classroom Management (PCM) approaches are most likely to lead to long-term improvements in student prosocial behaviour (Ducharme, 2007). The teacher-training program in the present study focused on providing four groups of teachers (N = 16) in a large, inner city public school with PCM strategies to aid in the prevention of off-task and disruptive student behaviour. For each group, the program consisted of a 4-hour workshop that emphasized training in such PCM procedures as building rapport, priming for transitions, scaffolding for success, building child tolerance to classroom stressors and teaching replacement behaviours. The program was implemented using a multiple baseline design across the four groups of teachers. Data were collected through classroom observations of teacher skill implementation and student behaviour (two students in each classroom who presented with behavioural challenges), as well as pre and post self-report rating scale measures of teacher attributions and perceptions and student behaviour). Outcome results of teacher skill implementation and student behaviour will be presented, as well as analyses of the utility of follow-up sessions with teachers. Implications for future teacher training will be discussed.

#89

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**THE EFFECT OF TEACHER TRAINING IN PROACTIVE CLASSROOM BEHAVIOUR MANAGEMENT ON TEACHER PERCEPTIONS AND ATTRIBUTIONS AND STUDENT REPORTS OF PROBLEM BEHAVIOUR**

Rosalina De Sa, Toronto Catholic District School Board; Joseph M Ducharme, Ontario Institute for Studies in Education at the University of Toronto

Recent research suggests that Proactive Classroom Management (PCM) approaches are most likely to lead to long-term improvements in student prosocial behaviour (Ducharme, 2007). The teacher-training program in the present study focused on providing four groups of teachers (N = 16) in a large, inner city public school with PCM strategies to aid in the prevention of off-task and disruptive student behaviour. For each group, the program consisted of a 4-hour workshop that emphasized training in such PCM procedures as building rapport, priming for transitions, scaffolding for success, building child tolerance to classroom stressors and teaching replacement behaviours. The program was implemented using a multiple baseline design across the four groups of teachers. Data were collected through classroom observations of teacher skill implementation and student behaviour (two students in each classroom who presented with behavioural challenges), as well as pre and post self-report rating scale measures of teacher attributions and perceptions and student behaviour). Results of analyses of changes in teacher perceptions of self-efficacy and of the severity and frequency of student problem behaviour will be presented, as well as student self-reports of problem behaviour. Implications for future teacher training will be discussed.

#90

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### **EXPLORING THE LONG-TERM EFFECTS OF READING INSTRUCTIONAL METHODS USING ABRACADABRA: A WEB-BASED LITERACY PROGRAM**

Maria R Di Stasio, McGill University; Robert Savage, McGill University

This study examined the long-term effects of a computer-based literacy intervention with disadvantaged children, in an urban school setting. Two literacy interventions- a 'synthetic' and an 'analytic' approach were implemented in kindergarten classes. Participants were assigned by random allocation to one of the intervention approaches. A total of 49 participants were followed up one year later in Grade 1, to examine if there were any qualitative differences in their phonological abilities and reading skills. There were 23 participants who received a 'synthetic' phonics intervention and 26 participants who received an 'analytic' phonics intervention in kindergarten. In Grade 1, participants decoding skills and reading comprehension were assessed. The findings of this study showed that there were no qualitative differences in reading ability among the children who received a 'synthetic' intervention versus those who received an 'analytic' literacy intervention. Individual responses to intervention were also explored. Phonological awareness is predictive of children's reading abilities. Participants' non-word decoding skills at post test were significant predictors of reading ability in Grade 1. Vocabulary was also a predictor of blending skills and reading comprehension in Grade 1.

#91

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### **PARENTS AS GATEWAYS OF CHANGE IN EDUCATING CHILDREN WITH DEVELOPMENTAL DISABILITIES IN INCLUSIVE CLASSROOMS**

Marina Dupasquier, McGill University; Kim S Daniel, McGill University; Lynda Simone Rochester, McGill University; Kim M Cornish, McGill University

Since 1998, Quebec has favored the placement of students with developmental disabilities in regular classrooms. Although still controversial, there is growing consensus and research findings indicating that inclusion guarantees best school performance in students with developmental disabilities. However, research on parents' knowledge and perceptions of inclusion is lacking. Yet, identifying and bridging gaps in parents' knowledge is of critical importance to help their children grow in an effective inclusive environment. It is imperative that parents share their insight on identifying the gaps in knowledge and perceptions of developmental disabilities. Parents were recruited from across Montréal. Information was gathered from two parent populations: parents of children with a developmental disability and who is currently educated within a regular classroom and parents who child does not have a developmental disabilities but is part of a regular classroom that has students with disabilities. The overall goal of the study is to discern the parents' perceptions and knowledge about the needs of students with a developmental disability and the perceived impact of addressing those needs in a typical classroom. Preliminary findings suggest that positive perceptions of inclusion and its effectiveness are correlated with the perceived availability of resources and support services.

#92

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### **READING COMPREHENSION AND GROUP PARTICIPATION: A COMPARISON OF STRUCTURED AND UNSTRUCTURED COMPUTER-SUPPORTED COLLABORATIVE LEARNING CONDITIONS**

Meghann Fior, University of Calgary; Allyson Hadwin, University of Victoria; Rachel Morris, University of Victoria

This study examines the relationship of reading comprehension in terms of participation within a computer supported collaborative environment across two collaborative conditions: (a) structured chat, and (b) unstructured chat. The purpose of this study was (a) to examine the relationship reading comprehension and student participation, and (b) to examine the structure of reciprocal teaching roles, scripts and prompts in moderating the relationship between reading comprehension and collaborative chat participation. Data were collected from 62 grade 10 students assigned to one of the two conditions: (a) structured chat enhanced with specific cognitive roles, scripts and prompts, or (b) unstructured chat enhanced by only a text based chat tool. The participants collaboratively discussed a challenging text in groups of 4 using a text-based chat tool. Correlations were found between reading comprehension and participation.

#93

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### **LITERACY INSTRUCTION IN CANADIAN CHILD CARE CENTERS**

Brooke A Fletcher, Ontario Institute for Studies in Education at the University of Toronto; Michal Perlman, Ontario Institute for Studies in Education at the University of Toronto

The purpose of this study was to describe literacy instruction in child care centers, examine aspects of child care center quality that may predict such instruction, and provide a limited analysis of whether literacy instruction impacts children's concurrent pre-academic functioning. Staff and children in 103 classrooms serving preschool-aged children from 64 child care centers in a major Canadian city participated in the study. Literacy instruction was captured using a series of 20-second time-sampled observations over the course of one morning. The following types of literacy instruction were examined and are reported as a percentage of the snapshots in which they were observed: Reading Aloud 2.8%, Word Instruction 1.2%, Letter Identification 1.2%, Printing/Writing 0.7%, Symbol Recognition 0.5%, Letter-Word Sounds 0.2%, and Word Segmentation 0%. Hierarchical linear models revealed that literacy instruction is a staff rather than classroom center characteristic. Overall, literacy instruction occurred infrequently in child care classrooms. Indicators of quality were not found to drive literacy instruction, and literacy instruction did not predict greater verbal intelligence scores among children. Implications for research and practice are discussed.

#94

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**COGNITIVE ASSESSMENT TRAINING IN CANADA**

Laurie A Ford, University of British Columbia; Juliana Negreiros, University of British Columbia; Alexandra Percy, University of British Columbia

Carroll's book *Human Cognitive Abilities* (1993) brought changes to cognitive assessment. His research synthesis resulted in Tri-Stratum Theory which has many similarities to Gf-Gc Theory (Horn & Cattell). In the late 90's Carroll & Horn agreed upon an approach to interpreting human cognitive abilities called Cattell-Horn-Carroll (CHC) Theory. Since then most major cognitive assessment measures address CHC theory (e.g. WJIII COG, KABC-2, WISCIV). While CHC Theory is a framework guiding most current measures of cognitive abilities, it is not clear how that translates to training and practice. Alfonso (2000) conducted research indicating that while many tests were beginning to incorporate CHC Theory relatively few training programs in the US systematically addressed CHC Theory in their cognitive assessment coursework. Further, study of CHC Theory was more common in school than clinical psychology training. In this national study the current cognitive assessment training in Canadian school and clinical psychology training was examined. School psychology programs place greater emphasis on CHC than clinical programs. Emphasis on the Wechsler scales continues to dominate cognitive assessment training. The findings of the survey are presented along with discussion of the implications of the results for the next directions in cognitive assessment training and practice in Canada.

#95

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**EFFET MÉDIATEUR DE L'EXPÉRIENCE SCOLAIRE SUR LE RISQUE DE DÉCROCHAGE SCOLAIRE DES ADOLESCENTS DÉPRIMÉS VIVANT LA TRANSITION PRIMAIRE-SECONDAIRE**

Marie-Eve Gagné, Université du Québec à Montréal; Marcotte Diane, Université du Québec à Montréal

Cette recherche s'intéresse, d'une part, à la relation de réciprocité entre la dépression et l'expérience scolaire et, d'autre part, à l'évaluation d'un modèle médiateur de l'expérience scolaire sur le risque de décrochage des adolescents déprimés vivant transition primaire-secondaire. L'étude est menée auprès d'un échantillon longitudinal de 499 élèves (262 garçons, 237 filles), âgés de 10 à 14 ans. Les résultats suggèrent une relation de réciprocité entre l'attitude négative envers l'école et la dépression chez les garçons seulement. Également, les résultats indiquent la présence d'un lien entre la dépression en 6e année et le risque de décrochage scolaire chez les garçons et les filles de première secondaire. Ceux-ci présentent un risque deux fois plus important de décrochage scolaire suite à la transition primaire-secondaire que leurs pairs non déprimés. Enfin, nos analyses montrent le rôle médiateur de l'attitude négative envers l'école et du rendement scolaire sur la relation entre la dépression et le risque de décrochage chez les garçons. Chez les filles, l'engagement en classe, l'attitude négative envers l'école et la perception du rendement scolaire agissent en tant que médiateurs entre la dépression et le risque de décrochage scolaire.

#96

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**DEVELOPMENT OF A YOUTH LEADERSHIP MEASURE: EXAMINATION OF ITS PSYCHOMETRIC PROPERTIES**

Yvonne L Hindes, University of Calgary; Vicki L Schwean, University of Calgary; David W Nordstokke, University of Calgary

Test construction has become increasingly more popular within psychology due to the increased awareness of the importance and need for valid assessments of cognitive, academic, social, emotional and other life skills (Clark & Watson, 1995). Leadership is one area that is becoming more recognized within the educational system, but is not yet widely represented in test development. There is an inconsistency in how the construct of leadership is operationalized, which leads to the use of a variety of different approaches for developing and enhancing leadership skills (Conner & Strobel, 2007). Consequently, there is a lack of reliable and validated measures to evaluate youth leadership skills. Therefore, measures of youth leadership that encompass skills and traits associated with leadership and positive outcomes need to be developed. The objectives of this study were to develop a test of youth leadership and evaluate its psychometric properties. Statistical analyses and theoretical conceptualization guided the item selection and development of the youth leadership questionnaire. 1600 Calgary youth in Grades 10, 11 and 12 completed the youth leadership questionnaire to provide insight into the test's reliability and degree of validity. Results will be discussed in terms of the measure's psychometric properties and clinical utility within the educational system.

#97

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**DEVELOPMENT OF THE FUNCTIONAL INTELLIGENCE RATING SCALE FOR TEACHERS**

Jason J Jordan, University of Calgary; Sarah M Wills, University of Calgary; Vicki L Schwean, University of Calgary; Donald H Saklofske, University of Calgary; David W , Nordstokke University of Calgary



There is a need for increased efficiency in the psycho-educational assessment of school-age children. There is also evidence that the daily intellectual behaviour of persons with certain disorders frequently does not match with the results of traditional individualized testing (e.g., ADHD, Asperger's Disorder, giftedness). To address both of these considerations, we commenced construction of a rating scale of intellectual ability based on the factor structure of the WISC-IV, the Functional Intelligence Rating Scale for Teachers (FIRST). It is intended that this measure will be used by teachers to identify the "doing" (vs. knowing) aspects of intellectual functioning in 6- to 9- year-olds. This will serve to expedite early assessment and intervention while streamlining referral for more specialized assessment services. The FIRST should also increase the ecological "real life" validity of children's intellectual assessment. Preliminary scale construction and development is described here, including results from the preliminary investigation (questionnaires, focus groups) with teachers. Teachers were asked to identify students' behaviours in relation to the four intellectual domains assessed with the WISC-IV: Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed. An overview for future FIRST development is provided.

#98

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### **THE CURRENT AND DESIRED ROLES AND FUNCTIONS OF SCHOOL PSYCHOLOGISTS IN CANADA**

Jason J Jordan, University of Calgary; Yvonne L Hindes, University of Calgary; Donald H Saklofske, University of Calgary

The roles and functions of Canadian school psychologists have been shaped by provincial and national standards, school district and board demands, and availability and content of training programs (Saklofske, Schwan, Bartell et al., 2007). However many aspects of school psychology are less well defined and vary across Canada (Saklofske, Schwan, Harrison, & Mureika, 2007). 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. The survey was distributed to members of the Canadian Association of School Psychology (CASP), the Psychologists in Education Section of the Canadian Psychological Association (CPA), and other provincial psychology associations. This online questionnaire examined the full range of practice domains and explored preferred and ideal professional roles. Preliminary results were presented at the 2007 conference of the Canadian Psychological Association. With the added number of responses, we present updated results and a more in-depth look at the roles and functions of school psychologists. Data were aggregated for all respondents as well as by regions across Canada. Aspirational and values questions allowed for construction of a "wish list" for the future of Canadian school psychology.

#99

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### **CLASSWIDE PEER TUTORING IN INCLUSIVE CLASSROOMS FOR CHILDREN WHO HAVE BEHAVIOUR PROBLEMS**

Antastasia Karagiannakis, McGill University; Ingrid E Sladeczek, McGill University

The objective of the workshop is to present an effective classwide peer tutoring intervention to regular education teachers teaching children with behaviour problems (BP) in inclusive classrooms. Peer tutoring programs have been responsible for increasing social interactions between tutor and tutee, enhancing students' attitudes toward the subject being tutored, and improving students' self-concept. Classwide Peer Tutoring is a classwide instructional program that involves the entire classroom without stigmatizing children with BP. CWPT is based on reciprocal peer tutoring and behaviour management principles. All students have the opportunity to respond to questions by allowing peers to supervise their classmates' responses. Forty boys in Grades 3 and 4 from one elementary school located in the suburban Montreal area participated in CWPT over a 12-week period. A control school was also studied. Significant improvements were obtained in the academic, socio-behavioural, self-concept and social status domains of children with BP who participated in CWPT. In addition, student and teacher satisfaction with CWPT was high. Implications for the practical applications of using CWPT with students who have a variety of special needs will be discussed as it relates to the inclusion of students with exceptional needs in their neighbourhood schools.

#100

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### **MULTI-YEAR IMPACT OF EMOTIONAL INTELLIGENCE ON POST-SECONDARY SUCCESS**

Kateryna V Keefer, Trent University; James D A Parker, Trent University; Laura M Wood, Trent University

Although researchers are increasingly interested in the relationship between emotional and social competencies and post-secondary success, most of the existing work has focused on specific sub-groups (e.g., 1st year students) or explored a narrow aspect of academic success (e.g., GPA over a single term). The present study examined the relationship between emotional intelligence and academic success over a multi-year period. The sample consisted of 1,037 students (293 males, 744 females) who had graduated from high school within the previous two years of their start at the university; they also started their undergraduate studies as full-time students. During the 1st week of their undergraduate studies (September) all participants completed the EQ-i: Short and participant's academic records were matched 6 years later. Two groups were examined: students who excelled academically (graduation GPA of above 80%; n = 147); and those who met minimum academic requirements (graduation GPA of above 60%) but received no honour distinctions (n = 721). Honour graduates had significantly higher adaptability levels than either regular graduates or drop-outs, whereas drop-outs had significantly lower stress-management levels than both regular and honour graduates. Results are discussed in the context of the importance of specific emotional and social competencies for post-secondary success.

#101

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### **EXAMINING THE RELATIONSHIPS BETWEEN FAMILY FACTORS, CHILDREN'S COGNITIVE ABILITIES, AND CHILDREN'S SOCIAL-EMOTIONAL BEHAVIOURS AS RESOURCE AND RISK FACTORS IN PREDICTING EARLY ACADEMIC ACHIEVEMENT**

Janet Kidd, University of British Columbia; Laurie A Ford, University of British Columbia; Susan Dahinten, University of British Columbia

Recent research has contributed to our understanding of the importance of children's social-emotional behaviour and early academic achievement; however, different patterns of associations for various types of social-emotional behaviour (i.e. prosocial versus aggressive behaviour) have been found (Miles & Stipek, 2006). Further, ecological paradigms of school-readiness have provided frameworks to better understand how interrelationships between children's early environmental contexts, such as the family, influence developmental outcomes (Rimm-Kaufman & Pianta, 2000). The purpose of this research was to test theoretically-driven models of the relationships between family-level factors, children's cognitive abilities, children's social-emotional behaviours, and early academic achievement. A total of 187 Kindergarten students and their families participated in the spring of 2007. A series of hierarchical regression analyses were conducted to test which factors act as resource and/or risk factors in predicting early academic achievement. Mediating and moderating effects of children's cognitive abilities and social-emotional behaviours were also examined. Implications of this research include a better understanding of both family factors and specific child-level competencies that are important to develop and support in families during the period of early childhood.

**#102**

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**MILLE ET UNE RAISONS D'ALLER EN RÉCUPÉRATION : UN EXAMEN DES INCITATIFS RAPPORTÉS PAR DES ÉLÈVES DU SECONDAIRE**

Karine Lafleur, Université du Québec en Outaouais; Carmen Thauvette, Polyvalente Le Carrefour; Isabelle Green-Demers, Université du Québec en Outaouais; Daniel Pelletier, Université du Québec en Outaouais

Toutes les écoles secondaires consacrent une part non négligeable de leurs ressources financières et humaines à la mise sur pied d'activités de récupération pédagogique. Bien que cette pratique soit largement répandue, la perception qu'en ont les élèves reste non documentée. Dans le cadre d'une étude exploratoire, un échantillon de 1343 élèves du secondaire de l'Outaouais québécois ont répondu à une série de questions à choix multiples et de questions ouvertes portant sur leur perception des activités de récupération. Les données quantitatives indiquent que le taux de participation aux activités de récupération est élevé et qu'elles sont généralement perçues de façon positive par les élèves. La motivation scolaire des élèves y assistant est aussi plus élevée. Les informations qualitatives portant sur la pertinence de la récupération ont fait l'objet d'une analyse en regroupements hiérarchiques effectuée par un panel de 3 juges indépendants. Deux métacatégories en émergent : le soutien instrumental relié à la maîtrise des contenus et le soutien relationnel favorisant l'apprentissage. Celles-ci constituent les pôles opposés d'un continuum sur lequel des catégories de premier niveau sont placées en ordre séquentiel. La participation à la récupération pédagogique semble ainsi répondre à un vaste éventail de besoins rapportés par les élèves.

**#103**

*Psychologists in Education/  
Psychologues en éducation*

**L'INFLUENCE DU GENRE SUR LES PERCEPTIONS DE SOUTIEN SOCIAL, LA MOTIVATION SCOLAIRE, L'ESTIME DE SOI, LA DÉPRESSION ET L'ANXIÉTÉ À L'ADOLESCENCE**

André Lauzon, Université du Québec en Outaouais; Martin Yelle, Université du Québec en Outaouais; Isabelle Green-Demers, Université du Québec en Outaouais; Stéphane Bouchard, Université du Québec en Outaouais; Geneviève Forest, Université du Québec en Outaouais

Des travaux antérieurs intéressants ont identifié des différences utiles sur le plan de la motivation scolaire et ses corrélats chez les garçons et les filles. L'objectif du présent projet est d'examiner les différences de genre dans la perception du soutien offert par les gens importants dans l'environnement social des élèves, la motivation scolaire, l'estime personnelle, la dépression et l'anxiété à l'adolescence. Un sondage par questionnaire a été distribué à des élèves recrutés dans 3 écoles secondaires de l'Outaouais. L'échantillon comprend 156 garçons et 200 filles de secondaire 1 à 5 (N = 356). Les résultats ont révélé des différences significatives entre les garçons et les filles pour la quasi totalité des variables à l'étude. Dans l'ensemble, les perceptions de soutien social étaient plus élevées chez les filles que chez les garçons. De plus, la motivation des filles était plus autonome que celle des garçons et leur estime de soi était également plus élevée. Cependant, les filles affichaient des symptômes de dépression et d'anxiété plus prononcés que les garçons. Ainsi, les résultats semblent indiquer que les filles sont avantagées au plan des variables sociales et scolaires mais plus affectées au plan psychologique que les garçons. Ces résultats sont discutés en fonction de leurs retombées fondamentales et appliquées.

**#104**

*Psychologists in Education/  
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**Y A-T-IL UN COÛT À LONG TERME DE LA SURÉVALUATION DE SA COMPÉTENCE SCOLAIRE?**

Aurélie Lengelé, Université du Québec à Montréal; Thérèse Bouffard, Université du Québec à Montréal; Karine Bédard, Université du Québec à Montréal

Un débat important en psychologie porte sur les coûts ou bénéfices d'une surévaluation de sa compétence. Ceci dit, la majorité des études sont ponctuelles et celles dites longitudinales se déroulent sur une période relativement courte. Dans la présente étude, 576 élèves (276 garçons) ont été examinés une première fois en 2005 alors qu'ils étaient 4<sup>ème</sup> ou 5<sup>ème</sup> année du primaire, puis de nouveau 4 ans plus tard en 2008 une fois en secondaire 1 ou 2. Les résidus de la régression de la mesure d'habiletés mentales sur celles des perceptions de compétence scolaire prises la première année a permis de constituer 3 groupes : ceux qui surévaluaient leur compétence, ceux l'estimaient correctement et ceux qui la sous-estimaient. Ces groupes ont été utilisés comme facteur, avec le genre des élèves pour examiner les différences éventuelles dans des aspects divers de leur adaptation psycho-scolaire en 2008. L'ensemble des résultats ne soutiennent aucunement l'hypothèse du caractère nuisible de la surévaluation de ses compétences, et tend à montrer, au contraire qu'elle contribue à une meilleure adaptation psycho-scolaire à long terme. La discussion focalisera sur la contribution de ces conclusions au débat sur les coûts d'une surévaluation de sa compétence.

**#105***Psychologists in Education/  
Psychologues en éducation***A NINE-YEAR LONGITUDINAL COMPARATIVE STUDY OF SCHOOL TRAJECTORIES OF DROPOUTS, RETURNERS, YOUNG WORKERS AND REGULAR STUDENTS**Diane Marcotte, Université du Québec à Montréal; Laurier Fortin, Université de Sherbrooke

Personal, family, school and environmental factors related to dropping out of school have been documented in the literature. However, we still have limited knowledge about the trajectories leading to dropping out as well as the characteristics that differentiate students who drop out from other groups of students, such as students who enter the job market right after high school, student returners who go back to school after temporarily dropping out, and students who continue their studies until they complete college or university degrees. Very few studies have examined the trajectories of these subgroups in order to identify what dimensions evolved differently among these groups. This study examined a large set of personal, social, family and school variables associated with the risk of dropping out of school from a longitudinal perspective. Starting in Grade 7, 504 students between 19 and 22 years of age were divided into four trajectories nine years later: 49 student dropouts, 56 student returners, 145 young workers and 254 regular students. The results would suggest the existence of a combination of risk factors associated with dropping out and a combination of protective factors, especially family, and communication between school and family, factors, as being protective factors facilitating going back to school.

**#106***Psychologists in Education/  
Psychologues en éducation***INVESTIGATING THE IMPACT OF THE RESPECT IN SPORT (RIS) PROGRAM ON BULLYING IN SPORTS**Rashmeen Nirmal, University of British Columbia; William McKee, University of British Columbia

Bullying is becoming increasingly prevalent among children and youth in schools. While bullying is widespread in environments such as schools, it is also becoming increasingly visible in sports and activity programs. As such, increased awareness and education targeted for coaches in schools and in the community is one avenue that will assist coaches in effectively recognizing and intervening with signs of bullying. Respect in Sport (RiS) is an education program for activity leaders and coaches that targets key areas that are paramount to prevention and intervention in bullying. The goal of the RiS program is to teach coaches how to promote a safe and healthy environment for their athletes. The focus of this current study is to investigate the impact of the RiS program through the coaches' perspective of the program. It is hoped that information gathered from this study will help form positive instructional and coaching practices, and provide strategies that will help facilitate safe and healthy sport environments. Moreover, it is hoped that results from this study will inform social policy whereby social intervention programs are to be required at local, provincial, and national levels, including sport organizations at elementary, secondary, and university schools.

**#107***Psychologists in Education/  
Psychologues en éducation***AN ECOLOGICAL APPROACH TO OUTPATIENT BEHAVIOR MANAGEMENT SERVICES FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS**Alex Nounopoulos, University of Kentucky; Lisa A Ruble, University of Kentucky; Grace Mathai, University of Louisville

Successfully meeting the behavioral health needs of individuals with autism spectrum disorders remains an elusive goal for practitioners. While there are several examples of empirically supported, behavior-based interventions, there is also increasing concern regarding the degree to which treatment protocols developed in laboratory settings extend and translate to outpatient, community-based service settings. Examples of methods that facilitate the development of individualized, socially valid, and ecologically relevant treatment plans are necessary. The Collaborative Model for Promoting Competence and Success (COMPASS; Ruble & Dalrymple, 2002) is a process approach and decision-making framework in which practitioners work in collaboration with parents and caregivers to identify personal and environmental protective and risk factors that influence the teaching and attainment of targeted functional alternatives to problem behavior. The purpose of this presentation is to describe the use of COMPASS as a treatment protocol through the presentation of case studies and treatment outcomes using a multi-component treatment package.

**#108***Psychologists in Education/  
Psychologues en éducation***THE EFFECTS OF READING INTERVENTION ON THE SELF-PERCEPTIONS OF ADOLESCENT AND YOUNG ADULT STRUGGLING READERS FROM THE ONTARIO CHILD WELFARE SYSTEM: A MIXED-METHODS EXPLORATION**Andrea M Regina, Ontario Institute for Studies in Education at the University of Toronto; Jody M Chong, Ontario Institute for Studies in Education at the University of Toronto; Dale M Willows, Ontario Institute for Studies in Education at the University of Toronto

Substantial evidence indicates that maltreatment places abused children at great risk for illiteracy and damaging self-perceptions of competency and worth (Harter, 1999; Richards & Wadsworth, 2004). Ensuing consequences are severe, pervasive and widespread (Beitchman, Wilson, Douglas, Young & Adlaf, 2001). Given that academic ability and self-concept are reciprocally related and mutually reinforcing (Marsh, Trautwein, Ludtke, Koller & Baumert, 2005), it was hypothesized that participation in an intensive, remedial reading program may positively impact reading skills and negative self-perceptions of maltreated struggling readers from the Ontario Child-Welfare system. Using a mixed methods approach, 11 participants (age 15-23) and a control group were interviewed about reading and skill-related self-perceptions and completed standardized reading measures and self-perception questionnaires, pre and post intervention. Interview responses were analyzed thematically. Results converged to provide empirical support for the benefits of reading intervention on skill development and self-perception improvements for the participants. Qualitative analysis also revealed unanticipated, dramatic and meaningful changes. Improved communication and metacognitive skills, increased autonomy and internal motivation, and amplified feelings of empowerment and hope for the future were reported.

## #109

*Psychologists in Education/  
Psychologues en éducation***ADAPTATION ET VALIDATION EN LANGUE FRANÇAISE D'UNE MESURE D'INTIMIDATION SCOLAIRE**Jacques Richard, Université de Moncton; Joelle Robichaud, District scolaire 01; Jenny Coulombe, District scolaire 01; Barry Schneider, Université d'Ottawa; François Vigneau, Université de Moncton

L'objectif principal de cette étude est de doter les chercheurs et éducateurs de langue française d'un outil pratique afin de mesurer l'intimidation scolaire. Ainsi, le Bully-Survey, développé en langue anglaise par Swearer (2001), a été sujet à une traduction directe ainsi qu'à une adaptation basée sur les recommandations de la Commission internationale des tests (voir, par exemple, Hambleton, 1994). Par la suite, la nouvelle version a été administrée à 207 élèves francophones bilingues de la 6e à la 8e année. Pour des fins de validation externe, ces élèves ont aussi rempli la version française du Loneliness and Social Dissatisfaction Scale. De plus, 68 élèves anglophones de la même région et des mêmes niveaux ont remplis la version originale anglaise du Bully-Survey. Les résultats (khi-carres) suggèrent que la version francophone du Bully-Survey est équivalente à sa mesure originale et peut être utilisée pour mesurer l'intimidation dans les écoles francophones canadiennes.

## #110

*Psychologists in Education/  
Psychologues en éducation***TRADUCTION ET VALIDATION EN LANGUE FRANÇAISE DE MESURES DU CLIMAT SCOLAIRE**Jacques Richard, Université de Moncton; Jenny Coulombe, District scolaire 01; Joelle Robichaud, District scolaire 01; Barry Schneider, Université d'Ottawa; François Vigneau, Université de Moncton

L'objectif principal de cette étude est de doter les chercheurs et éducateurs de langue française d'outils pratiques permettant la mesure du climat scolaire. Nous avons entrepris une procédure de traduction, d'adaptation et de validation de deux questionnaires anglophones en langue française, soit le Elementary and Middle School Inventory of Classroom Environments (ICE – Students' Perceived Classroom – Students' Preferred Classroom) (Fraser, 1998) et le Climate of the Playground and Lunchroom Climate Questionnaire (PLCQ) (Leff et al., 2003). L'échantillon est composé de 207 élèves francophones bilingues âgés entre 11 et 15 ans de niveaux scolaires intermédiaires (6e, 7e et 8e année). La traduction et la validation transculturelle des questionnaires ont été effectuées selon les recommandations de la Commission internationale des tests (voir, par exemple, Hambleton, 1994). En accord avec notre objectif de recherche, les résultats (structures factorielles, alphas de Cronbach, corrélations item-total) révèlent des caractéristiques psychométriques tout à fait satisfaisantes en ce qui concerne la fidélité et la validité. Par conséquent, l'équivalence des versions francophones de ces instruments de mesures dans l'évaluation du climat scolaire avec les questionnaires initiaux anglophones peut être confirmée.

## #111

*Psychologists in Education/  
Psychologues en éducation***READING BETWEEN THE LINES: USING VISUAL AIDS TO IMPROVE READING COMPREHENSION FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS**Jennifer Rocchi, McGill University; Maryssa Cortina, McGill University; Robert Savage, McGill University; Tara Flanagan, McGill University

The effects of visual aids on reading comprehension skills of students with autism were measured. Participants included 5 elementary school-aged children divided into two groups, tested across six sessions. The first group began by receiving the non-intervention condition (book without visuals) followed by the intervention (visual book) condition. The second group began with the intervention, followed by the non-intervention. It was hypothesized that students with autism who are provided with visual aids alongside text would display improved levels of reading comprehension. Comprehension was assessed using a multiple-choice questionnaire. When looking at both individual and group comprehension scores, results show a strong trend suggesting that the presence of images alongside text appears to effect the degree to which students integrate and understand the words they are reading. Such findings are of great significance as research in this area is lacking. Due to the exploratory nature of this study, further research of visual aids in reading comprehension for children with autism is discussed. In addition, the implications for school psychologists and professionals working with such a population are examined.

## #112

*Psychologists in Education/  
Psychologues en éducation***THE LINK BETWEEN IMPLICIT BELIEFS, ACHIEVEMENT GOALS AND AFFECT**Lavanya Sampasivam, McGill University

Research suggests that the implicit theories students hold about learning orient them towards adopting different goals for learning. Students who hold an incremental theory of intelligence view intelligence as being an unstable trait and typically set mastery goals for learning wherein they focus on increasing their competence during learning. In contrast, students with an entity theory of intelligence view intelligence as a fixed and global trait and typically set performance goals for learning, such as attaining the highest grades and demonstrating their ability to others. Forty participants' implicit beliefs and achievement goals were assessed. Participants were then given a brief math task and were randomly assigned into the positive, negative or no performance feedback conditions. Preliminary results show that participants holding an incremental theory of intelligence accompanied by performance goals, followed by participants holding an entity theory of intelligence accompanied by performance goals display the most negative affect in response to negative performance feedback. Results are discussed within an achievement goal theory framework.

## #113

*Psychologists in Education/  
Psychologues en éducation***MEASURING TREATMENT INTEGRITY OF AN EVIDENCE-BASED INTERVENTION STUDY: PRACTICAL IMPLICATIONS EXAMINED FOR THE 2007-2009 PAN-CANADIAN, ABRACADABRA WEB-BASED LITERACY STUDY**Bindy Sanghera-Sidhu, McGill University; Gia Deleveaux, Concordia University; Phil Abrami, Concordia University; Robert Savage, McGill University

This paper focuses on the methodological considerations undertaken to examine the implementation fidelity of the 2007-2009 Pan-Canadian early literacy intervention study. This reading intervention study was conducted to explore the effectiveness of the ABRACADABRA (ABRA) web-based literacy program in over 60 classrooms across Alberta, Ontario and Quebec. An essential aspect of large scaled studies of this sort is the use of treatment integrity (TI) measures, which can demonstrate the extent that the intervention has been implemented as it was intended. Three formalized TI instruments employed in this study will be discussed: (1) the Implementation Fidelity Measure (IFM) checklist, used to formally observe whether the most central components of the ABRA program were implemented during experimental sessions, (2) the Literacy Instruction Questionnaire, completed by both experimental and control teachers in order to self-evaluate their own literacy practice, and (3) the Early Literacy and Language Classroom Observation, which was used to measure the literacy practices and materials in participating classrooms. TI information is critical in establishing that the intervention program was implemented as planned, for only then can any significant changes in the outcome measures (i.e. reading skills) be confidently attributed to the evidenced based literacy intervention program.

- #114** **PSYCHOLOGICAL DIMENSIONS OF GRAPHICAL REPRESENTATION OF SCIENCE**  
*Psychologists in Education/* Jordan R Schoenherr, Carleton University; Jim Davies, Institute of Cognitive Science,  
*Psychologues en éducation* Carleton University; Jolie Bell, Institute of Cognitive Science, Carleton University

Graphical representations of science are one tool at the disposal of educators to show how disciplines and areas of research are interrelated. These maps contain numerous nodes representing research paradigms connected by edges that represent the relationship between these paradigms. The present study examines the ability of participants to decode information contained within these conceptual maps as well as the factors affecting preference ratings. Participants were presented with maps of science that varied in terms of the represented discipline, the number of research paradigms within the discipline and the interconnectivity between paradigms. After the presentation of a map, participants were required to decide which of two research paradigms were closer together and rate their preference in terms of aesthetic appeal, the interest elicited by the map, and the extent a representation appeared to accurately reflect a discipline. Results demonstrated that decoding of information from these maps decreased with paradigm connectivity. However, maps with intermediate levels of connectivity were preferred and considered most accurate over all other maps. Correlations between the psychological preference dimensions suggested that an optimal graphical representation of scientific disciplines could be used to facilitate comprehension of the relationship of, and increase interest in, various advanced scientific topics.

- #115** **THE COLLEGE ACHIEVEMENT INVENTORY: AN EXAMINATION OF PSYCHOMETRIC PROPERTIES**  
*Psychologists in Education/* Tara D Semple, University of Calgary; Donald H Saklofske, University of Calgary; Sarah M  
*Psychologues en éducation* Wills, University of Calgary; Elizabeth J Austin, University of Edinburgh

The College Achievement Inventory (CAI) is a 102-item questionnaire that was developed to measure social and emotional functioning associated with academic success during the transition from high school to university (Parker, Wood, Keefer, & Eastabrook, 2007). The CAI is composed of 8 subscales: 4 clustering together to form an emotional intelligence (EI) composite, and the remaining 4 acting as indicators of socio-emotional functioning. However, before studies employing the CAI as a measure of EI can be conducted, it is necessary to establish both the reliability and validity of this measure. Data were obtained from 472 undergraduate students in order to examine the construct validity of the CAI by determining its factor structure. An additional purpose of this study was to explore the criterion validity of the CAI by inspecting its correlations with related measures such as the EQ-i:Short (Bar-On, 2002), the Positive and Negative Affect Schedule (PANAS; Watson et al., 1998), the Perceived Stress Scale (PSS; Cohen et al., 1983), and the Satisfaction with Life Scale (SWLS; Denier et al., 1985). Preliminary results support a five factor structure rather than the 8 proposed by Parker et al (2007). Reliability analyses and correlations with the other measures offer some support for the CAI as a measure of EI.

- #116** **MORPHOLOGICAL AWARENESS AS A PREDICTOR OF WORD READING ABILITY IN BILINGUAL PRIMARY SCHOOL CHILDREN: THE LANGUAGE PROFICIENCY FACTOR**  
*Psychologists in Education/* Dana Shafman, Ontario Institute for Studies in Education at the University of Toronto;  
*Psychologues en éducation* Esther Geva, Ontario Institute for Studies in Education at the University of Toronto

Cross-linguistic research has demonstrated the importance of children's morphological awareness (MA) in reading ability (RA). Deacon, Wade-Woolley and Kirby (2007) demonstrated that there was both within and cross-language contributions of MA to English and French reading in French Immersion children. However, Saiegh-Haddad and Geva (in press), investigated EL1 children learning Arabic as an L2, and suggested that these relationships may not be universal. What has not yet been considered is how language proficiency may play a role in MA's contributions to RA in bilingual populations. The present study investigated cross-linguistic contributions of different aspects of MA to RA in bilingual children learning Hebrew and English. Half the children learned Hebrew in an early partial immersion program while the other half did not, thus allowing for two groups with identical English, but different Hebrew, language proficiencies. By the end of Grade 1, due to vowelized Hebrew's shallow orthography and instruction in reading beginning at the same time, there were no differences between the groups in their RA in either language. Because of the difference in Hebrew language proficiency, cross-linguistic differences of how MA contributes to RA differently between the groups emerged. Implications of these findings with respect to second language learners will be discussed.

#117

*Psychologists in Education/  
Psychologues en éducation***THE EFFECT OF PROACTIVE CLASSROOM MANAGEMENT ON STUDENT BEHAVIOUR**Carly M Shecter, Ontario Institute of Studies in Education at the University of Toronto; Rosalina DeSa, University of Toronto; Joseph M Ducharme, University of Toronto

Classroom management refers to teachers' management of student behaviour to construct a classroom atmosphere that fosters the development of effective teaching and child learning (Van Acker, Grant, & Henry, 1996). Recent research suggests that Proactive Classroom Management (PCM) approaches are most likely to lead to long-term improvements in student prosocial behaviour (Ducharme, 2007). The teacher-training program in the present study focused on providing four groups of teachers (N = 16) with PCM strategies to aid in the prevention of off-task and disruptive student behaviour. For each group, the program consisted of a 4-hour workshop that emphasized training in such PCM procedures as building rapport, scaffolding for success, building child tolerance to classroom stressors and teaching replacement behaviours. The program was implemented using a multiple baseline design across the four groups of teachers. Data were collected through classroom observations of teacher skill implementation and student behaviour (two students in each classroom). The goal of the research was to investigate: 1. whether the change in teacher practices resulted in a change in student behaviour, and 2. which PCM strategy had the greatest impact on student prosocial behaviour. Results of a linear regression analysis of the data and implications for future teacher training endeavours will be discussed.

#118

*Psychologists in Education/  
Psychologues en éducation***TEXT TO VOICE TECHNOLOGY IN AN ADULT ABORIGINAL SAMPLE WITH READING DIFFICULTIES: EXAMINATION OF THE EFFICACY**Robert Silvestri, Northern Ontario Assessment and Resource Centre; Alana Holmes, Northern Ontario Assessment and Resource Centre; Albert P Gouge, Sudbury Regional Hospital

Purpose: This poster presentation will report the results of a study examining the efficacy of text-to-voice technology (i.e., Kurzweil 3000 software) within a sample of Aboriginal adults with reading difficulties. The purpose of this study was to (1) investigate the effectiveness of this technology to improve performance on a reading comprehension measure; and (2) identify the cognitive processes predictive of improved performance in reading comprehension utilizing text to voice technology. Method: 30 Aboriginal adults, 17 years of age and older with self-reported reading difficulties, were trained on text-to-voice technology, and in a counter balanced, randomized format completed a measure of reading comprehension with and without technology. Measures of phonological processing, word recognition, rapid naming, working memory and general processing speed were administered as well. Results: We will present performance comparisons of reading with text-to-voice technology and reading without the use of this technology on a reading comprehension measure. Also, cognitive processes will be analyzed as to their predictive power in facilitating text to voice technology use in reading comprehension.

#119

*Psychologists in Education/  
Psychologues en éducation***MOTIFS LIÉS À UN CHANGEMENT DE RÉGIME D'ÉTUDES CHEZ DES ÉTUDIANTS INSCRITS À UN BACCALAURÉAT À TEMPS PLEIN**Marie-Andrée Taché, Université du Québec à Chicoutimi; Lise Lachance, Université du Québec à Chicoutimi; Natasha Tremblay, Université du Québec à Chicoutimi; Marie-Josée Harvey, Université du Québec à Chicoutimi; Louis-Manuel Tremblay, Université du Québec à Chicoutimi; Yannick Simard, Université du Québec à Chicoutimi; Louis Richer, Université du Québec à Chicoutimi

L'abandon et la persévérance scolaires font l'objet de maintes recherches et le régime d'études a été identifié comme l'un des facteurs explicatifs. En effet, un régime d'études à temps partiel prolonge la durée des études et est lié négativement à l'investissement dans les études, à l'intégration dans le milieu scolaire ainsi qu'à l'obtention d'un diplôme. Cette recherche vise à cerner les motifs liés au changement de régime d'études chez des étudiants inscrits à un baccalauréat à temps plein. Lors de visites en classe, 824 étudiants ont accepté d'être contactés advenant un changement de régime d'études. Puis, 19 ont été rencontrés en entrevue semi-dirigée et ont complété un questionnaire sociodémographique. Les données collectées visaient à décrire et à comprendre leur situation personnelle et familiale ainsi que leur vie scolaire et au travail. Les résultats révèlent que la plupart des étudiants détiennent un DEC professionnel donnant accès au marché du travail et se sont inscrits à l'université pour parfaire leurs connaissances dans leur spécialité et bénéficier de meilleures conditions de travail. Or, la majorité des étudiants ayant opté pour des études à temps partiel ont préalablement abandonné ou échoué un cours. Le changement de régime d'études pourrait être une stratégie de conciliation études-travail-vie personnelle et mener certains étudiants à l'abandon des études.

#120

*Psychologists in Education/  
Psychologues en éducation***STRENGTHS IN MOTION PROGRAM: BULLY AND VICTIM PROFILES**Missy L Teatero, Centre of Excellence for Children and Adolescents with Special Needs; Edward P Rawana, Centre of Excellence for Children and Adolescents with Special Needs; Jessica L Franks, Centre of Excellence for Children and Adolescents with Special Needs; James Centre of Excellence for Children and Adolescents with Special Needs; Jennine S Rawana, Centre of Excellence for Children and Adolescents with Special Needs

Recent research has shown that involvement in bullying, as a bully or as a victim, is related to numerous negative trajectories (e.g., Kardelis, Sukys, & Kardeliene, 2008). The present study examined the characteristics of bullies and their victims to aid in the development of a model of school-based bullying prevention. Within a large-scale, longitudinal evaluation of a bullying intervention, the Strengths in Motion Program, 103 students from grades 4 to 8 completed the Strength Assessment Inventory, the Student Experiences Survey, and the Safe Schools Survey. A "bully" and a "victim" variable were created to include any student who had bullied or been bullied at least once, respectively. Significant associations were found between these categories and gen-

der, ethnicity (including aboriginal identity), grade, age, behavioural and emotional problems, alcohol use, class climate, and strengths. Results revealed that 55% of students had bullied, while 70% had been the target of such behaviour. Furthermore, there was a significant relationship between being classified as a bully and as a victim as well as between bullying modalities (e.g., physical, social, verbal, and electronic). The implications of these findings on the aforementioned intervention as well as their possible applications to in-school bullying prevention, particularly in Northern Ontario, are discussed.

**#121**

*Psychologists in Education/  
Psychologues en éducation*

**HOW CLASSROOM WORKING ALLIANCE CONTRIBUTES TO THE SCHOOL SATISFACTION OF STUDENTS WITH AND WITHOUT LEARNING DISABILITIES**

Jessica R Toste, McGill University; Michael J Sornberger, McGill University; Nancy L Heath, McGill University

Students with learning disabilities (LD) often experience increased frustration and failure at school relative to their peers. However, students who enjoy their academic experiences and have positive perceptions of school life have been found to be more resilient in their classroom functioning. Although teacher-student relationship has been characterized as a protective factor also supporting resilient functioning, we have yet to examine it as a factor contributing directly to school satisfaction. The construct of "working alliance" taps three interrelated components which represent interactions that take place between teachers and students: task, bond, and goal. The present study sought to examine whether alliance variables would differentially predict school satisfaction for students with and without LD. Preliminary analyses were conducted with an early-stage sample of children with LD (n = 20; 12 male, 8 female) and a comparison group of children without LD. Results from regression analyses indicated that alliance was a significant predictor of school satisfaction for children both with and without LD, although the contribution of each component differed between the groups. Given that students with LD often struggle with academic adjustment, it is critical for educators to understand how students' perceptions of school life can be enhanced through alliance-building.

**#122**

*Psychologists in Education/  
Psychologues en éducation*

**DO STUDENTS WITH READING DISABILITIES REALLY NEED MORE TIME?**

Leslie C Villeneuve, Laurentian University; Elizabeth Levin, Laurentian University

Roughly 10% of Canadians exhibit learning disabilities (LDAC, 2005), with reading difficulties accounting for about 80% of initial diagnoses (Lyon, 1996; Meyer, 2000). To help, students will often be given accommodations, the most common being extra time. Objectives: to examine whether students with reading disabilities (RD) would need more time to complete a reading comprehension test (RCT) than their non-learning disabled (NLD) peers; and to see if anxiety, test anxiety, attitude towards reading, processing speed, and reading speed would predict the need for extra time. Participants were RD and NLD students in grades 4-6. They completed a number of tasks including a timed and untimed RCT. Results: None of the individual variables predicted when extra time was needed. Also, while the RD students did not take more time to complete the test in the untimed condition, there was a positive correlation between reading speed and time taken on the test, and a negative correlation between processing speed and time taken. Finally, it was found that the RD students had higher levels of test anxiety, less favourable reading attitudes, and slower processing and reading speeds than their NLD peers. This suggests that extra time alone does not benefit RD students, but it may be important to examine factors, such as test anxiety and reading attitudes, when assessing children with RD.

**#123**

*Psychologists in Education/  
Psychologues en éducation*

**EMOTIONAL INTELLIGENCE AS A MEDIATING FACTOR: THE CASE OF UNDERGRADUATE STRESS**

Sarah M Wills, University of Calgary; Donald H Saklofske, University of Calgary; Elizabeth J Austin, University of Edinburgh; Tara D Semple, University of Calgary

Although there has been some suggestion that trait emotional intelligence (EI) is encompassed within personality, evidence is accumulating that trait EI predicts unique variance above personality on a number of outcomes (e.g., Petrides, Pita, & Kokkinaki, 2007). Recent work has further proposed a possible mediating function of EI on personality (e.g., Saklofske, Austin, Galloway, & Davidson, 2007). The current study investigated whether EI and coping style together may mediate the relationship between personality and perceived stress in undergraduate students (N = 472). This model was assessed during periods of low and high external stressors (start and end of university term), allowing for modeling to include predictions of the relative increase in perceived stress as well as the stress level at each time period. Preliminary data analysis for the low-stress period indicated that all correlations were in the expected direction, with EI and Coping forming several higher-order factors which in turn predicted stress level. SEM was used to investigate the mediating role of EI in the personality-stress relationship. Implications for the understanding of EI and personality and their role in the student experience will be discussed.

**#124**

*Teaching of Psychology/  
Enseignement de la  
psychologie*

**THE TIMING OF LECTURE SLIDE AVAILABILITY AND ITS EFFECT ON ATTENDANCE, PARTICIPATION, AND EXAM PERFORMANCE**

Kimberley A Babb, University of Windsor; Craig Ross, University of Windsor

The use of PowerPoint slides has become an almost ubiquitous practice in university classrooms, however little research has examined whether the timing of lecture slide availability to students (before lecture or after lecture) affects classroom behaviour or exam performance. The present study examined lecture slide availability differences in attendance, participation, and exam performance in two psychology courses taught in both the Fall and Winter semesters. For each type of course, lecture slides were made available on the course website before lecture in one semester and after lecture in the other semester. Course material was held constant across semesters. Results showed that mean attendance was higher when slides were available before lecture, but

only for the type of course that did not include attendance points as part of students' final grades. For students who participated in class, participation was more frequent when slides were available before lecture. No significant differences in exam performance were found between lecture slide availability conditions, however. These findings suggest that providing lecture slides to students before lecture may lead to better overall attendance and participation, but exam performance is determined by more than just whether or not students have lecture slides available for their note-taking.

**#125** **TEACHING SELF CARE PRACTICES TO GRADUATE LEVEL THERAPY TRAINEES**  
*Teaching of Psychology/* Thea Comeau, University of Alberta  
*Enseignement de la*  
*psychologie*

The therapeutic process is fraught with struggle, not only for the client but also for the therapist. Well documented are the risks of the therapeutic process for practitioners such as burnout, vicarious trauma, and isolation among others. Research has highlighted that these difficulties are particularly acute for novice therapists, who are still developing the clinical judgement and confidence required to cope with the unique challenges of the psychological field. However, the current curriculum for training psychotherapists does not facilitate the development of adequate self care strategies. This project reviews the literature emphasizing the importance of therapist self care, as well as how it might best be taught. It highlights the literature that states that novice therapists are particularly at risk, and argues that as such the teaching of self care practices is essential at the graduate level. Finally, the current project proposes a modular training program which can be instituted by graduate programs in applied psychology, in whole or in part, to train novice therapists in the essentiality and practice of active self care regimens. This program involves a peer support structure, in which students partake in self care behaviours of their choice, followed by reflection with their peer supporter. The peers are mentored by a practicing psychologist in the community.

**#126** **INCORPORATING ACTIVE LEARNING STRATEGIES INTO AN UNDERGRADUATE ABNORMAL PSYCHOLOGY COURSE: A STUDENT SURVEY**  
*Teaching of Psychology/* Lauren Haubert, University of Calgary; Kristin von Ranson, University of Calgary  
*Enseignement de la*  
*psychologie*

Although large, undergraduate psychology courses are traditionally lecture-based, recent research suggests that active learning activities may enhance student learning. Students' perceptions of the value of active learning activities, however, are largely unknown. This project evaluated the perceived effectiveness of active learning activities in two large undergraduate, introductory abnormal psychology classes (N = 230 students). Learning strategies included in-class writing activities; small and large group discussion, case examples, videos, guest speakers, and participation in five graded online discussions. We hypothesized that active learning activities would promote critical thinking and appeal to diverse learning styles. Student feedback was solicited using a series of surveys. Space was also allotted for students' qualitative comments regarding the course. Students perceived guest speakers, lectures, readings, and case examples to be the most beneficial learning strategies. Perceptions of the positive and negative aspects of the course were wide-ranging. We conclude that active learning activities were not among the most highly valued components of this abnormal psychology course, although they appealed to a substantial minority of students. Based on the results, recommendations will be proposed for teaching of large undergraduate abnormal psychology courses.

**#127** **EDUCATING EDUCATORS ON THE IMPORTANCE OF INITIATING SELF-CARE STRATEGIES**  
*Teaching of Psychology/* Kristine N Jaboni, McGill University; Carla M Daniels, McGill University; Nicholas F Skinner, King's University College  
*Enseignement de la*  
*psychologie*

Myriad reasons exist for the depletion of a teacher's ability to work effectively in the classroom setting (e.g., large workloads, dual teaching roles, large class sizes, lack of resources, poor peer support, etc.). Past research has shown that teachers experience difficulties in balancing protective self-help strategies with the high demands of teaching (Acker & Feuerverger, 1996). As stress, anxiety, and chronic fatigue increase with workload, teachers may find their ability to cope with their demanding role challenging. Some teachers will find it difficult to reconcile the various demands of their occupation, and thus may run the risk of burn-out. Limitations of previous research have included small sample sizes, imbalanced gender samples, and limited teaching experience (Tsouluhas, 2005). The current study identifies the stressors that deplete teachers' capacity to function optimally, and examines ways in which teachers may "self-care" — take care of personal needs — to enhance their ability to teach competently. Thirty teachers were interviewed to discuss their stressors, workloads, coping strategies, and self-care initiatives. Comparisons were drawn between less experienced and more experienced educators in terms of job satisfaction and coping strategies. Implications for future self-care initiatives for educators were proposed.

**#128** **STUDENT EXPERIENCES IN A LARGE UNDERGRADUATE PSYCHOLOGY PROGRAM: ISSUES AND RECOMMENDATIONS**  
*Teaching of Psychology/* Kara C Irwin, University of Calgary; Christopher R Sears, University of Calgary  
*Enseignement de la*  
*psychologie*

Psychology continues to be one of the most popular undergraduate majors in North America (The Princeton Review, 2008). The demand has led to large psychology undergraduate programs at many universities and high student to faculty ratios in these programs. While psychology departments have focused on resourcing and staffing issues, comparatively little attention has been paid to the experiences of undergraduate students in these programs. In the present study we surveyed a group of psychology majors (N = 200) on their experiences in a large psychology program (with over 600 majors). Using a 111 item questionnaire, several key issues for students were identified and formed the basis for several recommendations for departments and administrators.



**#129**

*Teaching of Psychology/  
Enseignement de la  
psychologie*

**TEACHING ATYPICAL CHILD DEVELOPMENT WITH ONLINE CASE DISCUSSION**

Genevieve Johnson, Grant MacEwan College

Presentation and discussion of cases studies is a fundamental teaching tool in most applied professions. The central feature of the case method is the involvement of students in the analyses of situations that are thought to be representative of those they might encounter in work life, and/or that might illustrate basic principles in a field. Internet communication technologies facilitate online discussion of case studies. Such use of the Internet has been well-received by college students and there is evidence that student learning is enhanced by online, as opposed to in-class, discussion. Indeed, online discussion is amendable to equitable student participation and evaluation of student contribution to the discussion (i.e., archived files). Via the Blackboard discussion tool, students in a senior undergraduate course in Atypical Child Development (childhood psychopathology) engaged in ten online case discussions which applied and integrated lecture content (e.g., childhood depression, anxiety, schizophrenia, and attention disorders). Students expressed a great deal of satisfaction with the learning experience and demonstrated high levels of active involvement in online case discussions. The quality of online postings suggested emerging professional competencies and mastery of course material.

**#130**

*Teaching of Psychology/  
Enseignement de la  
psychologie*

**GOOD TEACHING: XII. PERSONALITY AND COGNITIVE STYLE  
CONCOMITANTS OF ACADEMIC PERFORMANCE**

Nicholas F Skinner, King's University College

The present study is the fourth in a series examining the impact of personality factors on student academic performance. Previous investigations have linked poor academic performance with adaption (Skinner, 2008), plus extraversion and emotional instability (Skinner, 2007). Using a simulation procedure (Skinner, 1982), in this research a representative sample of first-year undergraduates responded to the Eysenck Personality Inventory (EPI) and the Kirton Adaption-Innovation Inventory (KAI) in the manner they thought they would be completed by either an "academically strong" or "academically weak" student. Unsurprisingly, clear connections were again found between academic difficulty and EPI dimensions, particularly neuroticism. More importantly, in terms of the subscales of the KAI, participants judged academic success to be mediated most strongly by high-level production of (a) different (high Originality score), (b) "on target" (low Efficiency score), and (c) unconventional (high Rule-Group Conformity score) solutions to problems. Consideration of these findings, particularly those generated by the KAI, raises disquieting concerns about the extent to which the personality and cognitive style attributes of the strong student may be constrained by the top-down, teacher-centred, traditional nature of many contemporary university classrooms.

**2009-06-12 – 11:30 AM to 12:25 PM – 11 h 30 à 12 h 25 – JOLLIET****Conversation****ACCREDITATION CONVERSATION SESSION**

Peter Henderson, The Ottawa Hospital Rehabilitation Centre; Daniel Lavoie, 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 2008-09 academic year will be presented, as well as Accreditation Panel initiatives for the coming year.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – DULUTH****Workshop/Atelier**

*Students in Psychology/  
Étudiants en psychologie*

**MAKING CENTS OF SCHOLARSHIP AND GRANT GENERATION: TIPS ON  
APPLYING FOR AND OBTAINING EXTERNAL FUNDING**

Pamela M Seeds, University of Western Ontario; Annie Drouin, University of Ottawa; David J A Dozois, University of Western Ontario

Each year, psychology students and professionals apply for external funding from various sources. The purpose of this workshop is to provide students and professionals with practical tips on how to apply and improve their chances of obtaining research funding. This workshop will be presented by graduate students and a faculty member who have proven track records of success in obtaining external funding at the undergraduate, graduate, and professional level. During the first part of the workshop, speakers will discuss important issues including: identifying public and private funding sources including information on the major funding agencies in Canada and types of funding available from each; information on what is needed to apply for funding; common application mistakes; and tips on how to write and enhance funding applications. Information will be based on available literature as well as the personal and professional experiences of the speakers. The second part of this workshop will include a question and answer period that will provide attendees with an opportunity to ask about applying for external funding. The learning objectives of this workshop are to provide students and professionals with information regarding funding, and to afford the opportunity to learn about the process from current psychology graduate students and faculty. Handouts will be provided.

**2009-06-12 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – MACKENZIE****Symposium****PRESIDENT'S NEW RESEARCHER'S AWARD SYMPOSIUM/  
SYMPOSIUM POUR LES RÉCIPENDIAIRES DU PRIX DU NOUVEAU CHERCHEUR**

Catherine M Lee, University of Ottawa

**A THE PERFECTIONISM MODEL OF BINGE EATING: DAILY AND LONGITUDINAL TESTS OF AN INTEGRATIVE MODEL**

Simon B Sherry, Dalhousie University

Perfectionism is a putative personality risk factor for disordered eating. The Perfectionism Model of Binge Eating (PMOBE) is intended to explain why perfectionism is linked to binge eating. According to this model, perfectionistic concerns (i.e., concerns over others' expectations, negative reactions to failures, and doubts about performance abilities) confer risk for binge eating by generating exposure to four triggers of binge episodes: interpersonal discrepancies, low interpersonal esteem, depressive affect, and dietary restraint. Predictions based on the PMOBE were tested using both a daily diary study and a 4-wave longitudinal study. Mediation analyses suggested that the indirect effect of perfectionistic concerns on binge eating through triggers of binge episodes was significant. A pattern of reciprocal relations was also found between triggers of binge episodes and binge eating. Results supported the incremental validity of the PMOBE beyond neuroticism and the generalizability of this model across Asian and European Canadian participants. Persons high in perfectionistic concerns may raise their risk of binge eating by generating conditions in their lives that are conducive to binge episodes. Perfectionistic concerns may represent a personality risk factor for binge eating that encapsulates core attributes of, or key concerns for, persons who binge eat.

**B THE CULTURAL SHAPING OF SELF AND SYMPTOM: ONGOING RESEARCH IN CULTURE, HEALTH, AND PERSONALITY**

Andrew G Ryder, Concordia University

The overarching goal of the Culture, Health, and Personality Lab is to investigate the ways in which individual and cultural factors interact with one another to predict health outcomes, with a particular emphasis on depression and anxiety. We take the approach that psychological symptoms represent (1) behavioural and physiological manifestations of neurobiological events and, at the same time, (2) culturally constructed experiences that play out in the social world. Cultural psychology has established that the self-concept is deeply shaped by culture; we hope to extend this work by exploring the ways in which the cultural self shapes the experience and expression of psychopathology. I will briefly describe three ongoing projects. First, I will discuss cross-national work on depressive symptoms conducted in China and Canada, including evidence that the cultural self affects the extent to which individuals focus on certain kinds of symptoms. Then, I will discuss acculturation research in which the cultural self is seen as changing over time, with implications for psychosocial functioning. Finally, I will introduce some new conceptual work on the ways in which cultural and clinical perspectives can be combined to improve our understanding of intercultural clinical encounters, including practical implications for the idea of 'cultural competence'.

**C SMOKE SCREENS: DO RECOMMENDATIONS FOR DEPRESSION SCREENING IN CARDIOVASCULAR CARE BENEFIT PATIENTS?**

Brett D Thombs, Institute of Community and Family Psychiatry SMBD-Jewish General Hospital

A recent Science Advisory from the American Heart Association (AHA) recommended routine screening of all patients with coronary heart disease (CHD) for depression. The authors of the advisory noted that the high prevalence and prognostic significance of depression in patients with CHD supports this strategy. A systematic review of the evidence on depression screening and treatment in CHD patients published soon after the AHA advisory found that screening tools for major depression are reasonably accurate among patients with CHD, but that the majority of patients who screen positive will not have major depression; that depression treatment in CHD patients only accounts for a small amount of variance in depression symptom change scores; and that there is no evidence that screening for depression improves CHD outcomes. This presentation will review evidence for and against depression screening in cardiovascular care and other medical settings and will raise issues related to potential harms from screening that have not received adequate attention.

2009-06-12 – 11:30 AM to 12:25 PM – 11 h 30 à 12 h 25 – MATAPÉDIA

**Keynote (Section)/  
Conférencier de  
la section***History and Philosophy of  
Psychology/Histoire et  
philosophie de la  
psychologie***SECTION PROGRAM/PROGRAMME  
DE LA SECTION****THE EVOLUTION OF EMPATHIC CRUELTY AND ITS PLACE IN THE SOCIAL  
BRAIN AND HUMAN NATURE**

Allan Young, McGill University

A century ago, the biological and moral evolution of the human mind was measured in terms of rationality. Primitive man was said to represent the unevolved mind's pre-rational beginnings. Since then, anthropological research has undermined the myth of primitive mentality, yet there are new doubts about rationality. Researchers in the field of comparative cognitive science have demonstrated that rational behavior (appropriately defined) is not an exclusively human property. In place of rationality, empathy and the cognitive operation that it enables, "mind-reading," are increasingly promoted as the iconic human traits, and the foundation of moral reasoning, a feature that is incontestably unique to humans. The evolutionary history of empathy is likewise the history of the so-called social brain. Until recently, these accounts have assumed that empathy is intrinsically pro-social (explaining the self-organizing potential of hominid societies) and morally positive (engendering sentiments and acts of tenderness). This paper considers a conspicuous exception: empathic cruelty.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – CHAUDIÈRE**

**Workshop/Atelier**  
*Clinical Psychology/  
 Psychologie clinique*

**COGNITIVE-BEHAVIORAL TREATMENT FOR DEATH ANXIETY**  
*Patricia Furer, St. Boniface General Hospital/University of Manitoba*

Over the years, there has been a considerable amount of psychological research focused on death anxiety. However, little attention has been given to clinical aspects of this problem. This workshop will provide a practical approach to assessment and treatment of death anxiety for the clinician. Situations where it is wise to evaluate death anxiety will be discussed and questions to address this topic in a sensitive manner will be provided. Death anxiety is clearly a central feature of health anxiety and may also play a significant role in other anxiety disorders. While there is very little specific research on treatment of fear of death, research on the anxiety disorders in general and health anxiety in particular has facilitated the development of an approach we have found useful in treating death anxiety (Furer & Walker, 2008; Furer, Walker, & Stein, 2007). The main components of this treatment include exposure to feared themes related to death, reduction of safety behaviors, cognitive reappraisal, increased focus on life goals and life enjoyment, and relapse prevention. Workshop attendees will receive client handouts developed at our center to facilitate their own clinical practice.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – HARRICANA**

**Workshop/Atelier**  
*Counselling Psychology/  
 Psychologie du counseling*

**INTEGRATING EATING DISORDER AND OBESITY PREVENTION THROUGH SHARED RISK FACTORS**  
*Shelly Russell-Mayhew, University of Calgary*

Attempts at prevention of eating disorders (EDs) and obesity (OB) have inadequately addressed the connections between eating/exercise behaviours, the attitudes/feelings youth have about their bodies, and the context within which these behaviours take place. The co-occurrence of increasing EDs and OB is problematic but is also an opportunity to address the continuum of weight-related issues in a complimentary way. Activities designed to concurrently prevent both OB and EDs by focusing on shared risk factors potentially optimizes the delivery of the healthy eating/active living messages (OB prevention) without triggering weight and shape preoccupation (ED prevention). Five shared risk factors will be targeted through classroom activities that address dieting, media, body image, teasing/discrimination, and self-esteem. Activities align with universal health curriculum outcomes (e.g. Alberta Health Curriculum), and are informed by the OB and ED prevention literatures, as well as the developmental assets and inquiry-based learning (IBL) models. Interactive games, worksheets, and movement activities provide hands-on learning for workshop participants that mimic the classroom experience. Shared risk factors will be discussed within an integrative school-based ecological approach to the prevention of weight-related issues and a research design exploring this approach will be shared.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – RICHELIEU**

**Workshop/Atelier**  
*Psychopharmacology/  
 Psychopharmacologie*

**WORKSHOP ON META-ANALYSIS WITH A FOCUS ON DEVELOPING EXPERTISE IN PSYCHOPHARMACOLOGY**  
*David Nussbaum, University of Toronto*

Increasingly, literature reviews are supplementing traditional conceptual and descriptive empirical reviews with quantitative evaluations of effect size (ES) called meta-analysis. This workshop will provide attendees with the tools to conduct thorough literature searches, convert Mean and SD differences, traditional test statistics (e.g., t and F scores, correlation and regression r values) and probability levels into a universal effect size metric, Cohen's d, and a variant correcting for number of observations in individual studies, g. D-STAT shareware will be used to calculate d and g. Summary statistics including Mean ES, variability (Q), and number of unreported studies that would have to be done to produce a zero ES (Fail Safe Number) will be explained and demonstrated. The workshop is intended to provide CPA Psychopharmacology Section members the ability to both master and contribute to specific aspects of pharmacotherapy and report their findings in the section newsletter. The workshop is open to all CPA members, but limited to the first 50 applicants.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – PÉRIBONKA**

**Workshop/Atelier**  
*Substance Abuse/  
 Dependence/  
 Toxicomanies*

**ADOLESCENT DEVELOPMENT: SUBSTANCE USE AND MENTAL HEALTH**  
*Farah Jindani, Addiction Services for York Region*

A young person's substance use and mental health problems may be interrelated and might affect each other in a number of different ways. For example, mental health problems may precede substance use and a young person may be using substances to cope with or 'self-medicate' mental health symptoms. Alternatively, a person may have developed mental health symptoms as a result of substance use (Ballon, 2002). Concurrent disorders are stressful for youth but also for families and friends. Often concurrent disorders become secrets that families try to hide or even deny. Families must unite to become support systems encourage youth on the road towards recovery and in developing a higher self-esteem. Considering the difficulties and struggles often faced by these populations, counselors who work with a diverse population discuss strengths based and empowering ways to best work with this population. A particular emphasis will be on the stigmas and barriers and how best to work with the strengths of youth and their families to empower them. By helping youth to feel empowered, they can effectively deal with their mental health symp-

toms without resorting to substance use. There will be an emphasis on the fact that youth with concurrent disorders do learn to effectively cope with these issues and go on to lead healthy, happy and successful lives.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – GATINEAU**

**Workshop/Atelier**  
*Women and Psychology/*  
*Femmes et psychologie*

**MOOD DISORDERS IN PREGNANCY AND POSTPARTUM: ADVANCES IN MULTI-DISCIPLINARY ASSESSMENT, DIAGNOSIS AND TREATMENT**  
Michal Regev, Women's Hospital; Doris Bodnar, Women's Hospital

Pregnancy and the postpartum periods are considered to be exciting and joyful times in a woman's life. However, between 15%-40% of women experience the onset of a mood disorder during those times. Mood disorders are difficult to diagnose during pregnancy, due to a significant overlap in symptoms between a normal pregnancy and symptoms of mood disorders. Similarly, postpartum mood disorders are often under diagnosed, due to the focus on the baby and the reluctance of new mothers to report mood disturbances. Research shows that untreated mood disorders during pregnancy and postpartum are detrimental to the well-being of both mother and baby. Also, long term effects of maternal mood disorders on child development and adjustment have been well established. On the other hand, diagnosis and treatment of women with these disorders has been linked to decreased psychopathology in both women and their offspring. In this workshop, participants will learn to assess pregnant and postpartum women in ways, which avoid normalizing symptoms in pregnant and postpartum women when psychopathology exists. Leading-edge assessment tools and treatment modalities will be presented. Finally, a model of multi-disciplinary care for women with perinatal mood disorders will be presented and lessons learned from a recently developed and implemented provincial program will be shared.

**2009-06-12 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – SAINT-CHARLES**

**Symposium**  
*Criminal Justice Psychology/*  
*Psychologie et justice pénale*

**VIOLENCE PREVENTION PROGRAMS FOR MALE AND FEMALE FEDERAL OFFENDERS**  
Kelley D Blanchette, Correctional Service of Canada

This symposium will highlight components of the Correctional Service of Canada's Violence Prevention Programs for male and female federal offenders. The first session will provide an overview of the Women's Violence Prevention Program (WVPP), and discuss the theoretical underpinnings and other components which make it gender-informed. This will be followed up with a presentation on the preliminary results of the national pilot evaluation of the WVPP. The third presentation will present results of a study examining factors associated with treatment receptivity in violence prevention programs for male federal offenders.

**A DEVELOPMENT AND PILOT OF A GENDER-INFORMED WOMEN'S VIOLENCE PREVENTION PROGRAM**

Doris Fortin, Correctional Service of Canada; Kelley D Blanchette, Correctional Service of Canada

To date, the development of correctional programs has been initiated primarily for a male treatment group. Subsequently, programs are sometimes adapted to better meet the needs of female offenders. This presentation will outline the development and pilot implementation of a violence prevention program developed specifically for federally sentenced women offenders. In addition to targeting reductions in serious institutional incidents and violent recidivism, this programming aims to facilitate the safe and timely re-entry of women who have committed violent crimes in the community. About 5% of federal women offenders released in any given year will reoffend violently within two years. Moreover, those with a violent admitting offence are about eight times more likely to reoffend violently (Gobeil & Barrett, 2007). We estimate that successful completion of the WVPP will not only reduce the amount of time that the women are serving in federal institutions but will also promote an increase in safe and successful community reintegration for women offenders under supervision. Women's risk factors for violence will be discussed, and well as the theoretical underpinnings and program structure which make this intervention a unique contribution to the field of women's corrections.

**B PRELIMINARY IMPLEMENTATION RESULTS FOR WOMEN'S VIOLENCE PREVENTION PROGRAM**

Derkzen Dena, Correctional Service of Canada

Recently, the Correctional Service of Canada (CSC) introduced a Women's Violence Prevention Program (WVPP) to address criminogenic needs of women offenders who have a history of repeat violent offending. This unique program is offered to federally sentenced women within 5 institutions across Canada and aims to address different forms of violence as it relates to women's life experiences. Evaluation of WVPP is particularly important given that it is a new treatment approach for women offenders and assessing its implementation and outcomes are essential in order to ensure its success. In order to examine offender change on various programs targets, pre- and post-results on 30 offenders were assessed on the following psychometric measures: Buss-Perry Aggression Questionnaire, Criminal Sentiments Scale, University of Rhode Island Change Assessment and Social Problem Solving Questionnaire. Program implementation was assessed through qualitative facilitator and participant feedback on various aspects such as program content, group experience and overall impression. Finally, preliminary program outcomes in terms of institutional behaviour are discussed in relation to program completion. The implications of these findings for our understanding of violence in women offenders and for the further advancement of treatment programs will be discussed.

C

**RECEPTIVITY TO TREATMENT IN PARTICIPANTS OF THE VIOLENCE PREVENTION PROGRAM FOR MEN**

Jenelle Power, Correctional Service of Canada; Daryl G Kroner, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University Carbondale; Andrew Harris, Correctional Service of Canada

The successful completion of correctional programs is related to a reduction in recidivism, yet little research has been conducted on factors that contribute to offenders' receptivity to treatment. The current project examined 138 completers and 135 non-completers of the Violence Prevention Program. Data were obtained through a review of electronic files and coding of information obtained from a national data repository maintained by the Correctional Service of Canada and from Canadian Police Information Centre records. Analyses examined factors related to treatment receptivity, including aggressive behaviours, willingness to seek help, and criminal history. These results may aid in the identification of inmates who are at high risk of non-completion of correctional programming and will inform future interventions designed to improve treatment receptivity among violent offenders.

2009-06-12 – 11:30 AM to 12:25 PM – 11 h 30 à 12 h 25 – SAINT-FRANÇOIS

**Keynote (Section)/  
Conférencière de  
la section**

*Environmental  
Psychologie de  
l'environnement*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**CLIMATE CHANGE: THE ISSUES, THE SOLUTIONS AND THE ROLE YOU  
(CAN?) PLAY IN THEM**

Louise Davey, The Climate Project - Canada

The war on climate change is by far the greatest challenge the modern world has ever faced. It has taken over 25 years for the issue to reach mainstream consciousness. How much time do we have left for real solutions? The Climate Project - Canada provides information on the root causes of climate change and how individuals can participate in its mitigation. This concise presentation, updated and with current Canadian data, is developed from Al Gore's original presentation "An Inconvenient Truth". Learn something about both the science and the psychology of this highly complex issue — and most importantly, understand what your role is in the solutions which will ultimately be required to mitigate the effects of climate change.

2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – YAMASKA

**CPA Foundation/  
Fondation de la SCP  
SECTION PROGRAM/**

**CPA FOUNDATION BUSINESS MEETING**

Thomas Hadjistavropoulos, University of Regina; Karen Cohen, Canadian Psychological Association; Ken Craig, University of British Columbia

2009-06-12 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – BERSIMIS

**Symposium**

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

**EXPECTATIONS AND STANDARDS IN ROMANTIC RELATIONSHIP MAINTENANCE  
PROCESSES**

Cheryl Harasymchuk, University of Manitoba

Relational knowledge and expectations shape perceptions of relational well-being and the maintenance of relationships. The maintenance literature has moved beyond the expectations that individuals have for negative processes (e.g., conflict), to more positive, ideal standards. The first presenter will discuss affective and motivational outcomes when there are discrepancies between perceptions of the romantic partner and one's ideals for the romantic partner using correlational and experimental designs. The two remaining presentations focus on relationship processes represented on either end of a positive, appetitive spectrum: intimacy on the high end (i.e., an ideal state) and relational boredom at the low end (i.e., a challenge to the ideal). The second presenter will review a series of studies on the prototypicality of intimacy and sexual intimacy and then show how prototype matching on these dimensions predicts relationship and sexual satisfaction independent of general, theory-based ratings of the same constructs. The final presenter will discuss the conceptualization and development of a measure of relational boredom, which poses a challenge to maintaining an ideal intimate relationship, using prototype analysis, with supporting evidence from correlational and daily diary methods.

A

**THE INFLUENCE OF PARTNER DISCREPANCIES ON EMOTION AND  
REGULATORY FOCUS**

Sandra D Lackenbauer, University of Western Ontario; Lorne Campbell, University of Western Ontario

This research examined the predictions that: 1) a partner discrepancy in which the partner is perceived to be discrepant from one's ideal standards (PD-partner) would be associated with dejection-related affect and a promotion regulatory focus, and 2) a partner discrepancy in which one is discrepant from his or her partner's ideal standards (PD-self) would be associated with agitation-related affect and a prevention regulatory focus. We will briefly review three studies providing support for the predicted link be-

tween partner discrepancies and dejection and agitation emotions. In a fourth study, participants were randomly assigned to one of four experimental conditions that varied the partner discrepancy prime (PD-partner vs. PD-self) and regulatory fit task (approach vs. avoid). Participants primed with a PD-partner experienced regulatory fit in the approach-oriented task indicating that this form of partner discrepancy leads to a promotion regulatory focus whereas participants primed with a PD-self experienced regulatory fit in the avoidance-oriented task indicating that this form of partner discrepancy leads to a prevention regulatory focus. Overall, the results of these four studies indicate that partner discrepancies influence emotion and regulatory focus and, importantly, the perceived source of the discrepancy specifies the type of emotion and regulatory style adopted.

**B INTIMACY AND SEXUAL INTIMACY: HOW PROTOTYPE MATCHING INFLUENCES RELATIONSHIP AND SEXUAL WELL-BEING**

Carolyn Birnie, McGill University; John E Lydon, McGill University

Prototype analysis was used to generate bottom-up assessments of intimacy and sexual intimacy derived from lay conceptions. A series of studies established the prototypical structure of the two concepts and provided a basis for creating prototype measures of each. In our primary study, the extent to which one's current relationship corresponds with these prototypes was assessed (prototype matching) and used to predict relationship and sexual well-being, relative to theory-based measures of these constructs derived from Reis and Shaver's (1988) concept of perceived partner responsiveness. 219 participants (53% female) in exclusive, heterosexual romantic relationships rated the extent to which several unique intimacy and sexual intimacy attributes characterized their current relationship, and they felt understood, accepted, and cared for by their partner both in general and during sexual activity. Results indicated that perceiving one's relationship as matching the prototypes of intimacy and sexual intimacy was associated with greater relationship and sexual well-being, respectively, above the effects of the theory-based measures. These results underscore the importance of studying prototypes. People often think about relationship constructs in a prototypical fashion; these prototypes guide their evaluations of their own relationships and ultimately influence their well-being.

**C PROTOTYPE OF RELATIONAL BOREDOM: TWO DISTINCT COMPONENTS**

Cheryl Harasymchuk, University of Manitoba; Beverley Fehr, University of Winnipeg

The purpose of the present investigation was to build on existing models of relational boredom (e.g., the self-expansion model; Aron & Aron, 1986) by examining how laypeople perceive boredom in their relationship and developing a standard multi-item measure of relational boredom. In a series of studies using a bottom-up, prototype analysis it was identified what laypeople (in dating and marital relationships) view as most central to the meaning of relational boredom. The results revealed that relational boredom is best characterized as a low appetitive variable (i.e., low positive affect, low motivation to approach rewards) that is distinct from general conflict (i.e., high negative affect, high motivation to avoid punishment). A measure of relational boredom was developed based on the most central features identified in the relational boredom prototype. Boredom was found to have two underlying components: 1) lack of novelty and arousal in the relationship and, 2) disengagement from the relationship (emotionally, physically, and psychologically). In a follow-up online study, 56 married participants completed measures of boredom, affect, and other relationship and individual difference variables over a two-week period. The findings offered further support for the validity of the different components of relational boredom.

**D DISCUSSANT**

Tamarha Pierce, Université Laval

Discussant

**2009-06-12 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – JOLLIET**

**Invited Speaker  
(CPA/Section)/  
Conférencier invité  
(SCP/section)**

*Health Psychology/  
Psychologie de la santé*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**ATTRACTING AND RETAINING BLOOD DONORS: BENCH TO DONOR BEDSIDE  
APPLICATIONS OF HEALTH PSYCHOLOGY**

Christopher France, Ohio University

This talk will cover numerous angles, including 1) translation of lab-based work to the field, 2) application of psychological theory to a new arena of donor recruitment and retention, and 3) practical information that is of general interest to most people whether or not they've ever given blood.

**2009-06-12 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – MATAPÉDIA**

**Committee Business  
Meeting/Réunion  
d'affaires**

**INTERNATIONAL RELATIONS COMMITTEE BUSINESS MEETING**

Janel Gauthier, Université Laval

**2009-06-12 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – SAINT-FRANÇOIS****Invited Speaker (CPA)/  
Conférencier invité (SCP) CONTRIBUTIONS OF PSYCHOLOGY TO MEETING THE CHALLENGES OF  
CLIMATE CHANGE**

*Environmental Psychology/  
Psychologie de  
l'environnement* Paul C Stern, National Research Council

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

It is clear that human behaviour is changing the climate. Psychological research, and psychologists, can contribute to understanding and influencing these changes. Research areas where psychology can contribute include: 1. Understanding the causes of environmentally significant individual/household behavior 2. Interventions to change environmentally significant consumption in households 3. Understandings of climate risk 4. Improving processes for environmental decision making 5. Climate-related decision support 6. Developing data to inform responses to climate change The talk will conclude with advice for interested psychologists: • APA has created a task force to develop a research and action agenda for the field (actions to date will be discussed) • Other national psychological associations are doing the same • There are major contributions that can be made o Need to move beyond the discipline isn't adequately addressed yet oMore interested psychologists should extend beyond the discipline to look at the issue broadly and find ways to contribute o Need to link to interdisciplinary and international activities.

**2009-06-12 – 1:00 PM to 1:25 PM – 13 h 00 à 13 h 25 – MACKENZIE****Theory Review/Examen  
théorique SSRIS AND PLACEBOS: WHAT TO MAKE OF IT ALL**

*Clinical Psychology/  
Psychologie clinique* Myles Genest, Genest Psychological Services Incorporated

Recent research, which has received considerable public attention, has suggested that SSRIs may confer little benefit over placebos. Although psychologists in Canada do not prescribe, practitioners need to be reasonably aware of psychotropic medication guidelines and practices, and are often called upon to consult with other health professionals concerning medication. This presentation will provide perspective on the controversies concerning anti-depressant medications and placebo-effects. The major findings concerning placebo effects and antidepressants are reviewed, and the primary arguments that are taking place in the research literature are outlined. The challenges of distinguishing between statistically and clinically significant findings are noted. Studies reviewing biases in the research literature and consumer advertising for SSRIs are summarized. Related claims concerning correction of serotonin deficiency are also critically examined. Finally, primary-practice guidelines are examined.

**2009-06-12 – 1:00 PM to 1:25 PM – 13 h 00 à 13 h 25 – SAINT-CHARLES****Theory Review/Examen  
théorique HELPING THE HELPERS: IMPROVING THE TREATMENT OF POST TRAUMATIC  
STRESS DISORDER IN POLICE OFFICERS**

*Criminal Justice  
Psychologie et  
justice pénale* Naomi L Doucette, University of New Brunswick

Law enforcement officers are exposed to a wide range of stressors on a daily basis and are likely to experience a number of critical incidents during their careers (e.g., Blau, 1994; Bohl, 1995). As a result, they may experience physical and psychological consequences, including Post Traumatic Stress Disorder (PTSD; Martinussen et al., 2007; Mitchell, 1999; Violanti et al., 2006). In order to partially address this concern, various preventative strategies have been developed to reduce the impact of traumatic incidents (e.g., Critical Incident Stress Debriefing, peer support; Levenson & Dwyer, 2003; Miller, 2006; Mitchell & Everly, 1995). However, 9-46% of police officers still eventually develop PTSD (e.g., Gersons, 1989; Maia et al., 2007; Mitchell, 1999), which suggests preventative methods are insufficient. The current paper will review stress in policing, current approaches intended to address PTSD in this population, and will propose a comprehensive therapeutic approach for addressing PTSD in police officers. Highlights of this approach include increasing competence in working with this population; provision of effective training prior to exposure to stressors and critical incidents; and a modified intervention immediately following exposure to a traumatic incident. Several suggestions for improving the treatment of PTSD after it has developed will also be discussed.

**2009-06-12 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – GRAND SALON****The Family of Psychology RICH FALSE MEMORIES**

**Keynote Address/  
Conférence** Elizabeth Loftus, University of California at Irvine  
**“La Famille de la  
Psychologie”**

People can be led to develop entire memories for events that never happened – “Rich false memories.” People can even be led to falsely believe that they had experiences that would have been rather traumatic had they actually happened. False memories, like true ones, have consequences for people, affecting later thoughts, intentions, and behaviors. For example, people who are led to

believe that as children they got sick eating particular foods show avoidance of those foods later on. Can we tell true memories from false ones? In several studies we created false memories in the minds of people, and then compared them to true memories. False memories look very much like true ones – in terms of behavioral characteristics, emotionality, and neural signatures. The few differences that do emerge are probably not useful in ascertaining whether real world memory reports stem from true or false experiences.

2009-06-12 – 2:30 PM to 4:25 PM – 14 h 30 à 16 h 25 – HOCHELAGA 1-6

Poster/Affiche

POSTER SESSION 'D'/ PRÉSENTATION PAR AFFICHAGE

Clinical Psychology/ Psychologie clinique ; Psychoanalytic & Psychodynamic/ Psychoanalytique et psychodynamique

#1

*Clinical Psychology/  
Psychologie clinique*

**DON'T EVEN THINK ABOUT CHECKING! MENTAL CHECKING CAUSES MEMORY DISTRUST**

Gillian M Alcolado, Concordia University; Gregory A Mendelson, Concordia University; Monique Lahoud, Concordia University; Adam S Radomsky, Concordia University

Repeated compulsive checking (both physical and mental) is a common symptom of obsessive-compulsive disorder (OCD). Patients often report that they continue checking because they cannot remember the outcome of their previous check. Previous research found that repeated physical checking reduced memory confidence, vividness and detail in memory, while memory accuracy remained intact. This suggests that people with OCD do not have memory impairments, although they may perceive them as such because as checking increases, memory confidence decreases. The current study examined memory and meta-memory in undergraduate students (n = 42 tested to date out of 65) for both physical and mental checks after repeated physical or mental checking of a stove. We hypothesized that repeated physical checks would reduce memory confidence and meta-memory for physical, but not mental checking, and that repeated mental checking would reduce memory confidence and meta-memory for mental but not physical checks. Preliminary results show that repeated physical checking impairs all indices of metamemory for physical checks but none for mental checks, whereas repeated mental checking impairs all indices of metamemory for mental checks as well as memory vividness for physical checks. Results are discussed in terms of cognitive-behavioural models of OCD.

#2

*Clinical Psychology/  
Psychologie clinique*

**THE INFLUENCE OF INTERPARENTAL VIOLENCE AND ATTITUDES ON ADOLESCENT'S INTENT TO SEEK HELP FOR DATING VIOLENCE**

Kelly A Anthony-Brown, University of Windsor; Patti A Timmons Fritz, University of Windsor

Adolescents' exposure to inter-parental violence and adolescents' perceptions of parents' attitudes towards help-seeking are being investigated to determine whether these two factors have an influence on adolescents' intent to seek help for their own dating violence. Participants are 250 high school and undergraduate females ranging in age from 16 to 19 years old who reported being in a past or currently violent dating relationship. Participants complete questionnaires assessing their level of exposure to violence between their parents as well as perceptions of how parents feel about seeking help for problems. Adolescents' own attitudes about help seeking are also measured. Experiences of child abuse, perceived stigma, and severity of dating violence are also measured and will be included as control variables. It is hypothesized that participants who report being exposed to little or no inter-parental violence and who perceive their parents to have positive attitudes about help-seeking will be more likely to have the intent to seek help for dating violence than participants with higher levels of inter-parental violence exposure and negative perceived parental attitudes. Analyses are currently under way. Findings from this study will add to the understanding of barriers to seeking help for dating violence in adolescence, and may inform the development of intervention programs.

#3

*Clinical Psychology/  
Psychologie clinique*

**ATTACHMENT AND DEPRESSIVE SYMPTOMS: MEDIATING EFFECTS OF LONELINESS AND SOCIAL SUPPORT SEEKING AMONG FIRST YEAR UNDERGRADUATE STUDENTS**

Anna Arcuri, University of Windsor; Cheryl D Thomas, University of Windsor

The relationship between insecure adult attachment and depression is well supported in the literature. Although several variables that mediate the association between adult attachment and depressive symptoms have been investigated, the potential roles of social support seeking behaviours and loneliness have not been evaluated. The objective of the current study was to assess the mediating role of social support seeking behaviours in the relationship between insecure adult attachment and loneliness and subsequent depressive symptoms. Two hundred and fifteen first-year undergraduates were individually administered measures that assessed attachment (Experiences in Close Relationships Scale), depressive symptoms (CES-D), loneliness (University of California, Los Angeles, Loneliness Scale) and social support seeking. Structural equation modelling was used to assess whether indirect social support seeking behaviours (e.g., complaining about a problem without requesting help) mediated the relationship between attachment-related anxiety and loneliness and subsequent depressive symptoms and whether reluctance to seek social support mediated the association between attachment-related avoidance and loneliness and subsequent depressive symptoms. Results are discussed in regards to designing preventative and intervention programs for students undergoing the transition to university.

FRIDAY / VENDREDI



## #4

*Clinical Psychology/  
Psychologie clinique***AGE OF ONSET OF NON-SUICIDAL SELF-INJURY: INDICATOR OF SEVERITY?**Alyssa Baxter, McGill University; Jessica R Toste, McGill University; Rick Noble, McGill University; Rusty McLouth, McLouth Research and Consulting; Nancy L Heath, McGill University

Non-suicidal self-injury (NSSI) refers to the deliberate, self-inflicted destruction of body tissue resulting in immediate damage. In this study, 7126 middle and high school students completed a survey covering a broad range of lifestyle and health-related questions. It was found that 654 (9.2%) students reported that they had engaged in self-injury to deal with stress, without any suicidal ideation. Also, 605 (8.5%) students engaged in self-injury both with and without suicidal intent; this group reported a significantly younger age of onset ( $M = 12.0$ ) than the non-suicidal group ( $M = 12.9$ ). Within the non-suicidal group, males were found to have a younger onset than females. A significant correlation between lifetime frequency of NSSI and age of onset was revealed, such that more frequent NSSI was associated with an earlier onset. There was no difference in age of onset between students who had and had not tried alcohol or drugs. However, a positive correlation emerged between age of onset of NSSI and the age when the student first tried alcohol. Also, age of onset was positively related to the number of drugs that the student had tried. These results suggest that earlier onset of NSSI may be indicative of a more severe profile of adjustment including greater suicidality, frequency of self-injury, and comorbid difficulties, such as experimentation with alcohol or drugs.

## #5

*Clinical Psychology/  
Psychologie clinique***KNOWLEDGE AND EXPERIENCES OF PSYCHOLOGISTS AND PSYCHIATRISTS IN CANADA IN WORKING TOGETHER**Sarah P Bellefontaine, University of Ottawa; Catherine M Lee, University of Ottawa; Barry Schneider, University of Ottawa; Nadia Kucherepa, University of Ottawa; Simon Davidson, Children's Hospital of Eastern Ontario; Catharine Robertson, Children's Hospital of Eastern Ontario

Interprofessional collaboration is recognized as a cornerstone of health service delivery, yet it is unclear how professionals learn to collaborate with one another. To better understand the knowledge and experiences of Canadian psychologists and students in psychology, as well as Canadian psychiatrists and students in psychiatry, we conducted an online survey about interdisciplinary learning and practice in the goal of improving interdisciplinary training. In total, 1071 psychologists, interns and doctoral students, in addition to 267 psychiatrists and residents and fellows in psychiatry, completed the online survey. Participants were both English-speaking and French-speaking, and represented various stages of training, from graduate student to established professional. The survey asked participants from each profession about topics such as their personal awareness of and collaboration with the other profession how they acquired their knowledge of the profession of the other profession, as well as their experiences with any formally organized learning opportunities. The majority of respondents embraced the idea of interprofessional collaboration, and described both formal training and case-based work that had helped them to collaborate. Several key differences between the responses of both professions were found. In addition, implications for training will be presented.

## #6

*Clinical Psychology/  
Psychologie clinique***AN ITEM RESPONSE THEORY ANALYSIS OF THE PERSONALITY ASSESSMENT INVENTORY: ANTISOCIAL FEATURES SCALE IN A LARGE HETEROGENEOUS SAMPLE**Andrea H Bennett, University of British Columbia; Brian P O'Connor, University of British Columbia

The Personality Assessment Inventory (PAI) is commonly used in forensic settings to assess offenders on personality disorders, including antisocial personality. The present study examined the psychometric properties of the PAI Antisocial Features scale in a sample of 2280 persons from forensic correctional facilities, hospital and psychiatric clinics, and from university classes. Factor analyses, Mokken scale analyses, and the DIMTEST revealed significant departures from unidimensionality. Item response theory analyses revealed numerous improperly functioning items and poor discrimination between respondents at the moderate and high regions of the antisocial latent trait continuum. Item response theory and factor analyses were then used to develop new versions of the overall antisocial scale and of the antisocial subscales that were shorter, unidimensional, and that displayed much stronger psychometric properties at both the item and scale levels. The potential drawbacks with use of the original PAI Antisocial Features scale in clinical assessment are discussed.

## #7

*Clinical Psychology/  
Psychologie clinique***THE EXPERIENCE OF DELIBERATE SELF-HARM: IMPULSIVE AND COMPULSIVE FEATURES**Sarah Bertrim, Royal Ottawa Mental Health Centre

Deliberate self-harm (DSH) is often described as impulsive in the literature, but the impulsive (IMP) and compulsive (COMP) features of DSH have not been adequately studied. This study used qualitative and quantitative methods to examine IMP and COMP features of DSH in two samples: clinicians describing the prototypical DSH client ( $N = 115$ ) and undergraduates' self-reports on DSH ( $N = 96$ ). Both samples endorsed multiple methods including self-cutting, scratching, burning, and hitting. Simeon and Favazza's (2001) model would classify both samples as "impulsive" DSH. Items were generated to reflect IMP and COMP features of DSH, with validity being evaluated with expert ratings and established measures of the constructs. Analyses within and between samples revealed: (1) the set of items was reduced to components reflecting IMP and COMP in both samples; (2) IMP and COMP were negatively correlated ( $r = -.42, p < .01$ ); (3) both clinicians and undergraduates described significantly more COMP than IMP features associated with DSH; (4) in undergraduates, DSH-specific COMP features positively predicted number of methods, frequency, and density of DSH. Qualitative data showed a complex relationship between IMP and COMP in DSH.

These findings suggest that it is inaccurate to qualify these forms of DSH as “impulsive” in clinical and non-clinical settings, and COMP plays an important role.

**#8**  
*Clinical Psychology/  
Psychologie clinique*

**HOW NOVICE THERAPISTS DEAL WITH IN-SESSION ANXIETY: A STUDY OF DEFENSE MECHANISMS USED BY MASTER LEVEL TRAINEES**

Maneet Bhatia, McGill University; Jonathan Petraglia, McGill University; Eric Morris, McGill University; Jack De Stefano, McGill University; Marilyn Fitzpatrick, McGill University; Martin Drapeau, McGill University

Psychotherapy can be an anxiety provoking experience for both the client and the therapist. This is particularly true for therapists in training where the experience of face-to-face contact with clients generates a host of untoward reactions in the trainee. Chief among these is anxiety and trainees use a number of psychological strategies to deal with the stresses and challenges that emerge in their sessions. These strategies can include adaptive defensive coping and each of these reactions impact the trainee's sense of effectiveness and competence. The present study examined the specific defense mechanisms that trainees use in practice. One early session (1-3) from 25 therapist-client dyads were chosen. Early sessions were the focus of interest because the participants had not yet become accustomed to each other and high levels of uncertainty, and anxiety on the part of both were expected. The verbal responses of trainees were rated using the Defense Mechanism Rating Scales (Perry, 1992) and the pattern of defensive functioning of trainees was established. Additionally, the defensive functioning of clients was examined to determine whether therapists accommodate to the client's defensive style. Examining defenses can lead to better training, as supervision is often focused on increasing the trainee's self-awareness and on decreasing unhelpful behaviours and attitudes.

**#9**  
*Clinical Psychology/  
Psychologie clinique*

**THE EFFICACY OF TWO BODY IMAGE IMPROVEMENT PROGRAMS FOR REDUCING BODY DISSATISFACTION AMONG UNIVERSITY WOMEN VARYING IN THEIR STAGE OF CHANGE**

Loretta Blanchette, Lakehead University; Ron Davis, Lakehead University

Body dissatisfaction (BD) is common among women and is associated with disordered eating and psychological distress. The present study assessed the response of university women to two novel interventions aimed at reducing BD. University women (N = 61) were randomly assigned to a mindfulness exercise or to the psychoeducational program Turning Points 2 (Davis et al., 2004), with both interventions spanning 14 daily exposures of 25 minutes. Across four dependent measures, participants reported reduced BD pre- to post-intervention without differential effects of either intervention. A further purpose was to explore the predictive validity of stage of change in response to these interventions. Participants rated their need to control their weight or shape on the Stage of Change Inventory (Davis, 1996). Findings failed to demonstrate the predictive validity of this item, nor were there any shifts in stage of change over the course of the interventions. The present study also extended the results of Mercier (2007) and discovered that indeed action stagers report more BD when compared to their counterparts. Results are discussed in terms of the value of the stage of change notion as we have operationally defined it in this study.

**#10**  
*Clinical Psychology/  
Psychologie clinique*

**L'IMPORTANCE DES MANDATS POUR ÉVALUER L'EFFICACITÉ DE LA THÉRAPIE CONJUGALE EN MILIEU NATUREL**

Marie-Michèle Boisvert, Université de Montréal; Justine Lorange, Université de Montréal; Gérald Côté, Clinique de consultation conjugale et familiale Poitras-Wright Côté; John Wright, Université de Montréal

Le concept de mandat a récemment été proposé pour rendre compte de la diversité des besoins des couples en thérapie conjugale. Le mandat se définit comme étant une entente entre les deux conjoints et le thérapeute quant au plan d'intervention à suivre et aux objectifs thérapeutiques à atteindre (Poitras-Wright & St-Père, 2004). Les mandats les plus fréquents sont l'amélioration de la relation et la résolution de l'ambivalence. La présente étude vise à souligner les différences entre ces types de mandats. Les 108 couples participant à l'étude ont complété l'Échelle d'ajustement dyadique (DAS; Spanier, 1976), l'Échelle de satisfaction sexuelle (ISS; Hudson, Harrison & Crosscup, 1981) et l'Indice des symptômes psychiatriques (PSI; Ilfeld, 1976). Les résultats montrent que la proportion de couples poursuivant un mandat d'amélioration de la relation s'élève à 68,6%, comparativement à 25,8% pour les couples en mandat de résolution de l'ambivalence. En moyenne, les couples ont bénéficié de 9.21 séances (ÉT : 5.5, étendue = 2 à 30 séances). Des tailles d'effet moyennes à grandes ont été obtenues au niveau des changements de la satisfaction conjugale, de la satisfaction sexuelle et de la détresse psychologique des conjoints. Ces résultats soulignent la pertinence d'utiliser le concept de mandat afin de rendre compte des différences dans la pratique clinique effectuée auprès des couples.

**#11**  
*Clinical Psychology/  
Psychologie clinique*

**FACTORIAL VALIDITY OF THE CENTER FOR EPIDEMIOLOGICAL STUDIES DEPRESSION 10 IN ADOLESCENTS**

Kristina Bradley, Dalhousie University; Alexa L Bagnell, Dalhousie University, IWK Health Centre; Cyndi L Brannen, Dalhousie University, IWK Health Centre

The Center for Epidemiological Studies Depression (CES-D) Scale 20-item version is well-validated and reliable for detecting depressive symptoms in adolescents in community samples. A shortened version, CES-D10 has not been validated with adolescents but has demonstrated strong psychometrics in other populations. The purpose of this study was to test the factorial validity and internal consistency of the CES-D 10 in adolescents. Using data from 156 adolescents in a previous community-based study, we tested 3 models of the underlying factors of the CES-D-10 using Structural Equation Modeling (SEM) based on factor models validated in other populations. A two-factor model comprised of depressive affect and positive affect was found to be the model that best fits the data (report the RMSEA, CFI, X2 here). These findings are consistent with other studies in adults and provide

initial support for the use of the CES-D10 as a depression screen for adolescents in the community. The utility of a briefing screen for adolescents in the community is high, given that many adolescents do not know they need help or are reluctant to seek help. The CES-D 10 could be used as a depression screen for adolescents at a population level and in health clinics.

**#12**

*Clinical Psychology/  
Psychologie clinique*

**THE PERFECTIONISM MODEL OF BINGE EATING: A SECOND TEST OF AN EMERGING INTEGRATIVE MODEL**

Ellen K Breen, Dalhousie University; Aislin R Graham, Dalhousie University; Stephanie L Allen, Dalhousie University; Jillian T Tonet, Dalhousie University; Daniel S McGrath, Dalhousie University; Sherry H Stewart, Dalhousie University; Dayna L Sherry, Queen Elizabeth II Health Sciences Centre; Simon B Sherry, Dalhousie University

This study tests the Perfectionism Model of Binge Eating (PMOBE; Sherry & Hall, 2008), a conceptual framework aimed at explaining why perfectionistic concerns (i.e., negative reactions to perceived failures, concerns over others' criticism and expectations, and doubts about one's performance abilities) are associated with binge eating. This model asserts that perfectionistic concerns confer risk for binge eating by generating exposure to four triggers of binge episodes: interpersonal discrepancies, low interpersonal esteem, depressive affect, and dietary restraint. To test the PMOBE, a sample of 152 university students was recruited and studied using a cross-sectional design. Hypotheses based on the PMOBE were largely supported, with path analyses suggesting that the indirect effect of perfectionistic concerns on binge eating through triggers of binge episodes was significant. Individuals with high levels of perfectionistic concerns appear more likely to encounter a range of negative and stressful events in their lives (see also Dunkley et al., 2003), including exposure to putative triggers of binge episodes. Viewed from this perspective, binge eating may be seen as an unhealthy coping response to negative contextual conditions generated by perfectionistic concerns.

**#13**

*Clinical Psychology/  
Psychologie clinique*

**EXPLORATION OF THE PHENOMENOLOGICAL EXPERIENCE OF SADNESS IN BORDERLINE PERSONALITY DISORDER**

Rachel Briand-Malenfant, Université de Montréal; Émilie Deschenaux, Université de Montréal; Serge Lecours, Université de Montréal

Borderline Personality Disorder is associated with dysphoric feelings such as distress, depression and sadness. The distress and depression of BPD has been associated with anaclitic themes but little is known about the phenomenology of their sadness. Since sadness has been recognized as facilitating adaptive functions like mourning and introspection, the study of sadness in BPD is relevant for a better understanding of their emotional experience and difficulties. This study aims to explore verbal contents of sadness reported by BPD participants with a qualitative approach. A sample of 8 outpatients (1 man and 7 women, aged 18-39), who received a diagnosis of BPD as assessed by the SCID II, has participated to a specially designed semi-structured interview which explores 2 relational experiences of sadness. A thematic analysis of the transcripts of these interviews has been performed jointly by two doctoral students to outline major themes associated with their experience of sadness. Five major themes were found: 1) aggression, 2) overwhelming experience, 3) experience of being devalued, 4) relationship broken by the other, and 5) self-representation of being defective. The results suggest that this painful experience can not be easily metabolized through mourning and introspection. Implications for clinical work will be discussed.

**#14**

*Clinical Psychology/  
Psychologie clinique*

**MEDIATORS OF THE RELATIONSHIP BETWEEN NEUROTICISM AND EATING DISTURBANCES IN FEMALE UNIVERSITY STUDENTS: PERCEIVED STRESS AND COPING STYLE**

Vanessa A Bruce, University of Windsor; Cheryl D Thomas, University of Windsor

Although it is well established that neuroticism is associated with many problematic behaviours, including eating disorders, little is known about the mechanism through which this relationship emerges. The purpose of the present study was to assess the possible mediating roles of perceived stress and coping style in the relationship between neuroticism and eating disturbances in a large sample of female undergraduates, an at-risk population for eating disorders. It was hypothesized that a combination of daily accounts of perceived stress and coping style might provide a better test of the relationship between neuroticism and eating disturbances than a one-time assessment. Therefore, a two-stage methodology was used to assess major study variables. In the initial session, participants completed retrospective self-report measures of neuroticism, eating disorder symptoms, stress, and coping. During stage two, participants completed daily records of stress, chosen coping strategies, and change in eating behaviour for a two-week period. Three mediational models were tested to determine if either or both constructs could account for the relationship between neuroticism and eating disturbances. Multiple regression was used to test the mediational models. Results are discussed in the context of refining preventative treatment approaches for eating disorders.

**#15**

*Clinical Psychology/  
Psychologie clinique*

**GENDER AS A VARIABLE IN COLLEGE STUDENTS' PERCEPTIONS OF SUICIDE SYMPTOMS**

Marie Bullock, King's University College

Previous research examining college students' perceptions of suicide (Mueller & Waas, 2002) focused on the role that empathy plays in attitudes, evaluations, and responsiveness to suicidal symptoms. There were gender effects i.e. females were more willing to provide direct assistance and talk with the hypothetical friend than males. However, the study was not designed to make cross gender analyses possible and their observations were qualified by interactions between gender and empathy level. Is there an interaction between the gender of the rater/perceiver and the gender of the target peer demonstrating suicidal symptomatology? The present study had university students complete one of two online surveys that presented two scenarios reflecting suicidal symptoms: one affective, and one behavioral. They responded using four scales developed by Mueller and Waas—the Perception of Suicide

Seriousness, the Suicide Helpfulness Scale, the Self-Efficacy Questionnaire, and the Outcome Expectancy Questionnaire. Female and male participants responded to scenarios that were either about a hypothetical student of the same or of a different sex, in order to determine whether gender of respondent, hypothetical student, or an interaction of the two affected perceptions of suicide risk.

**#16**

*Clinical Psychology/  
Psychologie clinique*

**COGNITIVE DETERMINANTS OF CHECKING BEHAVIOUR: THE ROLE OF RESPONSIBILITY, THREAT, AND META-COGNITIVE BELIEFS**

Anna Campbell, University of New Brunswick; David A Clark, University of New Brunswick

In his cognitive theory of compulsive checking, Rachman (2002) proposed that inflated perceptions of responsibility and threat are the critical determinants of compulsive checking. However, recent evidence suggests that meta-cognitive beliefs about the efficacy of one's memory and related cognitive processes may be more potent predictors of compulsive checking than perceived responsibility and threat (Gwilliam, Wells, & Cartwright-Hatton, 2004; Myers & Wells, 2005). The purpose of this research was to investigate the contributions of these various cognitive constructs (perceived responsibility, threat, and meta-cognitive beliefs) to checking behaviour. A new experimental paradigm was used in which 130 participants from the University of New Brunswick (UNB) completed checks for safety under conditions of high responsibility and threat or low responsibility and threat. Participants' trait meta-cognitive beliefs were assessed using The Memory and Cognitive Confidence Scale (Nedeljkovic & Kyrios, 2007) and state appraisals of confidence in memory and attention were obtained during the checking task. A series of regression analyses was used to examine the effects of responsibility, threat, and meta-cognitive beliefs on checking behaviour. Implications for cognitive conceptualizations and treatment of OCD are discussed.

**#17**

*Clinical Psychology/  
Psychologie clinique*

**PARENTS' PERCEPTIONS OF ADOLESCENT GAMBLING BEHAVIOUR**

Colin A Campbell, McGill University; Jeffrey L Derevensky, McGill University; Eric Meerkamper, DECODE; Jo Cutajar, DECODE

Adolescent gambling is an issue of concern nationally, as prevalence rates and levels of adolescents who are considered problem or at risk gamblers are quite high. Particularly concerning are research findings that report children perceive that their parents are unconcerned with their gambling activities, and even facilitate this activity. To date, no study has examined parental gambling attitudes in regards to their children. The current study examines those attitudes by administering a national survey examining parental attitudes in three (3) domains: 1) attitudes that parents hold towards gambling in comparison to other risky behaviours, 2) involvement in gambling with their children, and 3) attitudes/awareness regarding youth education and prevention for gambling and other risky behaviours. A national study of parents of adolescents ranging in ages from 13 to 18 years of age indicate that parents view gambling as unimportant in comparison to other risky behaviours, have purchased lottery items for their children, and did not believe that they or their child received sufficient information about gambling and the associated risks. Implications and comparisons to adolescent perceptions of parental attitudes will be presented.

**#18**

*Clinical Psychology/  
Psychologie clinique*

**CYBERVICTIMIZATION: PREVALENCE, STABILITY, AND ASSOCIATED MENTAL HEALTH PROBLEMS DURING ADOLESCENCE**

Mary Catherine Cappadocia, York University; Debra J Pepler, York University; Wendy M Craig, Queen's University

Cybervictimization involves being harassed, insulted, physically threatened, socially excluded, and/or humiliated through electronic media. Cybervictimization is common among youth, as one-third of adolescents report being cybervictimized and about 50% report knowing someone who has been cybervictimized (Li, 2006; Patchin & Hinduja, 2006). Cybervictimization is associated with clinically significant social problems, as well as substance use and delinquency (Ybarra & Mitchell, 2004; Ybarra, Mitchell, Wolak, & Finkelhor, 2006). In the present study, one-year longitudinal data collected by the World Health Organization were used to investigate the prevalence and stability of cybervictimization, as well as associated mental health problems over time, among 1972 Canadian high school students in grades 9 and 10. About 8% of the students reported cybervictimization, with one-fourth (i.e., 2%) of those students reporting stable cybervictimization across the one-year period. Students who reported increases in cybervictimization over the one-year period also reported significant increases in internalizing mental health problems, while students who reported decreases in cybervictimization reported significant decreases in these mental health problems. Gender differences will be investigated and implications for bullying prevention and intervention programs will be discussed.

**#19**

*Clinical Psychology/  
Psychologie clinique*

**COGNITIVE REACTIVITY IN OBSESSIVE RUMINATION: A NATURALISTIC AND LONGITUDINAL INVESTIGATION**

Yves Careau, IUSM Robert-Giffard; Kieron O'Connor, Fernand-Seguin Research Center; Lyse Turgeon, Fernand-Seguin Research Center; Mark Freeston, Newcastle University

Cognitive models of obsessive-compulsive disorder (OCD) posit a bidirectional link between beliefs and emotions. However, only a few empirical studies have examined the impact of mood states on cognition. In order to better grasp the dynamics of cognitive reactivity in OCD, the current study provides a qualitative analysis of the longitudinal, naturalistic, covariation between mood states and appraisals in 8 individuals with obsessional rumination. Each participant completed diaries of emotions and appraisals over the course of cognitive behavior therapy (CBT) for OCD. Based on the sequential analysis of conditional probability, contingency magnitude estimations of covariations revealed important cognitive reactivity in 5 participants. Systematic case reviews revealed that the results of the covariation analyses may be closely related to a preferential reliance on different processing strategies. Different phenomenological variables appeared to promote reliance on different processing strategies, but a motivation for accuracy and the use of attentive neutralization strategies were associated with substantive processing and cognitive reactivity.

## #20

*Clinical Psychology/  
Psychologie clinique***ENHANCING COPING AMONG AT RISK ADOLESCENTS: A SCHOOL-BASED COPING SKILLS PROGRAM**Alina E Carter, University of Windsor; Rosanne Menna, University of Windsor

Research has demonstrated how stress, coping and adjustment are related and how adolescence is a developmental period of substantial transitions. One way to prevent maladaptive developmental trajectories is through early intervention or preventative efforts. This study evaluates the “Best of Coping” program (Frydenberg & Brandon, 2002) with 71 identified at risk adolescents. A treatment group (N = 38) was compared to waitlist controls (N = 33) at pre- and post-testing. Participants completed questionnaires measuring stress, coping and symptomatology. The treatment group improved significantly more on coping strategies from pre- to post-treatment than did the waitlist control group. This included increased reported use of adaptive coping strategies on two measures of coping (Adolescent Coping Scale; Frydenberg & Lewis, 1993; and revised Coping Across Situations Questionnaire; Seiffge-Krenke, 1995), such as the ACS Seek Social Support and Focusing on the Positive scales, and the CASQ Active Coping scale. The treatment group reported a decreased use of maladaptive coping strategies. Compared to the waitlist control group, the treatment group reported a decrease in peer problems. Gender was found to also impact some of the treatment outcome findings; male treatment participants reported improvements in some areas female participants did not. The utility of the program is discussed.

## #21

*Clinical Psychology/  
Psychologie clinique***PSYCHOLOGICAL TESTS AS PREDICTORS OF FEAR CONDITIONING AND EXTINCTION IN HUMANS**Melissa Castro Couch, Ponce School of Medicine

Patients with PTSD show augmented fear learning and deficient extinction memory. Using tasks that rely on the same prefrontal regions implicated in fear expression and extinction, we sought to determine if psychological tests could predict fear learning and extinction. 19 healthy adults were administered the State-Trait Anxiety Inventory, Wisconsin Card Sorting Test, a counting Stroop (MSIT) and Emotional Stroop (EST). Subjects were trained to associate a coloured light with an electrical current. Subjects were later trained to extinguish this association and tested the next day to assess recall of extinction, as measured by skin conductance responses. Longer response latencies to threat words in the EST were associated with enhanced fear conditioning ( $r = 0.75$ ;  $p \leq 0.001$ ) but less fear during renewal ( $r = -0.50$ ;  $p = 0.029$ ). These correlations were greater for female subjects ( $r_1 = 0.81$ ;  $r_2 = -0.91$ ) than male subjects ( $r_1 = 0.58$ ;  $r_2 = -0.25$ ). Women’s state anxiety scores also correlated with greater conditioning ( $r = 0.69$ ;  $p = 0.06$ ) and less fear recall ( $r = -0.85$ ;  $p = 0.009$ ). Regression analysis confirmed that EST performance and State Anxiety are strong predictors of fear acquisition ( $R = 0.89$ ;  $p = 0.019$ ) and its contextual renewal ( $R = 0.90$ ;  $p = 0.018$ ), particularly in women. Our findings suggest that simple psychological tests could function as cost-effective screening tools for at risk populations.

## #22

*Clinical Psychology/  
Psychologie clinique***PRENATAL AND POSTNATAL DEPRESSION IN FIRST-TIME MOTHERS AND FATHERS**Kathy Chan, University of Regina; Phillip R Sevigny, University of Regina; Lynn Loutzenhiser, University of Regina

This investigation examines depression in first-time parents. First, we assessed changes in self-reported depressive symptoms across the transition to parenthood. In Study 1, the Beck Depression Inventory (BDI-II) was used to measure prenatal and postnatal depressive symptoms for 72 mother-father pairs. A repeated-measures ANOVA found a main effect for sex,  $F(1, 71) = 54.93$ ,  $p < .001$ , with mothers scoring higher than fathers. A significant sex-by-time interaction was also found,  $F(1, 71) = 20.09$ ,  $p < .001$ , suggesting that while mothers’ depressive symptoms decrease, fathers’ symptoms increase postnatally. Since the BDI-II is typically used with clinical samples, we wanted to determine if our findings would replicate using a measure designed for use in general populations. Study 2 data ( $n = 94$  couples) replicated the main effect for sex and sex-by-time interaction found in Study 1 using the Center for Epidemiologic Studies Depression Scale (CES-D). Second, given the increasing interest in paternal postpartum depression, we examined the frequency of fathers reporting scores that exceed clinical cutoffs. Consistent with previous research (Goodman, 2004), approximately 13% of fathers reported depressive symptoms in the clinical range using the CES-D. Using the BDI-II however, 6% of fathers scored in the clinical range. Implications and future research directions will be discussed.

## #23

*Clinical Psychology/  
Psychologie clinique***ASSESSING PARENTING BEHAVIOURS IN EURO-CANADIAN AND EAST ASIAN IMMIGRANT MOTHERS: LIMITATIONS TO OBSERVATIONS OF RESPONSIVENESS**Kathy Chan, University of Regina; Kailee Penner, University of British Columbia; Janet WT Mah, University of British Columbia; Charlotte Johnston, University of British Columbia

Similar parenting behaviours may be associated with child behaviour problems in different ways across different cultures. Hence, using parenting measures that are developed for Western families without testing their validity with families from Non-Western cultural backgrounds may not be appropriate. This study examined the cross-cultural validity of an observational Maternal Responsiveness coding system and of self-reports of permissive/inconsistent parenting. Euro-Canadian ( $n = 23$ ) and East Asian immigrant mothers ( $n = 23$ ) of boys aged 4-7 were matched on variables such as SES and child behaviour problems. Observations of mothers’ responsiveness to their child, self-reported permissive/inconsistent parenting, and child behaviour problems were measured. Consistent with previous research, among Euro-Canadian mothers, greater responsiveness to their child was associated with less permissive/inconsistent parenting and fewer child behaviour problems. Among East Asian immigrant mothers however, greater responsiveness was not related to reports of permissive/inconsistent parenting, but was in fact associated with more child behaviour problems. These findings suggest that the observational measure of maternal responsiveness may not be valid for use with East Asian immigrant mothers, and highlight the importance of using culturally-valid methods in assessing parenting and child problems.

**#24**

*Clinical Psychology/  
Psychologie clinique*

**DETECTION OF CULTURALLY BIASED ITEMS IN MEASURES OF DEPRESSION AND ANXIETY BETWEEN CHINESE AND CAUCASIAN CANADIAN UNIVERSITY STUDENTS**

Ai-Lan Chia, University of Victoria; Roger Graves, University of Victoria

Techniques from item response theory were applied to detect measurement items that were culturally biased due to their functioning differently across two cultural groups. A total of 251 Caucasian Canadians and 206 Chinese Canadian university students completed measures on affective, cognitive, and somatic domains of depressive and anxiety symptomatology (e.g., Agoraphobic Cognition Questionnaire; Chambless et al., 1984; Mood & Anxiety Symptom Questionnaires; Watson et al., 1995), and on several adapted cultural experience measures (e.g., Multigroup Ethnic Identity Measure, Roberts et al., 1999). The presence of culturally biased items were common (about 26% items among all measures used) and relevant to both samples, suggesting the importance of establishing item equivalence across cultural groups and not including biased items in an summary score for research or clinical uses. Cultural contrast response tendency, a composite variable of all cultural biased items, was found to relate to external but not internal domains of Chinese and Canadian cultural orientations. Individuals' external cultural orientation, as expected, significantly related to their way of reporting symptoms, which related to individuals' level of acculturative stress. Additional clinical and research implications for Chinese Canadian immigrant community were discussed.

**#25**

*Clinical Psychology/  
Psychologie clinique*

**COPING BEHAVIOURS AND NON-SUICIDAL SELF-HARM IN YOUTH**

Paula Cloutier, Children's Hospital of Eastern Ontario; Elizabeth Glennie, Children's Hospital of Eastern Ontario; Allison Kennedy, Children's Hospital of Eastern Ontario; Clare Gray, Children's Hospital of Eastern Ontario

Non-suicidal self-harm (NSSH) can be conceptualized as a coping behaviour used to alleviate emotional distress. The relationship between coping and psychopathology, particularly with respect to NSSH in adolescents requires further evaluation. This study examines the coping strategies of adolescents who presented to the Crisis Intervention Program at the Children's Hospital of Eastern Ontario in 2007/08 using the Youth Stress and Coping Questionnaire, a measure developed for the assessment of coping and risk behaviours in a crisis population. Analyses focused on the presence and intensity of NSSH and its relationship to coping and risk-taking behaviour. Youth who reported engaging in NSSH completed a subset of items adapted from the Ottawa Self-Injury Inventory to determine intensity of self-harm. Significant group differences were found for engagement coping, risk taking and emotional venting/giving up. Specifically, youth engaging in high intensity self-harm scored significantly lower on engagement coping and higher on risk taking and emotional venting/giving up than those in the low intensity or no self-harm groups. The rate of risk taking behaviours increased with intensity of self-harm with the top three risky behaviours being alcohol use, drug use and engaging in physical risks. The relationship between coping, gender, and intensity of NSSH will also be examined.

**#26**

*Clinical Psychology/  
Psychologie clinique*

**THE ROLE OF ALEXITHYMIA IN EATING DISORDER SYMPTOMS**

Stéphanie Couture, Université de Montréal; Lecours Serge, Université de Montréal

Eating disorders (EDs), both clinical and subclinical, have become an important public health issue. Prevalence rates as high as 13% have been reported for clinical EDs. Moreover, subclinical eating disorders might affect as much as 61% of the college female population. The high prevalence of eating problems supports the importance of a better understanding of the underlying aetiological factors. Alexithymia is thought to be an important personality trait implicated in eating disorders, both clinical and subclinical. To test this hypothesis, we recruited 203 university students and 58 eating-disordered individuals participating in a local support group. Both groups completed questionnaires pertaining to their eating symptomatology and to alexithymia. Results supported the implication of alexithymia in ED pathology. Clinical theoretical implications are discussed.

**#27**

*Clinical Psychology/  
Psychologie clinique*

**COPING WITH COMORBID CANCER AND SCHIZOPHRENIA: A QUALITATIVE EXPLORATORY ANALYSIS**

Lara E Cross, University of New Brunswick; Abraham Rudnick, University of Western Ontario

Many individuals with schizophrenia are diagnosed with cancer, a multiple diagnosis called comorbidity. Research has shown psychiatric symptoms and impaired cognitions interfere with cancer coping, yet it is unclear how individuals with schizophrenia cope with cancer. This undergraduate thesis investigated how comorbid cancer and schizophrenia impacted self-concept, illness perception, and illness outcomes, and how coping strategies compared to published findings on a) coping with cancer without schizophrenia, and b) coping with schizophrenia without cancer. Data was collected in phenomenological semi-structured interviews using Lazarus and Folkman's (1984) coping model framework, and by administering the Structured Clinical Interview for Diagnostic and Statistical Manual of Mental Disorders to confirm diagnosis. Data was analyzed by thematic content analysis. 3 females and 1 male participated. Individuals viewed their self-concept as threatened or unaffected by illness. Illness perception affected psychological, emotional and physical well-being. Outcomes were negative or positive, depending on the severity of illness. Individuals who used predominantly emotion-focused coping had increased positive symptoms of schizophrenia, cancer severity, and lack of insight. The experiences and coping with comorbid cancer and schizophrenia is diverse. Further research is required.

#28

*Clinical Psychology/  
Psychologie clinique***REDUCING CHILDREN'S MENTAL HEALTH WAITING TIMES: A CONJOINT ANALYSIS MODELING THE RESPONSE OF PARENTS TO SELF-PACED PROGRAMS COMBINING THERAPIST AND COMPUTERIZED TELEPHONE COACHING ASSISTANCE**Charles E Cunningham, McMaster Children's Hospital & McMaster University; Heather Rimas, McMaster University; Yvonne Chen, McMaster University; Stephanie Mielko, McMaster University; Jenna Ratcliffe, McMaster University; Amanda Holding, McMaster University; Patrick McGrath, IWK Health Centre

We modeled parental response to self-paced parenting programs supported by a combination of therapist and computerized telephone coaching (CATHI) as a children's mental health waiting list reduction strategy. Using focus group themes, we developed 14 4-level interim service attributes and composed a discrete choice conjoint survey. Participants completed 25 choice tasks presenting experimentally varied attribute level combinations. We computed individual parameter estimates with hierarchical Bayes, utility values with multinomial logit, latent class segmentation analysis, and randomized first choice simulations. The Active segment (63%) preferred that CATHI conduct most of the program's coaching calls. They showed a stronger preference for weekly readings with questions and practice exercises, more frequent homework planning calls, and more frequent reminder calls. They preferred e-mail contact and group meeting with parents using the service. The Less Active segment (37%) preferred that therapists conduct most coaching calls. They preferred less frequent homework planning calls, less frequent reminders, and no contact with parents using the service. Simulations predicted that, while waiting for treatment, 61.7% would use a cost-effective, self-paced program introduced by therapist coaches and supported by CATHI the computerized telephone assistant.

#29

*Clinical Psychology/  
Psychologie clinique***COMPARING THE PARENTING PROGRAM PREFERENCES OF FATHERS AND MOTHERS SEEKING SERVICES FOR CHILDREN WITH MENTAL HEALTH PROBLEMS: A DISCRETE CHOICE CONJOINT ANALYSIS**Charles E Cunningham, McMaster Children's Hospital & McMaster University; Yvonne Chen, McMaster University; Greg Fabiano, University of Buffalo; Dan Waschbush, University of Buffalo; Heather Rimas, McMaster University; William Pelham, University of Buffalo; Patrick McGrath, IWK Health Centre

Fathers often fail to enroll in parenting programs. This study used consumer preference modeling methods derived from marketing research to compare the parenting service preferences of mothers and fathers. Using focus group themes, we developed 20 4-level interim parenting information attributes and composed a discrete choice conjoint survey. Participants (n = 1081) completed 30 choice tasks presenting experimentally varied attribute level combinations. We computed individual parameter estimates with hierarchical Bayes, utility values with multinomial logit, latent class segmentation analysis, and randomized first choice simulations. Standardized importance scores and utility values revealed few differences in the design preferences of mothers and fathers. Mothers reported significantly higher depression scores and responded more positively to programs reducing parental stress and anxiety. Randomized first choice simulations predicted that, while mothers would be more likely to utilize self-paced, coach supported programs, fathers were more likely to pursue information alone. Our results suggest that differential enrollment in parenting programs reflects motivational factors rather than differences in service design preferences.

#30

*Clinical Psychology/  
Psychologie clinique***EXAMINING HOW THE MENTAL HEALTH NEEDS OF CHILDREN WHO HAVE EXPERIENCED MALTREATMENT ARE ADDRESSED WITHIN ONTARIO CHILDREN'S AID SOCIETIES**Jennifer M Czincz, University of Ottawa; Elisa Romano, University of Ottawa

American data suggest that there is often a lack of mental health service provision to children in the child welfare system that have experienced maltreatment and are exhibiting psychological difficulties. This data is concerning given that the existing literature unanimously concludes that children who have experienced maltreatment present with significantly higher rates of mental health difficulties than general samples of children in the community. Given that little Canadian research has been conducted in this area, this study examined the need identification and referral process made to mental health services by Ontario Children's Aid Societies for children who have experienced maltreatment. This study comes at a critical point in the evolution of the child welfare system in Canada, as there has been an increasing movement in the past decade toward integration between initial risk assessment/ maltreatment identification and service delivery/ outcome measurement. An email questionnaire was completed by the Director of Service of each of the 53 Children's Aid Societies in Ontario that addressed need identification, mental health service referrals and provision, resource allocation, and interagency communication. Results and implications will be presented and discussed. This study is endorsed by the Ontario Association of Children's Aid Societies.

#31

*Clinical Psychology/  
Psychologie clinique***THE ROLE OF EMOTIONAL ABUSE AS A MEDIATOR OF THE RELATION BETWEEN JEALOUSY AND COUPLE DISSATISFACTION**Cathy Dandurand, University of Ottawa; Melody Matte, University of Ottawa; Marie-France Lafontaine, University of Ottawa

Studies have demonstrated jealousy to be associated with intimate physical abuse (De Silva, 1994), however, the relation with emotional abuse has yet to be examined. The current study examined received emotional abuse as a mediator of the relation between having a partner with maladaptive jealousy and couple dissatisfaction. Maladaptive jealousy was defined as high levels of cognitive jealousy (worries/thoughts of infidelity) and/or behavioural jealousy (checking/snooping) (Pheiffer and Wong, 1989). Emotional abuse was defined as emotional isolation, whereby one's partner impedes interactions/activities outside the relationship

(Gottman, 2008). The sample included 118 heterosexual individuals completing the Multidimensional Jealousy Scale, the Emotional Abuse Scale, and the Dyadic Adjustment Scale. In this model, both behavioural and cognitive jealousy predicted lower couple satisfaction ( $F [1,117] = 24.774, p < .0001, R^2 = .412 \beta = .13, p < .001$ ;  $F [1,117] = 29.288, p < .001, R^2 = .440 \beta = -.098, p < .001$ , respectively). Once emotional abuse was added to the model, however, the relation between jealousy and couple satisfaction was no longer significant ( $R^2 = .613 \beta = -.017, p > .05$ ;  $R^2 = .608 \beta = -.022, p > .05$ , respectively). These findings support the role of emotional isolation as a mediator of the relation between jealousy and couple dissatisfaction.

**#32**

*Clinical Psychology/  
Psychologie clinique*

**IS THERE A RELATIONSHIP BETWEEN LEVELS OF PHYSICAL ACTIVITY AND PSYCHOLOGICAL DISTRESS IN A DIABETIC POPULATION?**

Tracy De Boer, King's University College; John Sneep, King's University College; Andrea Oggenorth, University of Alberta

Past research has explored the relationship between physical activity and mental health. The positive benefits of engaging in physical activity have been identified in various populations including those with chronic illnesses such as diabetes. This study investigated the correlational relationship between physical activity and psychological distress in a diabetic population. 100 diabetic participants were asked to complete a questionnaire which included the Diabetic Distress Scale (DDS-17), the Perceived Stress Scale (PSS-10) and the International Physical Activity Questionnaire (IPAQ). It was hypothesized that there would be a negative correlational relationship between the variables of physical activity and perceived stress as well as between the levels of physical activity and diabetes distress.

**#33**

*Clinical Psychology/  
Psychologie clinique*

**HOW DOES RELIGIOSITY AFFECT THE RELATION OF OBSESSIONALITY AND NEGATIVE EMOTION WITH MENTAL CONTROL?**

Adriana del Palacio-González, University of New Brunswick; David A Clark, University of New Brunswick; Mügkan Altin, Middle East Technical University, Ankara, Turkey; Nicola McHale, University of New Brunswick

Metacognitive processes, such as beliefs about the importance of controlling thoughts, have been associated to obsessiveness. Wegner's (1994) theory of mental control predicts that deliberate attempts to control thoughts may backfire and produce an undesired effect. Not surprisingly, mental control has also been linked to higher levels of anxiety and negative mood. At the same time, some research shows that highly religious individuals present more obsessional symptoms and beliefs about the need to control thoughts. In this study, we explore religiosity as a moderator of the relation of obsessiveness, anxiety and depression with mental control. Two hundred and fifty undergraduate students completed measures of mental control (CUTS), obsessiveness (CBOCI), anxiety and depression (DASS), and religion-related questions (i.e. fundamentalism, and importance of religiosity). Hierarchical regression analyses showed that even though obsessiveness is the main predictor of mental control, anxiety has a unique contribution in the explanation of mental control. Also, the interactions between religiosity and depression, and religiosity and obsessiveness significantly predicted mental control. Results are discussed in terms of the role of religiosity in the prediction of mental control when interacting with depression, obsessiveness and anxiety.

**#34**

*Clinical Psychology/  
Psychologie clinique*

**DOES IMAGERY MEDIATE THE RELATIONSHIP BETWEEN FEELINGS OF ANXIETY AND URGES TO WASH?**

Ivana C Di Leo, Concordia University; Corinna Elliott, Concordia University; Stella M Paradisis, Concordia University; Gillian M Alcolado, Concordia University; Adam S Radomsky, Concordia University

A new conceptualization of a fear of contamination involves two types of contamination fears: Physical and mental. Mental contamination (MC) differs from physical contamination in that MC may be evoked by thoughts, words or imagined events and is difficult to wash away. MC is found present in individuals suffering from OCD; however, MC is also found present in other anxiety disorders (e.g., specific phobia) and among women who have been sexually assaulted. Previous research involving mental contamination has relied heavily on participants' ability to imagine an event as if it were occurring at that very moment in the laboratory. The purpose of this study is to investigate whether or not participants' ability to form and hold an image may mediate the relationship between feelings of anxiety and urges to wash, two important indices of mental contamination. Female undergraduate students ( $n = 16$  tested to date out of 80) listen to an audio recording involving guided imagery and imagine that they are the main character in the scenario and that the events are happening right now. The content of the audio recording involves receiving a non-consensual kiss from a man. Data collection continues and will be completed well before the conference. Final results will be discussed in terms of cognitive-behavioural conceptualizations of and treatments for OCD.

**#35**

*Clinical Psychology/  
Psychologie clinique*

**COPING PATTERNS USED BY THERAPISTS IN TRAINING: AN INVESTIGATION OF IN-SESSION PROCESSES**

Debora D'Iuso, McGill University; Jack De Stefano, McGill University; Marilyn Fitzpatrick, McGill University; Martin Drapeau, McGill University

Trainees experience challenges and stresses throughout their training. This is acutely felt when therapists meet with clients and experience anxiety and other negative affect. Trainees' quality of coping has an impact on their performance of essential communication and intervention skills. In considering that the transactional sequences of therapists and clients are mutually-influencing, coping patterns used by trainees might influence clients' coping behavior. This study examined the coping patterns of trainees at the beginning of clinical training and how they relate to the psychotherapeutic process (e.g., working alliance). Also examined is how trainees respond to the clients' use of coping strategies. Early sessions from  $N = 25$  therapist-client dyads were rated for



coping strategies using the observer-rated method developed by Perry and colleagues (2004). LAG sequential analysis was used to determine if trainees used predictable coping strategies to respond to client messages. Knowing the response patterns of trainees (i.e., coping) is of value to trainers and supervisors. Novice therapists experience psychotherapy as stressful and effective training is often focused on helping trainees understand their own in-session behaviors and on fostering understanding of their contributions to the unfolding process.

**#36**

*Clinical Psychology/  
Psychologie clinique*

**AN EXAMINATION OF THE HYPOTHESIS-TESTING STRATEGIES AND COPING PATTERNS: SUPERVISORY IMPLICATIONS**

Nadia T D'Iuso, University at Albany, State University of New York; Debora D'Iuso, McGill University; Mike Ellis, University at Albany, State University of New York; Jack De Stefano, McGill University; Marilyn Fitzpatrick, McGill University; Martin Drapeau, McGill University

There are three hypothesis-testing strategies clinical trainees may use: confirmatory, disconfirmatory and unbiased strategy to test a diagnosis (Speranza, 2001). These strategies differ in their effectiveness in accurately diagnosing the clients' symptoms and may therefore lead to the trainees' negative affect. Additionally, trainees' quality of coping with this affect can have an impact on the effectiveness of their interventions. This study therefore examined whether a relationship exists between the hypothesis testing strategies used and trainees coping patterns. Method: Early sessions from N = 25 therapist-client dyads were rated to identify the hypothesis testing strategies. Three raters were trained to classify the questions posed by the clinicians as being confirmatory, disconfirmatory, and/or unbiased (Speranza, 2001). Additionally, identification of the coping patterns used the method developed by Perry and colleagues (2004). Analyses were conducted to determine if a relationship exists between the hypothesis-testing strategies selected and the types of coping strategies. The implications of this study include helping trainees use the hypothesis-testing strategies and the coping patterns needed to reduce their negative affect in session.

**#37**

*Clinical Psychology/  
Psychologie clinique*

**COGNITIVE-BEHAVIOURAL THERAPY AND APPLIED RELAXATION FOR GENERALIZED ANXIETY DISORDER: A COMPARISON OF CHANGES IN WORRY, SOMATIC ANXIETY, AND DEPRESSIVE SYMPTOMS DURING TREATMENT**

Eleanor Donegan, Concordia University; Michel J Dugas, Concordia University & Hôpital du Sacré-Cœur de Montréal; Kathryn A Sexton, Concordia University

Generalized anxiety disorder (GAD) is characterized by excessive worry and somatic anxiety (DSM-IV-TR; APA, 2000) and is often associated with depressive symptoms (Wittchen et al., 1994). Although efficacious treatments have been developed (Ladouceur et al., 2000; Öst & Breitholtz, 2000), little is known about the nature of GAD symptom change or the mechanisms by which change occurs. This study will examine the sequence of changes in worry, somatic anxiety, and depressive symptoms in 57 individuals with GAD who received applied relaxation (AR) or a GAD-specific cognitive-behavioural therapy (CBT). We predict different patterns of change in AR and CBT. As this CBT targets worry, we predict that changes in worry will precede changes in somatic symptoms, which will alleviate associated depressive symptoms. AR, in contrast, targets somatic anxiety. As GAD and depression share many somatic symptoms, alleviating somatic anxiety may lead to changes in depressive symptoms before changes in worry occur. Changes in somatic anxiety in AR are therefore predicted to precede changes in depressive symptoms, which will precede changes in worry. We will also explore potential mechanisms of change by examining whether cognitive processes (e.g., intolerance of uncertainty) mediate symptom change. This study will help clarify the nature of symptom changes that occur in common treatments for GAD.

**#38**

*Clinical Psychology/  
Psychologie clinique*

**PERSONAL STANDARDS AND SELF-CRITICISM DIMENSIONS OF PERFECTIONISM AND DAILY STRESS, COPING, AND AFFECT SIX MONTHS LATER**

David Dunkley, SMBD Jewish General Hospital and McGill University

This study of community adults (66 men, 132 women) examined personal standards (PS) and self-criticism (SC) dimensions of perfectionism and daily stress, coping, and affect six months later. Participants completed measures of perfectionism at Time 1 and then six months later completed questionnaires at the end of the day for 14 consecutive days. Confirmatory factor analysis supported the measurement model used in this study. Zero-order correlations showed that SC was primarily associated with maladaptive aspects of functioning (e.g., daily stress, avoidant coping) six months later. On the other hand, PS was associated with both maladaptive (e.g., daily stress, avoidant coping) and adaptive (e.g., problem-focused coping) aspects of functioning six months later. Structural equation modeling indicated that the relation between SC and daily negative affect six months later was mediated or explained by higher stressfulness of most bothersome daily events, cumulative daily hassles, and avoidant coping, whereas PS exhibited an indirect relation with positive affect six months later through problem-focused coping. Clinical implications of distinguishing between PS and SC dimensions of perfectionism are discussed.

**#39**

*Clinical Psychology/  
Psychologie clinique*

**HUMOUR CREATION ABILITY AND MENTAL HEALTH: ARE FUNNY PEOPLE MORE PSYCHOLOGICALLY HEALTHY?**

Kim Edwards, University of Western Ontario; Rod A Martin, University of Western Ontario

Recently, there has been a push in the mental health literature towards definitions that include a focus on general strengths, resources and capacities that enable people to thrive (Peterson, Park, & Seligman, 2006). One personality trait thought to play an important role in coping, mood, and interpersonal relationships is sense of humour (Martin, 2007). However, past research contains gaps in conceptualizations of humour as a creative ability or aptitude. Therefore, the purpose of this study was to assess the rela-

tionship between humour creation ability (HCA), other humour self-report measures, and psychological well-being. Two humour production activities and a variety of questionnaires were completed by a sample of 215 university students. Correlation analyses provided support that humour creation ability was negatively related to seriousness, and positively correlated with both life satisfaction and family social support. Regression analyses revealed interactions between humour styles and HCA, on a number of mental health variables, suggesting that well-being may depend on how this ability is used in everyday life, and not simply how funny an individual is. These findings have potential implications for future interventions attempting to train people to create humour in hopes that enhanced well-being will follow.

**#40**

*Clinical Psychology/  
Psychologie clinique*

**DOES SELECTIVE MEMORY PLAY A ROLE IN PROBLEM GAMBLING?**

Cheryl Everall, Lakehead University; Dwight Mazmanian, Lakehead University; John Jamieson, Lakehead University; Alexander Penney, Lakehead University; Nicholas Harris, Lakehead University

Previous research has suggested that cognitive factors might play a role in problem gambling. The role of attention and selective memory for gambling-related stimuli and gambling "wins" was investigated in a controlled laboratory environment. Seventy-five adult participants were classified as problem gamblers ( $n = 20$ ), social gamblers ( $n = 33$ ), or non-gamblers ( $n = 22$ ) using South Oaks Gambling Screen cut-off scores (Lesieur & Blume, 1987). All participants were asked to complete a computerized word-list recall task, followed by an opportunity to play a computerized slot machine simulation task. In the word recall task, participants were presented a randomized list of 20 gambling-related words, 20 food-related words, 20 neutral words, and 20 filler words, followed by an immediate free-recall task. Upon completion of the slot machine task, participants were asked to recall the number of slot machine wins. Participants were contacted after a 7-day retention interval and asked to recall their number of wins once again. Problem gamblers did not recall more gambling-related words than recreational gamblers or non-gamblers ( $F_s < 1$ ), and there were no differences for immediate and delayed recall of slot machine wins ( $F_s < 1$ ). These findings suggest that selective attention or memory for wins and gambling-related stimuli may not play a role in problem gambling.

**#41**

*Clinical Psychology/  
Psychologie clinique*

**PREDICTING AND MANAGING VIOLENCE IN ACUTE PSYCHIATRY USING THE BROSET VIOLENCE CHECKLIST AND REFLECTIVE SOLUTIONS DEBRIEF MEETINGS**

Karlee D Fellner, Alberta Hospital Edmonton; Wendy L Hawkins, Alberta Hospital Edmonton; Elizabeth Hood, Alberta Hospital Edmonton

Quality practice survey results at a psychiatric hospital indicated that aggression and violence were the most critical issues affecting safety, treatment, and retention of staff. A plan was developed to build staff capacity to address aggression/violence and to improve communication, reflective practice, staff solidarity, de-escalation skills and safety. Staff on two acute adult psychiatry units implemented the Broset Violence Checklist (BVC), a measure designed to predict patient violence through tracking indicators of violence. Weekly debriefing meetings were held with interdisciplinary staff to collectively process, learn from, and address issues related to aggression/violence. BVC data analysis found irritability was the most common indicator of violence, and there was a decrease in irritability and confusion over the course of the study. Several themes emerged in the debriefing meetings. Regular staff felt confident with their ability to predict violence without using the BVC, but endorsed its usefulness for training new staff. Factors that contribute to patient aggression include staff attitude and communication style, environment, inconsistent rules and procedures, and insufficient de-escalation training. Building staff cohesion and effective communication is essential to decrease frustration, aggression, and violence, and to provide necessary support after an incident.

**#42**

*Clinical Psychology/  
Psychologie clinique*

**RECURRENT DREAMS AND WELL BEING IN CHILDREN**

Aline Gauchat, Université de Montréal; Antonio Zadra, Université de Montréal; Jean R Séguin, Université de Montréal

Clinical and empirical findings indicate that the occurrence of recurrent dreams in adults is associated with impoverished psychological well-being and that their content presumably reflects unresolved difficulties in the dreamer's life. However, whether similar associations exist in children remains unknown. We investigated if children reporting recurrent dreams scored lower on measures of well-being and adjustment than children without recurrent dreams. A total of 168 11-year old children, comprised equally of boys and girls, completed a self-report dream questionnaire in addition to measures of well-being. 32% of boys and 38% of girls reported having experienced a recurrent dream during the past year. Multivariate analyses revealed a marginally significant interaction between gender and recurrent dream presence, explaining 13% of the variance and a significant main effect of gender which accounted for 18% of the variance. Univariate analyses revealed that boys reporting recurrent dreams had significantly higher scores on reactive aggression than those who did not and children with recurrent dreams had higher levels of reactive aggressiveness than children who did not report recurrent dreams. The data thus suggest that by age 11 years, the presence of recurrent dreams may reflect underlying emotional difficulties in boys but not necessarily in girls.

**#43**

*Clinical Psychology/  
Psychologie clinique*

**THE EFFECTS OF SOCIAL ANXIETY IN THE MODERN WORKFORCE: AN INTERVENTION TARGETING SELF-FOCUSED ATTENTION**

Dubravka L Gavric, University of Waterloo; David A Moscovitch, University of Waterloo

Social anxiety is characterized by a fear of social situations in which embarrassment, negative evaluation, or criticism may occur (APA, 2000). When in a social situation, socially anxious individuals tend to engage in self-focused attention, which is the careful monitoring of self-referent information (Clark & Wells, 1995). Research in this area has demonstrated that self-focus is associated

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with increased anxiety and a variety of performance deficits (Woody, Chambless, & Glass, 1997). In a study by Gavric, Gilin and Stewart (2007), self-focus was found to be a key mediator between social anxiety and negotiation performance. In contrast to self-focused attention, the ability to focus attention on the thoughts of a negotiation partner has been shown to improve negotiation outcomes (Galinsky & Mussweiler, 2001). The purpose of the current study is to determine whether manipulating attentional focus can improve the negotiation outcomes of socially anxious individuals. Approximately 180 undergraduate students will be recruited to take part in a negotiation simulation. Participants will be assigned to one of three focus conditions (self, other, and control) prior to taking part in a negotiation with a fellow student. It is expected that the other-focus condition will result in lower anxiety and greater negotiation success in comparison to the self-focus and control conditions.

**#44**

*Clinical Psychology/  
Psychologie clinique*

**LA MISE EN PLACE DE PROCESSUS DÉLIBÉRATIFS AU SEIN D'UNE ORGANISATION DE SERVICE: UN ÉLÉMENT FACILITATEUR POUR AUGMENTER L'UTILISATION DES CONNAISSANCES SCIENTIFIQUES PAR LES PRATICIENS**

Marie-Joëlle Gervais, Université du Québec à Montréal; François Chagnon, Université du Québec à Montréal

Dans le domaine de l'intervention sociale, les intervenants et les gestionnaires doivent reconnaître la pertinence d'une connaissance scientifique afin de l'utiliser au sein de leur pratique (Belkhdja et al. 2007). Plusieurs auteurs suggèrent qu'un des mécanismes important permettant d'établir la pertinence d'une évidence pour la pratique passerait par un processus de délibération et d'échange avec les pairs au sein de l'organisation (Lomas, 2005). Or, le lien entre la présence de processus délibératifs, l'augmentation de la pertinence d'une connaissance scientifique pour la pratique et son utilisation n'a jamais été démontré. L'étude vise à examiner ce lien par l'analyse de trois expériences de collaboration entre la recherche et la pratique qui ont cours au sein des centres jeunesse de Montréal. Des entrevues individuelles après d'intervenants (N = 15) et de gestionnaires (N = 15) ont été réalisées. L'étude permet d'appuyer le lien entre la mise en place de processus délibératifs au sein de l'organisation, l'augmentation de la pertinence des connaissances scientifiques acquises et leur utilisation par les praticiens. Des stratégies individuelles et organisationnelles afin de favoriser les processus de délibération des connaissances au sein d'une organisation œuvrant dans le domaine de l'intervention auprès des jeunes et des familles en difficultés sont également présentées.

**#45**

*Clinical Psychology/  
Psychologie clinique*

**KNOWLEDGE TRANSLATION AMONG CLINICIANS AND MANAGERS: ARE THERE TWO WORLDS?**

Marie-Joëlle Gervais, Université du Québec à Montréal; François Chagnon, Université du Québec à Montréal

Many authors suggested that dissemination and implementation strategies must be fine-tuned to the type of decision-making process and the context in which the user groups work in order to insure knowledge utilization (Lavis et al. 2003; Rich, 1997). However, little is known about how to adapt and disseminate research findings to maximize their utilization among children's social health providers. The aims of the study are: 1) to investigate to which purposes clinicians and managers usually use scientific knowledge and 2) to examine the differences in the type of criteria clinicians and managers use to establish the credibility and usefulness of scientific knowledge for their practice. Based on case study design (N = 3), in-depth interviews were conducted between November 2007 and May 2008 with clinicians (N = 15) and managers (N = 15) in youth protection services. The study highlights important differences between clinicians' and managers' knowledge utilization processes. Differences were also found in the type of criteria they apply to establish the usefulness and credibility of research findings for their daily actions. The research empirically supports the importance of adapting the type of dissemination strategies to the specific context in which the users work, to their role within the organisation, to their decision-making process, and to their current practices and needs.

**#46**

*Clinical Psychology/  
Psychologie clinique*

**THE ROLE OF MEANING-MAKING ON PSYCHOLOGICAL ADJUSTMENT FOLLOWING INTERPERSONAL VICTIMIZATION**

Natacha Godbout, Université Laval; Marsha Runtz, University of Victoria

People exposed to traumatic events often experience a loss of meaning in their lives, which can shatter their vision of the self, others, as well as their sense of control and direction in life. Researchers and clinicians have proposed that survivors who are able to make sense of their trauma and its implications in their current life fare better than those who do not. Based on a need for a comprehensive quantitative measurement tool to assess meaning-making, we developed the Meaning Making Questionnaire (MMQ; Godbout & Runtz, 2007). The MMQ includes 6 dimensions: no self blame, strong identity and goals, overcoming the traumatic experience, closeness and trust in others, fighter/survivor, and religion. A sample of 1044 women and men completed the MMQ and questionnaires assessing interpersonal victimization, attachment, post-traumatic stress, and psychological symptoms (TSI-2; Briere, 2008). Reliability analyses supported the internal consistency of the MMQ, factor analyses confirmed its' structural validity, and correlations between the MMQ, interpersonal victimization and psychosocial outcomes provided evidence of its' content validity. Results of structural equation models supported the role of meaning making as a mediator of the link between interpersonal victimization and subsequent adjustment. Practical implications for survivors of interpersonal trauma are discussed.

**#47**

*Clinical Psychology/  
Psychologie clinique*

**COMORBID ANXIETY AND DEPRESSION IN YOUTH: SYMPTOMATOLOGY AND FAMILY FUNCTIONING**

Carly Guberman, University of Toronto; Katharina Manassis, The Hospital for Sick Children and University of Toronto

Previous studies suggest that comorbid anxiety and depressive disorders in youth are associated with more severe symptomatology and family dysfunction than a diagnosis of either disorder alone. This study's objective was to replicate and extend past findings by expanding the definition of comorbidity to include comorbid subthreshold symptoms (i.e., one symptom set falls below the diagnostic criteria cut-off of a disorder). We divided 193 clinic-based youth, aged 4 to 18 years, into anxiety (ANX), depression (DEP), and comorbid groups (COM). Outcome measures assessing the youth's internalizing symptoms and family functioning were completed by youth and maternal caregivers. COM youth endorsed more severe anxiety symptoms and family dysfunction than ANX youth. By contrast, COM youth did not endorse more severe depression symptoms or family dysfunction compared to DEP youth. Similar results were found for maternal reports of internalizing symptoms, but maternal reports of family functioning yielded no group differences. This study replicates past findings that the presence of comorbid depression in anxious youth is associated with severe anxiety and family dysfunction. Our findings also suggest that subthreshold depressive symptoms in anxious youth relate to the severity of symptomatology and family dysfunction reported, but subthreshold anxiety symptoms in depressed youth do not.

**#48**

*Clinical Psychology/  
Psychologie clinique*

**EXECUTIVE DYSFUNCTION IN VIOLENT OFFENDERS: A POTENTIAL AVENUE FOR REHABILITATION**

Megan Hancock, University of Western Ontario; Peter N S Hoaken, University of Western Ontario

Canadian crime statistics indicate that 1 in 7 violent offenders re-offend within a year of their release from prison (Bonta, Ruggie, & Dauvergne, 2003). Traditionally, punishment, most notably incarceration, has been employed in hope of deterring criminals and decreasing violent crime. This model has been shown to be largely ineffective (Correctional Service of Canada, 2002). Understanding and treating the causal underpinnings of violent crime is of the utmost importance for individuals and society as a whole. Several factors have been identified as potential contributors to violent crime, including cognitive deficits in executive functioning (Hoaken, Allaby, & Earle, 2007). To investigate this further, 80 violent offenders from Fenbrook Institution, a federal facility, were tested on a battery of executive functioning measures. Offenders were administered four subtests of the Delis-Kaplan Executive Function System (Verbal Fluency, Color-Word Interference, Card Sort, and the Tower Test) as well as the Iowa Gambling Task. Violent offenders were found to have broad and pervasive dysfunction in their executive abilities and this translated into specific violent behaviours. This speaks to the possibility of a new type of correctional rehabilitation program, one that focuses on the rehabilitation of basic executive cognitive functions.

**#49**

*Clinical Psychology/  
Psychologie clinique*

**AN ADAPTED DBT SKILLS GROUP FOR CLIENTS WITH BORDERLINE PERSONALITY DISORDER: ADDING VALUE TO TREATMENT AS USUAL**

Regan Hart-Mitchell, Regina Qu'Appelle Health Region; Regan Shercliffe, Luther College; John Brown, Regina Qu'Appelle Health Region

Introduction: There has been a growing body of research demonstrating the efficacy of adapted DBT Skills Groups in reducing symptoms associated with Borderline Personality Disorder. The present research was an evaluation study of an adapted DBT Skills Group Program that was implemented as a "value-added" component to Treatment As Usual (TAU) within existing mental health services. Method: The DBT Skills Group was implemented with a few minor adaptations to the skills as manualized (8 weeks; 16 sessions). A total of N = 34 women completed treatment. Group participants were administered measures of BPD symptoms, anxiety, and depression at pre- and post-group treatment, as well as at three months following treatment. Results: During the treatment process, repeated measures ANOVA showed overall reductions in scores on measures of BPD, anxiety, and depression symptoms. At three-month follow-up, mean scores showed slight elevations in symptoms, indicating that treatment gains were not well maintained. Conclusion: The results of this study provide support for the use of adapted DBT Skills Training Groups as a supplement to TAU. However, the finding that symptoms measured at three-month follow-up began to increase in magnitude likely suggests that longer-term Skills Training is required if treatment gains are to be maintained.

**#50**

*Clinical Psychology/  
Psychologie clinique*

**EATING DISORDERS AND ADDICTION: COMPARING EATING DISORDER TREATMENT OUTCOMES AMONG CLIENTS WITH AND WITHOUT COMORBID SUBSTANCE USE DISORDER**

Victoria Ho, Bellwood Health Services; Simone Arbour, Bellwood Health Services; Janice M Hambley, Bellwood Health Services

Studies have shown that eating disorders (ED) and substance abuse disorders (SUD) share common clinical and biological similarities. However, there are very few outcomes studies involving individuals with ED who are dually-diagnosed with SUD, thus it is not clear whether both disorders can be successfully treated concurrently. The present study explored several factors related to 6-month post-treatment outcomes in eating attitudes and behavior and quality of life variables. Results show that both eating disorder only (ED) clients and dually-diagnosed eating disorder and substance use disorder (ED-SUD) clients have significant improvements in self-report eating disorder symptoms and concerns, as well as quality of life functioning. There were no significant differences in outcomes between ED and ED-SUD clients, however, which suggest that the two diagnoses may share clinical similarities.

**#51**

*Clinical Psychology/  
Psychologie clinique*

**SUICIDE ATTEMPTER TYPES: MIXED MODEL ITEM RESPONSE THEORY APPLIED TO BECK HOPELESSNESS SCALE ITEMS**

Ronald R Holden, Queen's University; Michelle M DeLisle, Mother Rosalie Health Services Centre; Ricardo Flamenbaum, Queen's University

Suicide attempters may comprise a highly heterogeneous set of individuals and, consequently, the optimal classification and description of homogeneous subtypes of attempters could serve to improve the understanding, prevention, and prediction of future suicidal behaviour. For a sample of 179 individuals with a life-time history of a previous suicide attempt, this research examined the identification of suicide attempter types through the application of mixed-model item response theory to responses on the Beck Hopelessness Scale, a pre-eminent psychological predictor of subsequent death by suicide. Following this, external validity for this classification was demonstrated through the emergence of type differences on suicide-related variables that were external to the development of the typology. Similarities to other cluster analyses of suicide attempters and the potential predictive validity of the currently derived classification system are discussed.

#52

*Clinical Psychology/  
Psychologie clinique***A COMPARISON OF SELF-REPORTED ATTACHMENT VARIABLES AND HYPOTHESIZED ATTACHMENT-RELATED RORSCHACH VARIABLES**Pamela L Holens, University of Manitoba; Rayleen V De Luca, University of Manitoba; Andrew A Lubusko, University of Manitoba

Thirty-nine university students who reported childhood psychological maltreatment and thirty-nine university students who reported no childhood maltreatment experiences were administered the Experiences in Close Relationships (ECR) inventory and the Rorschach Inkblot test. The ECR scores for attachment anxiety and attachment avoidance were compared to scores on hypothesized attachment-related Rorschach variables to ascertain whether the Rorschach could provide similar information to the ECR through projective, rather than self-report, means. No evidence of associations between the projective responses and the self-report measure of these attachment dimensions was found in either the maltreated or the non-maltreated group, suggesting the need for further research in this area.

#53

*Clinical Psychology/  
Psychologie clinique***THE IMPACT OF CHILDHOOD PSYCHOLOGICAL MALTREATMENT ON ADULT ATTACHMENT STYLES**Pamela L Holens, University of Manitoba; Rayleen V De Luca, University of Manitoba

The recognition of psychological maltreatment as a distinct form of child maltreatment worthy of independent investigation occurred only as recently as the late 1970s. Today, there is a growing consensus among professionals that not only is psychological maltreatment far more prevalent than was once realized, but also that it lies at the core of all major forms of abuse and neglect. Furthermore, its impact has been found to be more damaging than the effects of either physical or sexual abuse. The current study examined individuals who reported having experienced childhood psychological maltreatment in comparison to a control group who reported not having experienced any form of childhood maltreatment. The attachment styles of the maltreated and non-maltreated groups were compared with respect to a two-dimensional model of attachment. It was hypothesized that maltreated individuals would have less secure adult attachment relationships than their non-maltreated counterparts. Results indicated that individuals who reported childhood psychological maltreatment were indeed more likely than their non-maltreated counterparts to have developed a self-reported insecure attachment style in their adult relationships, characterized by higher levels of both attachment avoidance and attachment anxiety.

#54

*Clinical Psychology/  
Psychologie clinique***IMPLICIT MEMORY BIAS IN GENERALIZED ANXIETY DISORDER: THE ROLE OF STIMULUS RELEVANCE**Anthony Hopley, University of New Brunswick; Kylie Francis, Concordia University; Michel J Dugas, Concordia University

Models of information processing predict that anxious individuals possess a memory bias for threatening information. However, research has yet to conclusively show such a bias in individuals with generalized anxiety disorder (GAD). As research suggests that intolerance of uncertainty is central to GAD, uncertain stimuli may increase the probability of tapping into this process, thereby eliciting a memory bias. Furthermore, research suggests that the personal relevance of stimuli accounts for a portion of memory bias. Therefore, this study will explore the effects of uncertain stimuli and the role of stimulus relevance on implicit memory in GAD. It is hypothesized that on an implicit memory task, a GAD analogue group will show greater bias for uncertain and threat words compared to controls. Finally, stimulus relevance is expected to be more highly related to a bias for threat and uncertain words in the GAD analogue group. This study will clarify previous research inconsistencies and aid in determining whether GAD analogues exhibit an implicit memory bias for uncertain and threatening information. Further, this study will address whether stimulus relevance is a variable that contributes to implicit memory bias. With an increased focus on processing biases in therapies for anxiety, enhanced understanding of these processes in GAD should lead to improved therapeutic interventions.

#55

*Clinical Psychology/  
Psychologie clinique***RELATIONS AMONG MINDFULNESS, WELL-BEING, AND SLEEP-RELATED FUNCTIONING**Andrew J Howell, Grant MacEwan College; Nancy Digdon, Grant MacEwan College; Christie Harcus, Grant MacEwan College; Amanda R Sheptycki, Grant MacEwan College; Karen Buro, Grant MacEwan College

Our prior research supported a model wherein mindfulness directly predicts well-being and indirectly predicts well-being through improved sleep quality (Howell, Digdon, Buro, & Sheptycki, 2008). In the current research, we expanded the assessment of sleep-related functioning to include measures such as daytime sleepiness, dysfunctional beliefs about sleep, sleep effort, sleep hygiene, and pre-sleep arousal. Results from a sample of 250 undergraduates revealed significant associations among measures of emotional, psychological, and social well-being, mindfulness, and the sleep-related variables. Structural equation modeling yielded support

for sleep-related self-regulatory functioning as a mediator between mindfulness and well-being. Results are considered in terms of additional plausible relationships between mental health and sleep, and in terms of suggestions for future work.

**#56**

*Clinical Psychology/  
Psychologie clinique*

**PROBLEM GAMBLERS WHO ADMIT TO A GAMBLING PROBLEM AND THOSE WHO DO NOT: THE DISTINCTION BETWEEN PRIMARY AND SECONDARY GAMBLERS REVISITED**

John Jamieson, Lakehead University; Sara Craig, Lakehead University; Dwight Mazmanian, Lakehead University; Nancy Black, St. Joseph's Care Group

The Catalyst database contains information on all clients who entered addiction treatment programs in Ontario. Nguyen et al. (2008) examined the data from clients who received treatment in Northwestern Ontario between 2003 and 2006, and reported differences between problem gamblers who reported gambling as a problem and those who did not. The present study was conducted to provide a comprehensive comparison of differences between these two groups using the same database. Of 621 admissions who were identified as having a gambling problem, 155 specified that gambling was their primary presenting issue. Most (72.6%) problem gamblers did not seek treatment for gambling, only for other addictions. Those who listed gambling as their first presenting issue received quite different treatment programs in the agency: they were significantly ( $p < .001$ ) more likely to receive treatment in a specialized gambling program. They were also more likely to be females and to have lower rates of substance addiction. Additional findings confirm the importance of viewing clients whose primary presenting issue is gambling as quite different from the other addiction clients who have gambling problems. These findings suggest that an awareness of the distinction between "primary" and "secondary" problem gamblers might have practical utility for those working in addictions treatment facilities.

**#57**

*Clinical Psychology/  
Psychologie clinique*

**CHILDHOOD EMOTIONAL ABUSE AND NEGLECT ARE ASSOCIATED WITH ADULT BODY IMAGE DISSATISFACTION AND OVER-INVESTMENT: THE MODERATING ROLE OF SOCIAL SUPPORT AND IMMATURE DEFENCE**

Josee L Jarry, University of Windsor; Michael Kong, University of Windsor

In this study, we investigated the association between various forms of childhood abuse and neglect, and adult body image satisfaction and investment in young women. We also examined potential moderators of this association such as social support and defensive style. Results showed that childhood emotional abuse and neglect are robust predictors of adult body image disturbance in women. Although the relationship between emotional abuse and body image disturbance was unmoderated by any of the factors tested, the association between emotional neglect and body image disturbance was moderated by social support and the use of immature defences. More specifically, women reporting high levels of childhood emotional neglect had poor body image regardless of their current experience of social support. However, among those reporting low levels of childhood emotional neglect, women currently experiencing high social support reported better body image than did those who reported receiving low social support. Emotional neglect also was moderated by the extent to which participants made use of immature defences. In women having experienced high emotional neglect, those using immature defences expanded more efforts toward managing their appearance and considered it more important than did those who used immature defences to a lesser extent.

**#58**

*Clinical Psychology/  
Psychologie clinique*

**THE MEDIATIONAL ROLE OF PSYCHACHE IN THE RELATIONSHIP BETWEEN ALEXITHYMIA AND SUICIDAL IDEATION**

Katia Keefer, Queen's University; Ronald R Holden, Queen's University; Karen Gillis, Queen's University

According to Shneidman (1993), psychache, or intense psychological pain, is the direct cause of suicide that mediates the effects of all other contributing psychological factors. Although there is growing empirical support for psychache as a significant unique predictor of suicidal behaviour, its role as a mediator of other risk factors has not been tested systematically. One relevant factor is alexithymia, a personality dimension characterised by difficulties in identifying and describing feelings and an externally-oriented cognitive style. Past studies have found elevated levels of alexithymia to be associated with a history of attempted suicide among clinical patients and with increased prevalence of suicidal thoughts in the general population. The present study used structural equation modeling to examine whether psychache mediated the relationship between alexithymia and suicidal ideation in a sample of 202 undergraduate students. In line with Shneidman's theory, results indicated that the effect of alexithymia on suicidality was fully explained by its relationship with psychache. Clinical implications of this finding are discussed.

#59

*Clinical Psychology/  
Psychologie clinique***SELF-COMPASSIONATE, SELF-ENERGIZING, AND SELF-CONTROLLING APPROACHES TO SMOKING CESSATION: SELF-CRITICISM AND IMAGERY VIVIDNESS AS MODERATORS**Allison C Kelly, McGill University; David C Zuroff, McGill University; Clare L Foa, McGill University; Paul Gilbert, Kingsway Hospital

Gilbert (2000) posits three evolved affect regulation systems focused on threat, drive, and affiliation that can be stimulated by inter- and intrapersonal signals. We applied his model to study the impact of various intrapersonal processes on self-regulation. Inspired by Gilbert (2005), three self-help interventions for smoking cessation were designed to stimulate one of these three affect systems. 100 smokers were randomly assigned to a self-monitoring condition or to one of three enhanced conditions combining self-monitoring with self-controlling, self-energizing, or self-compassionate imagery and self-talk. Hierarchical linear modelling revealed that over 3 weeks, smoking dropped as a function of time, but not condition. Trait self-criticism interacted with condition to predict smoking reduction; high self-critics had faster drops in the self-compassion and self-energizing conditions. Also, imagery vividness moderated the effects of the enhanced interventions; vivid imagery facilitated smoking reduction in the self-compassion condition but hindered it in the self-controlling condition. Findings suggest that self-relating from a vivid self-controlling inner image harms self-regulation but a vivid self-compassionate image assists it. Furthermore, for individuals who tend to be self-critical, intrapersonal encouragement characterized by positive affect is especially helpful.

#60

*Clinical Psychology/  
Psychologie clinique***COPING IN YOUTH WHO PRESENT TO PEDIATRIC EMERGENCY MENTAL HEALTH SERVICES**Allison Kennedy, Children's Hospital of Eastern Ontario; Paula Cloutier, Children's Hospital of Eastern Ontario; Elizabeth Glennie, Children's Hospital of Eastern Ontario; Clare Gray, Children's Hospital of Eastern Ontario

A crisis can be conceptualized as a state in which one's ability to cope is stretched beyond capacity. Adolescence is a stressful developmental period during which coping strategies become more complex and defined. Youth who present to crisis intervention services offer a unique opportunity to study coping in a vulnerable population. This study examines the coping strategies of youth (12 to 17 years old) who presented to the Crisis Intervention Program at the Children's Hospital of Eastern Ontario in 2007/08 using the Youth Stress and Coping Questionnaire, a measure developed for the assessment of coping and risk behaviours in a crisis population. Preliminary analyses revealed that youth presenting in crisis most often endorsed crying, talking to someone, and arguing with people as their primary responses to stress. Preliminary analyses revealed a 5-factor structure including: emotional venting/giving up, engagement coping, cognitive disengagement, risk taking, and aggressive/online activities. Males and females reported using similar levels of engagement coping to deal with stress. However, females reported more risk taking, cognitive disengagement, and emotional venting/giving up in response to stress and males reported more aggressive/online activities. The relationship between coping, gender, and diagnostic status will also be examined.

#61

*Clinical Psychology/  
Psychologie clinique***EMOTION REGULATION AND META-AFFECT IN SELF-INJURY**Kai-Lee Klymchuk, University of Wales

Explanations of self-injurious behaviour converge upon distress management as its primary function. In this study, two factors were hypothesized to lead to the emotional intolerance implicated in self-harm: 1) negative appraisal of emotions in general (beliefs concerning one's comfort in and the value of sharing, expressing, and understanding emotions, and about emotions as leading to vulnerability and harm), and 2) perception by the individual that one's affect regulation strategies (ability to be aware of, accept and act in a goal-directed manner while emotionally aroused) are ineffective. The predictive power of these two factors was tested in a multiple regression model together with a number of established risk factors for self-injury. A sample of 297 undergraduates completed measures of self-injury, mood, dissociation, social support, problem solving, difficulties in emotion regulation and positive and negative beliefs about emotions. Results indicated that difficulties in emotion regulation were most predictive of lifetime self-harm frequency. Further, holding positive beliefs about emotions appears to act as a protective factor against self-injury. Negative beliefs about emotions was not a significant predictor of self-injury, although significant differences in beliefs about emotions were observed between genders and those with and without histories of self-injury.

#62

*Clinical Psychology/  
Psychologie clinique***GENDER DIFFERENCES IN SELF-HARM**Kai-Lee Klymchuk, University of Wales

While in previous years, females far outnumbered males who reported engaging in self-harm, the behaviour is no longer under-represented in adolescent male populations. Between 1985 and 1995, researchers at The Oxford Monitoring System for Attempted Suicide documented a substantial increase in self-harm (self-injury and attempted suicide), noting a 62.1% increase in males and 42.2% increase in females during the decade. The largest increase, at almost 200%, was among 15-24 year old males (Hawton et al, 1997). Furthermore, the rise in non-fatal injury among this demographic group appears to be associated with increases in completed suicides among young males (Bowen & John, 2001). Undergraduate students (n = 297, 234 females, 53 males, 10 non-specified gender) from a mid-sized British university were recruited to participate in this study which comprehensively assessed lifetime history of behaviours enacted with intent to harm oneself. Forty-seven (46.5%) per cent of the full sample reported historical self-injury; 8.8% reported a history of suicide attempt. Differences between genders were found on number of methods

and multiple acts committed, reasons for self-injury, help-seeking behaviour and age at first episode. Distinctions between genders were also found on associated alcohol and drug use, and lifetime suicidal ideation, planning and attempt(s).

#63

*Clinical Psychology/  
Psychologie clinique*

**MEDIATORS OF THE RELATIONSHIP BETWEEN CHILDHOOD ABUSE AND NEGLECT AND ADULT BODY IMAGE**

Michael Kong, University of Windsor; Josee L Jarry, University of Windsor

Childhood abuse and neglect are considered risk factors for a variety of psychological difficulties in adulthood. Two constructs known to generally be protective against adverse events are social support broadly defined and adaptive coping strategies. In this study, we used structural equation modelling to investigate how these two constructs may act as mediators in the association between various forms of childhood abuse and neglect and body image satisfaction and investment in young men and women. In the context of an online survey, undergraduates completed measures of childhood abuse and neglect as well as of body image satisfaction and investment. Several other dimensions were measured to allow for the delineation of two latent constructs defined above as mediating factors. Three mediation models were tested. One used a global measure of childhood maltreatment including sexual, physical and emotional abuse as well as physical and emotional neglect as a single exogenous variable. The second model differentiated the emotional and physical dimension of childhood maltreatment while the third differentiated abuse and neglect. Results will be discussed in light of current theories of childhood trauma and adult functioning.

#64

*Clinical Psychology/  
Psychologie clinique*

**NEUROPSYCHOLOGICAL AND PERSONALITY RISK FACTORS OF AGGRESSION IN FORENSIC AND NON-FORENSIC PSYCHIATRIC INPATIENTS**

Yukiko Konomi, Whitby Mental Health Centre; David Nussbaum, Whitby Mental Health Centre;

Stephanie Bass, University of Toronto; Marc Levi, Whitby Mental Health Centre

The current study investigated the factors that are associated with aggressive behavior in forensic and non-forensic adult psychiatric inpatients using Nussbaum's (1997) psychobiological model of aggression. A total of 80 inpatient clinical records were reviewed. A number of psychometric instruments were examined in relationship to the types of seclusion placements including the Integrated Visual and Auditory Continuous Performance Test (IVA), Iowa Gambling Task, Temperament and Character Inventory, Personality Assessment Inventory, and State Trait Anger Expression Inventory – 2nd Edition. Approximately 87% of seclusions were classified as irritable in nature and significantly correlated with IVA Full-Scale Attention and Response Control, AGG, ANT, Trait Anger, Anger Control-In, and Anger Control-Out. The step-wise regression analysis indicated that IVA-Full Scale Attention and AGG-P accounted for 69.2% of the variance. There was no significant difference between the two subject groups with regards to the frequency and the type of violent incidents. In conclusion, the results of the current study indicated that Nussbaum's aggression classification model is effective in describing the nature of the incidents and identifying risk factors of inpatient violence in both forensic and non-forensic populations. Findings have clinical implications for inpatient violence risk management.

#65

*Clinical Psychology/  
Psychologie clinique*

**LOSSES IN SELF-WORTH AND INTERPERSONAL DOMAINS AS PREDICTORS OF SELF-CRITICAL, DEPENDENT, AND DEPRESSED MOOD STATES**

Daniel Kopala-Sibley, McGill University; David C Zuroff, McGill University

While much research has demonstrated that the interaction of negative life events and depressive vulnerability factors may precipitate increases in depressive symptoms, relatively little research has examined the processes underlying these relationships. This study examined the relationships between losses in self-worth and interpersonal relationships, dependent and self-critical mood states, and depressive symptoms following a major negative life event. 91 male and 81 female undergraduate students completed measures of depressive vulnerability factors and described the worst period of their life. They also rated their depressive symptoms during that period and indicated the extent to which the events surrounding this worst period affected their self-worth and their relationships with close others. Path analyses demonstrated that a loss of self-worth affected depressive symptoms both independently and through self-critical and dependent mood states, while a loss of interpersonal relationships affected depressive symptoms solely through dependent mood states. Additionally, self-criticism moderated the effects of a loss of self-worth on self-critical mood. Findings have implications regarding losses in self-worth and interpersonal domains, and suggest a pathway through which they may affect depressive symptoms.

#66

*Clinical Psychology/  
Psychologie clinique*

**AN INFERENCE-BASED APPROACH TO CHANGING EMOTIONS AND BELIEFS IN OBSESSIVE COMPULSIVE DISORDERS**

Natalia Koszegi, Fernand-Seguin Research Center; Kieron O'Connor, Fernand-Seguin Research Center

The current article outlines a case study of the inference-based approach (IBA) to treating obsessive compulsive disorder (OCD). The IBA considers that the obsessional process begins with an initial doubt (e.g., "maybe: my hands are not clean – the door is not locked – I made an error – I could harm someone", etc.) and that this doubt is a product of invalid inductive reasoning strategies. The aim of inference-based therapy (IBT) is to modify the reasoning narrative producing the (often imaginary) doubt, and to return the person to the world of common sense perception. The IBT is principally a cognitive intervention and adds an extra upstream dimension to current downstream CBT by quantifying belief in the probability of initial doubting inference (or intrusion). Changes in obsessional beliefs, emotion, distress and behaviour are related to changes in doubt at different stages of the IBT therapy. Addressing initial doubt may be an efficient way of modifying other emotions and appraisals.



#67

*Clinical Psychology/  
Psychologie clinique***SELF- REPORT OF CHILDHOOD ABUSE AND NEGLECT IN WOMEN WITH AND WITHOUT AN EATING DISORDER DIAGNOSIS**Katherine D Krawiec, University of Windsor; Josee L Jarry, University of Windsor

Although childhood sexual abuse has been extensively investigated in women with eating disorders, less is known about childhood physical and emotional abuse as well as neglect in this population. This study examined the prevalence of sexual, physical and emotional abuse as well as that of physical and emotional neglect in women diagnosed with eating disorders and in women free of such diagnoses. The rate of these various types of abuse and neglect in specific eating disorder diagnostic groups also was investigated. The results are compared with those of previously published studies examining childhood maltreatment in eating disorder populations.

#68

*Clinical Psychology/  
Psychologie clinique***RECOGNIZING AND TREATING DEPRESSION: SELF-OTHER DIFFERENCES AND THE EFFECTS OF SYMPTOM SEVERITY**Nicholas A Kuiper, University of Western Ontario; Melissa Mohan, University of Western Ontario

We examined how people recognize symptoms of depression and then arrive at treatment decisions. Prior research had individuals read a vignette about a depressed person, identify the concern, and provide treatment options. Although informative, this work did not take into account self-other differences in processing personal information; nor did it consider symptom severity. We explored both by having 240 participants read vignettes that varied the target (self vs. other) and severity of symptoms (mild vs. moderate). Participants indicated timelines, causes, consequences, and coping strategies. For the self, participants ascribed a shorter timeline, more situational causes, more self-help coping, and less severe consequences for their symptoms. In contrast, symptoms in others were assigned a longer timeline, more dispositional causes, more professional help for coping, and more severe consequences. Severity also played an important role, with moderate levels of symptomatology associated with longer timelines, more daily stressors, more negative consequences, and a greater propensity to seek professional help. Finally, several significant interactions indicated more pronounced severity effects for others than for self; reinforcing the need to carefully distinguish between self and others when formulating self-regulatory models of depressive symptom identification and treatment.

#69

*Clinical Psychology/  
Psychologie clinique***L'EXAMEN DES STRATÉGIES D'ADAPTATION DYADIQUES COMME MÉDIATEURS DE LA RELATION ENTRE L'ATTACHEMENT AMOUREUX ET LA VIOLENCE CONJUGALE PSYCHOLOGIQUE ÉMISE**Marie-France Lafontaine, Université d'Ottawa; Katherine Péloquin, Université d'Ottawa; Alyssa Mackinder, Université d'Ottawa

Cette étude a pour but d'examiner les effets de l'attachement amoureux d'une personne sur sa violence psychologique émise envers son partenaire, en considérant ses stratégies d'adaptation dyadiques positives et négatives comme médiateurs. La recherche a démontré un lien entre l'attachement et la violence conjugale psychologique (Gosselin, Lafontaine, & Bélanger, 2005) et entre l'attachement et les stratégies d'adaptation générales (Lussier, Sabourin, & Turgeon, 1997). Toutefois, la présente étude est la première à mettre en relation ces dernières avec l'attachement et la violence conjugale émise, de même qu'à examiner leurs rôles médiateurs. Près de 150 adultes anglophones, âgés de plus de 18 ans et en relation hétérosexuelle depuis 12 mois ont complété les questionnaires suivants: Experiences in Close Relationships (Brennan, Clark, & Shaver, 1998), Dyadic Coping Inventory (Bodenmann, 1996) et Revised Conflict Tactics Scales (Straus, Hamby, Boney-McCoy, & Sugarman, 1996). Les analyses corrélationnelles et de régression appuient partiellement les liens proposés (directs et médiateurs) entre les variables à l'étude. Des résultats distincts sont obtenus selon le genre. Cette étude permettra une meilleure compréhension des facteurs personnels et interpersonnels qui caractérisent les couples où il y a présence de violence.

#70

*Clinical Psychology/  
Psychologie clinique***LES PRÉDICTEURS DE LA DISCONTINUATION DE LA PSYCHOTHÉRAPIE CHEZ LES AGRESSEURS SEXUELS: UNE RECENSION DES ÉCRITS**Sébastien Larochelle, Université du Québec en Outaouais; Louis Diguier, Université Laval

Des recherches indiquent que les agresseurs sexuels qui ne complètent pas leur psychothérapie sont plus à risque de récidiver que ceux qui la complètent (Edwards et al., 2005; Hanson et al., 2002; Seager et al., 2004). Probablement dans le but de prévenir les cas de récidive et les conséquences désastreuses que ces délinquants entraînent chez leurs victimes et dans la société en général, plusieurs chercheurs ont tenté d'identifier les caractéristiques des individus qui ne terminent pas leur psychothérapie. L'objectif de la présente affiche est de recenser les études ayant investigué la discontinuation de la psychothérapie chez les agresseurs sexuels. 16 recherches ont été sélectionnées à l'aide des bases de données PsycInfo et Scopus et des mots-clés suivants : treatment dropouts, sexual offenders, sex-offenders, child molesters, rapists et pedophiles. Notre recension démontre que 20% à 86% de ces individus ne complètent pas leur psychothérapie. De plus, les résultats des diverses recherches sont souvent divergents, à tel point qu'il est difficile de tirer des conclusions non équivoques quant aux variables associées au phénomène. Seul le trouble de la personnalité antisociale et certaines de ses dimensions font état d'une association significative et consistante avec la discontinuation de la psychothérapie. Une discussion des impacts cliniques de ces résultats est présentée.

#71

*Clinical Psychology/  
Psychologie clinique***LA DISCONTINUATION DE LA PSYCHOTHÉRAPIE CHEZ LES AGRESSEURS SEXUELS : UNE ANALYSE CRITIQUE DE L'ÉTAT ACTUEL DE LA RECHERCHE**Sébastien Larochelle, Université du Québec en Outaouais; Louis Diguier, Université Laval

Plusieurs recherches ont examiné le phénomène de la discontinuation de la psychothérapie chez les agresseurs sexuels. Cependant, le tableau qui émerge de celles-ci n'est pas clair. En effet, la recherche fait état de taux de discontinuation très variés, allant de 20% à 86% (Larochelle & Diguier, 2008). De plus, les résultats des diverses recherches sont souvent divergents à tel point qu'il est difficile de tirer des conclusions non équivoques quant aux prédicteurs du phénomène (Larochelle & Diguier, 2008). L'objectif de ce travail est d'analyser l'état actuel de la recherche sur la discontinuation de la psychothérapie chez les agresseurs sexuels et ce, dans le but d'offrir des recommandations pour les recherches futures. De façon générale, l'ambiguïté ou la confusion caractérisant la recherche semble découler de l'hétérogénéité, tant conceptuelle que méthodologique des études, ainsi que de leurs faiblesses méthodologiques. De façon plus spécifique, ces dernières ont trait: (a) à la composition des échantillons; (b) à la nature des programmes de psychothérapie; (c) à la définition de la discontinuation de la psychothérapie; (d) aux variables étudiées; (e) aux instruments utilisés; et finalement (f) aux méthodes d'analyses statistiques. Des recommandations pour les recherches futures sont proposées.

**#72**

*Clinical Psychology/  
Psychologie clinique*

**CAN DISGUST AND ANXIETY SENSITIVITY PREDICT SAFETY BEHAVIOUR USE AMONG SPIDER PHOBICS?**

Amanda R Levine, Concordia University; Irena Milosevic, Concordia University; Adam S Radomsky, Concordia University

There has been recent discussion about the differing roles of disgust and fear in phobic disorders. While both emotions are implicated in spider phobia, they may have differential effects on avoidance. For example, disgust sensitivity has been found to predict avoidance in some cases but not in others. No research to date has specifically examined the effects of disgust sensitivity on the use of safety behaviour, (i.e., strategies, including avoidance, that fearful individuals use to reduce anxiety). In the current study, spider fearful participants complete the Anxiety Sensitivity Inventory (ASI) and the Disgust Scale (DS). They are then randomly assigned to one of two conditions, in which they either use safety gear (e.g., gloves, goggles) or do not use any safety gear during a 20-minute exposure to a live spider. The use of safety behaviour during the session (in addition to the safety gear) is assessed. Multiple regression analyses will determine whether ASI and DS scores differentially predict the number of items selected by those in the safety gear condition and the number of safety behaviours used for those in the control condition. Data collection is currently under way (n = 14), with a projected sample size of 60 participants. Results will be discussed in terms of cognitive behavioural models of and treatments for specific phobia and other anxiety disorders.

**#73**

*Clinical Psychology/  
Psychologie clinique*

**RELATIONSHIPS MATTER: THE INTERACTION OF THE THERAPEUTIC ALLIANCE WITH RELATIONSHIPS OUTSIDE OF THE THERAPEUTIC CONTEXT PREDICTS CHANGE IN ADJUSTMENT**

Michelle J Leybman, McGill University ; Allison C Kelly, McGill University; David C Zuroff, McGill University; Sidney J Blatt, Yale University; Bruce E Wampold, University of Wisconsin

The therapeutic relationship has received considerable attention as a factor that contributes to therapeutic outcome, but it is not clear whether the relationship impacts everyone in the same way. Drawing on literature linking social support and therapeutic outcome, we sought to determine how a person's relationships outside of therapy influence the benefits they receive from a good therapeutic relationship. We defined relationship status as either in a stable relationship (i.e., married or cohabitating with a partner) or single. The therapeutic relationship was assessed using the Barrett-Lennard Relationship Inventory we examined both therapist's average relationship quality and each patient's relationship quality compared to that average. Using a composite measure of adjustment in the TDCRP sample of depressed patients, we found that whether or not the patient was in a stable relationship interacted with the therapeutic relationship to predict changes in adjustment. Patients who had a good relationship with their therapist relative to the therapist's other patients showed better response to treatment if they were in a stable relationship. Those who were single did not appear to benefit from a good therapeutic relationship. Findings suggest that people in relationships may place high worth on relationships and therefore benefit more if they have a good therapeutic alliance.

**#74**

*Clinical Psychology/  
Psychologie clinique*

**BETWEEN- AND WITHIN-THERAPISTS VARIABILITY IN THE THERAPEUTIC RELATIONSHIP: INDEPENDENT PREDICTORS OF CHANGE IN ADJUSTMENT AND VULNERABILITY**

Michelle J Leybman, McGill University ; Allison C Kelly, McGill University; David C Zuroff, McGill University; Sidney J Blatt, Yale University; Bruce E Wampold, University of Wisconsin

The therapeutic relationship has been recognized as a consistent predictor of therapeutic outcome, but only recently have the differential contributions to change of between- versus within-therapists variance in the relationship been examined. Between-therapist refers to variability across therapists in their capacity to form relationships with clients, whereas within-therapist captures variability across patients in their capacity to form relationships with therapists. Baldwin, Wampold and Imel (2007) demonstrated that between-therapist variance predicted outcome whereas within-therapist did not. We sought to extend this research by examining the same question in the TDCRP sample, and by testing whether the between- or within-therapists components predicted changes in perfectionism; a vulnerability factor for depression. In a sample of depressed patients being treated by 28 therapists, we found that both the between- and within-therapist components were significant predictors of change in adjustment, with the between slope being twice as large as the within slope. We also found that only the between-therapist component predicted a decrease in perfectionism after accounting for the overlap between changes in perfectionism and adjustment. Differentiating the influence of patient and therapist contributions to therapeutic relationships will guide efforts to train new therapists.

#75

*Clinical Psychology/  
Psychologie clinique***BPD AS A DISORDER OF INTERSUBJECTIVITY: NARRATIVE AND IDENTITY DISTURBANCE IN BORDERLINE PERSONALITY DISORDER**Nathalie Lovasz, Simon Fraser University; Alexander L Chapman, Simon Fraser University; Katherine L Dixon-Gordon, Simon Fraser University

Identity Disturbance as a symptom of Borderline Personality Disorder (BPD) has received little research attention but is diagnostically efficient and predictive of treatment outcome. Narrative coherence may aid in explaining identity disturbances in BPD, as narrative theories of identity suggest that a cohesive life story allows a person to maintain a stable sense of identity. This study examines the relationship between various BPD traits (affect intensity, thought suppression, interpersonal instability and dissociation), narrative coherence, and identity disturbances. These variables will be measured in a sample of 130 undergraduate students using online questionnaires and an online interview. A series of multiple regression analyses will examine the relationship between identity disturbance and other variables. It is hypothesized that BPD traits will be positively correlated with identity disturbances. Narrative coherence should also predict identity disturbances and mediate the association of BPD traits with identity disturbance. In addition, narrative coherence should be negatively associated with BPD symptoms, and these symptoms should mediate the relationship between BPD traits and narrative coherence. The findings of this research provide an empirical investigation of narrative theories of identity and could have implications for the diagnosis and treatment of BPD.

#76

*Clinical Psychology/  
Psychologie clinique***THE EFFECTS OF ALCOHOL ON SAFETY BEHAVIOURS IN SOCIALLY ANXIOUS INDIVIDUALS**Desiree MacDonald, Dalhousie University; Susan Battista, Dalhousie University; Sherry H Stewart, Dalhousie University

Socially anxious individuals often engage in systematic cognitive and behavioural strategies called safety behaviours in an attempt to hide their anxiety from others and prevent negative social outcomes. In addition, socially anxious individuals have been shown to have higher rates of alcohol problems than individuals in the general population. Researchers have proposed that the high rates of alcohol misuse in socially anxious individuals represent attempts to reduce social anxiety. The current study aims to examine the effects of alcohol on safety behaviours among socially anxious individuals. Participants are randomly assigned to either an alcohol or no alcohol beverage condition and then take part in a videotaped, 15-minute social interaction with a confederate. Videos of the participants will be coded by two raters blind to participant beverage condition on four safety behaviours: avoidance of eye contact, nervous laughter, length of time speaking, and latency to respond to questions posed by the confederate. Currently, 55 participants have completed the study and 80 will have taken part by Spring, 2009. It is expected that participants in the alcohol condition will exhibit more eye contact, less nervous laughter, speak for a longer amount of time, and have a shorter latency to respond to questions compared to participants in the no alcohol condition.

#77

*Clinical Psychology/  
Psychologie clinique***HOW SEX, THREAT-EXPECTANCY, AND IMPLICIT COGNITIONS AFFECT RESPONDING TO ACUTE PAIN**Emma M MacDonald, St. Francis Xavier University; Margo C Watt, St. Francis Xavier University / Dalhousie University

This study investigated how sex, threat-expectancy, and implicit cognitions affect individual responses to acute pain. Leventhal's (1982) parallel processing model suggests that the extent to which pain is perceived as personally threatening will influence whether affective (vs. sensory) pain-related schema are activated. Research shows that females (vs. males) are more apt to focus on affective (vs. sensory) components of pain (Fillingim, 2003) and have more history with pain (Rollman et al., 2004). These findings suggest that females may hold more implicit associations between pain and threat in memory. Undergraduate students were randomly assigned to a threat or no threat condition, administered the Extrinsic Affective Simon Task (EAST; De Houwer, 2003), a series of pain-related measures and the cold-pressor task. Preliminary findings reveal a significant interaction between sex and threat condition for pain threshold ( $F(1,35) = 4.16, p = .05, \text{partial } \eta^2 = .11$ ) with females indicating significantly lower thresholds in the threat condition. Females also tended to endorse more sensory descriptors in the threat condition ( $F(1,35) = 3.32, p = .08, \text{partial } \eta^2 = .09$ ). Findings suggest threat has a greater negative impact on women's (vs. men's) experience with acute pain. Results will be discussed in terms of the role of learning experiences and implicit cognitions on pain responding.

#78

*Clinical Psychology/  
Psychologie clinique***THE FREQUENCY OF SELF-REINFORCEMENT QUESTIONNAIRE: FACTOR STRUCTURE AND IMPLICATIONS FOR PSYCHOPATHOLOGY**Meagan B MacKenzie, Memorial University; Melody K Sorenson, Memorial University; Peter G Mezo, Memorial University

The Frequency of Self-Reinforcement Questionnaire (FSRQ; Heiby, 1982) was designed to assess self-reinforcement (SR), a component of Kanfer's (1970) model of self-control, also known as self-management (SM; Rokke & Rehm, 2001). This element of SM has been implicated in the maintenance of anxiety and depression (Endler & Kocovski, 2000) and these skills may be assessed and addressed in therapy. The dichotomous FSRQ has been subjected to a factor analysis which resulted in five factors (Wagner, Holden, & Jannarone, 1988); however the continuous version of this scale has not been analyzed as such. One goal of this study is to replicate and extend Wagner and colleagues' work by examining and comparing the structure of the Likert-style and dichotomous versions of the FSRQ in two undergraduate samples. A secondary goal is to examine the previously identified factors in relation to psychopathology. Due to their nature, it is hypothesized that they will differentially correlate to indices of anxiety and depression, such that evaluative reinforcement will show a significantly stronger association than reward-based reinforcement. These hypothesized results, if confirmed, will provide evidence supporting the use of the Likert-style FSRQ in addition to indicating that elements of SR may be more indicative of SM and consequently, more relevant to the study of psychopathology.

#79

*Clinical Psychology/  
Psychologie clinique*

**TREATMENT OUTCOME IN BULIMIA NERVOSA AS PREDICTED BY  
AUTONOMOUS VERSUS CONTROLLED MOTIVATION**

Sandra Mansour, McGill University; Sarah Horowitz, McGill University; Howard Steiger, Douglas Mental Health University Institute; Kenneth R Bruce, Douglas Mental Health University Institute; Annelie S Anestin, Douglas Mental Health University Institute; David C Zuroff, McGill University

In Self-Determination Theory (SDT), autonomous motivation is the degree to which individuals view their participation in therapy as freely chosen, controlled motivation is the degree to which they are in therapy for external reasons (e.g., pressure). Past research on SDT shows that autonomous (but not controlled) motivation predicts positive treatment response in depressed individuals. The current study examines whether autonomous and/or controlled motivation is also associated with treatment response in individuals with Bulimia Nervosa. Women (N = 60) with bulimia-spectrum eating disorders participated in 16-week group therapy. At pre and posttreatment, participants filled out the Autonomous & Controlled Motivations for Treatment Questionnaire (ACMTQ), the Eating Attitudes Test (EAT-26), the Eating Disorders Examination Questionnaire (EDEQ) and the Behaviour and Symptom Identification Scale (BASIS-32). A factor analysis confirmed ACMTQ autonomous and controlled subscales. Multiple regressions, controlling for prior therapy hours and severity of eating and psychiatric symptoms at pretreatment, demonstrated that higher autonomous motivation at pretreatment predicted lower posttreatment bingeing behaviour (EDEQ), anxiety/depression (BASIS-32), and impulsivity (BASIS-32). These results indicate that treatments aimed at increasing autonomous motivation may assist in BN treatment.

#80

*Clinical Psychology/  
Psychologie clinique*

**SUCCESSFUL TREATMENT OF PILL SWALLOWING DIFFICULTIES WITH HEAD  
POSTURE PRACTICE**

Ashley Marsh, University of Guelph

All medical clinics encounter neurologically-intact patients unable to swallow pills, which can decrease medication compliance. Current behavioural treatments for pill swallowing difficulty are labour-intensive and successful only 75% of the time. The objective of this study was to determine whether an intervention based on teaching varied head posture could be successful in clinically-referred children. Three preliminary studies in adults and children (n = 348) had revealed that teaching varied head posture was promising, but that practice was a key component to success. The primary components of the intervention were a) teaching five head positions (centre, up, down, left, right), and b) two weeks daily practice with candies. Principles of reassurance, education, and stimulus shaping were also integral. Thirty eight children with chronic or life-threatening illness, aged 2-16 were referred; 30 completed the program. All who were willing and physically well enough to carry out the daily practice were successful: four children were too ill to practice, two were oppositional and refused to practice, and two were unable to return for evaluation. At 30 days follow-up all 30 who practiced had transferred the skill to consumption of prescribed medications. A training video of the method is being made and will be posted on the internet.

#81

*Clinical Psychology/  
Psychologie clinique*

**REDUCING STIGMA AGAINST DEPRESSION: EVALUATION OF AN  
INTERVENTION TARGETING PROCESSES OF STIGMATIZATION**

Rachel Martin, University of Calgary; Keith S Dobson, University Of Calgary

This research study examines the effect of an innovative antistigma intervention on levels of stigma against persons with depression. Depression is one of the most common mental health problems in the world, and stigma is a significant aspect of the burden of depression. This study pioneers a novel antistigma approach which targets a variety of emotional, social, and info-processing mechanisms that contribute to stigmatization. These mechanisms, which normally operate outside awareness, include mood misattribution, classical conditioning, just world beliefs, social identity theory, illusory correlation, and expectancy biases. These mechanisms are consciously targeted for change in the current antistigma intervention, which employs principles of cognitive-behavioural therapy (CBT) to increase client awareness and control of biased automatic cognitive processes. Participants completed a series of questionnaires that focus on attitudes toward depression, before and after attending an antistigma information session. This study compared the effect of presentations that educate about depression, stigmatization mechanisms, or both topics, to examine the relative effectiveness of different anti-stigma approaches. The intervention could potentially be used as a model for other forms of stigmatization.

#82

*Clinical Psychology/  
Psychologie clinique*

**PATIENTS ASSESS THEIR COHESION TO THE GROUP: RELIABILITY AND  
VALIDITY OF A REVISION OF THE COHESION QUESTIONNAIRE**

Hilary Maxwell, University of Ottawa; Meagan Bone, Ottawa Hospital; Giorgio A Tasca, Ottawa Hospital; Hany Bissada, Ottawa Hospital

Cohesion is an important factor in understanding group phenomena, and strong group cohesion increases the likelihood of participant retention in group therapy. Previous research has focused primarily on other-focused cohesion bonds and how they related to group processes and overall group cohesion. The present study pilots a revised version of the Cohesion Questionnaire (CQ; Piper et al., 1983) in which items were modified by changing the questionnaire from other-focused to self-focused. By doing so, participants rate their perception of themselves in the group. The Cohesion Questionnaire - Self version (CQ-S) contains 8 items and requires participants to responded using a 6-point Likert scale ranging from "very little" to "very much". Participants for the present study were recruited from group-based programs at the Ottawa Hospital. Reliability analyses indicated that the CQ-S demonstrated good internal consistency, with a Cronbach's alpha of .79 and good mean inter-item correlation. The CQ-S correlated with a second measure of cohesion, the Group Climate Questionnaire, demonstrating support for convergent validity. Furthermore, an exploratory factor analysis was conducted to compare the structure of the CQ-S to the 3-factor structure of the original CQ.

#83

*Clinical Psychology/  
Psychologie clinique***INTERNET GAMBLING AMONG COLLEGE STUDENTS**Jessica McBride, International Centre for Youth Gambling Problems and High-Risk Behaviors; Jeffrey L Derevensky, International Centre for Youth Gambling Problems and High-Risk Behaviors

Internet gambling is undergoing a massive worldwide expansion, despite legal restrictions in some jurisdictions. As gambling becomes more accessible, problems associated with gambling have begun to affect increasing numbers of individuals. Research focusing on gambling among college and university students suggests this group may be at heightened risk for developing gambling problems. The association between the convenience and the 24-hour availability of gambling on the Internet and problem gambling is not clear. The influence of the Internet on college and university students' gambling behaviour is to date unknown, and raises potential concerns. To address the issue, this paper will present results from a study exploring Internet gambling in a sample of university students aged 18 to 20 years (N = 465). Students completed questionnaires addressing their past-year involvement in gambling activities on the Internet. Results indicate 8.0% of participants report having gambled on the Internet, with higher rates among males (11.0%) than females (0.8%). Based on DSM-IV criteria, 3.7% of respondents were classified as problem gamblers. Higher numbers of problem gamblers (35.3%) report gambling on the Internet, compared to social gamblers (11.8%). Concerns about the possible effects of Internet gambling are raised and implications for prevention initiatives will be discussed.

#84

*Clinical Psychology/  
Psychologie clinique***CHILDREN WITH AUTISM'S ABILITY TO DISENGAGE THEIR ATTENTION WITHOUT AN EXTERNAL CUE**Carly A McMorris, York University; James M Bebko, York University; Kerry Wells, York University; Jessica Schroeder, York University

Background: An important aspect of social-communicative functioning is children's ability to disengage and shift attention from one stimulus to another. Compared to typically developing children, children with autism appear to have difficulty, indicated by slower eye movements to a second stimulus. The purpose of the present study was to examine how children with autism's attention abilities are controlled when the cue to disengage must be self-generated versus externally cued, providing a better representation of their shifting capabilities in their everyday interactions with the environment. Method: Numbers and durations of eye fixations to stimuli were compared to typically developing children matched for age and verbal ability. Children were presented with two separate images on the right and left sides of a screen. Stimuli were divided into high (man reciting story), low (man counting) and non-linguistic (mousetrap) conditions. Results: Typically developing children and children with autism did not differ in the number and mean durations of eye fixations; suggesting that children with autism are able to disengage and shift attention without the aid of an external cue. Conclusions: This study addresses an important difference between attention skills in tasks which require frequent disengagement and shifting of attention ("in-line attention") versus single-shift paradigms.

#85

*Clinical Psychology/  
Psychologie clinique***COMPARING DIAGNOSES OF EATING DISORDERS AND COMORBIDITIES MADE BY PRIMARY CARE PHYSICIANS WITH ASSESSMENT RESULTS FROM A SPECIALIZED MULTI-DISCIPLINARY TEAM : IMPLICATIONS FOR TRAINING AND TREATMENT**Ingie Mehmet, Southlake Regional Healthcare Center; Pearl Mehra, University of Toronto; Adele LaFrance, Southlake Regional Hospital; Ahmed Boachie, Southlake Regional Healthcare Center

Family physicians find eating disorders (ED) and related comorbidities difficult to identify and treat (Kaplan & Garfinkel, 1999). Although complaints of EDs are not always disclosed to a health care professional (Williams et al., 2008), when they are, family physicians are often an important first contact for detection/treatment. In terms of assessment, most physicians do not regularly screen for EDs and only 2% consider anorexia nervosa in their differential diagnosis (Bryant-Waugh, 1992). In terms of associated comorbidities, anecdotal reports suggest that these are often overlooked. As good prognosis of an ED requires early detection of the illness and comorbidities to help guide clinical applications for treatment (Herzog, Nussbaum & Marmor, 1996), it is important that physicians be well-equipped to appropriately assess, treat and/or refer pediatric patients and their families. In order to determine the accuracy of physician diagnoses of pediatric ED and associated comorbidities, a chart review of former patients from the adolescent Eating Disorder Program at Southlake Regional Health Centre in Canada. Referral diagnoses made by physicians will be compared to those resulting from a multidisciplinary team assessment (n = 48) to inform the research question and to determine possible training needs and implications for treatment.

#86

*Clinical Psychology/  
Psychologie clinique***BARRIERS TO MENTAL HEALTH HELP SEEKING IN UNIVERSITY STUDENTS**Sarah ME Melkert, Saint Mary's University; Lindsay J Bates, Saint Mary's University

The current study will examine the barriers to mental health help seeking (i.e., seeking help from psychologists, counsellors, etc.) in university students. Self-report questionnaires will be used to collect demographic information (e.g., gender, age) and information regarding help-seeking behaviour (e.g., past/future help seeking). A measure assessing barriers to mental health help seeking will yield information regarding both types (e.g., self-sufficiency, knowledge of resources, confidentiality) and total numbers of barriers. Greater numbers of barriers indicate greater resistance to mental health help seeking. It is hypothesized that females and older students will report fewer barriers to mental health help seeking. As well, students who have sought mental health help previously will both report fewer barriers and increased likelihood of future help seeking from available help seeking resources (e.g.,

physician, private psychologist, counsellor). Types of barriers will also be analyzed across gender, age, and past/future help seeking. Findings from this study will inform strategies to address barriers to mental health help seeking that university students may experience.

**#87**

*Clinical Psychology/  
Psychologie clinique*

**SALIVARY ALPHA-AMYLASE: A BIOLOGICAL CORRELATE OF SATIETY IN RESTRAINED EATERS**

Monique Mercier, Lakehead University; Ron Davis, Lakehead University

The literature has demonstrated that restrained eaters have different experiences with respect to hunger and satiety compared to unrestrained eaters. The boundary model for the regulation of eating proposes that restrained individuals require a larger amount of food to report satiety and require a greater deficit of food to report hunger relative to unrestrained eaters. The present study seeks to replicate the published findings that salivary  $\alpha$ -amylase represents a biological correlate of satiety (L. F. Harthoorn, 2008), and extend this line of research to compare the concentrations of  $\alpha$ -amylase following preload and ad libitum meals in restrained and unrestrained eaters in an experimental design. Body mass index, amount of food consumed, ratings of appetite (hunger, satiety, fullness, desire to eat), and salivary alpha-amylase are compared with respect to restraint status (Restrained Eater or Unrestrained Eater). It is predicted that restrained individuals will demonstrate blunted  $\alpha$ -amylase secretions following preload, indicating that they are indeed, further away from achieving satiety relative to the unrestrained eater. Results will be discussed in the context of possible biological and behavioural support for the boundary model for the regulation of eating.

**#88**

*Clinical Psychology/  
Psychologie clinique*

**INFORMATION COMMUNICATION TECHNOLOGY FOR MENTAL HEALTH ASSESSMENT**

Heather Molyneaux, National Research Council; Helene Fournier, National Research Council

Mental health assessment can be facilitated by the use of information communication technology (ICT). There are many advantages to using ICT, such as reducing wait times, improving the ability to reach remote clients, and appealing to certain motivational factors in clients. Assessments administered by ICT can also help standardize presentation of questionnaires and eliminate incomplete data sets. Some ICT can also reduce experimenter bias and scoring errors, increasing accuracy meanwhile saving time. This paper presents a comprehensive review of the use of ICT for the assessment of mental health, with a specific focus on assessing operational stress injuries (OSI). The benefits, issue, and ethics surrounding the use of specific ICT for assessment will be discussed, specifically how computer, telephone, internet based assessment, and videoconferencing can be involved in assessments. Certain comparisons will be made between assessments using ICT and traditional methods. This comprehensive review of the literature is based on a literature search performed by NRC-CISTI, Canada's primary institute for scientific and technical information.

**#89**

*Clinical Psychology/  
Psychologie clinique*

**THE CONTENT OF NON-EROTIC THOUGHTS, SEXUAL ANXIETY, RELATIONSHIP SATISFACTION AND SEXUAL FUNCTIONING IN A COMMUNITY SAMPLE**

Andrea L. Nelson, University of Waterloo; Christine Purdon, University of Waterloo; Madelaine Burley, Ryerson University

Past research with undergraduate populations (Purdon & Holdaway, 2006; Purdon & Watson, in press) has found that young men and women report a range of non-erotic thoughts (NETS) during sexual activity and that consistent with Barlow's model of sexual dysfunction, greater frequency of and anxiety associated with NETS is related to poorer sexual functioning. The current study assessed the associations between NETS, sexual anxiety, relationship satisfaction and sexual functioning in a community sample of men ( $N = 72$ ) and women ( $N = 81$ ) in long-term relationships. Sixty-seven percent of the sample reported having NETS. Of these participants, women were more likely to report body image concerns and external consequences of the sexual activity (e.g., others discovering the sexual activity, pregnancy), while men were more likely to report performance-related concerns (e.g., maintaining arousal). Equally likely among men and women were thoughts about emotional consequences of the sexual activity (e.g., implications of the activity on the relationship, dislike of the activity). Overall, higher frequency of NETS and greater sexual anxiety were associated with poorer sexual functioning in both men and women. Theoretical and clinical implications for treating sexual difficulties will be discussed.

**#90**

*Clinical Psychology/  
Psychologie clinique*

**AN EXAMINATION OF VARIABLES RELATED TO PERSONAL GROWTH AND PTSD AMONG TRAUMA-EXPOSED COLLEGE STUDENTS**

Maureen O'Connell, Southern Illinois University Carbondale, David Thompson Health Region; Benjamin Rodriguez, Southern Illinois University Carbondale; David DiLalla, Southern Illinois University Carbondale

This study examined relationships among posttraumatic stress disorder (PTSD) symptoms, negative schemas (Early Maladaptive Schemas or EMS; Young, 1999; Young, Klosko, & Weishaar, 2003), and personal growth following trauma (adversarial growth or AG). The study had multiple purposes: (1) to replicate and extend research regarding relationships between AG and PTSD; (2) to examine relationships among social support, perceived life threat, EMS, coping, and AG, (3) to determine the degree to which social support, perceived life threat, EMS, coping, and PTSD reexperiencing and avoidance symptoms explain variance in AG. Results pertaining to EMS are highlighted. Participants included students from a community college in central Alberta. Results determined that aspects of AG and PTSD were positively related. Overall negative schemas were nonsignificantly positively

related to AG. Some EMS were significantly and positively related to AG components. Regression predicted approximately 28% of the variance in AG. Limitations of the study are discussed. No previous study has examined relationships among predictive variables for AG including EMS. Enhanced understanding of the complexity of adaptation to trauma will inform clinicians who strive to assist individuals in the aftermath of trauma.

#91

*Clinical Psychology/  
Psychologie clinique*

### **THE EFFECT OF OVERT AND COVERT RESPONSE PREVENTION ON OBSESSION RELATED THOUGHTS AND MOOD**

Kieron O'Connor, Fernand-Seguin Research Center; Mark Freeston, Newcastle University; Frederick Aardema, Fernand-Seguin Research Center; Sébastien Grenier, Centre de Recherche, Hôpital Charles LeMoyné; Stéphane Guay, Centre de Recherche Fernand-Seguin; Yves Careau, IUSM Robert-Giffard

The first goal was to test the hypothesis that systematic training in both covert and overt response prevention will be superior in terms of mean differences on principal outcome measures and on the number of participants achieving high end-state functioning at post-treatment. A second goal is thus to examine the relationship between the degree of reduction in neutralizing, and the reduction in obsessive thoughts, cognitive measures of appraisals and beliefs, and subjective distress. Fifty-two adult patients meeting DSM-IV diagnostic criteria for OCD participated in the treatment study. Participants were randomly allocated to one of two experimental conditions: (1) standard CBT using in vivo exposure and response prevention of overt neutralizing (overt RP only); and (2) CBT using in vivo exposure and response prevention of overt and covert neutralizing (overt and covert RP). Measures were administered at pre-test and post-test for all variables. Multivariate repeated measures analysis of variance was used to test for significant change over treatment and through to follow-ups. The second goal, examining changes in covert neutralizing, used partial correlation between residual gain scores. The results indicated no significant differences between groups at post treatment outcome but a slight advantage to the covert and overt group at 6 month follow up.

#92

*Clinical Psychology/  
Psychologie clinique*

### **SOCIAL SUPPORT, STRESS, AND COGNITIVE COPING STRATEGIES AS PREDICTORS OF PSYCHOLOGICAL SYMPTOMS FOLLOWING THE TRANSITION TO UNIVERSITY**

Anne-Elise O'Regan, Acadia University; Peter J McLeod, Acadia University

First year university students are at risk for the development of psychological disorders for a number of reasons. These include: 1) life transitions being associated with psychological symptoms, 2) many students will experience a separation from existing social support networks, 3) the university environment presents higher academic demands, and 4) students are within the age range where mood disorders are initially likely to develop. Our prospective study examined the transition to university life, including differences in how individuals experienced and coped with related hassles, and the psychological consequences of this transitional period. Specifically, it investigated students' use of particular cognitive coping strategies, their perceived social support, and how these factors related to predict self-reported symptoms of depression and anxiety. Participants (N = 44) were assessed at home prior to university and approximately mid-semester when university-related stressors were assumed to be most palpable. Preliminary analyses revealed that maladaptive cognitive coping styles moderated the effect of daily hassles on reported symptoms of depression. In addition, perceived social support significantly predicted reported symptoms of depression as well as maladaptive cognitive coping styles. Implications of these findings for preventive mental health programs are discussed.

#93

*Clinical Psychology/  
Psychologie clinique*

### **NOVICE COUNSELLORS' UNDERSTANDING OF THEIR OWN CLINICAL LEARNING**

Louise Overington, McGill University; Jack De Stefano, McGill University; Marilyn Fitzpatrick, McGill University

The opportunity to perform one's chosen craft in a safe, supportive, and structured environment constitutes the most important attribute of clinical training (Barnard & Goodyear, 2005). In addition, the assimilation of the experiences of practice through supervision and self-reflective activities are essential to the trainee's emerging sense of "practionerself". This metacognitive aspect of counsellor development, that is, the on-going internal assessment of one's therapeutic effectiveness, is a key aspect of professional development and a value that the field aspires to not only for students but for all its members. Aim: The goal of the current project is to understand how trainees think about and experience the actual week-by-week process of working with clients. Also, we are interested in how trainees make sense of the regular challenges that are part of that experience. Method: We examine the written accounts (weekly logs) of the trainees' experiences using consensual qualitative research (CQR) methodology to determine what themes constitute the trainees' experiences. Implications: An analysis of student perspectives on training will inform our understanding of teaching and supervision of clinical skills.

#94

*Clinical Psychology/  
Psychologie clinique*

### **ATTACHMENT, BEHAVIOURAL INHIBITION AND PHYSIOLOGY IN YOUNG CHILDREN**

Laura Paret, University of Guelph; Michele Davis, University of Guelph; Heidi Bailey, University of Guelph

Children's psychosocial adjustment can be better understood by assessing how child-caregiver attachment quality relates to children's temperamental reactivity (i.e. behavioural inhibition) and physiological response to stress. Behaviourally inhibited children may show elevated heart rate and fixed (i.e. low variability) cardiac responding when stressed. When confronted with novel stimuli these children may respond non-adaptively unless they are able to use their caregiver as a secure base. The current study examined attachment quality, temperament and physiological regulation in 100 children 3.5 years of age. Attachment was assessed

by trained coders on the pre-school Strange Situation Paradigm, while temperament was scored on the Child Behavior Questionnaire. Children's physiological response was assessed during the Interesting-but-Frightening paradigm as the child and mother explored a potentially frightening friendly talking mask. The data is currently being analyzed. I hypothesize that behaviourally inhibited children will show low cardiac beat-to-beat variability and elevated heart rate (both correlates of stress) in the paradigm but will only continue to be dysregulated if they have poor mother-child attachment security. This research promises to add substantively to our knowledge of the interplay between key factors influencing children's ability to cope with stress.

**#95**

*Clinical Psychology/  
Psychologie clinique*

**ENTRENCHED AVOIDANCE PATTERNS: AN EXAMINATION OF "AVOIDANCE AS HABIT"**

Jeffrey R Paulitzki, University of Waterloo; Jonathan M Oakman, University of Waterloo

Can avoidance patterns become so entrenched that they take on the qualities of habit? This is important because we know that habits are less reliant on intentions, can be triggered relatively automatically by co-occurring environmental cues, and are difficult to change without a change in context. The present research examined the questions: Can frequent avoidance patterns take on qualities of habit? Does the construct of "habitual avoidance" have validity? Is habit-like avoidance associated with environmental triggers that may cue the avoidance proper? Participants selected two unpleasant tasks they were avoiding which varied on avoidance frequency. The Self-Report Habit Index was used to measure the habit-level associated with each pattern. This scale assessed whether the avoidance is experienced as occurring relatively automatically. The results confirmed the expectation that more frequent avoidance patterns are experienced as occurring relatively automatically. Additionally, the results demonstrate that habit-like avoidance can be measured reliably and is related to constructs in expected ways. For example, habit-level predicts reduced quality and lower task completion above-and-beyond conventional variables (e.g. attitudes). Finally, habit-like avoidance patterns were more often associated with stable features identified by participants as being present in the environment.

**#96**

*Clinical Psychology/  
Psychologie clinique*

**CLINICAL PSYCHOLOGY GRADUATE STUDENTS' PERCEPTIONS OF THEIR SCIENTIFIC AND PRACTICAL TRAINING**

Daniel L Peluso, University of Regina; Nicholas Carleton, University of Regina; Gordon J G Asmundson, University of Regina

The reported goal of most clinical psychology graduate programs in Canada is to train students according to a scientist-practitioner model. Such models train students to adequately develop skills in scientific research and clinical therapy. However, each program places different emphasis on these two aspects of training. In response to a lack of research, the Council of University Directors of Clinical Psychology (CUDCP) administered a questionnaire to American clinical psychology students (n = 611), assessing their training experiences (Merlo, Collins, & Bernstein, 2008). Students reported a relatively balanced emphasis on science and clinical work. To date, there appears to be no comparable data available on Canadian student opinions of their training. The current investigation administered the CUDCP questionnaire to Canadian clinical psychology students (n = 149; 88% women, Mage = 25). Almost half (47%) of students reported receiving equal clinical and research training. The area of scientific training that was rated as being the most effective was 'research', followed by coursework, and clinical work. Few significant differences were found following provincial comparisons; however, students from Nova Scotia acclaimed the quality of science training significantly more than Saskatchewan students. Comprehensive results, implications, and directions for future research are discussed.

**#97**

*Clinical Psychology/  
Psychologie clinique*

**THE IMPORTANCE OF PSYCHACHE IN STATISTICALLY PREDICTING SUICIDALITY AND SELF-HARM IN SAMPLES OF FEDERAL OFFENDERS AND UNDERGRADUATES**

Effie J Pereira, Queen's University; Daryl G Kroner, Southern Illinois University Carbondale; Ronald R Holden, Queen's University; Ricardo Flamenbaum, Queen's University

Suicide and self-harming represent extensive mental health issues in Canadian society. Empirically, prominent psychological factors associated with these are the constructs of depression, hopelessness, and psychache. For samples of male federal offenders (n = 73) and male and female undergraduates (n = 160), the current research investigated the relative contributions of depression, hopelessness, and psychache for the statistical prediction of suicidality, self-harming ideation, and self-harming action. Findings indicated that relative to non-offenders, incarcerated offenders scored high on measures of suicidality and psychological risk factors for suicide; that psychache was a valid statistical predictor of suicidality in offenders and non-offenders and that the relationship between psychache and suicidality was not moderated by either offender status or gender; and that psychache was more important than either depression or hopelessness as a statistical predictor of suicidality, self-harming ideation, and self-harming action. Implications regarding Shneidman's view of psychache as the cause of suicide are discussed.

**#98**

*Clinical Psychology/  
Psychologie clinique*

**THE PROCESS OF ANXIETY REDUCTION DURING THE TREATMENT OF SOCIAL PHOBIA WITH AN INTERPERSONAL APPROACH: ALONE OR COMBINED WITH PAROXETINE**

Vassiliki Pilarinos, University of Montreal

Although a substantial amount of evidence exists for the reduction of anxiety levels in the various treatments for social phobia, there has been less interest in the actual process of anxiety reduction during the treatment phase itself. Moreover, few studies on social phobia have combined psychological and pharmacological treatments to investigate the process of therapeutic change. The present study aims to bridge these gaps by comparing an interpersonal approach to therapy and an interpersonal approach to therapy combined with paroxetine in a 12 week treatment and outline which treatment best reduces anxiety in that time span. Par-



ticipants were 30 adult males and 18 females recruited through the Centre de Recherche Fernand-Seguin (CRFS) at the L.H. LaFontaine Hospital in Montreal. Anxiety was measured by means of the Social Anxiety and Distress scale as well as the Fear Questionnaire. It is hypothesized that the combined approach will be a superior treatment both during the process of therapy as well as at post-treatment. Results indicate that the combined approach reduce anxiety in a more efficient and stable manner during the 12 sessions. These results add valuable knowledge into the contribution of medication to the treatment of social phobia and the conceptual framework behind the combined treatment approach.

#99

*Clinical Psychology/  
Psychologie clinique*

### EXPLORING THE IMPLICATIONS OF HUMOUR IN MOTHER-INFANT PLAY INTERACTIONS

David J Podnar, University of Western Ontario; Rod A Martin, University of Western Ontario; Greg Moran, University of Western Ontario

Despite popular beliefs that parents should use humour to make their infants laugh to enhance infant mental health and social development, these associations have never been empirically investigated. An observational study was designed to investigate how humour in mother-infant play interactions might affect their attachment relationship. Results indicated that vigorous laughter-eliciting play activities were negatively related to infant emotional security and increases the probability of mothers engaging in disruptive frightening behaviours. However, when laughter eliciting behaviours were performed by mothers in a sensitive manner, they appeared to provide a protective effect in preventing playfully threatening games (i.e., "I'm going to get you") from being interpreted as actually frightening and harmful. If parents engage in humorous activities with their infants, these results suggest that it is important that they do so sensitively or else it may increase the potential of harming the relationship.

#100

*Clinical Psychology/  
Psychologie clinique*

### LATENT STRUCTURE OF PERSONALITY AND PSYCHOPATHOLOGY IN EATING DISORDERS: AN EXPLORATORY AND CONFIRMATORY FACTOR ANALYSIS APPROACH

Michelle D Presniak, University of Saskatchewan; Natasha Demidenko, Ottawa Hospital; Giorgio A Tasca, Ottawa Hospital; Hany Bissada, Ottawa Hospital

We evaluated the latent structure of personality and psychopathology in an eating disordered sample. Previous research has revealed four to five common factors in eating disorders: general psychopathology, bulimic behaviours, body image, restrictive eating, and drive for thinness. However, these studies tend not to include the common multiple comorbidities of eating disorders (e.g., depression), underlying personality traits (e.g., identity disintegration) and interpersonal problems (e.g., social isolation). In this study we evaluated the latent structures that emerged using both a measure of eating disorder psychopathology (Eating Disorder Inventory) and a measure of general and personality psychopathology (Personality Assessment Inventory) in an exploratory factor analysis (EFA). 1302 participants who were seeking treatment at a centre for eating disorders were included in the study. First, 310 participants were randomly selected and an EFA was conducted. A 6 factor solution emerged from the analysis. Second, a confirmatory factor analysis was conducted in a random sample of 500 participants to assess the reliability of the solution. Results from the EFA so far suggest that eating disorders present as a multidimensional syndrome in which general distress, eating disorder symptoms, interpersonal problems, impulsiveness, and perfectionistic self presentation are prominent.

#101

*Clinical Psychology/  
Psychologie clinique*

### COGNITIVE-BEHAVIOURAL THERAPY REDUCES SYMPTOMS AND INCREASES FUNCTIONING IN PATIENTS WITH SEVERE AND COMPLEX BIPOLAR DISORDER

Martin D Provencher, Université Laval; Julie St-Amand, Centre Hospitalier Robert-Giffard; Marie-Christine Audet, Centre Hospitalier Robert-Giffard; Lisa Hawke, Université Laval

Cognitive-behavioural therapy was administered to patients with bipolar disorder in a naturalistic effectiveness study. The sample consisted of a severe and complex psychiatric clientele referred by their treating psychiatrist at the Mood Disorders Clinic of the Centre Hospitalier Robert-Giffard in Quebec City. A total of 64 participants took part in the study. The treatment was provided by senior psychologists and psychology interns. In all, 42 participants (65.6%) completed the full treatment program. The participants who completed treatment attended between 14 and 29 sessions (21.1 on average). Completers did not differ from non-completers on pretest symptoms and sociodemographic data. Completers exhibited significant symptom reductions on self-report measures of depression (BDI-II),  $t(38) = 5.73, p < .01, d = 2.23$ , as well as self-reported anxiety (BAI),  $t(37) = 5.67, p < .01, d = 1.71$ ; and hopelessness (BHS),  $t(35) = 6.01, p < .01, d = 2.01$ . Gains were also observed in global functioning and social adjustment. High retention rates, improvements in symptoms and general functioning, and strong effect sizes make CBT an effective treatment for a severe and complex bipolar clientele in a naturalistic treatment setting.

#102

*Clinical Psychology/  
Psychologie clinique*

### CAREGIVER SUPERVISION AND INJURY RISK: A COMPARISON OF MOTHERS' AND OLDER SIBLINGS' REACTIONS TO A YOUNG CHILD

Sarah A Rae, University of Guelph; Stacey L Schell, University of Guelph; Barbara A Morrongiello, University of Guelph

Unintentional injury is the leading cause of death for young children, and caregiver supervision is an important factor in reducing child injury risk (e.g., Peterson & Saldana, 1996). Research has shown that young children are at increased risk of injury when older siblings are supervising (Morrongiello, MacIsaac, & Klemencic, 2007), but behavioural data on older siblings is lacking. In the current study, mothers and older siblings ( $n = 60$ ) watched a videotape of a toddler engaging in no risk, risk, and rude behaviours, and were asked to imagine it was the young child in their own family. Participants were instructed to stop the tape and

speak to the child whenever they would in real life. Results revealed that mothers responded to significantly more behaviours than older siblings and the strategies used by mothers and older siblings differed. Implications for young children's risk of injury while under older sibling supervision and directions for future research are discussed.

**#103**

*Clinical Psychology/  
Psychologie clinique*

**COGNITIVE ERRORS AND DEPRESSION: THE ROLE OF ADAPTIVE AND MALADAPTIVE COPING IN PREDICTING THERAPY OUTCOME**

Jesse Renaud, McGill University; Debora D'Iuso, McGill University; Eric Morris, McGill University; Emily Blake, McGill University; Keith S Dobson, University of Calgary; Martin Drapeau, McGill University

The findings from a study conducted by Jacobson and colleagues (1996) raised concerns about the hypothesized mediation role of cognition in the treatment of depression. Therefore, it may be that other factors interact with cognition to influence therapeutic outcome. In particular, whether an individual's preferred coping strategies are adaptive or maladaptive may predict outcome. In a previous study, we found that single coping patterns can interact with cognitive errors to influence treatment outcome (Renaud et al., 2008). To elaborate on these findings, we attempted to identify the underlying structure of the coping measure used, the Coping Action Patterns Rating Scales (Perry et al., 2005). Participants (N = 30) with Major Depressive Disorder received cognitive-behavioral therapy (CBT) from experienced therapists. Therapy transcripts from the third session for all participants were rated to assess cognitive errors (CEs; Drapeau et al., 2005) and coping (Perry et al.). Factor analysis was conducted to identify the underlying structure of the coping measure. We then examined if adaptive coping factors moderate the association between cognitive errors and changes in depressive symptoms. The present study illuminates the importance of individual coping tendencies in determining the success of CBT.

**#104**

*Clinical Psychology/  
Psychologie clinique*

**BODY DISSATISFACTION AND AFFECT: THE EFFECTS OF MODE OF MIND INDUCTION AND THREE DIMENSIONAL BODY SHAPE EXPOSURE**

Oscar E Roldan, Lakehead University; Loretta Blanchette, Lakehead University; Ron Davis, Lakehead University

The purpose of the present study was to investigate how specific mode of mind inductions, in conjunction with 3D and 2D body image exposure, impact body dissatisfaction (BD) and affect in 81 female undergraduates. The two mode of mind inductions examined were mindfulness-based focused breathing and rumination/worry. Participants were randomly assigned to either a focused breathing or rumination/worry induction, followed by life-sized body image exposure in either 2D or 3D. Results indicated that the most adversely affected individuals were those in the 3D-rumination/worry group. Participants in this group experienced significant increases in BD and negative affect (NA) as well as a significant reduction in positive affect (PA). While participants in general found body exposure to be aversive, those with high-dispositional body dissatisfaction expressed significantly higher levels of NA. Exploratory correlational analysis indicated that a possible link exists between BD and the subsequent increase in NA following body exposure. Findings of the present study suggest that being in a state of rumination/worry may exacerbate the negative reactions to body exposure. This phenomenon may be more pronounced in females high in dispositional BD.

**#105**

*Clinical Psychology/  
Psychologie clinique*

**INTERPERSONAL FACTORS RELATING TO SOCIAL SUPPORT PROVISION**

Kaley Roosen, York University

The purpose of this study was to examine the factors that influence the provision of social support. Past research has focussed on the characteristics that influenced the perceived level of social support toward the recipient (Cohen & Syme, 1985), neglecting the characteristics of the support provider. The study employed established questionnaires and a pre-taped video displaying an individual in need of social support. Results reveal that Females provided more nurturant support ( $F(1,409) = 80.66$   $p < .001$ ); where as males provided more critical ( $F(1,409) = 59.77$   $p < .001$ ). Further, males received less nurturant support when they acted emotional, the opposite was true for females ( $F(1,409) = 8.18$   $p = .004$ ). Finally, an individual's personality, coping style, and their attribution of blame in the other contribute to the type of support they offer others in need. This study is unique in focussing on the provider of social support and measuring both positive and negative forms of social support.

**#106**

*Clinical Psychology/  
Psychologie clinique*

**DEVELOPMENT AND VALIDATION OF RELATIONSHIP AUTOMATIC THOUGHTS QUESTIONNAIRE**

Darcy A Santor, University of Ottawa; Daniel Kopala-Sibley, McGill University

The standard measure of depressive automatic thoughts has focus primarily on self-oriented themes, such as failure, self-criticism and inadequacy, as opposed to interpersonal themes, such as loneliness, abandonment or neediness. In this study, we sought to develop a measure of interpersonally based automatic thoughts (e.g., nobody loves me, nobody cares about me) and examine the relationship between this new measure of interpersonally based automatic thoughts, and a traditional measure of automatic thoughts (e.g., I'm no good, why can't I ever succeed), as well as other measures of depressive symptoms (CES-D), depressive vulnerability (DEQ-SC and DEQ-DEP) and sources of stress. Factor analytic and construct validity results from 355 college-age adults support the viability of differentiating interpersonal and non-interpersonal automatic thoughts. Implications of these results for the cognitive theory of depression are discussed.

**#107***Clinical Psychology/  
Psychologie clinique***RELIABILITY AND VALIDITY OF THE JAPANESE VERSION OF SOCIAL ANXIETY-DISCOMFORT TO OTHERS SCALE IN A UNIVERSITY SAMPLE**Jun Sasaki, Osaka University

Social anxiety disorder (SAD) is a pervasive mental disorder. DSM-IV-TR (APA, 2000) emphasizes the fear of being humiliated or embarrassed in social situation as the symptoms of SAD. However, several studies, including cultural studies on Taijin-kyofusho, have indicated that there are individuals who are concerned with embarrassing others. Rector et al. (2006) developed the Social Anxiety-Discomfort to Others Scale (SA-DOS) in order to delineate the nature and frequency of fears of causing discomfort to others in non-clinical and clinical forms of social anxiety. The purpose of the present study is to develop a Japanese version of SA-DOS and validate it in a university sample. 349 university students participated in this study. SA-DOS was translated into Japanese by the first and last authors, and back translated by a Japanese-English bilingual psychology student with master's degree. Original authors checked the back-translation, and the Japanese version of SA-DOS was completed after several revisions. Participants completed SA-DOS, SPS, SIAS, LSAS, FNE, and TKS scale. Analyses yielded adequate internal reliability and stability, evidenced by the alpha coefficient and test-retest reliability coefficient (six-week interval) of SA-DOS .89 and .71, respectively. Correlations of SA-DOS and other social anxiety scales were significantly positive, indicating convergent validity.

**#108***Clinical Psychology/  
Psychologie clinique***DO LIFE EVENTS INFLUENCE YOUNG ADULTS' PARTICIPATION IN GAMBLING ACTIVITIES?**Cathy Savard, Université Laval; Marie-Frédérique Leclerc, Université Laval; Francine Ferland, Université Laval; Isabelle Giroux, Université Laval

Even if young adults had been identified as an at-risk group for problem gambling, so far no studies addressed the influence life events could have for this age group. The objectives of the study were: 1) to assess the differences between the young adults who are problem gamblers and those who are non-problem gamblers or non-gamblers in the number and the life events they experienced during the last six months, and 2) to estimate the relationship existing between the number and the life events experienced and the frequency of the gambling participation. A total of 689 young adults aged between 18 and 25 years old participated in this study. They completed a telephone interview and a mailing questionnaire. The data presented here concerns only the answers given for the Schedule of Recent Experiences. The results showed that young adults who participated in at least one gambling activity during the last six months did not face the same life events than those who did not participate in a gambling activity. The results also showed that young adults who gambled weekly or monthly faced significantly more life events than those who did not gamble as often. Finally, problem gamblers did not face the same number of life events nor the same life events than the non-problem gamblers/non-gamblers. The influence of life events on the young adults' gambling participation is discussed.

**#109***Clinical Psychology/  
Psychologie clinique***EATING PATHOLOGY AND ADOLESCENT NON-SUICIDAL SELF-INJURY**Kristin Schaub, McGill University; Shana Ross, McGill University; Jessica R Toste, McGill University; Nancy L Heath, McGill University; Shareen Holly, McGill University

Past research examining non-suicidal self-injury (NSSI) and disordered eating has been largely confined to clinical settings, with little investigation of these behaviours among community samples of adolescents. Current theory and research has focused on establishing the primacy of emotional dysregulation in NSSI. Eating pathology represents a similar behaviour, whereby emotional regulation difficulties are expressed through the body. As such, it would be expected that higher rates of eating pathology would be found in adolescents who engage in NSSI as compared to their non-NSSI peers. Participants (N = 440) between 12 and 17 years were screened for the presence of NSSI. Those who engaged in NSSI (n = 59) and a comparison group of non-self-injurers (n = 57) completed the Eating Disorders Inventory (EDI). Results revealed that adolescents who engaged in NSSI display significantly more eating pathology than their non-NSSI peers. Further, the groups differed in terms of poor interoceptive awareness; impulse regulation; sense of ineffectiveness, distrust, and social insecurity; bulimic tendencies and body dissatisfaction. Relationships between lifetime frequency of NSSI, poor impulse control, and deficits in affective regulation were also found. These results were consistent irrespective of gender, suggesting that NSSI and eating pathology may share underlying features.

**#110***Clinical Psychology/  
Psychologie clinique***INTRAINDIVIDUAL VARIABILITY, ERROR RATE, AND SPEED OF PERFORMANCE: A COGNITIVE PROFILE OF ADOLESCENTS WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER**Jessica Schnoll, York University; Colleen Dockstader, Neuroscience & Mental Health Program, Research Institute of The Hospital for Sick Children; Rosemary Tannock, Neuroscience & Mental Health Program, Research Institute of The Hospital for Sick Children, OISE/UT; Karen Ghelani, Neuroscience & Mental Health Program, Research Institute of The Hospital for Sick Children; Umesh Jain, Centre for Addiction and Mental Health; Maggie E Toplak, York University

Intra-individual variability (IIV) refers to moment-to-moment inconsistency in performance and represents an etiologically important characteristic of attention-deficit/hyperactivity disorder (ADHD). Although studies have consistently demonstrated that people with ADHD show increased IIV, the associated contextual factors have yet to be understood. The present study investigated whether reaction time and error rate are both associated with IIV and whether IIV increases or decreases with time on task. Forty-three participants (24 ADHD and 19 Control), ages 13 – 18, performed an implicit learning task in which they were instructed to press one of four keys in response to a visual stimulus presented at a corresponding spatial location on a screen. Stimulus presentation (random or pattern) and cognitive load (no load or load) were additional task manipulations. The dependent variable was

reaction time and number of errors. Preliminary analyses revealed that the ADHD group performed slower, had greater errors, and was more variable than the control group, regardless of task condition. Variability in both groups increased on later blocks of the same condition. These results provide a cognitive profile for adolescents with ADHD that includes IIV, error rates, and speed of performance. This study has important implications for the assessment of ADHD.

**#111**

*Clinical Psychology/  
Psychologie clinique*

**CBCL PROFILES OF A SAMPLE OF CHILDREN WITH ASPERGER SYNDROME**

Jessica Schroeder, York University; Jonathan Weiss, York University/Centre for Addiction and Mental Health; James M Bebko, York University; Carly A McMorris, York University; Lisa N Hancock, York University; Kerry Wells, York University

There is increasing recognition of psychiatric co-morbidities in individuals with Asperger syndrome that extend beyond the core features of the disorder. This study aims to examine the behavioural profile of individuals with Asperger syndrome (AS). Fifteen children with AS (6-18 yrs) participated in this study. The Childhood Behavior Checklist (CBCL) was used to assess behavioural, emotional, and social problems. A series of one-sample t-tests revealed significant differences between the AS and the typically developing norms for all DSM-Oriented and 2007 scales. Ninety-three percent of the participants had at least one scale score in the borderline or clinical range and 79% of participants showed a total problems score in the borderline or clinical range. The scales that were most commonly in the borderline or clinical range in this sample were Anxiety (67%), OCD (67%), ADHD (60%), and Sluggish Cognitive Tempo (53%). Correlational analyses were conducted to determine the relationship between symptom severity, cognitive and language functioning and CBCL scores. Overall, the present study suggests that individuals with AS are at significant risk for associated psychiatric symptoms, and it is important to further investigate these linkages. It also emphasizes the importance of determining the efficacy of current or modified treatments on these disorders in individuals with AS.

**#112**

*Clinical Psychology/  
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**IN-SESSION PROCESSES OF INDIVIDUALS WITH DEPRESSION: AN INVESTIGATION OF THE RELATIONSHIP BETWEEN COGNITIVE ERRORS, COPING ACTION PATTERNS AND INTERPERSONAL INTERACTIONS**

Deborah Schwartzman, McGill University; Debora D'Iuso, McGill University; Khan Bouba-Dalambaye, McGill University; Katherine L Thompson, McGill University; Emily Blake, McGill University; Jesse Renaud, McGill University; Keith S Dobson, University of Calgary; Martin Drapeau, McGill University

Individuals with depression are thought to process information in an overly negative or biased way (Henriques & Leitenberg, 2002). In addition, the manner in which they cope with stress and negative life events can amplify the effects of these events and influence one's interpersonal functioning (Holahan & Moos, 1987). The present study examined the relationships between cognitive errors (CEs), coping patterns (CAPs) and interpersonal interactions. Early psychotherapy sessions of (N = 25) patients with major depression from Jacobson et al. component study (1996) were examined. Transcripts were rated for CAPs and CEs using observer rated measures of these constructs (CE: Drapeau et al., 2005; CAP: Perry et al., 2004). Interpersonal patterns were assessed using the Structural Analysis of Social Behavior (SASB; Benjamin, 1996). The relation between CEs, CAPs, and interpersonal functioning was examined, as well as the effect CEs and CAPs have on the relationship between interpersonal functioning. The practical implications of these findings in bridging the gap between research and practice, enhancing treatment outcome, and improving the training of therapists will be discussed.

**#113**

*Clinical Psychology/  
Psychologie clinique*

**PERCEPTIONS OF PEER SUPPORT FOLLOWING PEER AND PARENTAL VICTIMIZATION: EVIDENCE FOR MEDIATION OF ADOLESCENT DEPRESSION**

Pamela M Seeds, University of Western Ontario; Kate L Harkness, Queen's University; Lena C Quilty, Centre for Addiction and Mental Health, University of Toronto

The present study examined the social support deterioration hypothesis, with the overall expectation being that the presence of victimization, either by parents or peers, would be associated with lower levels of perceived social support across the domains assessed, and that these perceived support variables would significantly mediate the relation between victimization and symptoms of depression in adolescence. Standardized measures of childhood maltreatment, depression, and perceived social support were administered to 101 depressed and non-depressed adolescents. Consistent with predictions, increased peer- and father-perpetrated victimization was associated with lower perceptions of tangible support and feelings of belonging in a peer network, and belonging support mediated the association of peer- and father-perpetrated victimization with greater depression severity. In contrast, mother-perpetrated victimization was associated with higher perceptions of tangible support and a greater number of peer confidants, and higher numbers of peer confidants mediated the association with lower levels of depression. These results suggest that support from peers may be a compensatory strategy for youth who have been maltreated by their mothers. Implications, limitations, and future directions for research on the impact of victimization on perceptions of social support are discussed.

**#114**

*Clinical Psychology/  
Psychologie clinique*

**SOCIAL SKILL DEFICITS AND MALE-PERPETRATED DATING VIOLENCE**

Sarah Setchell, University of Windsor; Patti Fritz, University of Windsor

Many prevention and treatment programs for dating violence incorporate skill-building components that are based on the assumption that men who are aggressive towards their romantic partners have deficiencies in various social skills. Some of the key social skills targeted by violence prevention programs include conflict resolution, social problem-solving, anger management, and empathy. Despite the inclusion of skill-building components in dating violence programs, there is a lack of empirical support demon-

strating that perpetrators of dating violence are in fact deficient in social skills. Although some researchers have suggested that social skill deficits may be a proximal risk factor for partner assault, studies have not yet uncovered which social skill deficiencies assume the most important role in dating violence. The aim of the present study is to fill several notable gaps in the literature on social skills and dating violence. Using an online survey with self-report questionnaires, deficits in the areas of conflict resolution, social problem-solving, anger management, and empathy will be examined in relation to male-perpetrated physical, psychological, and sexual dating violence in a sample of undergraduate men. Data collection and analyses are currently underway.

#115

*Clinical Psychology/  
Psychologie clinique*

### **EMERGENCE OF PSYCHOTIC DISORDERS IN 22Q11 AND 22Q13 MICRODELETION SYNDROMES: A DESCRIPTION AND COMPARISON OF RISK FACTORS**

Akanksha Sharma, McGill University

This study describes patterns of scores on risk factors for the emergence of psychotic disorders among individuals with 22q11 and 22q13 microdeletion syndromes. There are a series of studies implicating the 22nd chromosome with psychotic disorders. There is also a clinical need for better understanding of the issues surrounding dual diagnosis (i.e., intellectual disability and co-occurring psychopathology). Higher rates of psychopathology among intellectually disabled individuals are well known. However, there is a lack of literature on psychotic disorders in children with intellectual disability. With higher rates of psychopathology, complications in diagnosis and presentation, the need to identify risk factors for children with ID is compelling. The Reiss Scales for Children's Dual Diagnosis and a modified version of the Kiddie-Schedule for Affective Disorders and Schizophrenia were administered to children aged 6 to 16 with 22q13 and 22q11 deletion syndromes. Preliminary results indicate that approximately 15% of children of children with 22q13 deletion and 25% of children with 22q11 deletion demonstrate strong signs of psychotic symptoms. Issues concerning age of onset, difficulties with diagnosis, risk factors for mental health problems, and clinical issues in assessing and treating children with dual diagnoses are discussed.

#116

*Clinical Psychology/  
Psychologie clinique*

### **NEGATIVE BIAS IN THE CES-D? ITEM RESPONSE THEORY ANALYSIS OF REVERSE-SCORED ITEMS ACROSS EDUCATION LEVEL**

Elizabeth Sharp, University of Ottawa; Glenn L Thompson, University of Ottawa; Luc G Pelletier, University of Ottawa

Research has shown education effects in both depressive symptoms and responses to reverse-scored items in self-report surveys. This study examined the responses of 262 participants without a university education and 343 university-educated participants to the Center for Epidemiological Studies- Depression scale. Differential item functioning revealed that reverse-scored items functioned differently across education level. Item response theory analyses revealed that some reverse-scored items functioned poorly in both groups. Findings have consequences for the validity of conclusions about depression drawn from the CES-D. Further, the implications for the common practice of including reverse-scored items in self-report questionnaires are discussed.

#117

*Clinical Psychology/  
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### **THE EFFECT OF METACOGNITION ON ATTRIBUTIONS AND SELF-JUDGMENTS IN INDIVIDUALS WHO HAVE REMITTED FROM DEPRESSION**

Maegan Sharp, University of Saskatchewan; Alisa Singer, University of Calgary; Amanda Epp, University of Calgary; Shannon Jones, University of Regina; Keith S Dobson, University of Calgary

Cognitive vulnerability theories have investigated both the content and process of cognitive structures to explain why some people experience depressive disorder when faced with negative events, while for others, the negative mood is transient. Previous research in metacognition has demonstrated that acceptance training (mindfulness training) has a positive impact on mood following an induced negative mood state, when compared with rumination or distraction training (Singer & Dobson, 2007). The present study sought to investigate the effect of acceptance training on mood, attributions, and self-judgments in individuals who have remitted from depression. Participants were randomly assigned to receive training in acceptance or rumination, or receive no training at all (i.e., control condition). Following a negative mood induction, utilized to activate dysfunctional thinking patterns, participants engaged in the technique they learned while monitoring their mood. Results are discussed in terms of the differential impact of acceptance (versus rumination and a control group) on intensity of negative mood and probability of recovering from the induced mood state, and attributions towards negative events. Variables that may moderate the effect of acceptance are explored. Limitations of the present study and future directions for research are discussed.

#118

*Clinical Psychology/  
Psychologie clinique*

### **RELATIONS AMONG WELL-BEING, MINDFULNESS, AND PERSONALITY DISORDER DIMENSIONS**

Amanda R Sheptycki, Grant MacEwan College; Andrew J Howell, Grant MacEwan College

We examined two markers of mental health -- well-being (comprised of emotional, psychological, and social well-being) and mindfulness -- in relation to personality disorder symptoms among a non-clinical sample of young adults. Recent evidence suggests a relationship between low mindfulness and borderline personality disorder (Wupperman, Neumann, & Axelrod, 2008); however, because no other personality disorders were assessed, the specificity of this relationship remains unknown. Recent evidence also suggests relationships between low happiness, low life satisfaction, and personality disorder symptoms (Meyer, Enstrom, Harstveit, Bowles, & Beevers, 2007); however, an atypical sample was employed (i.e., fashion models) and eudaimonic aspects of well-being were not assessed. In the current research, 180 undergraduates completed Keyes' (2005) measure of emotional, psychological, and social well-being, the Mindfulness Attention and Awareness Scale (Brown & Ryan, 2003), and the

Coolidge Axis-II Inventory- Revised. Results revealed that well-being and mindfulness were inversely correlated with scores on each personality disorder dimension, and that these relationships persisted when controlling for symptoms of depression and anxiety. We discuss implications of examining personality disorders and aspects of mental health.

**#119**

*Clinical Psychology/  
Psychologie clinique*

**ASSESSING THE EFFICACY OF A MODIFIED DBT PROGRAM FOR PEOPLE PRESENTING WITH BORDERLINE PERSONALITY DISORDER: DO GAINS MADE IN TREATMENT LAST?**

Regan Shercliffe, Luther College; Melissa Hendry, Simon Fraser University; Desiree Prisman, Vancouver Hospital; Shahlo Mustafaeva, University of Regina; Nicole Gooding, University of Regina

Introduction: What is lacking in the literature concerning modified DBT programs is information concerning the extent to which gains made in treatment extend beyond the short term. The purpose of this research is to present data on subjects (n = 39) who completed a group based 10-week modified DBT program (skills training as well as incorporating aspects of traditional group treatment). Method: Clients who were referred to a treatment program for people with symptoms of BPD completed measures of psychopathology assessing components of BPD (affect, coping, hopelessness) pre-treatment, post treatment, and at regular intervals up to two years post treatment. Results: There were significant reductions in all measures at post treatment, with treatment gains remaining at one year; symptoms of depression increased at two years but were still lower than pre treatment and symptoms of anxiety maintained post treatment scores at two years. No significant differences in measures of coping were found at any follow-up. Feelings of hopelessness were significantly reduced at post treatment and increased at two years however scores were still lower than pretreatment. Conclusion: The results of this research suggest that this modified DBT program was effective in reducing symptoms associated with BPD and that treatment gains were still in place at two years, however coping remained unchanged.

**#120**

*Clinical Psychology/  
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**UNDERSTANDING REPETITIVE THOUGHT: AN INVESTIGATION OF WORRY AND RUMINATION, IN RELATION TO MINDFULNESS AND SELF-MANAGEMENT, IN A NON-CLINICAL SAMPLE**

Megan M Short, Memorial University of Newfoundland; Peter G Mezo, Memorial University of Newfoundland; Kristen Williams, Memorial University of Newfoundland

Extensive research has indicated high levels of comorbidity between depressive and anxiety disorders (Schneier, et. al, 1992). One area that may mediate anxiety and depression is worrying and rumination behaviors. Both worry and rumination have been described as repetitive and unproductive thought patterns, and have been found to amplify the disorders of anxiety and depression. As opposed to worry and rumination, the constructs of mindfulness and self-management have been associated with maintaining ones' well-being. Research has shown that mindfulness and self-management are over-lapping constructs (Short, Mezo, & Broderick, 2008). It has also been found that rumination is negatively associated to the behaviors of mindfulness (Brown & Ryan, 2003). No study to date has examined both of these unconstructive behaviors in relation to mindfulness and self-management together. The purpose of this study is to address this gap in the literature and examine the relationships between (1) worry and rumination, (2) mindfulness and self-management, and (3) worry and rumination, in relation to mindfulness and self-management. A battery of questionnaires assessing these constructs will be given to a sample of undergraduate university students. Implications include the involvement of mindfulness and self-management in therapies for psychological disorders where rumination and worrying occurs.

**#121**

*Clinical Psychology/  
Psychologie clinique*

**THE RELATIONSHIP BETWEEN FREQUENCY OF THERAPIST INTERVENTION SHIFTS AND WITHIN-SESSION OUTCOME**

Terence Singh, University of Windsor; Jennifer L Campeau, University of Windsor; Antonio Pascual-Leone, University of Windsor; Leslie S Greenberg, York University

This study sought to determine whether the frequency that experiential therapists change the focus of their interventions influences within-session psychotherapy outcome for distressed clients. Using a backwards prediction, it was hypothesized that good within-session outcome is more likely to be preceded by more frequent intervention shifts. Observable therapist interventions were examined moment-by-moment as they occurred within 26 sessions of experiential therapy. Results indicated that good within-session outcome was significantly more likely to be preceded by more frequent intervention shifts. Subsequent analyses revealed a curvilinear relationship between frequency of therapist intervention shifts and within-session outcome. At moderate levels of shifting, good within-session outcome was significantly more likely to be preceded by more frequent intervention shifts. At high levels of shifting, no significant relationship was evidenced. These results suggest that therapists who shift the focus of their interventions more frequently are more likely to facilitate good within-session outcome, provided that they are not already shifting the focus of their interventions at high frequencies. This finding is consistent with Dynamic Systems Theory (Heyes et al., 2007) and corresponds with several schools of psychotherapeutic thought (e.g., McCarthy et al., 2008).

**#122**

*Clinical Psychology/  
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**GAMBLING BEHAVIOUR - IS ATTACHMENT STYLE A PREDICTOR?**

Katrina Smith, University of Windsor; Rosanne Menna, University of Windsor

Relations between attachment style and gambling behaviour were explored in this study. 360 (252 female, 104 male) undergraduate students at a Canadian university completed self-report measures of attachment style, gambling, self esteem and stress. Gender differences and attachment style variations with regards to gambling behaviours was found. Men engaged in greater gambling

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behaviour compared to women. However, women with a preoccupied attachment style engaged in greater gambling behaviour compared to men. Having high levels of stress was found to increase levels of gambling behaviour in those with an insecure attachment style. Implications for treatment efforts are discussed.

**#123**

*Clinical Psychology/  
Psychologie clinique*

**PAINFUL SEX AND PAINFUL COMMUNICATION? SEXUAL COMMUNICATION AMONG WOMEN WITH PROVOKED VESTIBULODYNIA**

Kelly B Smith, Queen's University; Stephanie C Boyer, Queen's University; Caroline F Pukall, Queen's University

Provoked vestibulodynia (PVD) is a cause of painful intercourse and reduced sexual functioning in women. To date, no research has examined communication about sexual problems among women with PVD and their partners. This study examined sexual communication and satisfaction among 46 women with PVD and 46 age-matched control women in relationships. A telephone screening assessed eligibility, and participants subsequently completed the Golombok-Rust Inventory of Sexual Satisfaction (GRISS) and Dyadic Sexual Communication Scale (DSCS) online. Participants also reported their intercourse frequency within the previous month and rated the importance of sex within their lives. Women with PVD reported reduced sexual satisfaction and frequency of intercourse, and more negative sexual communication with partners in comparison to controls. No differences were found between groups with regard to importance of sex. Scores on the DSCS predicted sexual satisfaction among women with PVD, indicating that women with better sexual communication reported more sexual satisfaction. These results indicate that PVD is associated with negative sexual communication, which in turn relates to the level of sexual satisfaction women report in their relationships. This study suggests a potential avenue, namely communication, by which clinicians may help enhance satisfaction in PVD-affected couples.

**#124**

*Clinical Psychology/  
Psychologie clinique*

**EVALUATING THE IMPACT OF GENDER ROLE ON DISORDERED EATING, AS MEDIATED BY MINDFULNESS**

Melody K Sorenson, Memorial University of Newfoundland; Peter G Mezo, Memorial University of Newfoundland

Mindfulness training has been identified as an effective intervention for many psychological problems, including anxiety and depression (Miller, Fletcher, & Kabat-Zinn, 1995), binge eating disorder (Kristeller & Hallett, 1999) and bulimia (Proulx, 2008). Research addressing the utility of mindfulness in promoting positive mental health has focused on formal mindfulness training, and has not addressed the role of dispositional mindfulness. It is important to understand whether individual differences in this trait may be related to disordered eating, in order to improve upon our existing interventions for the eating disorders. This study will explore the role of dispositional mindfulness as a mediator of the relationship between gender role and disordered eating in an undergraduate sample. No sex differences have been reported in rates of mindfulness; however, the research has not considered whether gender role may contribute to observed differences in this trait. It is predicted that mindfulness will be negatively associated with disordered eating and that feminine individuals will report being less mindful than masculine or androgynous individuals, as femininity has been associated with rumination (Nolen-Hoeksema & Jackson, 2001), and rumination is incompatible with mindfulness (Coffey & Hartman, 2008).

**#125**

*Clinical Psychology/  
Psychologie clinique*

**ADOLESCENT DEPRESSION AND CORTISOL REACTIVITY TO A SOCIAL STRESSOR**

Jeremy G Stewart, Queen's University; Kate L Harkness, Queen's University

Disturbances of the hypothalamic-pituitary-adrenal axis are among the more robust biological findings reported in samples of adults with major depression (e.g., Holsboer, 1995). However, these biological effects, such as dexamethasone nonsuppression (Dahl et al., 1992), have not been confirmed in children. Research has yet to consider cortisol reactivity to a social stressor in samples of children and adolescents. The current study examined cortisol reactivity in response to the Trier Social Stress Task (Kirschbaum et al., 1993) in a heterogeneous sample of depressed ( $n = 30$ ) and non-depressed ( $n = 32$ ) adolescents (aged 12 to 18 years). There were no significant differences between depressed and non-depressed adolescents in terms of total cortisol reactivity (i.e., total area under the cortisol curve; AUC) or acute cortisol reactivity to the stressor (i.e., difference between baseline and peak cortisol concentration). However, when we examined depression symptom scores (i.e., Beck Depression Inventory; Beck et al., 1996), individuals with moderate depression symptoms (i.e., BDI = 15-25) had a significantly greater AUC and peak cortisol reactivity than both individuals with mild (BDI < 15) and severe (BDI > 25) symptoms. Our results speak to the heterogeneous nature of the depressive syndrome and they will be discussed in terms of their clinical and theoretical implications.

**#126**

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**CHANGES IN OVERVALUED IDEATION, MOOD AND BEHAVIOR DURING COGNITIVE THERAPY**

Annie Taillon, Université du Québec à Montréal; Kieron O'Connor, Fernand-Seguin Research Center

A small scale randomized control trial has shown an advantage to IBA (inference-based approach) over CBT in the treatment of those with high levels of belief in probability of initial doubt. However, it showed no advantage compared to ERP for non-OVI OCD (O'Connor et al., 2005). A further study comparing those with high and low OVI as measured by the Overvalued Ideation Scale (OVIS) lends some support to the claim of equal effectiveness of IBA in non-OVI and OVI. In this study, 32 consecutive referrals to our IBA treatment study with a variety of obsessions and compulsions were divided into high and low scoring groups. Y-BOCS and OVIS evaluations were carried out through semi-structured interviews by trained evaluators independent of the

study. Repeated measures analysis of variance showed no significant differences between groups in any measures post-treatment. Both OVI and non-OVI groups showed clinically significant change scores as measured by residual gain scores. The OVI score was independent of Y-BOCS severity but splitting the group according to median Y-BOCS severity or even extreme Y-BOCS scores also showed no significant difference among outcome measures. Taken together, these findings suggest equal treatment efficacy for IBA across OCD symptom subtypes, including OVI and non-OVI, whether OVI refers to conviction in the initial doubt or the anticipated consequences.

**#127**

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**PARENTAL DIVORCE AND THE RELATIONSHIP BETWEEN EARLY MALADAPTIVE SCHEMAS AND DEPRESSIVE SYMPTOMS IN ADULTS**

France Talbot, Université de Moncton; Mélanie Babineau, Université de Moncton; Vickie Roy, Université de Moncton

Early Maladaptive Schemas (EMSs) are 'broad pervasive themes or patterns regarding oneself and one's relationship with others, developed during childhood and elaborated throughout one's lifetime, and dysfunctional to a significant degree' (Young, 1994). Examples are: abandonment, enmeshment, failure to achieve, emotional inhibition, social isolation and self-sacrifice. The present study aimed to evaluate the impact of parental divorce on the predictive validity of EMSs for depressive symptoms. Undergraduate students [N = 173; mean age = 20.6 (SD = 3.1); 131 women (75.7%); 40 from a non-intact family (23.1%)]. Participants completed the French versions of the Schema Questionnaire-Short Form (SQ-SF) and the Beck Depression Inventory II (BDI-II). BDI-II scores did not differ significantly between individuals from intact and non-intact families. For each of these two groups, the SQ subscales with significant correlations with BDI-II scores were entered in a stepwise regression analysis with the BDI-II as the criterion variable. In the non-intact family group, Abandonment and Mistrust explained 27.8% and 4.7% of the variance in BDI scores. In the intact family group, Vulnerability, Subjugation and Insufficient Self-Control explained 23.7%, 10.1% and 5.3% of the variance. The clinical and research implications of these findings will be discussed.

**#128**

*Clinical Psychology/  
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**LES APPLICATIONS CLINIQUES DE LA THÉORIE DE L'ATTACHEMENT À TRAVERS LES ÂGES DE LA VIE : PRÉSENTATION DES APPROCHES SOUTENUES EMPIRIQUEMENT**

Genevieve Tardif, Université du Québec en Outaouais; Paul S Greenman, Université du Québec en Outaouais

L'attachement est au cœur des relations interpersonnelles. Bowlby (1969) propose que la relation entre la mère et son enfant joue un rôle prépondérant dans la structuration de l'individu et que l'échec de l'établissement de liens réconfortants peut mener à de l'isolement, à de la maladie physique et également à de la détresse psychologique tant chez les enfants que chez les adultes. La sécurité d'attachement serait un facteur de protection non négligeable qui protégerait l'individu contre la formation de troubles psychopathologiques. Depuis une quinzaine d'années, un nombre grandissant d'interventions basées sur la théorie de l'attachement ont vu le jour. Plusieurs interventions ont été conçues afin de favoriser les qualités relationnelles entre un enfant et ses donneurs de soins (p.ex., Hoffman & Powell, 2002), alors que d'autres s'intéressent à promouvoir des relations conjugales satisfaisantes et durables (Johnson, 2004). Les interventions axées sur l'attachement commencent à bénéficier d'appui empirique appréciable (p.ex., Dyadic Developmental Psychotherapy; Becker-Wideman & Hughes, 2008 ; Emotionally Focused Therapy (EFT) pour couples; Johnson, 2004). Le but de cette affiche est donc de présenter aux chercheurs ainsi qu'aux cliniciens les approches en attachement les plus prometteuses empiriquement, ainsi leurs applications auprès d'enfants, d'adolescents ou d'adultes.

**#129**

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**THE IMPACT OF COMORBID DISORDERS ON EXECUTIVE FUNCTIONING IN CHILDREN DIAGNOSED WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER**

Mariam Ter-Stepanian, McGill University; Natalie Grizenko, Douglas Mental Health University Institute; Kim M Cornish, McGill University; Ridha Joober, Douglas Mental Health University Institute

Objective: To examine the effect of comorbid disorders on executive function (EF) performance in children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Methods: Two hundred and sixty seven, 6-12 year old children clinically diagnosed with ADHD were characterised according to their clinical profile. Various EF domains were assessed while children were not on medication. The EF measures were Wisconsin Card Sorting Test (WCST), Continuous Performance Test (CPT), Tower of London and Self Ordered Pointing Test (SOPT), General cognitive performance was assessed using Wechsler Intelligence Scale for Children. Results: The majority of children (79.4%) were diagnosed with another comorbid disorder in addition to ADHD and 37.4% of children received diagnosis of two or more comorbid disorders. Children with Anxiety disorder made significantly more errors on WCST, a set shifting task. Children with Anxiety disorder and Oppositional Defiant Disorder made significantly more errors on the CPT, an attention task, compared to children without these disorders. Conclusion: These results indicate that presence of comorbid disorders may play an important role in executive function performance in children diagnosed with ADHD.

**#130**

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**THE RELATIONSHIP BETWEEN INTERPERSONAL COMMUNICATION STRATEGIES AND THERAPEUTIC OUTCOME**

Katherine L Thompson, McGill University; Debora D'Iuso, McGill University; Deborah Schwartzman, McGill University; Keith S Dobson, University of Calgary; Martin Drapeau, McGill University



Individuals have unique communication strategies that determine how they react to different people (e.g., parent, significant other) and different stressors (e.g., conflict, abandonment) (Benjamin et al., 2006). When clients are confronted in therapy, they often respond in the same way they would outside of therapy (Connolly et al., 2000). As such, it may be that the interpersonal styles of the therapist and client in therapy will impact the outcome of the therapeutic process. This study will investigate the relationship between interpersonal styles and the treatment outcome of individuals with depression. The data analyzed was collected as part of a landmark component study by Jacobson and colleagues (1996). The transcribed audiotapes of clients (N = 35) with Major Depressive Disorder were analyzed using the Structural Analysis of Social Behaviour assessment tool (SASB; Benjamin, 1978). Successful therapeutic outcome was established by the clients' scores on the Beck Depression Inventory (BDI; Beck et al., 1979) at termination. By differentiating between effective and detrimental communication strategies, this project will enhance research into the therapeutic process. Further, the results of this study can be directly applied to clinicians working with depressed clients, thus reducing both individual suffering as well as the social costs of this disease.

**#131**

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**EFFECTIVENESS OF A COGNITIVE BEHAVIOURAL GROUP TREATMENT FOR CHILDREN WITH ANXIETY DISORDERS IN A CLINICAL SETTING: A COMPARISON OF MEDICATED AND UNMEDICATED CHILDREN**

Juliana I Tobon, University of Western Ontario; Julie Eichstedt, London Health Sciences Centre; Elizabeth Phoenix, London Health Sciences Centre

Although studies have demonstrated the efficacy of cognitive behavioral therapy (CBT) in treating anxiety disorders in children, much of this research has been conducted in academic settings, which may not generalize to community settings. The present study evaluated the effects of SSRI medication on outcomes of a CBT group treatment using a clinically referred sample of children (N = 41) in a hospital-based mental health program in London, Ontario. Child and parent measures of anxiety were completed at the beginning of the group, at the end of 12 weekly sessions, and at follow-up (after 4 monthly booster sessions). Outcomes were compared for pre-existing groups of children who were concurrently on SSRI medication versus those who received CBT alone. Multivariate Analysis of Variance (MANOVA) was used to examine change in anxiety scores using the Multidimensional Anxiety Scale for Children (MASC), and the Screen for Child Anxiety Related Emotional Disorders –Revised (SCARED-R). The MANOVA revealed that child and parent-reported levels of anxiety decreased significantly over time ( $F = 21.6, p < .001$ ), and that this decrease interacted with medication ( $F = 2.9, p < .05$ ). Univariate tests revealed that children on medication had lower anxiety scores after 12 sessions, but this difference diminished at follow-up for the MASC ( $F = 1.6, ns$ ) and the SCARED-R ( $F = 3.5, p < .10$ ).

**#132**

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**PSYCHACHE AS A PREDICTOR OF SUICIDE IDEATION AND ATTEMPT HISTORY**

Talia Troister, Queen's University; Ronald R Holden, Queen's University

Suicide takes the lives of over 3,500 Canadians each year, making suicide prevention an important public health concern. Identifying psychological factors that can predict risk is essential for reducing suicide rates. Literature reveals that both hopelessness and depression are moderately strong predictors of suicidality. Shneidman postulated that a different construct, termed psychache, is a unique predictor of suicide when controlling for depression and hopelessness. The current study uses data from 1500 first year psychology students at Queen's University, who completed questionnaires measuring depression, hopelessness, psychache, suicide ideation, and suicide history. Analyses show that suicide ideation, history of an attempt, and number of lifetime attempts are most highly correlated with psychache. Regressions- with depression, hopelessness, and psychache as predictors- show that psychache is a unique predictor of suicide ideation, motivation, preparation, and number of lifetime attempts, with higher beta coefficients than depression and hopelessness in all these models. Psychache was found to be the only unique contributor to the prediction of attempt history. Results of the current study support the notion that psychache is an important predictor of suicidality, adding unique variance to the prediction of risk, beyond that of depression and hopelessness.

**#133**

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**IMPLEMENTATION AND EVALUATION OF A FAMILY AND ADOLESCENT SKILLS TRAINING (FAST) GROUP FOR MULTI-PROBLEM ADOLESCENTS IN AN OUTPATIENT SETTING**

Megan P Tuttle, University of Regina; Regan Shercliffe, Luther College

Introduction: There is a paucity of empirically validated interventions for adolescents presenting with features of Borderline Personality Disorder (BPD). An extensive body of research supports the use of Dialectical Behaviour Therapy (DBT) with adult BPD clients; however, there is a pressing need for evidence-based literature on the effectiveness of modified DBT approaches with adolescent populations. Method: The current study implemented and assessed the effectiveness of a 12-week DBT-based skills training group for adolescent clients (N = 15) who met at least three of the diagnostic criteria for BPD and displayed recurrent suicidal ideation, parasuicidal behaviour, and suicide attempts and their guardians (N = 14). Treatment involved the skills training portion of DBT. Results: Preliminary results from the first three cycles showed clinically meaningful reductions among youth from pretest to posttest in suicidal ideation, depression, anxiety, and borderline symptoms. Parents reported decreased levels of child behavior problems and increased levels of family functioning. Conclusions: The preliminary results suggest that the skills training component of DBT may play a role in reducing borderline and mood-related symptoms among adolescents. Follow-up data including client and treatment staff perceptions of treatment and satisfaction with services will be presented.

#134

*Clinical Psychology/  
Psychologie clinique***FACILITATING REAL-TIME HEALTH SCREENING AND KNOWLEDGE MOBILIZATION IN PRIMARY CARE**Isabelle Vallerand, University of Ottawa; Phil Grandia, University of Ottawa; Darcy A Santor, University of Ottawa

Despite the recognized importance of routine health and mental health screening in primary practice, physicians report little if any time to screen patients for a wide range of disorders and conditions. The purpose of this study was to validate on-line screening program delivered via touch-screen kiosks located in physician waiting rooms. Patients can complete the screening tool in the physician's office in about the 5 to 10 minutes. Upon completion of the screening survey, the system immediately generates and prints a 1-page report on a dedicated or networked computer. The report highlights elevated symptom scores, risk factors, and patient identified needs. In addition to routine screening, the system has the capacity to assess patient care, improve physician utilization and familiarity with treatment guidelines, as well as monitor clinic needs and enhance clinical decision making. Screening tools can be implemented in multiple languages and results can be aggregated across physician and physician groups.

#135

*Clinical Psychology/  
Psychologie clinique***ACCEPTABILITY EVALUATION OF AN AUTOMATED TELEPHONE PARENTING PROGRAM**Meredith Whitney, IWK Health Centre; Vanessa V Varalli, IWK Health Centre; Patricia Lingley-Pottie, IWK Health Centre; Patrick J McGrath, IWK Health Centre; Charles E, Cunningham McMaster University

We designed CATHI, the Computer Automated Telephone Help and Information system, to support the Family Help distance treatment program, a parent training program for families with children with disruptive behaviour, using handbooks, videos and weekly phone calls from a trained coach. CATHI adds tips for meeting goals, sound clips of parents' experiences and reminders. It also reviews handbook material and helps parents track their progress. We evaluated the acceptability of CATHI. Parents (N = 25) with children (4-12 years) participated in 4-weeks of Family Help. Participants were assigned to one of two groups: (1) CATHI only or (2) live coach support plus CATHI (live coach for 1 week and CATHI for 3 weeks). At the end of treatment, parents completed the Client Satisfaction Questionnaire 8 and the CATHI Survey to determine satisfaction. Parents rated CATHI positively. Both groups found CATHI easy to use (M = 4.20/5, SD = 1.21) and would recommend the system to parents (M = 4.27/5, SD = 1.10). Parents were satisfied with CATHI (M = 3.07/4, SD = 0.92). Parents support an automated telephone system in children's mental health treatment. CATHI has the potential to provide highly accessible and cost-effective parent skills training.

#136

*Clinical Psychology/  
Psychologie clinique***PSYCHOSOCIAL VARIABLES UNDERLYING THE RELATIONSHIP BETWEEN CHILDHOOD PARENTIFICATION AND ADJUSTMENT IN EARLY ADULTHOOD: AN EXPLORATORY STUDY**Kristen Williams, Memorial University of Newfoundland; Sarah E Francis, Memorial University of Newfoundland; Megan M Short, Memorial University of Newfoundland

Parentification involves a functional and/or emotional role reversal in which a child sacrifices his or her own needs to accommodate and care for the logistical or emotional needs of a parent (Chase, 1999). Historically, clinical research has focused on adverse and pathological outcomes associated with parentification (Jones & Wells, 1996; Jurkovic, 1997; Castro et al., 2004). However, recent research has begun to focus on positive outcomes and competencies that may develop as a result of the parentification experience (Tompkins, 2006; Hooper, 2007; Stein et al., 2007). In the current study, an exploratory examination was conducted to establish psychosocial variables that may account for the range of outcomes associated with parentification. Undergraduate students (n = 100) were administered the Parentification Questionnaire (Sessions & Jurkovic, 1986) and assessed for current levels of psychosocial adjustment using the Weinberger Adjustment Inventory (Weinberger, 1989). Measures of locus of control, resiliency, and secondary control were administered to the students and assessed for the extent to which they moderate the relationship between childhood parentification and psychosocial outcome in early adulthood. The potential implications of these findings for the study and treatment of parentification are outlined.

#137

*Clinical Psychology/  
Psychologie clinique***THE GAMBLING CRAVING SCALE: PSYCHOMETRIC VALIDATION AND BEHAVIORAL OUTCOMES**Matthew Young, Carleton University; Michael J A Wohl, Carleton University

Although craving is an important feature of problem gambling, there is a paucity of research investigating craving to gamble. A major stumbling block for craving research in gambling has been the lack of a methodologically sound, multidimensional measure of gambling-related craving. This paper reports the development of the Gambling Craving Scale (GACS). In Study 1 (N = 220), a factor analysis revealed the emergence of a 9-item scale with three factors: anticipation, desire, and relief. Importantly, the GACS predicted problem gambling severity, depression, and positive and negative affect. In Study 2 (N = 145), the factor structure of the GACS was confirmed using a community sample of gamblers. In Study 3 (N = 46), GACS scores significantly predicted persistence at play on a virtual slot machine in the face of continued loss. Specifically, the more participants craved to gamble the longer they engaged in play. The implications of craving for the development and maintenance of problem gambling severity is discussed.

#138

*Clinical Psychology/  
Psychologie clinique***SUBTYPES OF ADOLESCENT AGGRESSION AND SELF-STRUCTURES**Daniel Zdzieborski, University of Guelph; Karl Hennig, University of Guelph

Two commonly debated causes of aggression are low self-esteem, and narcissism. To date, this debate has not treated aggression as a multidimensional construct, consisting of reactive and proactive functions. The social information-processing model suggests that processing biases characteristic of reactive and proactive aggression are due to underlying self-structures. However, research has not adequately substantiated this claim. This study assessed self-esteem, narcissism, and the organization of positive and negative interpersonal and autonomous self-structures in relation to reactive and proactive aggression in a sample of 135 male and female adolescents. Results suggest that, overall, narcissism is related to both subtypes of aggression, whereas, self-esteem is not. Moreover, examination of self-structures in relation to the subtypes of aggression, suggests that for males, as positive autonomous self-structures become more organized, proactive aggression increases, and as negative autonomous self-structures become more organized, reactive aggression increases. For females, as positive autonomous self-structures become more organized, proactive aggression increases, and as negative interpersonal self-structures become more organized, reactive aggression increases. Implications for interventions that aim to minimize levels of aggression for males and females are discussed.

#139

*Psychoanalytic and  
Psychodynamic/  
Psychologie clinique  
psychoanalytique et  
psychodynamique*

### MEASURING WITHIN-DEFENSE VARIABILITY: THE ADAPTIVENESS OF DEFENSES SCALE

Michael D Sheppard, University of Saskatchewan; J Stephen Wormith, University of Saskatchewan; Michael Wm MacGregor, University of Saskatchewan

While the concept of defense mechanisms receives a fair amount of empirical attention, lack of agreement between theorists and researchers studying defense mechanisms is one of the weaknesses in the area (Vaillant, 1992). For example, researchers have identified hierarchies of defenses, with individual defenses considered to be more or less adaptive (e.g., APA, 2000; Bond, et al., 1983; Perry & Cooper, 1989; Vaillant, 1971, 1977), but there is some lack of agreement about which defenses are adaptive or less adaptive. This study attempts to address this difficulty of categorization by operationalizing 25 defenses measured by the Defense-Q (Davidson & MacGregor) at high, medium, and low functioning using a new measure, the Adaptiveness of Defenses Scale (ADS). For example, devaluing a friend's ex-partner's flaws to help the friend cope with the relationship breakup is different in its consequences than devaluing a police officer's race because one is upset about getting a speeding ticket. Two samples were assessed using the Defense-Q and the ADS, one sample of undergraduate males, and one sample of incarcerated male violent offenders. Undergraduates had significantly healthier defense profiles than inmates as assessed by the Defense-Q ( $p < 0.001$ ) and undergraduates' use of individual defenses was significantly more adaptive than the inmates' as assessed by the ADS (all  $p < 0.001$ ).

2009-06-12 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – JOLLIET

**Invited Speaker  
(CPA/Section)/  
Conférencière invitée  
(SCP/section)**

*Teaching of Psychology/  
Enseignement de la  
psychologie*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

### BUILDING PSYCHOLOGICAL THINKERS FROM DAY ONE

Jane S Halonen, University of West Florida

This presentation will concentrate on how a psychology programme can produce optimal gains in students' critical thinking. A coherent programme can be built when the faculty of a programme identify the central student learning outcomes that will facilitate professional development and then gear their programme offerings to enhance growth in these areas. We will examine how critical thinking objectives can be designed in relation to the student's developmental level, starting with the introductory psychology course and moving to critical thinking demands in advanced classes. We will also look at representative assignments and their corresponding rubrics that support critical thinking pedagogy.

2009-06-12 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – DULUTH

**Invited Speaker (CPA)/  
Conférencier invité  
(SCP)**

*International and  
Cross-Cultural  
Psychology/Psychologie  
internationale et  
interculturelle*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

### RETHINKING CULTURE IN PSYCHOPATHOLOGY AND CLINICAL PRACTICE

Laurence J Kirmayer, McGill University

In recent years, cultural psychiatry has been transformed, shifting focus from stereotyped and exoticized 'others' to core issues of psychopathology and clinical practice. I will consider four broad questions central to cultural psychology and psychiatry: What does culture mean at the individual, family, community, societal, and global levels? Is cultural diversity vanishing in the face of

globalization? What roles does culture play in psychopathology and healing? How can mental health services best respond to cultural diversity in the context of different societies and health care systems? Evidence will be presented to suggest that: (i) Cultures are extended systems of shared knowledge and social practice, with boundaries dependent in part on conflict and contestation; (ii) Globalization fosters a multiplicity of cultural influences on each individual and community, creating hybrid cultural forms and both effacing and accentuating group differences; (iii) Culture involves the interactional construction of brain, self, and society, which influences psychopathology, illness experience, coping and healing; (iv) A variety of mental health service models, including cultural consultation, can respond to the diversity in multicultural societies. Beyond improving the effectiveness of health services, cultural psychology and psychiatry can help build pluralistic societies.

2009-06-12 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – MACKENZIE

**Keynote (Section)/  
Conférencière de  
la section**

*Developmental Psychology/  
Psychologie/Psychologie du  
développement*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**BREAKING THROUGH MINDBLINDNESS: INFANTS' IMPLICIT UNDERSTANDING OF THE HUMAN MIND**

Diane Poulin-Dubois, Concordia University

Naïve or folk psychology is a system of knowledge that predicts and explains observed behavior with reference to mental states. Evidence concerning children's understanding of the psychological world is most abundant during the preschool period. The talk will review the recent literature on the origins of naïve psychology in infancy. It will be shown that by the end of the second year of life, infants seem to have developed some form of understanding that human behaviors is guided by goals, intentions, desires, perceptions, emotions, and knowledge. Although the depth of infants' understanding of the social world is still a topic of much debate, recent longitudinal research indicates that there is continuity between infants' reasoning about human behavior and more mature forms of naïve psychology later on.

2009-06-12 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – MATAPÉDIA

**Symposium**  
*History and Philosophy of  
Psychology/Histoire et  
philosophie de la  
psychologie*

**THE QUALITATIVE INTERVIEW: POTENTIALS OF THE RESEARCHER-PARTICIPANT RELATIONSHIP**

Jennifer Buckle, Sir Wilfred Grenfell College, Memorial University of Newfoundland

Methods of inquiry are reflections of researchers' beliefs about the nature of reality and these beliefs influence how we organize and make meaning out of experience—our ways of knowing. These four presentations are offered as illustrations to complement the literature on the potential of the qualitative research interview to be perceived as beneficial by research participants. The first paper will explore the membership status of the qualitative researcher. The second paper addresses the ethical concerns of doing qualitative research with bereaved individuals. The third paper examines using a grounded theory approach to study the perceived effectiveness of group therapy for women problem gamblers. The fourth study describes a hermeneutic study of Aboriginal family members' experience of problem gambling. The theme throughout these presentations will be the participants' perceptions of the qualitative research interview.

**A**

**THE SPACE BETWEEN: ON BEING AN INSIDER-OUTSIDER IN QUALITATIVE RESEARCH**

Sonya L. Corbin Dwyer, Sir Wilfred Grenfell College, Memorial University of Newfoundland

Should qualitative researchers be members of the population they are studying or should they not? While this issue has been explored within the context of qualitative research, it has generally been reserved for discussions of observation, field research and ethnography. This paper expands that discussion and explores membership roles by illustrating the insider status and the outsider status when conducting research with specific parent groups. The strengths and challenges of conducting qualitative research from each membership status are examined. Rather than consider this issue from a dichotomous perspective, the notion of the space between that allows researchers to occupy the position of insider and outsider rather than insider or outsider will be explored.

**B**

**QUALITATIVE BEREAVEMENT RESEARCH: INCONGRUITY BETWEEN THE PERSPECTIVES OF PARTICIPANTS AND RESEARCH ETHICS BOARDS**

Jennifer Buckle, Sir Wilfred Grenfell College, Memorial University of Newfoundland

A central feature of the majority of qualitative research is the interactive nature of data collection which generally involves direct and meaningful communication between the individuals conducting the research and the individuals participating in the research. This core aspect of data collection, however, is frequently flagged as the most concerning or potentially harmful aspect of qualitative bereavement research by research ethics boards. Further, there has been a tendency to conceptualize the bereaved as vulnerable and in need of protection in the research process. Instead of thinking that a research interview which explores the complex, personal issues of grief would potentially harm participants, it may be seen as potentially beneficial to participants when the therapeutic aspects of the interview are considered.

C

**QUALITATIVE RESEARCH WITH WOMEN PROBLEM GAMBLERS: FEMINIST COMPATIBILITY**Noëlla A Piquette-Tomei, University of Lethbridge

A major criticism of the literature on problem gambling is the paucity of information on women since most of the existing research is based on quantitative studies of men. Others point out the need for additional effort in engaging problem gamblers and advocate for gender specific gambling research because the number of women who gamble and experience problems with their gambling is increasing. Treatment programs need to take into account the needs and issues of concern to women as do research approaches. Qualitative research provides opportunities for women to claim power to define themselves and speak themselves into the world. This research approach is an exemplar of a contextual way of knowing, distinguished by constant interaction of lived experience with the given characteristics of knowledge.

D

**COMING FULL CIRCLE: ABORIGINAL FAMILY MEMBERS' EXPERIENCE OF PROBLEM GAMBLING**Jody Burnett, University of Regina

As the incidence of gambling increases across Aboriginal populations, it is important to gain a better understanding of the family experience as it relates to problem gambling in the search for more effective supports and interventions. This project is a qualitative investigation on the impact of a problem gambler's behaviour upon Aboriginal family members. Hermeneutics is a good fit with population health and First Nations health philosophies in that it is considerate of the human experience as it relates to one's social, physical and self-world. It was the connection between the participants' life stories and my life story that produced a greater appreciation for their experiences and mine—a connection I had not experienced in previous (quantitative) studies. It was a similar connection I experienced as a counsellor.

**2009-06-12 – 2:30 PM to 2:55 PM – 14 h 30 à 14 h 55 – HARRICANA****Theory Review/  
Examen théorique***Adult Development and  
Aging/Développement  
adulte et vieillissement***LES ÉCHELLES DE KINGSTON : UN OUTIL STANDARDISÉ PERMETTANT UNE DÉTECTION PRÉCOCE DE LA DÉMENCE ET UN SUIVI DE SA PROGRESSION SUR LES PLANS COGNITIF ET COMPORTEMENTAL**Véronique Parent, Providence Care- Geriatric Psychiatry, Laval University; Lindy Kilik, Providence Care-Geriatric Psychiatry, Queen's University; Rob Hopkins, Providence Care-Geriatric Psychiatry, Queen's University

Selon le DSM-IV-R, la démence consiste en des changements cognitifs et comportementaux résultant en des difficultés fonctionnelles au quotidien. Toutefois, il existe peu d'instruments permettant une détection précoce de ces changements ou documentant leur progression. Ce défi est d'autant plus significatif lorsqu'il s'agit de trouver un instrument standardisé auprès d'une population francophone et nord-américaine. Pourtant, l'évaluation diagnostique est une étape nécessaire au développement d'un plan de traitement et à la prise d'importantes décisions touchant les soins, les finances et le futur de l'individu atteint de démence et sa famille. Les échelles de Kingston (Kingston Scales) sont un groupe d'instruments standardisés en Ontario permettant la détection et le suivi de la progression de la démence sur les plans cognitif et comportemental. Les qualités psychométriques des versions anglaises sont publiées dans les journaux scientifiques. Des normes françaises sont en cours de développement. Cette présentation vise à introduire les échelles de Kingston et à discuter leurs qualités psychométriques. Outre leurs qualités psychométriques, les échelles de Kingston possèdent d'autres avantages tels un court temps d'administration et une convivialité facilitant l'administration par d'autres professionnels de la santé.

**2009-06-12 – 2:30 PM to 2:55 PM – 14 h 30 à 14 h 55 – RICHELIEU****Theory Review/  
Examen théorique***Health Psychology/  
Psychologie de la santé***DOES SIZE MATTER? A REVIEW OF EFFECT SIZES**Brett D Thombs, McGill University and SMBD-Jewish General Hospital

Paul Meehl stated, "I believe that the almost universal reliance on merely refuting the null hypothesis...is a terrible mistake...and one of the worst things that ever happened in the history of psychology." Increasingly, the reporting of effect sizes and confidence intervals has been emphasized and is recommended in APA publishing guidelines. However, even when effect sizes are reported in journal articles, the decision-making process tends to center on null hypothesis testing paradigms. A review of meta-analyses in health psychology, for instance, did not find instances of even very small effect sizes being declared too small for practical utility. When is an effect size too small to support widespread implementation of services? Indeed, small effect sizes may be important in some cases, such as the classic Rosenthal and Rosnow example of aspirin in reducing cardiac events. Rigorous interpretation of effect sizes is a key pillar of evidence-based paradigms, but there is much confusion as to how effect sizes should be evaluated. This session will (1) review the basic concept of effect sizes and how effect sizes are determined (2) demonstrate implications of different metrics for reporting effect sizes, (3) review which metrics should be used for different types of outcome variables, and (4) discuss issues related to critical interpretation of effect sizes in health psychology.

**2009-06-12 – 2:30 PM to 2:55 PM – 14 h 30 à 14 h 55 – PÉRIBONKA****Theory Review/  
Examen théorique***Rural and Northern  
Psychology/Psychologie  
des communautés rurales  
et nordiques***DEFINING RURAL CANADIAN PSYCHOLOGY**Judi L Malone, Charles Sturt University

This review session tackles the complex issue of defining rural and, more importantly, rural psychology in Canada. There is no standard or agreed definition of rural in Canada. The difficulty in conceptualizing rural lies in part in the diversity and ongoing change in rural areas. What is needed is an adequate definition of rural that captures the diverse characteristics of rurality and fosters research and program development in those areas so the needs of rural people are not missed or marginalized. In my own ongoing study I have attempted to define rural in a way that incorporates variables of population, isolation, economic activity, and social systems. To do this I relied on both the experiences of psychologists in those areas and by using benchmarks provided by Statistics Canada. This review session will explore current definitions in use and how the psychologists in this qualitative study defined rural psychology in Canada. In a country with a sizeable rural population (20%), and a very large geographical dispersment of people, developing this definition will ground the further development of rural Canadian psychology.

**2009-06-12 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – BERSIMIS****Symposium****GRANTING COUNCIL**Karen Cohen, Canadian Psychological Association

Canada's three national granting councils [Natural Sciences and Engineering Research Council (NSERC), Social Science and Humanities Research Council (SSHRC) and the Canadian Institutes of Health Research (CIHR)] represent some of the main funding sources for Canadian students and researchers, particularly those in psychology. Psychology is somewhat unique among the disciplines in that the research of our members spans all three granting Councils. In the case of CIHR, psychology research can span many of the institutes. Of further relevance to the discipline are recent budget announcements that health-related research, some of which historically had a home with SSHRC, will all be transitioned to CIHR. This symposium will bring together representatives from each of the three granting councils (NSERC, SSHRC and CIHR) to address the convention membership about support for psychological research, directions and initiatives related to psychological research, gaps and opportunities, etc. Representatives will each speak for 30 minutes with 30 minutes for questions and answers. This symposium will be of interest to students interested in pursuing a research career, new faculty and post-doctoral students interested in establishing a research career, and members with established research portfolios/interests.

**2009-06-12 – 2:30 PM to 2:55 PM – 14 h 30 à 14 h 55 – GATINEAU****Theory Review/  
Examen théorique***Psychologists in Education/  
Psychologues en éducation***EXAMINING THE EMPIRICAL BASIS OF SCHOOL PSYCHOLOGY REPORTS**Barry Mallin, University of Manitoba

Psychological assessment is one of the most frequently reported activities of School Psychologists. In schools a written psychological report is almost always the end product of this assessment. While there is an extremely extensive literature guiding most aspects of psychological assessment, Groth-Marnat and Horvath, (2006) point out that with respect to the form, content and utility of reports in the field of Clinical Psychology, the literature is sparse and our examination found the same situation in the School Psychology literature. This review presents the current state of empirical information relevant to the construction of School Psychology reports and describes an ongoing study which seeks to understand better which variables are of specific consequence in School Psychology reports and to begin a process to reconcile current report writing practices with the best practice literature and to do so in a collaborative, action research framework in partnership with school psychologists working in local school divisions.

**2009-06-12 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – SAINT-CHARLES****Committee Business  
Meeting/Réunion  
d'affaires****EDUCATION AND TRAINING COMMITTEE BUSINESS MEETING**Martin M Antony, Ryerson University**2009-06-12 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – SAINT-FRANÇOIS****Symposium***Environmental Psychology/  
Psychologie de  
l'environnement***NEW DEVELOPMENTS IN ENVIRONMENTAL PSYCHOLOGY**Robert Gifford, University Of Victoria

Environmental psychology continues to develop both in new directions and in extensions of its traditional concerns. In this symposium, researchers report their latest work in newer areas such as food-waste recycling and climate change, as well as in traditional topics such as modeling approaches to behaviour change, place attachment, neighbourhood quality, and the relation of personality to cooperation in a commons dilemma. As part of the avowedly problem-solving enterprise called environmental psychology, each of these studies is aimed at solutions that will improve both the environment and quality of life.

**A THE EFFECTIVENESS OF SIGNS AND MODELS IN INCREASING FOOD-WASTE COMPOSTING**

Reuven Sussman, University of Victoria; Matthew Greeno, University of Victoria; Leila Scannell, University of Victoria; Robert Gifford, University Of Victoria

Even small pro-environmental behaviors can have a strong impact on the planet's ecosystems if they are performed by large groups of people. As demonstrated in a previous water conservation study, visual prompts and human models may be effective methods of encouraging such behavior. We hypothesized that these techniques would also be useful in increasing composting behaviour. Observations of cafeteria patrons' (N = 1060) waste disposal behavior were recorded after the introduction of (a) pro-composting signs, and (b) models demonstrating the behavior. Chi-square analyses revealed that ideal composting significantly increased with signs and two models, and that it was sustained even after models were removed. However, non-composters did not respond to the manipulations. Informational and normative influences may explain the increase in ideal composting. Given that everyone who composts becomes a model themselves, this study demonstrates that it is theoretically possible that a snowball effect could occur, thus dramatically increasing composting in the population. It further supports prompts and models as a strategy to encourage pro-environmental behaviors in public settings.

**B THE ROLE OF PLACE ATTACHMENT IN RECEPTIVITY TO LOCAL AND GLOBAL CLIMATE CHANGE MESSAGES**

Leila Scannell, University of Victoria; Robert Gifford, University Of Victoria

Communicating the issues of climate change poses a unique problem because it is often perceived to be an uncertain and distant phenomenon. Therefore, research on how to engage individuals in climate change issues is needed. One potential way to increase the personal relevance of climate change is through locally framed messages, and this may be particularly effective for those who are attached to their local areas. Thus, we predict that the greatest engagement will be observed among attached individuals who receive local messages. One hundred and eighty residents from three BC locations will be randomly assigned into three different poster conditions: a control condition, where the poster is unrelated to climate change, a global condition, where the poster describes a non-specific climate change effect (e.g., ecosystem loss), and a local condition, where the poster describes anticipated problems for each study area (e.g., pine beetle deforestation). After viewing the poster, participants will report their engagement using O'Neill's (2008) measure, and will indicate the extent of their local place attachment. Findings may be useful in the design of successful climate change information campaigns.

**C PERSONALITY AND TEMPORAL ORIENTATION AS PREDICTORS OF COOPERATION IN A COMMONS DILEMMA MICROWORLD**

Ildiko Kovacs, University of Victoria; Robert Gifford, University Of Victoria

The use of limited natural resources is central to the survival of life. Recently, humans have mismanaged common resources through overconsumption, pollution, and degradation of the commons. Global fishery crises exemplify these large-scale detrimental impacts. We urgently need to understand how sustainable resource management can be achieved. This study examined how personality and temporal orientation influence cooperation and competition in a commons dilemma microworld. Participants were randomly assigned either an experimental condition in which a future temporal orientation was primed or a control condition in which no priming occurred. They then made fishing choices in the microworld (FISH 3.1), which could be assessed in terms of cooperation level. Finally, they completed a Big Five personality questionnaire. We hypothesize that participants in the future orientation condition, as well as those with high levels of agreeableness and openness will show higher levels of cooperation. Previous research has measured future orientation as an individual trait. The present study is the first that we know of that attempts to induce consideration of future consequences through priming, and relating it to cooperation in the commons. The implications of the results are discussed in terms of both theoretical and applied areas of sustainable resource management.

**D NEIGHBOURHOOD PREDICTORS OF QUALITY OF LIFE**

Robert Gifford, University Of Victoria; Jessica Rourke, University of Victoria; Christine Kormos, University of Victoria; Leila Scannell, University of Victoria

One societal goal is to improve individuals' quality of life. Because various neighbourhood aspects contribute to, or detract from, residents' well-being, it is important to explore how these influence quality of life. To this end, an extensive literature review was conducted and several key neighbourhood constructs were identified. Subsequently, the unique and combined quality of life effects of the following six constructs were examined: social support, involvement, place attachment, and physical activity, as well as residential and neighbourhood satisfaction. Ninety-one community members completed a comprehensive survey of these neighbourhood constructs. Preliminary results indicate that, taken together, these factors explain a significant amount of variance in quality of life. Furthermore, residential satisfaction emerged as the strongest unique predictor. Results will be used to create a model that portrays experienced quality of life as a function of objective and subjective neighbourhood features. Findings may inform urban planners about how to maximize their efforts and resources to create neighbourhoods that optimize residents' quality of life.

2009-06-12 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – HARRICANA

**Symposium**

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

**PERSPECTIVES ON SELF-REGULATION IN SPORT**

Stéphane Perreault, Université du Québec à Trois-Rivières; Patrick Gaudreau, University of Ottawa

The goal of this symposium is to shed light on the theoretical and applied implications of self-regulation mechanisms associated with optimal functioning in the sport domain. In the first paper, Gaudreau et al. will examine whether dispositional optimism moderates the relationship between perceived stress and golf performance. Young's presentation will then address if using a training log is beneficial for swimmers. In the next two presentations, Lemyre and Perreault will focus their attention on the issue of athlete burnout in elite performers. Moreover, Lemyre will present data pertaining to adaptive and maladaptive motivational outcomes in elite swimmers while Perreault will showcase data on the experience of students attending a sports school. Finally, Crocker (discussant) will address the presentations in terms of self-regulation theories and propose future research that can emanate from this symposium.

**A**

**PERSON X SITUATION INTERACTION: THE MODERATING ROLE OF DISPOSITIONAL OPTIMISM IN THE RELATIONSHIP BETWEEN PERCEIVED STRESS AND SPORT PERFORMANCE**

Patrick Gaudreau, University of Ottawa; Adam R Nicholls, Hull University; Remco C J Polman, University of Central Lancashire

Dispositional optimism represents the belief that good things will happen in the future. Research in achievement domains revealed that optimism plays a direct role in subjective well-being while promoting the use of task-oriented coping strategies. Meta-analytical findings indicate that state anxiety can reduce the performance of athletes (Woodman & Hardy, 2003). Optimism has been conceived as a personal resource likely to buffer the deleterious effects of stressful situations. This study examined whether dispositional optimism moderates the relationship between perceived stress and sport performance. A sample of 55 recreational golfers participated in diary study in which their perceived stress, coping strategies, and performance was measured after six consecutive rounds of golf. Dispositional optimism was measured at baseline. Results of multilevel modeling revealed that optimism moderated the relationship between stress and performance at the daily level of analysis ( $B = -0.08, p < .05$ ). Specifically, perceived stress was associated with higher golf score (lower performance) but the relationship was only significant at lower levels of optimism. These results lent credence to the buffering role of dispositional optimism. Results will be discussed in light of self-regulation theories and practical implications will be presented.

**B**

**EXPLORING THE EFFECTS OF SELF-MONITORING LOGBOOKS ON BEHAVIORAL CHANGE IN SPORT TRAINING**

Bradley W Young, University of Ottawa

Self-monitoring logbooks have been used in various domains to aid with the self-regulation of goal-oriented activities and to facilitate positive behavioral change (Baker & Kirschenbaum, 1993; Kirschenbaum, 1987; Zimmerman, 1989). Sport coaches espouse the use of training logs by athletes to motivate, improve confidence and practice behaviours, yet no empirical evidence attests to such effects. Results are presented for a naturalistic intervention which examined how 4 weeks of log use influenced the beliefs and training-related behaviors of varsity swimmers, relative to a self-monitoring comparison group. Findings demonstrated that log use increased intentions to regulate certain behaviors, and temporarily improved in-pool training. Further qualitative analyses examined the types of information that athletes attended to while completing their logs, and these data are conceptualized according to constructs in Zimmerman's (2000) model of self-regulation. Discussion focuses on how behavioral research, coupled with analyses of memory traces in logs, might inform us about social-cognitive mechanisms of behavioral change in sport. Suggestions for future research are forwarded with a consideration of new technologies, and tribulations when conducting ecologically-valid field research.

**C**

**ADAPTIVE AND MALADAPTIVE MOTIVATIONAL OUTCOMES IN ELITE SWIMMERS**

Pierre-Nicolas Lemyre, Norwegian School of Sport Sciences

Autonomous motivation is associated to adaptive motivational outcomes such as higher levels of performance, task perseverance and well-being, while lower perceived autonomy has been linked to increased feelings of stress, anxiety, and negative self-criticism. The current study examines how self-motivation and self-regulation issues are linked to qualitatively different performance outcomes in elite swimmers. Ten athletes, five performing below expectations and expressing low satisfaction with their season's performances, and five performing above expectations, were selected from a sample of 53 elite swimmers. Findings indicate that the underperforming athletes failed to achieve their performance goals for the season and consequently reported feeling that their season was a failure. They felt emotionally exhausted from their season and questioned their involvement in the sport. These swimmers reported that the coaches on the team emphasized winning over personal improvement and that the best performing athletes received special attention. All five underperforming athletes reported having little input on the content of their training, a majority of them trained and competed because they felt that it was expected of them, or to justify and keep their scholarship. One athlete mentioned disliking swimming but stuck with it to fulfill family expectations.



**D****WHAT CAN ATHLETES AND THEIR PARENTS TELL US ABOUT ATHLETE BURNOUT**Stéphane Perreault, Université du Québec à Trois-Rivières

The purpose of this presentation is to examine correlates of the French translation of Raedeke and Smith's (2001) Athlete Burnout Questionnaire (ABQ). This scale is designed to measure three components of burnout namely: emotional/physical exhaustion, reduced sense of accomplishment, and sport devaluation. The French translation of the ABQ was distributed to high school student-athletes (N = 930) attending a "Sport-Études" program along with subscales from the athlete satisfaction questionnaire (satisfaction towards coaching, teaching, grades, sport performance, and infrastructures). Parents also rated the extent to which they were satisfied with their child's grades and sport performance as well how frequently their child expressed positive affect, felt tired, and showed physiological signs of overtraining after practice. In support of the ABQ's construct validity, the three burnout subscales were associated as expected with the correlates mentioned above. In short, athletes with lower scores burnout subscales are satisfied and, according to their parents, are happy, feel rested, and show less symptoms of overtraining. Implications for various self-regulation perspectives related to athletic burnout will be discussed.

**2009-06-12 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – RICHELIEU****Keynote (Section)/  
Conférencier de  
la section***Health Psychology/  
Psychologie de la santé***SECTION PROGRAM/PROGRAMME  
DE LA SECTION****YOUNG INVESTIGATOR AWARD PRESENTATION**

This presentation will be delivered by the winner of the Health Section's Young Investigator Award, presented to a junior researcher who had made outstanding contributions to the field of Health Psychology.

**2009-06-12 – 3:00 PM to 3:25 PM – 15 h 00 à 15 h 25 – PÉRIBONKA****Theory Review/Examen  
théorique***Counselling Psychology/  
Psychologie du counseling***PRACTICING SOCIAL JUSTICE**Michael N Mandrusiak, Adler School of Professional Psychology; Asa-Sophia Maglio, Adler School of Professional Psychology

This session will review how psychologists are putting the central tenets of the social justice movement into practice in their careers. Social Justice involves a recognition that all members of society do not come from a "level playing field" and that changes in the way our society cares for its members must supplement individual treatment to achieve a healthy society. Thus, mental health problems are seen not to lie within an individual but within the way that power and resources are distributed in our society at the expense of this individual. While there is increasing discussion about social justice and a rich history owing considerable recognition to feminist, multicultural and social advocacy traditions, it is important to continue to transform discussion into practice. Presenters will provide examples from the literature, the media and their own experiences of current social justice practices. Participants can expect to reflect on their own contributions to the field, as well as their experiences of privilege and to discuss examples of social injustice in Canada. In addition, participants can expect to be provided with specific and practical ways to practice social justice in teaching, clinical practice, and research settings.

**2009-06-12 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – GATINEAU****Keynote (Section)/  
Conférencier de  
la section***Women and Psychology/  
Femmes et psychologie***SECTION PROGRAM/PROGRAMME  
DE LA SECTION****READING SELF HELP: HOW MOTHERS ENGAGE WITH PARENTING BOOKS**Elizabeth Church, Mount Saint Vincent University

Readers of psychological self-help, the majority of whom are women, are frequently portrayed as unreflective dupes. Yet, we know little about the ways in which readers actually read these books. In this talk, I analyse the pervasive practice of reading psychological self-help books. What draws women to these books? What are the processes by which they make meaning of the texts? How do they negotiate with the advice of "experts," who are often men? How, if at all, do these books influence their beliefs and their actions? I then examine these questions in relation to a study of mothers' responses to parenting books. The participants were interviewed before and after they read the books, and they recorded their reactions as they read. These women actively engaged with the books. They read for multiple purposes - to extend their understanding of child rearing, to reflect on their beliefs about parenting, to open up conversations with partners and others, and to shift their practices as parents. Their responses were mediated by their family structure and cultural context. Some judged themselves critically in relation to books' norms. Others rejected the authors' advice. I argue that, for these women, reading parenting books was a social act, had a dynamic purpose, and encouraged agency. Finally, I discuss the relevance of these findings for psychological practice.

2009-06-12 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – JOLLIET

**Workshop/Atelier**  
*Teaching of Psychology/  
Enseignement  
de la psychologie*

**TEACHING TIPS FOR THE COLLEGE CLASSROOM**  
Brenda R Fitzner, Dynamic Developments Psychological Services

For psychologists new to the college classroom, this workshop will provide classroom management tips, cooperative learning methods, and techniques for heightening student involvement and interest.

2009-06-12 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – DULUTH

**Workshop/Atelier**  
*Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle*

**ESTABLISHING THE CONDITIONS FOR SUCCESS TO SUPPORT LEADERSHIP DEVELOPMENT**  
Alain Forget, Analys Organizational Psychology Inc.; Jean Phaneuf, Analys Organizational Psychology Inc.; Jean-Sébastien Boudrias, University of Montreal

Understanding and predicting the behavior of leaders in a turbulent work environment is complex. Should we seek to understand and predict the behavior and style of leaders when they evolve in “normal situation” or “under duress” mode? – Is there any difference in their mastery of soft skills? In the first part of this workshop, Phaneuf and Boudrias will present briefly the results of a study on a multisource evaluation of 1600 managers in which their level of mastery of leadership competencies is compared in both conditions. Then Forget and Phaneuf will present an evaluation approach based on the key drivers of individuals and its implications in the identification of key success factors for leadership development. Are we setting high-potential and succession candidates for failure, when almost all the weight of success is relying on their shoulders? This question has even more impact in “Talent Accelerated Programs”. In the second part of the workshop, Forget, Phaneuf and Boudrias will share the preliminary results of a study they are conducting on the measurement of the conditions for success in leadership development. They will describe some critical aspects of the work environment that should be in place to support performance and development of leaders. Then Forget and Phaneuf will share some lessons learned while working with high-potential individuals and executives.

2009-06-12 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – MACKENZIE

**Keynote (Section)/  
Conférencier de  
la section**  
*Psychoanalytic and  
Psychodynamic  
Psychology/Psychologie  
psychoanalytique et  
psychodynamique*

**OTTO WEININGER MEMORIAL ADDRESS**  
Polly Young-Eisendrath, University of Vermont

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

The Otto Weinger Memorial Address is an annual presentation by a prominent psychologist/psychoanalyst, given in honour of the late Dr. Weinger. Dr. Weinger was a prominent Canadian psychologist and psychoanalyst. Every year, the CPA Section on Psychoanalytic and psychodynamic Psychology honours an individual who embodies Dr. Weinger’s spirit in their approach to psychology and psychoanalysis. This year we are very pleased and excited to honour Dr. Polly Young-Eisendrath, a prominent Jungian analyst.

2009-06-12 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – CHAUDIÈRE

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

**APPLICATIONS OF SOCIAL COGNITION TO HEALTH: NOW, MAYBE AND LATER**  
Anne E Bergen, University of Guelph

People often inaccurately perceive health risks and fail to successfully change behaviours that negatively impact their health. By understanding how health-related attitudes, beliefs and risk perception relate to motivation and health behaviours, researchers will be able to better understand how and why we succeed and fail at health-related self-regulation. This invited symposium will examine current applications of social cognitive theory to the domain of health behaviour. Investigating failures in daily health-related choices, Knäuper and colleagues study how compensatory health beliefs can sabotage positive health behaviour change. Sirois and Voth argue that enduring behavioural styles, like procrastination, impact self-regulation and should be considered in inquiries into social cognition and health behaviours. Managing our health involves recognizing current health risks and anticipating possible future risks, whether these are individual or societal. Lee and Lemyre combine cognitive and social contextual factors to predict psychological and behavioural responses to terrorism. Jacobson and Ditto examine how end of life health decisions involve

anticipating not only risk, but also future preferences. Their research shows that prospective medical decisions are based on predicted reactions to stressful life events, but that health preferences are likely to change over time.

**A USING COMPENSATORY BELIEFS TO REGULATE TEMPTATIONS**

Bärbel Knäuper, McGill University; Marjorie Rabiau, McGill University; Paule Miquelon, Fernand-Séguin Research Center, Louis-H. Lafontaine Hospital; Ilana Kronick, McGill University

Particularly in the health domain, humans strive to reach an equilibrium between maximizing pleasure and minimizing harm. We propose that one cognitive strategy people might employ to reach this equilibrium is the use of compensatory beliefs. Compensatory beliefs are convictions that the negative effects of one behaviour can be compensated for by engaging in another behaviour. "I can eat this piece of cake now because I will exercise this evening" is an example of such beliefs. Our theoretical framework aims at explaining why people create compensatory beliefs and how they employ them to regulate their health behaviours. The results of our research program show that (1) temptations indeed elicit compensatory beliefs, (2) holding compensatory beliefs is associated with health-related risk behaviours and symptoms reports, (3) holding compensatory beliefs related to dieting predicts lower adherence to dieting rules, resulting in lower dieting success, and (4) compensatory beliefs about glucose testing predict low adherence to treatment and poor metabolic control in adolescents with Type 1 diabetes. Together, the findings suggest that using compensatory beliefs may hinder an individual's success at positive health behaviour change. Addressing compensatory beliefs in health education could facilitate behaviour change.

**B SOCIAL COGNITIVE PREDICTORS OF HEALTH BEHAVIOUR CHANGES: WHAT'S STYLE GOT TO DO WITH IT?**

Fuschia M Sirois, University of Windsor; Jenn Voth, University of Windsor

Although popular theories of health behaviour change suggest that social cognitions are key in the self-regulation of behaviour, the intention-behaviour gap remains a common problem. Such theories rarely consider how enduring behavioural styles may impact self-regulation. In this prospective study of health behaviour change we consider social cognitions in the context of procrastination, a behavioural style reflecting self-regulation failure. A sample of 211 adults (68% female) who were thinking about but had not started making healthy changes in the next six months, completed a survey including measures of current health behaviours, intentions to change, health self-efficacy beliefs, consideration of future consequences (CFC), and procrastination. Six months later they were re-contacted to assess their success in making the intended changes. Of the 95 assessed at Time 2, 53% were successful. At Time 1 low CFC explained the weak intentions of procrastinators to make their primary healthy change, and low self-efficacy explained the weak intentions for the secondary healthy change. Low self-efficacy was the only unique predictor in the full models. In the multivariate model secondary intentions and procrastination uniquely predicted success at Time 2. Our findings highlight the need to consider behavioural styles when assessing the role of social cognitions in health behaviours.

**C RISK PERCEPTION AND INDIVIDUAL RESPONSE TO TERRORISM THREAT IN CANADA: A SOCIAL-COGNITIVE PERSPECTIVE**

Jennifer E C Lee, GAP-Santé (Groupe d'Analyse Psychosociale de la Santé) Research Unit; Louise Lemyre, University of Ottawa

There has been an increasing amount of research on terrorism risk perception since the events of September 11, 2001. However, efforts to develop a model incorporating such cognitive with social contextual factors as predictors of psychological and behavioural responses to this threat have been limited. Based on our previous work on various health risks, the aim of the present study was to evaluate a set of hypotheses drawn from a social-cognitive model of individual response to terrorism in Canada, previously generated from a series of interviews with members of the Canadian public. Data of a national survey on perceived chemical, biological, radiological, nuclear, and explosive terrorism threat and public safety preparedness were analyzed. Results demonstrated that psychological and behavioural responses were both a function of cognitive factors in addition to perceived institutional preparedness. Worry partially mediated relationships of cognitive and social contextual factors with behavioural response. Perceived coping efficacy emerged as the cognitive factor associated with the most favourable responses. Findings highlight the importance of fostering a sense of coping efficacy to the effectiveness of strategies aimed at improving preparedness among local communities. The parallel between generic public health risk and specific terrorism preparedness will be discussed.

**D IMAGINING THE END OF LIFE: THE PSYCHOLOGY OF ADVANCE MEDICAL DECISION MAKING**

Jill A Jacobson, Queen's University; Peter H Ditto, University of California at Irvine

Every year thousands of older adults complete advance directives (e.g., living wills) in the hope of ensuring that their wishes about medical treatment near the end of life will be honoured. A key psychological assumption underlying such advance medical decision making is that "healthy" individuals can predict accurately the medical treatments they would want to receive or not receive if they were to become seriously ill. In this talk, we will question the validity of this assumption by presenting results from a number of studies, both our own and those of others, showing that preferences for life-sustaining medical treatment are context-dependent and thus are often unstable over time and across changes in individuals' physical and psychological condition. Furthermore, in light of the difficulty individuals have anticipating their reactions to stressful life events, we also will challenge the wisdom of policy and law encouraging the use of advance directives in end-of-life decision making.

2009-06-12 – 3:30 PM to 4:25 PM – 15 h 30 à 16 h 25 – PÉRIBONKA

**Keynote (Section)/  
Conférencière de  
la section**

*Counselling Psychology/  
Psychologie du counseling*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**NON-SUICIDAL SELF-INJURY: THE CHALLENGE FOR COUNSELLORS**

Nancy L Heath, McGill University

Non-Suicidal Self-Injury (NSSI) is defined as the deliberate destruction of body tissue without suicidal intent which includes, but is not limited to, self-cutting, burning and hitting. NSSI has been receiving increasing attention in the last decade from media, researchers and mental health practitioners. Mental health practitioners in a variety of community settings are reporting increases in this behaviour. Few report having sufficient knowledge or training in this area. Newly emerging investigations into the prevalence, function, risk and protective factors for NSSI in community samples of youth and young adults report surprising results that mental health practitioners need to know. Based on this new information common myths about this growing problem will be challenged and implications for best practice will be explored.

2009-06-12 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – SAINT-CHARLES

**Symposium**

**REGISTRATION/LICENSURE/PROFESSIONAL MOBILITY: WHAT STUDENTS  
NEED TO KNOW**

Emil Rodolfa, 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.**

Jack Schaffer, 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 variations in requirements for 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 following the prescribed curriculum in your training program and seeking current information in advance about licensure requirements in the provinces or states where you are most likely to seek licensure.

**C**

**AVOIDING LICENSURE PROBLEMS THROUGHOUT YOUR CAREER:  
CREDENTIALS BANKING AND MOBILITY CERTIFICATION**

Stephen DeMers, Assoc. of State & Provincial Psych. Boards

Licensure problems happen to experienced practitioners and not just those seeking an initial license. In fact, the longer the period of time since obtaining your first license, the more difficult it becomes to document some aspects of your professional preparation and training. This paper will review the common pitfalls to obtaining your second or subsequent license and the benefits resulting from banking your important licensure related credentials early in your professional career, as well as maintaining a voluntary credential or certification that can facilitate your professional mobility throughout your career.

2009-06-12 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – MATAPÉDIA

**Section Business  
Meeting/Réunion  
d'affaires des sections**

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**SEXUAL ORIENTATION AND GENDER IDENTITY ISSUES/ORIENTATION**

**SEXUELLE ET IDENTITÉ SEXUELLE**

Kevin Alderson, University of Calgary

This is the annual business meeting for the Sexual Orientation and Gender Identity Issues (SOGII) section of CPA.

**2009-06-12 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – RICHELIEU**

**Reception/Réception**      **RECEPTION**  
*Health Psychology/*      Tavis S Campbell, University of Calgary  
*Psychologie de la santé*  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

An informal gathering for members of the Health section and those with interests in Health Psychology. The reception will follow a presentation by the winner of the section's Young Investigator Award.

**2009-06-12 – 4:00 PM to 4:25 PM – 16 h 00 à 16 h 25 – BERSIMIS**

**Theory Review/**      **MULTICULTURAL MOSAICS: THE EXPERIENCES OF NEWCOMER YOUTH IN**  
**Examen théorique**      **WESTERN SOCIETY**  
*International and*      Farah Jindani, University of Toronto  
*Cross-Cultural*  
*Psychology/Psychologie*  
*internationale et*  
*interculturelle*

The last several decades have marked a phenomenal increase in immigration to the Western world. Increasing proportions of populations in the Western world originate from non-Western countries, and newcomer youth are one of the fastest growing and most ethnically diverse segments (Carranza, 2001). However, little research has been conducted on individual and systemic factors that impact the adjustment and integration of newcomer youth. While some psychological theory and research has explored the challenges faced by newcomer and ethnic minority youth (Yeh et al., 2005), none has examined their strengths and resiliencies in managing these challenges and contexts, and developing an integrated sense of self. Using identity theory (Erickson, 1969), ecological systems theory (Bronfenbrenner, 1979) and resilience theories (Unger, 2005) as frameworks, this study seeks to examine the perspectives of newcomer youth on the risk and protective factors they experience and that impact their ability to cope and thrive in their circumstances. This research will take a contextual approach, so as to elucidate the individual, familial, and community contexts that are salient to newcomer youth development.

**2009-06-12 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – GATINEAU**

**Reception/Réception**      **RECEPTION**  
*Women and Psychology/*      Teresa Janz, Statistics Canada  
*Femmes et psychologie*  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

Social Hour

**2009-06-12 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – SAINT-FRANÇOIS**

**Symposium**      **PAROLE HEARINGS, DECISIONS, AND OUTCOMES: ALTERNATIVE VIEWS ON**  
*Criminal Justice Psychology/*      **PAROLE**  
*Psychologie et justice pénale*      Ralph C Serin, Carleton University

In recent years, the importance of parole's gate-keeper function has come to be recognized. Though research attention regarding parolees has traditionally focused on risk assessment, this narrow focus ignores the fact that conditional release exists within a complex social and legislative context. This symposium incorporates this rich context and provides an overview of components of the parole process not frequently studied. The presentation is meant to mirror the steps involved in offenders' transition from incarcerated offender to parolee, including an investigation of reasons offenders choose not to be considered for parole when eligible, from both the offenders' and staff persons' perspectives; an examination of the factors considered in reaching conditional release decisions in various contexts; and, a discussion of the relation between parole conditions and parole outcome.

**A**      **EXAMINING THE REASONS OFFENDERS WAIVE, POSTPONE OR WITHDRAW**  
**THEIR PAROLE REVIEW**  
Tammy Cabana, Correctional Service of Canada

A trend of concern at both the Correctional Service of Canada (CSC) and the National Parole Board (NPB) is the increasing number of parole review delays and cancellations. In partnership with researchers at the NPB, CSC's Research Branch conducted a collaborative study to examine the reasons for postponements and waivers of parole review and withdrawals of parole applications. Interviews were conducted with 104 offenders in 7 federal institutions across Canada. Preliminary findings suggest that the most common reasons for waiving, postponing or withdrawing a parole review include incomplete correctional programs, lack of support from parole officers and case management teams, and recent or past factors that reflect poorly on offenders' behaviour (institutional misconduct, recent security increase, previous failed releases, positive urinalysis, etc.). This collaborative project provides a better understanding of the factors influencing an offender's decision not to appear before the Board for a parole review.

**B EXAMINING THE REASONS AND IMPLICATIONS OF PAROLE REVIEW DELAYS**Tara Beauchamp, National Parole Board; Karla Emeno, National Parole Board

The National Parole Board (NPB) and the Correctional Service of Canada (CSC) are also concerned about adjournments of parole hearings. For this reason, as part of the study described above, the Policy, Planning and Operations division of the NPB, together with CSC, examined the reasons for, and implications of, adjournments and administrative adjournments of parole review hearings. In-depth, semi-structured interviews were conducted with 14 offenders at varying security levels across Canada. Twenty parole officers were also interviewed and focus groups were held with NPB staff and members in each region. Areas explored include level of knowledge and awareness, perspectives on the causes and measures that may reduce them. Results indicate that delays have a considerable impact on offenders and that parole officers play a key role in the hearing process. The results of this study, together with the findings presented by Cabana, will help to inform future discussions on how best to reduce delays of parole review hearings.

**C CONDITIONAL RELEASE DECISION-MAKING: COMMONALITIES AND DIFFERENCES ACROSS CONTEXTS**Ralph C Serin, Carleton University; Renée Gobeil, Carleton University

For the last several years, our program of research has focused on the information considered in reaching conditional release decisions. We have examined information at the level of the case (e.g., offender gender, offence committed) and of the decision-maker (e.g., professional background, cognitive style). Our studies in the area have had a number of foci. While most of our research has concentrated on the factors considered when offenders apply for parole, we have also examined the factors considered in reaching disposition decisions for offenders found not guilty by reason of mental disorder. Participants have included members of the Ontario Review Board, Canada's National Parole Board, the New Zealand Parole Board, and undergraduate students. Variables of particular interest have included decision-maker cognitive style, victim involvement in the decision-making process, offender mental health diagnosis, and offender gender. This presentation will focus on the differences and similarities identified in our studies in this area. Of particular interest were an exploration of differences across jurisdictions, and an examination of the extent to which students were appropriate stand-ins for conditional release decision-makers in research.

**D UNDERSTANDING THE ROLE OF "CONDITIONS" IN CONDITIONAL RELEASE**Renée Gobeil, Carleton University; Ralph C Serin, Carleton University

When offenders are granted parole, paroling agencies must identify the conditions that should be imposed on the offender throughout his or her period of community supervision. These might include abstinence from substances, residence in a halfway house or other specific location, avoidance of certain pro-criminal persons, or participation in programs. To date, the conditions under which parole is given have been under-studied. This gap in the literature is important, given that in cases where conditional release is suspended or revoked, this is due more often to a breach of condition than to a re-offence. Further, there has been a trend over recent years for parolees to be assigned more conditions than in the past. It has been argued that the result of this pattern is that parolees are assigned so many conditions that their releases are then pre-emptively suspended or revoked. This study examined this issue by investigating the relationship between the numbers of conditions imposed on a sample of Canadian federally-sentenced offenders granted conditional release and their eventual post-release outcome, after accounting for the impacts of assessed risk. It was expected that greater numbers of conditions would be associated with poorer post-release outcome. The study also included an examination of the types of conditions most associated with parole failure.

**2009-06-12 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – HARRICANA****Reception/Réception***Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice***SECTION PROGRAM/  
PROGRAMME  
DE LA SECTION****RECEPTION**Tricia Orzeck, University of British Columbia & Kwantlen Polytechnic University; Peter P Crocker, University of British Columbia; Jill Tracey, Wilfrid Laurier University; Gerry Farthing, University of Saskatchewan; Hannah Marchand, University of Ottawa

A reception for the members of the Sport &amp; Exercise Psychology Section.

**2009-06-12 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – PÉRIBONKA****Reception/Réception***Counselling Psychology/  
Psychologie du counseling***SECTION PROGRAM/PROGRAMME  
DE LA SECTION****COUNSELLING RECEPTION**Sharon Cairns, University of Calgary

All members and those considering membership in the Section on Counselling Psychology are invited to attend this reception. In addition to informal networking we will celebrate the excellence of our students by presenting the student awards.

**2009-06-12 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – BERSIMIS**

**Reception/Réception**  
*Students in Psychology/*  
*Étudiants en psychologie*  
*psychologie*

**RECEPTION**  
Kelly B Smith, Queen's University

**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

CPA Students Campus Rep Reception

**2009-06-12 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – MACKENZIE**

**Theory Review/Examen**  
**théorique**  
*Psychologists in Education/*  
*Psychologues en éducation*

**THE ASSESSMENTS OF BILINGUALS: CAN IT BE DONE BILINGUALLY?**  
Serge Lacroix, Auguston Consultants Inc.

In this presentation, we will review a study that explored the role language plays in the expression of intelligence, bilingualism, and the process of assessing selected cognitive abilities. The primary purpose of the study was to determine if individuals allowed to move from one language to another when they provide responses to test items produce results that are different than those obtained by bilingual examinees assessed in one language only. The results indicate that the Experimental Group obtained significantly higher results than the Control Group on all the tests and sub-tests used. The Experimental Group code-switched more frequently and the examiners only code-switched with that group. The frequency of the code-switching behaviours explains, in great part, all the differences noted in the results as very few other sources of differences were identified, even when groups were compared on sex, first language and relative proficiency in French and in English. The study challenges the current practice of monolingual assessment of intelligence when dealing with bilinguals.

**2009-06-12 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – MATAPÉDIA**

**Theory Review/**  
**Examen théorique**  
*Community Psychology/*  
*Psychologie communautaire*

**THE OSISS PEER HELPER TRAINING PROGRAM AND THE PROCESS OF EVALUATING PARTICIPANT SATISFACTION AND LEARNING IMPACT**  
Juan Carnello, Veterans Affairs Canada/National Center for Operational Stress Injuries;  
Norman Shields, Veterans Affairs Canada/National Center for Operational Stress Injuries; Yves Montplaisir, National Center for Operational Stress Injuries

Peer support has become recognized as an invaluable and effective adjunct in the expanding continuum of services available to individuals suffering from operational stress injuries and related conditions. In 2002, the Departments of National Defence and Veterans Affairs Canada jointly launched the Operational Stress Injury Social Support (OSISS) program that aimed to provide peer support services to serving and retired military members, and their families. This presentation will examine the development and evolution of the OSISS basic peer helper training curriculum and the evaluation of training by participants. The training focuses on experiential learning through active participation and incorporates the use of fictitious peer-cases designed by the participants. They use these cases to problem solve and develop their peer-helper skills. The presentation will also review the evaluation process utilized to assess participant satisfaction with the training and the overall impact on learning objectives. Results to date indicate that participant satisfaction is very high and preliminary results of impact data suggest that the learning objectives have been successfully met. However, improvements in follow-up are also recommended.

**2009-06-12 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – CHAUDIÈRE**

**Theory Review/Examen**  
**théorique**  
*Women and Psychology/*  
*Femmes et psychologie*

**“I AM A FEMINIST, AND HERE’S WHY...”:  
IDENTIFYING THE BENEFICIAL ASPECTS OF FEMINIST IDENTITY**  
Teresa Beaulieu, University of Toronto; Alexandra Rutherford, York University

The voices of the “I’m not a feminist, but...” brigade have been well-documented in the psychological literature, while the experiences of those who proudly and publicly claim the feminist title have been under-researched and marginalized. Given the contemporary backlash against feminism, the following questions must be asked: Why do young women continue to claim the feminist title today, and what are the benefits they derive from doing so? These two questions were explored qualitatively among a sample of six self-identified feminist women (aged 20 – 35). Findings indicated that women’s motivations for claiming the feminist title centered on a desire to enact social change and be true to oneself, while the benefits included a sense of empowerment, building community with like-minded individuals, and viewing the world through a critical lens. Interestingly, half of the participant sample felt benefits were more directly related to the adoption of a feminist epistemological stance, as opposed to labelling oneself with the word “feminist” itself. This presentation offers a unique perspective in that it delineates the positive and beneficial aspects associated with an often stigmatized identity.

2009-06-12 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – RICHELIEU

**Theory Review/Examen théorique**      **PSYCHOPATHY IN YOUTH: THE POTENTIAL FOR STIGMA**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

Julie Blais, Carleton University; Adelle Forth, Carleton University

The development of instruments to assess psychopathic traits in youth has led to concerns about the potential of negative impact of the psychopathy label in juvenile justice decisions. It has created controversy among forensic clinicians and researchers with respect to issues including the ethical, empirical and policy implications of applying a psychopathic label to a young offender. For while the early identification of psychopathic traits may enhance the presently limited understanding of the disorder allowing for a greater chance of rehabilitation and prevention, the consequences of this extension could potentially be damaging, especially if traits deemed psychopathic are normative developmental features of youth. The purpose of this review session will be to discuss the current ethical and professional concerns that have been raised and to review the empirical evidence that addresses these concerns.

2009-06-12 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – GATINEAU

**Theory Review/Examen théorique**      **MODÈLES D'INTERVENTION GUIDANT LA PRATIQUE DU COACHING EXÉCUTIF**

*Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle*

Louis Baron, Université du Québec à Montréal

Bien que la plupart des coachs exécutifs se disent éclectiques dans les méthodes qu'ils emploient, leur pratique est guidée, consciemment ou non, par un cadre d'intervention qu'ils bénéficieraient à rendre explicite afin de mieux situer la nature de leur intervention et les dangers qui les guettent. En effet, si en plus de ne pas se dérouler comme le coaché l'anticipe, le cadre d'intervention du coach ne lui est pas présenté de façon claire au début de la démarche, un climat de méfiance risque de s'installer, résultat d'une communication inefficace et d'une incompréhension des processus de travail (Barner & Higgins, 2007). S'inspirant des écrits scientifiques et populaires les plus récents, cette communication présente quatre modèles d'intervention guidant la pratique du coaching exécutif, soit le modèle clinique, comportemental, systémique et socioconstructiviste. Les facteurs distinguant les cadres d'intervention présentés renvoient à la cible de changement, aux objectifs du coaching, au rôle du coach, aux objets d'approfondissement, et aux méthodes d'évaluation utilisées. Alors que le coaching exécutif connaît un essor important dans les organisations, il est souhaitable d'éclaircir les principes théoriques sous-tendant sa pratique, si peu balisée à l'heure qu'il est et effectuée par une proportion importante de non psychologues.

2009-06-12 – 5:30 PM to 7:25 PM – 17 h 30 à 19 h 25 – GRAND SALON

**Annual General  
Meeting/Assemblée  
générale annuelle**

**ANNUAL GENERAL MEETING/ ASSEMBLÉE GÉNÉRALE ANNUELLE**



**2009-06-13 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – SUITE 2145**

**Committee Business**                    **PAST PRESIDENT'S COMMITTEE BUSINESS MEETING**  
**Meeting/Réunion**                    Catherine Lee, University of Ottawa  
**d'affaires**

**2009-06-13 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – JOLLIET**

**Section Business**                    **ABORIGINAL PSYCHOLOGY/PSYCHOLOGIE AUTOCHTONE**  
**Meeting/Réunion**                    Dana Bova, St. Joseph's Care Group  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-13 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – DULUTH**

**Section Business**                    **INTERNATIONAL AND CROSS-CULTURAL PSYCHOLOGY/PSYCHOLOGIE**  
**Meeting/Réunion**                    **INTERNATIONALE ET INTERCULTURELLE**  
**d'affaires des sections**            Randal G Tonks, Camosun College  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-13 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MACKENZIE**

**Section Business**                    **HEALTH PSYCHOLOGY/PSYCHOLOGIE DE LA SANTÉ**  
**Meeting/Réunion**                    Tavis S Campbell, University of Calgary  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

The Health Section will review initiatives and activities for the past and upcoming year.

**2009-06-13 – 8:00 AM to 9:25 AM – 8 h 00 à 9 h 25 – MATAPÉDIA**

**Section Business**                    **HISTORY AND PHILOSOPHY OF PSYCHOLOGY/HISTOIRE ET PHILOSOPHIE DE**  
**Meeting/Réunion**                    **LA PSYCHOLOGIE**  
**d'affaires des sections**            Christopher A Peet, King's University College  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-13 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – HARRICANA**

**Section Business**                    **PSYCHOLOGY AND RELIGION/PSYCHOLOGIE ET RELIGION**  
**Meeting/Réunion**                    Marvin J McDonald, Trinity Western University  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

Please join discussions for future plans of the section.

**2009-06-13 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – RICHELIEU**

**Section Business**                    **CRIMINAL JUSTICE PSYCHOLOGY/PSYCHOLOGIE ET JUSTICE PÉNALE**  
**Meeting/Réunion**                    Norma Jean Folsom, Correctional Service of Canada  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

All members of the Criminal Justice Section are encouraged to attend this Annual General Meeting and take part in the functioning of the section.

**2009-06-13 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – PÉRIBONKA**

**Section Business**                    **PSYCHOLOGY IN THE MILITARY/PSYCHOLOGIE DU MILIEU MILITAIRE**  
**Meeting/Réunion**                    Peter Bradley, Royal Military College of Canada  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-13 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – BERSIMIS**

**Section Business**                    **PERCEPTION, LEARNING AND COGNITION/PERCEPTION,**  
**Meeting/Réunion**                    **APPRENTISSAGE ET COGNITION**  
**d'affaires des sections**           James M Clark, University of Winnipeg  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-13 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – GATINEAU**

**Section Business**                    **CLINICAL NEUROPSYCHOLOGY/NEUROPSYCHOLOGIE CLINIQUE**  
**Meeting/Réunion**                    Grant Iverson, University of British Columbia  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-13 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – SAINT-FRANÇOIS**

**Committee Business**                **MEMBERSHIP COMMITTEE BUSINESS MEETING**  
**Meeting/Réunion**                    David J A Dozois, University of Western Ontario  
**d'affaires**

**2009-06-13 – 8:00 AM to 9:55 AM – 8 h 00 à 9 h 55 – YAMASKA**

**Committee Business**                **PUBLICATIONS COMMITTEE BUSINESS MEETING**  
**Meeting/Réunion**                    Peter J Bieling, St. Joseph's Hospital  
**d'affaires**

**2009-06-13 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – SUITE 2145**

**Committee Business**                **PUBLIC POLICY COMMITTEE BUSINESS MEETING**  
**Meeting/Réunion**                    Catherine M Lee, University of Ottawa  
**d'affaires**

**2009-06-13 – 9:00 AM to 10:55 AM – 9 h 00 à 10 h 55 – HOCHELAGA 1-6**

**Poster/Affiche**                      **POSTER SESSION 'E'/ PRÉSENTATION PAR AFFICHAGE**

Community Psychology/ Psychologie communautaire; Social and Personality/ Psychologie sociale et de la personnalité

**#1**    **CAMPUS REACTIONS TO MASS NOTIFICATION**

*Community Psychology*                Andrea M Butler, University of Windsor  
*Psychologie communautaire*

This practicum placement was completed with the University of Windsor Campus Police. An online survey was developed and administered via e-mail to the campus community. The goal of the project was to assess student, faculty, and staff opinions regarding the use of a mass notification system. Mass notification allows local crime prevention agencies such as Campus Police to quickly transmit critical information in the event of a campus emergency to classrooms, offices, laboratories and residence buildings throughout campus. Mass notification allows these agencies to alert staff, students and faculty regarding emergency situations. A total of 2017 (students, faculty, and staff) completed the survey. The majority of participants indicated that they were in favour of mass notification. However, they did have a number of concerns regarding the privacy of their information. The campus community also felt that such a system should only be used in the event of an actual emergency and that the police should clearly define and communicate what situations would be considered emergencies. Other respondents indicated that they felt that the police should allow them to choose how they would prefer to be contacted in the event of emergency (e.g., text message versus e-mail).

**#2**    **IMPACTS OF PARENTAL SUPPORT ON THE PSYCHOSOCIAL ADJUSTMENT OF EMERGING ADULTS' HIGH SCHOOL TO UNIVERSITY TRANSITION**

*Community Psychology*                Adele Ciccone-Estrela, Wilfrid Laurier University  
*Psychologie communautaire*

Little research exists on the role of parental support on the overall psychosocial adjustment of emerging adults' transition to university life. In this presentation I focus on the relationship between perceived social supports (i.e., parental support) and overall psychosocial adjustment during the transition to university, studied in terms of overall subjective satisfaction with social, personal-emotional, and academic aspects of university life. To adequately understand the interpersonal nature of emerging adults' transition from high school to university and the various stressful experiences associated with it, I employed a "cross-generational" design, interviewing students who have transitioned from high school to university and their respective parents. By exploring the relationship between parent and adult-child the findings shed light on how emerging youth perceive and cope with stresses associated with the high school to university transition and how they use social support systems, in particular their parents, to manage and adjust to university life. I discuss the potential of this research to promote emerging adults' positive well-being during their adaptation to university life.

**#3***Community Psychology*  
*Psychologie communautaire***EVALUATION OF THE EFFECTS A WOMEN'S SHELTER HAS ON THE SELF ESTEEM OF ITS RESIDENTS**Amber J Franklin, University of Saskatchewan; J Stephen Wormith, University of Saskatchewan

The purpose of this evaluation was to research the effects a stay in a women's shelter had on the self esteem of women fleeing abusive relationships. Previous research suggests that being in an abusive relationship is highly related to low self-esteem and the length of time spent away from the abuser in a safe environment can often serve to alleviate this detrimental effect (Cascadi & O'Leary, 1992; Aguilar & Nightingale, 1994; Orava, McLeod & Sharpe, 1996). This is a major issue in our society as women who have lower self-esteem may report a lower quality of life, which is a risk factor of re-victimization (Bybee & Sullivan, 2005). In total, 23 women participated in the evaluation, exhibiting a shift in self esteem scores in a positive direction, although it was statistically non significant. Semi-structured interviews done with 7 of the residents allowed a qualitative confirmation of an increase in self esteem that was experienced by the women living in the shelter. It also allowed for comments to be made about what part of their stay was most beneficial to their self esteem and what suggestions they had to better address self esteem in the shelter. Recommendations, utilizing the responses from the participants, were made regarding additional activities to be added to group meetings at the shelter to further develop positive self esteem in shelter residents.

**#4***Community Psychology*  
*Psychologie communautaire***THE MOVE TO EVIDENCE-BASED PSYCHIATRIC REHABILITATION INTERVENTIONS WITHIN A HISTORICAL 'MEANINGFUL ACTIVITIES' PROGRAM: A CASE STUDY OF A 4-YEAR PROCESS OF PROGRAMME EVALUATION, CONTINUOUS FEEDBACK, AND SERVICE CHANGE**Maya Gupta, McMaster University; Sean A Kidd, St. Joseph's Healthcare; Jennifer Bates, St. Joseph's Healthcare; Lee Purins, St. Joseph's Healthcare

The past 15 years have shown a steady movement towards the provision of psychiatric rehabilitation services that are community-based and recovery-oriented. This movement has been accompanied by the development of a range of evidence-based psychiatric rehabilitation practices. Despite such advances in theory and practice, there is consistent commentary in both the literature and service provider communities regarding the difficulty of efficiently implementing evidence-based models of practice and facilitating the uptake of recovery values among practitioners. This case study documents a 4-year process in which best practice approaches to program evaluation and system change were applied to a historical 'meaningful activity' program for persons with severe mental illness. The change process involved qualitative and quantitative methods, input from all stakeholders, continuous feedback and regular re-evaluation. Outcomes included (i) greater independence and community integration for clients (ii) a shift to evidence-based interventions (iii) improved accessibility, and (iv) an improved mechanism for consumer feedback and involvement in service development. The case study highlights both facilitative elements and barriers that arose in the change process noting key processes in which barriers were collaboratively overcome.

**#5***Community Psychology*  
*Psychologie communautaire***PROCESS EVALUATION OF A COMMUNITY-BASED GROUP THERAPY PROGRAM FOR MEN WITH A HISTORY OF CHILDHOOD ABUSE**Jennifer L Hopton, University of Ottawa

The purpose of this poster is to present results from a formative evaluation of the Men & Healing program (M&H), a three-phased community-based group therapy program for men with a history of childhood sexual and/or physical abuse. Three research questions are addressed. First, who are the men accessing M&H services? Data from men assessed for M&H in 2004 – 2008 will be presented. Descriptive analyses of demographics, life domains, and baseline symptomatology will provide a comprehensive portrait of the men, in the domains of employment and relationship status, legal and abuse history, and substance use and suicidality. Second, what is the men's experience in the program? Data on post-traumatic stress (measured by the Impact of Event Scale - Revised) and depression (measured by the Beck Depression Inventory), gathered at 10-week intervals during the duration of clients' time in M&H, will be presented. Third, a conceptual analysis of the theoretical underpinnings of the program will be presented, based on the empirical literature on treatment for adult males with a history of childhood abuse. Evaluation of community-based mental health programs provides critical feedback to staff and management, enabling them to make research-informed program decisions, which ultimately contributes to the provision of more effective services for clients.

**#6***Community Psychology*  
*Psychologie communautaire***ATTITUDES TOWARDS SUICIDE IN FAITH-BASED LEADERS: AN APPLIED SOCIAL PRACTICUM EXPERIENCE**Joanna M Kraft, University of Windsor; Kathryn Lafreniere, University of Windsor

A practicum project was completed with Alive! Canada, a non-profit organization whose focus is suicide prevention and awareness. The purpose of this project was to determine the potential need for suicide prevention, awareness, and training in faith-based groups throughout the Windsor-Essex area. This project served to make recommendations for a faith-based workshop on suicide prevention. Participants completed either an online (N = 20) or mail-out (N = 8) survey. Results indicate that faith-based leaders within the Windsor-Essex area recognized that they have an opportunity for early intervention (82%) and that one of the barriers to preventing suicide is lack of knowledge (75%). Concerning the role of suicide attitudes, findings highlight a clear division between leaders who feel that suicide is morally 'wrong' compared to morally 'neutral'. In order to help leaders effectively deal with suicide issues, it is important to be aware of diverse attitudes towards suicide, in addition to how these attitudes can influence strategies for suicide prevention. The follow-up workshop was well received and included information on mental health and general suicide information. This practicum project was a valuable learning experience. Some of the benefits and challenges to working with a non-profit community organization are discussed (e.g., the motivation of non-profit employees).

#7

*Community Psychology*  
*Psychologie communautaire*

**ASSOCIATIONS AMONG TIME PERSPECTIVE, DRINKING, USING DRUGS AND WELL-BEING IN HOMELESS ADOLESCENTS: A CLUSTER ANALYSIS**

Morgan McKinnon, University of Victoria; Frédéric Grouzet, University Of Victoria

Time perspective, as measured with the Zimbardo Time Perspective Inventory (ZTPI), has been empirically linked to many variables including health behaviours, affects and risk taking. Recent research has also examined time perspective in adult homeless population. This study aimed to examine time perspective in younger homeless population. A sample of street-involved youth was assessed by using a questionnaire that measured several components of homelessness, alcohol and drug use, anxiety, depression, well-being, and time perspective. Present-hedonistic time perspective was positively related to drug use whereas future time perspective was negatively related to alcohol and drug use. However, both present-hedonistic and future time perspectives were associated with well-being. A cluster analysis on time perspectives indicated the presence of three clusters: (1) Hedonistic youth with a negative past perspective, (2) Hedonistic youth with a positive past perspective, and (3) Future oriented youth with a negative past perspective. The third cluster showed healthier behaviours and better well-being. Also the second and third cluster showed related higher well-being levels than the first cluster. Overall these findings are congruent with Zimbardo's balance theory and show how time perspectives can be combined to predict well-being and behaviours.

#8

*Community Psychology*  
*Psychologie communautaire*

**PREDICTING ACTING-OUT BEHAVIOUR IN EMERGENCY ROOM PATIENTS**

Christin Moeller, University of Windsor; Deborah Kane, University of Windsor

This practicum project was conducted in collaboration with a hospital in Ontario's Essex County to ascertain the effectiveness of a screening tool to assess for aggressive behaviour in the emergency room (ER). Workplace violence and abuse has become an increasing concern for health care professionals. Physical injuries, stress, anxiety and psychosomatic illness are just a few examples of the effects of workplace violence on health care providers. Given the seriousness of workplace violence, a regional hospital in Ontario's Essex County initiated a number of workplace violence prevention strategies in 2006 to ensure the safety of its health care providers. This project was part of a larger program evaluation that sought to assess whether the strategies of the current Workplace Violence Prevention program established at the hospital did indeed result in a safer work environment. The goal of this practicum project was to determine whether the hospital's current screening tool for aggressive behaviour used in the ER accurately predicted future acting-out behaviour in patients. ER nurses were recruited to complete an additional violence-screening tool at the time of patient admission against which the existing screening instrument was then validated. Research findings, as well as personal rewards and challenges encountered throughout the practicum project, will be discussed.

#9

*Community Psychology*  
*Psychologie communautaire*

**A SYSTEMIC ANALYSIS OF CULTURAL AND BEHAVIOURAL CHANGES IN RESPONSE TO A RIGHTS TRAINING INITIATIVE IN AN ASSOCIATION FOR COMMUNITY LIVING**

Laura E Mullins, Brock University; Frances A Owen, Brock University

Individuals with intellectual disabilities (ID) as a group have been subject to abuse. In addition, many individuals with disabilities do not know that they have the right not to suffer abuse. Individuals with ID need to be made aware of the fact that they have rights and shown how to assert these rights within a context of social and personal responsibility. The 3Rs: Rights, Respect and Responsibility Human Rights Project is promoting human rights awareness in individuals with ID. The project has been initiated in several community agencies. To be effective, abuse prevention must include support from the whole organization. This research project focuses on the broader systemic aspects of the project. The purpose of this research was to evaluate the systemic nature of the 3Rs project in response to the project's implementation. Semi-structured behavioural interviews were conducted with a stratified random sampling of employees across the whole organization. The interview questions focused on describing changes in staff and managers in response to the 3Rs initiative. A thematic analysis was conducted to determine the presence of cultural changes and behavioural mechanisms that influence staff and managers support for the rights initiative. The results outline how employees are supporting the rights of individuals with intellectual disabilities.

#10

*Community Psychology*  
*Psychologie communautaire*

**THE SAFETY AND CRIME CONCERNS OF RESIDENTS LIVING IN COMMUNITY HOUSING AND HOW TO REDUCE THEM**

Kristin A Saunders, University of Windsor; Barry Horrobin, Windsor Police Service; Kathryn Lafreniere, University of Windsor

The safety and crime concerns of residents living in two adjacent urban apartment buildings managed by the local community housing corporation were investigated. The aims of this project were to identify resident concerns and provide recommendations to city police and community housing for ways to improve resident safety. Data were gathered through eight interviews and the collection of 16 resident questionnaires (response rate 16%). Results revealed that residents had multiple concerns. Residents did not believe that their buildings were secure and most reported break-in concerns. The dealing and use of drugs in and around the buildings was also reported. Issues such as lighting, incoming resident screening and tenant security patrols were also presented. Questions investigating tenant empowerment revealed that residents do not feel optimistic or in control of their future. The majority also reported low levels of belief that community housing or the police could help fix safety and crime concerns. These factors are explored in relation to their implications for tenants as potential sources of stress, and barriers to action against crime and safety concerns. The role of the local police and the community housing corporation in increasing residents' feelings of empowerment and control, and increasing feelings of safety is also discussed.

**#11***Community Psychology  
Psychologie communautaire***CAN “CLICKERS” HELP US TO REFINE OUR EDUCATIONAL PROGRAMS?**Charlene Y Senn, University of Windsor; Sobia F Ali, University of Windsor

Designing effective educational programs is a difficult multi-stage process. The current study used “clicker” technology, which was introduced to increase interaction in large classroom teaching, as a program refinement tool. An empirically and theoretically sound educational program has been found effective in improving university women’s knowledge and skills in defending themselves against sexual assault by an acquaintance, among other positive effects. However, even the basic version of the program is quite long and the length may discourage student participation. This study was designed to assess whether participants’ feedback could assist in identifying sections of the program which may be overly long, redundant, or unnecessary. Thirty-one female students participated in one of the two versions of the program. Program sessions were interrupted periodically with six questions regarding the preceding unit. These questions, presented using PowerPoint with TurningPoint™ technology, were answered confidentially by program participants using clickers. The pros and cons of the use of clickers for program refinement are discussed generally with supporting evidence from this particular program evaluation exercise.

**#12***Community Psychology  
Psychologie communautaire***UNWANTED SEXUAL EXPERIENCES OF UNIVERSITY STUDENTS**Melissa St. Pierre, University of Windsor; Cheryl M Henshaw, University of Windsor

The primary focus of this paper is to provide an overview of a practicum project completed with the University of Windsor campus community during the Winter of 2008. In collaboration with the University’s Human Rights Office, an online research project was undertaken to gain information on sexual harassment rates and reporting of incidents on campus. Additionally, information on the types of sexual harassment training programs that students would consider beneficial was acquired. A total of 754 University of Windsor undergraduate and graduate students completed the online survey. Results indicated that a substantial proportion of students experienced sexual harassment. More specifically, 73% of students reported being on the receiving end of non-contact (e.g., name calling) sexual harassment, while 41% reported experiencing contact (e.g., unwanted touching) sexual harassment. Regarding reporting of incidents, students tended to tell friends or family; however, many told no one. Furthermore, very few students reported the incident to the Human Rights Office. Concerning educational training programs, students did not seem to prefer one type of program over another. However, students requested an accessible, creative medium to transmit information on sexual harassment. Findings were used to make recommendations to help create a sexual harassment tutorial for students.

**#13***Social and Personality  
Psychology/Psychologie  
sociale et de la  
personnalité***THE ROLE OF PERSONALITY AND HEALTH IN DETERMINING SUBJECTIVE STATUS**Giuseppe Alfonsi, Concordia University; Michael Conway, Concordia University

Perceptions of social status are important predictors of adjustment and health independent of the contribution of objective status measures (i.e., occupation, education and income). It is unclear what the roles of personality and health are in determining subjective assessments of one’s own status. It was hypothesized that higher levels of neuroticism are associated with reduced subjective social status via 2 mechanisms: a) indirectly via increased illness, and c) directly. As well, it was expected that both higher levels of extraversion and greater reported income would counteract the effect of neuroticism. A sample of university students (n = 236; mean age = 22 years) completed self-reports of income and recent illness, the MacArthur Scale of Subjective Social Status (Adler et al., 2000), and the Ten Item Personality Inventory (Gosling et al., 2003). Structural equation modelling revealed that as expected, individuals higher in neuroticism reported lower levels of subjective status as well as greater recent illness. However, illness was not significantly related to lower subjective status. Furthermore, greater income and higher levels of extraversion were both associated with greater reported subjective status. The final model provided an excellent fit for the data ( $\chi^2(6) = 4.56, p = .60, CFI = 1.00, RMSEA = .07, C.I. = .00 - .070$ ).

**#14***Social and Personality  
Psychology/Psychologie  
sociale et de la  
personnalité***CAUSES AND CONSEQUENCES OF THE FEMINIST STIGMA**Vanessa Anastopoulos, Correctional Service of Canada; Serge Desmarais, University of Guelph

Despite the documented prevalence of a feminist stigma, little attention has been paid to the source of this stigma or its consequences on feminists’ lives. I examined whether perceptions of threat underlie the feminist stigma and whether threat incites prejudice and discrimination against feminists. In a preliminary study, young adults listed ways in which they perceive that feminists threaten both society at large and personal lives. In the main study, men and women rated their first impressions of a female confederate who, depending on the experimental condition, either called herself a feminist or not, and who either behaved like a feminist by challenging sexism or not. Findings revealed that perceived threat elicits prejudice against feminists and that this threat has deleterious consequences (in terms of befriending and dating decisions) for how feminists are treated by others. Specifically, perceptions of both group and personal threat affected reactions to a woman who calls herself a feminist and whether or not a woman behaves like a feminist by challenging sexism influenced discriminatory behaviours toward her.

## #15

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

### RELATIONS AMONG FACEBOOK ATTITUDES AND USAGE, OFFLINE COPING PREFERENCES, AND PSYCHOSOCIAL ADJUSTMENT IN AN UNDERGRADUATE SAMPLE

Jaime M Arseneault, University of Windsor; Mary G Simmering, University of Windsor; Craig Ross, University of Windsor; Emily S Orr, University of Windsor; Robert R Orr, University of Windsor

Despite the increasing popularity of social networking websites such as Facebook, research on how these online interaction platforms are related to users' social and emotional well-being has been lacking. The purpose of this study was to examine whether undergraduate students' Facebook attitudes and usage were associated with their typical coping strategy preferences. One hundred thirty undergraduate students (75% female) participated in an online study assessing their dispositional coping strategy preferences, their Facebook attitudes and usage, and their psychosocial adjustment. As expected, attitudes toward Facebook and measures of Facebook use (e.g., amount of time spent on Facebook per day and number of Facebook "Friends") were negatively related to problem-focused coping choices (e.g., active coping and planning) and positively related to emotion-focused coping choices (e.g., self-distraction, denial, and substance use). However, these relations held only for females. In addition, personal well-being was positively related to endorsement of problem-focused coping options, and negatively related to endorsement of emotion-focused coping options. These results are discussed in terms of potential gender differences in how social networking sites are used, and the implications of these differences in use for psychosocial adjustment are outlined.

## #16

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

### WHAT BEST PREDICTS PATRIOTISM AND NATIONALISM? A LOOK AT DIFFERENT FORMS OF IDENTIFICATION

Roxanne M Aubin, Université du Québec à Montréal; Catherine E Amiot, Université du Québec à Montréal; Maya A Yampolsky, Université du Québec à Montréal; Catherine Bergeron, de Université Montréal; Anne-Sophie Langlois, Université du Québec à Montréal

Research on social identification has revealed that identifying with one's social group predicts both negative (e.g., nationalism) and positive (e.g., patriotism) outcomes (Mummendey, Klink & Brown, 2001). To disentangle these past findings, the present study investigated different forms of identification to see which one best predicts patriotism and nationalism beyond absolute levels of social identification (Amiot & Hornsey, 2008). Québécois university students (N = 120) completed an online questionnaire measuring social identification as a Québécois, self-determined identification (SDI), collective self-esteem contingency (CSEC), clarity of collective identity (CCI), patriotism and nationalism. It was hypothesized that higher levels of SDI and CCI would predict higher levels of patriotism and lower levels of nationalism. At the same time, it was hypothesized that higher levels of CSEC would predict lower levels of patriotism and higher levels of nationalism. Multiple regressions were performed. After controlling for levels of social identification, a more self-determined identification predicted higher levels of patriotism, while CSEC predicted lower levels patriotism. In contrast, a non self-determined identification and CSEC both predicted higher levels of nationalism. Implications will be discussed in light of social psychological and intergroup relations theories.

## #17

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

### NOTHING IS PERMANENT EXCEPT CHANGE: IMPACT OF UNSTABLE PATTERN OF TEMPORAL RELATIVE DEPRIVATION ON PSYCHOLOGICAL WELL-BEING

Emilie Auger, Université de Montréal; Roxane de la Sablonnière, Université de Montréal

People use temporal comparisons to evaluate their current situation with one in the past. Such comparisons can cause feelings of dissatisfaction which refer to the concept of temporal relative deprivation. Traditionally, temporal relative deprivation was evaluated by asking participants to compare their current situation with a single point in the past. However, de la Sablonnière, Taylor, Perrozo and Sadykova (in press) found relevant to use several points of comparison to assess the complete pattern of temporal relative deprivation over time. This correlational study also showed in a natural setting that the stability of such pattern of temporal relative deprivation affects collective well-being. Specifically, perceiving an unstable pattern of temporal relative deprivation overtime is associated with less collective well-being than perceiving a stable pattern. In the present study, we extend this work in an experimental context where the pattern of temporal relative deprivation was manipulated to control for confounding factors. The effect of the stability of the pattern was evaluated on both personal and collective well-being in two experimental conditions (unstable, n = 21; stable, n = 28). Results partially confirmed our hypothesis which revealed that an unstable pattern of temporal relative deprivation affects personal well-being but not collective well-being.

## #18

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

### EXPLORING OPEN-ENDED RESPONSES IN UNDERSTANDING GROUP FUNCTIONS

Caroline Bennett AbuAyyash, university of western ontario; Victoria M Esses, University of Western Ontario

Past research on group functions shares a number of elements. In terms of a theoretical approach, the focus is on the "social" needs being served by a group membership (Johnson et al., 2006). In terms of methodology, closed ended questions have been the main tools for data collection. The data presented by the authors here departs from those elements in a number of ways. We asked participants to think of a group that is important to them and answer a number of open-ended questions with regards to the ways they characterize this group, needs that it does and does not fulfill, and elements that they would change about it. Following the work of 3 coders who examined the data for common themes, all the responses were coded and the resulting data was analyzed.

The three most common types of groups to be listed were friendship groups, sports groups and religious groups. Results show that needs being fulfilled by group memberships include physical needs and security and go beyond social needs. For friendship groups, spirituality was the most frequently stated need (55%), while it was social interaction for friendship groups (44%) and physical outcomes for sports groups (68%). We discuss the importance of using open ended measures and present summaries on an array of additional questions.

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**WHAT ARE SELF-CRITICISM AND PERSONAL STANDARDS MEASURES OF PERFECTIONISM REALLY MEASURING? RELATIONS WITH THE FIVE FACTOR MODEL OF PERSONALITY AND DEPRESSIVE SYMPTOMS**

Jody-Lynn Berg, McGill University; David M Dunkley, Jewish General Hospital (Institute of Community and Family Psychiatry)

This study sought to gain a better understanding of what scales from the Multidimensional Perfectionism Scale (FMPS; Frost, Marten, Lahart, & Rosenblate, 1990) and the Revised Almost Perfect Scale (APS-R; Slaney, Rice, Mobley, Trippi, & Ashby, 2001) are measuring in a non-depressed sample of 223 community adults. Self-criticism (SC) measures (concern over mistakes, doubts about actions, discrepancy) and personal standards (PS) measures (personal standards, high standards) of perfectionism were related to the five domains and 30 facets of the revised NEO Personality Inventory (NEO-PI-R; Costa & McCrae, 1992) and current depressive symptoms. Results indicated that SC measures all demonstrated positive correlations with depressive symptoms and the neuroticism domain and facets, and were negatively correlated with the warmth, positive emotions, trust, altruism, competence, and self-discipline facets. In contrast, the PS measures had weak or negligible relations with depressive symptoms, were unrelated to the neuroticism domain, and were positively correlated with the conscientiousness domain and the achievement striving, assertiveness, and activity facets. Overall, these results provide further support for the multidimensional nature of perfectionism by demonstrating the differences among SC and PS measures of perfectionism in their relation to personality and depressive symptoms.

**#20**

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**WEBSITE DESIGN AND IRRATIONAL HEALTH BELIEFS: EFFECTS ON WILLINGNESS TO BE VACCINATED WITH THE INFLUENZA VACCINE**

Anne E Bergen, University of Guelph; Kathleen E Fallis, University of Guelph; Ian R Newby-Clark, University of Guelph

Individuals must make decisions about the accuracy of medical information found online. Attitudes and beliefs can bias information processing and decisions. Yet, these beliefs are not always rational. Our previous research showed that irrational health beliefs were associated with greater use of personal websites and less concern about source citation when seeking health information online. These results suggest that health promotion websites emphasizing either “medical” aspects (e.g., citations) or “personal” aspects (e.g., testimonials) will differently affect website perceptions. The effects of website design on perceptions of content may also be affected by irrational health beliefs. Participants were randomly assigned to one of three experimental conditions: a website with citations, an uncited website with testimonials, or a control website. Both the cited and testimonial websites provided information about the influenza vaccine. The control website contained information about nutrition labelling. Results indicate that perceptions of the vaccine changed from pre- to post-test for both the cited and testimonial websites, but not for the control website. The cited and testimonial websites influenced different vaccine beliefs. Irrational health beliefs predicted some but not all beliefs about the influenza vaccine. Implications for health promotion websites are discussed.

**#21**

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**US VS. THEM: THE EFFECTS OF GROUP MEMBERSHIP AND MORTALITY SALIENCE ON INGROUP/OUTGROUP RATINGS**

Shady Beshai, York University

The ingroup bias, defined as the systematic favoring of one's own group, is a robust phenomenon in social categorization research. It was suggested that once individuals become aware of their own death, their tendency to favor the ingroup becomes even more exaggerated (See & Petty, 2006; Duchesne, Janssen & van Knippenberg, 2000). This study employed a 2 x 2 x 2 x 2 between-subjects design in order to investigate 1) whether the ingroup bias can become activated through an indirect contrast with the outgroup; and 2) whether mortality salient participants will display greater levels of the ingroup bias. The study included 128 participants (recruited from 2 rival universities; 64 males, 64 females) which were asked to evaluate the quality of an article associated with either the ingroup or the outgroup. Results indicate that participants from both institutions exhibited almost equal levels of the ingroup bias. Thus, the bias was found to be readily triggered even if the object of evaluation is a product loosely affiliated with one's group. Mortality salient participants did not, however, display overstated biases. This finding, and its implications in intergroup conflict, is further discussed.

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**NOT QUITE PERFECT: IS ADAPTIVE PERFECTIONISM SIMPLY HIGH STANDARDS OR ACHIEVEMENT STRIVING?**

Jonathan S Blasberg, University of British Columbia; Paul L Hewitt, University of British Columbia; Simon B Sherry, Dalhousie University; Gordon L Flett, York University

A longstanding area of contention in perfectionism research is whether or not perfectionism is a purely maladaptive trait or if it can be considered adaptive. We used a methodology developed by Haigler & Widiger (2001) to modify the Standards subscale of the Almost Perfect Scale-Revised (Slaney et al., 2001), a commonly used measure of what is termed adaptive perfectionism, to be more reflective of perfectionism than simply high standards or striving for excellence (e.g., the item "I have a strong need to strive for excellence" becomes "I have a strong need to strive for perfection"). We predicted that when items on the Standards subscale of perfectionism are similarly modified to reflect perfectionism rather than high standards, a differential predictive relationship between the Standards subscale and other adaptive and maladaptive outcome measures would be found. When both scales were administered to a community sample ( $n = 85$ ) and a university student sample ( $n = 123$ ), the modified scale showed a positive predictive relationship with the experience of guilt, shame, depression, anxiety, and suicidal ideation while the original scale showed a negative predictive relationship. The opposite was found with the experience of pride, self-esteem and life satisfaction. The original scale showed a positive relationship and the modified version a negative one.

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**ATTRACTIVENESS, BODY SIZE, MASCULINE SEX ROLES AND 2D:4D RATIOS  
IN MEN**

Anthony F Bogaert, Brock University; Catherine C Fawcett, Mount Allison University; Luanne K Jamieson, Brock University

Several studies have examined men's attractiveness in relation to the index-to-ring-finger (2D:4D) ratio, which may be linked to prenatal androgen levels. These studies have demonstrated conflicted results and have not controlled for related characteristics (i.e., body size and masculine personality/sex role). The present study examined this relation again and attempted to address these limitations. Participants were 273 men recruited at a Canadian university. The men were assessed for physical attractiveness, body size, 2D:4D ratios and masculine personality/sex roles. Results demonstrated that masculine personality/sex role and a larger body size predicted men's attractiveness. Results also demonstrated that a low (more masculine) 2D:4D ratio in the right hand was related to men's attractiveness, and this relationship occurred controlling for body size and personality/sex roles, along with relevant demographics (i.e., age, ethnicity/race). The findings suggest that women may be partially attracted to men because of their relative level of prenatal androgen exposure; and that features of physical attractiveness in men are, at least partly, androgen-based markers of fitness detectable by women.

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**LIFE SATISFACTION IN ONE'S PROFESSIONAL LIFE AS A FUNCTION OF  
SUCCESS AND FAILURE: THE MODERATING ROLE OF PASSION**

Mylène Boivin, Laboratoire de recherche sur le comportement social de l'Université du Québec à Montréal; Ariane St-Louis, Laboratoire de recherche sur le comportement social de l'Université du Québec à Montréal; Robert J Vallerand, Laboratoire de recherche sur le comportement social de l'Université du Québec à Montréal

Vallerand et al. (2003) proposed the existence of two types of passion, harmonious and obsessive. Individuals who have a harmonious passion (HP) freely engage in an activity they find important and enjoyable, as opposed to people with an obsessive passion (OP) who experience an uncontrollable urge to partake in the activity. Furthermore, for people with an OP, the main activity in their lives is the passionate activity and little else counts for them. Conversely, while the passionate activity is indeed important for HP people, other activities are nevertheless important. It follows from the above that when OP and HP individuals are successful, both should experience high levels of life satisfaction. However, when they are unsuccessful, OP individuals should report lower levels of life satisfaction than HP individuals because the passionate activity is the most important activity in their lives. The purpose of the present study was to test this hypothesis. A total of 63 OP and HP professional painters completed a questionnaire where they were asked to recall a period where they felt either creative or uncreative. They then completed the Satisfaction With Life Scale (Diener et al., 1985). Results from an ANOVA yielded an interaction that provided support for the hypothesis. These findings lead to a number of theoretical and applied implications.

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**PERCEIVED GAINS AND LOSSES, MOOD AND POLYGRAPH RESULTS**

Michael T Bradley, University of New Brunswick; Jason Childs, University of Regina; Clair Barefoot, University of New Brunswick

Participants in a challenge situation were given \$25 directly, all or some of which they could retain or lose. Other participants initially given nothing were told they could win from 0 to \$25. The challenge was to beat the polygraph in a series of 5 trials by lying about a single chosen card amongst 4 other cards. If a lie was detected they would either lose \$5 or fail to gain \$5. Ultimately, members of both groups had the same opportunity for monetary gain but that opportunity was framed differently as either the potential of losing from an established \$25 or winning up from 0 to \$25. Participants generated polygraph response data and answered on a scale from -2 (completely negative) through 0 (neutral) to +2 (completely positive) a questionnaire. Combined measures on the questionnaire taken after participants received or kept money due to them showed enjoyment and lack of stress supported findings by Tversky and Kahneman (1981). That is, participants found gains (+1.1) more positive than apparent losses (+0.5),  $F(1, 38) = 4.4, p < .05, \eta^2 = .32$ . Preliminary analyses of polygraph data found detection rates at 67% above the 20% level expected by chance but deception scores and amounts of money paid did not differ by condition.



## #26

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**WELL-BEING, ROMANTIC RELATIONSHIPS, & LAY THEORIES**

Naomi C Brady, University of British Columbia; Mark Holder, University of British Columbia

Relationships are considered critical to subjective well-being. In particular, aspects of friendships and spousal relationships are positively correlated with well-being including happiness. Limited research on the contribution of romantic dating relationships to well-being suggests a positive correlation as well. The present study investigated the contribution of romantic relationships to well-being including whether this contribution is mediated by personality. Unlike some previous research, which relied on modified measures of friendship to assess romantic relationships, we asked undergraduate students about dimensions of their relationships that were exclusively romantic (e.g., sexual intimacy). Additionally, the perceived contribution of romantic relationships was studied by assessing lay theories (beliefs of the general population about the contribution of romantic relationships to well-being). We examined whether lay theories of the relation between romantic relationships and well-being vary as a function of romantic relationship characteristics, and whether these lay theories agree with the empirical findings of the relation between romantic relationships and well-being. Additionally, the present student investigated whether there are specific characteristics of romantic relationships that predict well-being and whether the results differ as a function of gender.

## #27

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**THE PRICE OF PERFECTION: DYADIC EFFECTS OF PARTNER PERFECTIONISM ON POST-TRAUMATIC MENTAL HEALTH IN ROMANTIC RELATIONSHIPS**

Mary Bratko, Brock University; Colin Perrier, Brock University; Stan Sadava, Brock University

The extant literature indicates that perfectionism exacerbates symptoms of mental illness, including depression and post-traumatic stress disorder (PTSD). The current study investigates the link between perfectionism and mental health, both within the self and between romantic partners. Participants were 295 heterosexual couples who had been together for a minimum of six months. Replicating previous research, intrapsychic perfectionism and adverse mental health outcomes were positively correlated. Within the framework of the Actor-Partner Interdependence Model, dyadic analyses revealed that other- and socially-prescribed perfectionism in men predicted both depression and frequency of PTSD symptoms in women, even after controlling for intrapersonal effects of women's own perfectionism. In contrast, perfectionism in women was not found to significantly predict depression or PTSD symptoms in men beyond men's own perfectionism. These findings suggest that both intrapersonal and interpersonal perfectionism is associated with adverse mental health, which is speculated to have implications for relational quality and future outcome.

## #28

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**ON THE ROLE OF PASSION AND LIFE ORGANIZATION IN CREATIVITY**

Stéphanie Brosseau, Université du Québec à Montréal; Ariane St-Louis, Université du Québec à Montréal; Robert J Vallerand, Université du Québec à Montréal

Vallerand et al. (2003) proposed two types of passion. Harmonious passion (HP) is present when people freely engage in a self-defining activity, while obsessive passion (OP) takes place when individuals experience an uncontrollable urge to partake in the activity. Furthermore, for people with an OP, little else but the passionate activity counts for them. Conversely, while the passionate activity is important for HP people, other activities are also important. It follows from the above that individuals with an OP should display more creativity when they can organize their lives around the passionate activity. Conversely, individuals with an HP should feel more creative when they have a diversified life. The goal of the present study was to test this hypothesis. Participants were sixty-one professional painters. They completed a web survey in which they were asked to recall a highly creative or a less creative period of their lives. We then assessed HP, OP, and life organisation during that period. Results from regression analyses supported the hypothesis. Artists with an OP toward painting felt highly creative and more productive when their life was organised around their work. The reverse pattern was obtained for artists with an HP. Results from the present study provide support for the Dualistic Model of Passion as applied to creativity.

## #29

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**EXPLORING SIMILARITIES AND DIFFERENCES BETWEEN ONLINE AND OFFLINE FRIENDSHIPS: THE ROLE OF ATTACHMENT STYLE**

Vanessa M Buote, Wilfrid Laurier University; Eileen Wood, Wilfrid Laurier University; Michael Pratt, Wilfrid Laurier University

The present study merges the fields of attachment and friendships and compares these in online and offline environments. Although currently we know a great deal about the importance of friendships and attachments for healthy development, there is no research to guide our understanding of how attachment style and friendship characteristics are evidenced in online contexts. Participants completed surveys to assess attachment style, friendships (online and offline), as well as interactions with friends and friendship quality. The extent to which individuals sought out online friends did not differ as a function of attachment style. Friendship quality differed as function of attachment style, while differences among attachment styles for other friendship characteristics (friendship satisfaction and self-disclosure) resulted only when context (online versus offline) was simultaneously considered. Overall, our findings indicate that online and offline friendships are experienced differently as a function of attachment style.

**#30**

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**PATHS TO FREE-MARKET BELIEFS: DIFFERING MOTIVATIONS FOR  
POLITICAL IDEOLOGIES**

Carolyn Camman, King's University College at The University of Western Ontario; Chris Roney, King's University College at The University of Western Ontario

This study is an undergraduate honours thesis examining the psychological correlates of free-market ideology, and hypothesizes, based on the motivated social cognition approach, that support of free-market ideology is predicted by a network of beliefs and personal orientations based on common psychological motives and worldviews. This study aims to replicate the findings of a previous undergraduate thesis that right-wing authoritarianism mediates the antithetical positive relationship between free-market ideology and support for Thomas Hobbes' repressive social-contract style of governance, predicting that all three constructs assume that self-interest, for better or worse, is fundamental to human nature, and will therefore also negatively relate to humanitarianism. This study also expects that social dominance orientation will independently mediate a relationship between free-market ideology and support for meritocracy, predicting that the constructs mutually assume that people are inherently unequal, and will therefore also negatively relate to egalitarianism. The strength of this proposed model will be investigated based on correlational analysis of a sample of 120 undergraduate students. Results will be discussed.

**#31**

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**USING SOCIAL PSYCHOLOGY TO GAIN A BETTER UNDERSTANDING OF  
PROGRAM EVALUATION INFLUENCE**

Bernadette Campbell, Carleton University; Brenda Bartlett, Carleton University; Rachelle Trudel, Carleton University; Andrea Thompson, Carleton University; Lauren Gienow, Carleton University; Melissa Huggan, Carleton University

Concern about program evaluation use has long been at the forefront of discussions about evaluation. Social psychology has a rich history of research on topics related to persuasion and influence. This work represents an attempt to integrate aspects of 'basic' social psychological research and the more 'applied' concerns of program evaluators. We describe the development of a coding system designed to capture important dimensions of program evaluation utilization. Drawing on key social psychological concepts related to attitude change and persuasion, the coding scheme attempts to capture dimensions such as priming and increased salience, belief elaboration, and attitude change as they operate in program evaluation contexts. Lessons learned in the course of the development of the coding scheme will be discussed. Some of the challenges and promise of increasing the dialogue between social psychology and evaluation will also be discussed.

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**WHAT DETERMINES THE PERSUASIVE APPEAL OF AN EVALUATION?:  
RESULTS OF A QUALITATIVE STUDY OF PROGRAM EVALUATION INFLUENCE**

Bernadette Campbell, Carleton University; Melissa Huggan, Carleton University; Lauren Gienow, Carleton University; Rachelle Trudel, Carleton University; Brenda Bartlett, Carleton University; Andrea Thompson, Carleton University

Concern about program evaluation use has long been at the forefront of discussions about evaluation. Program evaluators want to see the results of their work influence decisions about programs and policies, but that doesn't always happen. What factors determine the extent to which an evaluation will or will not influence decision making? We describe the results of a qualitative study examining some of the critical dimensions of program evaluation influence. A set of 29 interviews were conducted with program evaluators and evaluation sponsors. Interviews were coded using a system derived from social psychological theories of attitude change and persuasion. Results focus on factors that tend to facilitate evaluation influence (e.g., belief elaboration, positive attitude change, rigorous methods), and those that tend to inhibit evaluation influence (e.g., negative attitude change, lack of credibility). Implications for further developing the intersection between social psychology and program evaluation will be discussed.

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**ON INTRINSIC MOTIVATION TOWARD KNOWLEDGE, ACCOMPLISHMENT, AND  
STIMULATION: THE IMPORTANCE OF A MULTIDIMENSIONAL TAXONOMY FOR  
A BETTER UNDERSTANDING OF THE INTRINSIC MOTIVATION CONCEPT**

Noémie Carbonneau, Université du Québec à Montréal; Robert J Vallerand, Université du Québec à Montréal

Intrinsic motivation (IM) refers to engaging in an activity purely for the pleasure and satisfaction derived from doing the activity. Although previous research has studied IM from a unidimensional perspective (e.g., Ryan & Deci, 2000), research suggests that a multidimensional approach should be preferred (e.g., Vallerand et al., 1992). Specifically, these authors have proposed a tripartite taxonomy of intrinsic motivation consisting of IM towards knowledge (engaging in an activity to experience pleasure and satisfaction while learning, exploring, and trying to understand something new), IM towards accomplishment (engaging in an activity for the satisfaction and pleasure experienced when attempting task mastery), and IM towards stimulation (engaging in an activity for feelings of sensory pleasure, fun, and aesthetic enjoyment). The purpose of the present series of studies was to test whether the three types of intrinsic motivation are associated with different antecedents and consequences. Results revealed that whether people are likely to experience one type of IM over the others depends on people's personality styles and on the type of task at hand. In addition, each type of IM has been related to specific emotions and behaviors. Overall, results underscore the importance of a multidimensional taxonomy of IM for a better understanding of the intrinsic motivation concept.

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**L'INTÉGRATION IDENTITAIRE : VERS UNE MEILLEURE COMPRÉHENSION DU PROCESSUS**

Joëlle Carpentier, Université de Montréal; Roxane de la Sablonnière, Université de Montréal; Catherine E Amiot, Université du Québec à Montréal

Le multiculturalisme du Canada force les individus à entrer en contact avec de nouvelles cultures et à intégrer de nouvelles identités sociales. Nous avons proposé un modèle cognitivo-développemental décrivant le processus d'intégration identitaire (Amiot, de la Sablonnière, Terry, & Smith, 2007). Selon ce modèle, un concept de soi est intégré lorsque des liens cognitifs (e.g., reconnaissance des similarités) sont créés entre les différentes identités qui le composent et que ces identités ont une importance similaire dans le soi. Le premier but de l'étude était de valider cette conception de l'intégration identitaire en démontrant que plus un individu est intégré, plus il perçoit de similarités entre les groupes auxquels il appartient. Le second but visait à reproduire les résultats de récentes études menées au Kirghizstan qui démontraient un processus soustractif d'intégration identitaire (i.e., diminution de l'identification au groupe d'origine suite à l'intégration d'une nouvelle identité). Au total, 70 étudiants Québécois ont rempli un questionnaire mesurant l'identification aux Québécois et aux Canadiens ainsi que le niveau d'intégration identitaire. Les résultats de tests-t et de corrélations confirment nos hypothèses et appuient le fait que l'intégration identitaire est un processus soustractif consistant à établir des liens entre les diverses identités sociales.

**#35**

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**EMOTIONAL SUPPORT AS A MEDIATOR OF OPTIMISM'S EFFECTS ON VIGOR**

Melina Condren, York University; Esther R Greenglass, York University

Social support and optimism are both important factors in predicting several positive psychological outcomes, particularly those relating to increased psychological well-being. The precise ways in which they act to influence psychological functioning is an important area of interest in current psychological research. One possible outcome related to these variables is increased feelings of vigor, characterized by a high degree activity, energy, mental resilience, stamina, and persistence when problems arise. The present study examines the mediating role of emotional support in the relationship between optimism and vigor. Emotional support has been identified as one of the most important forms of support for improved psychological outcomes in university students. In a study of student stress, 68 first-year university students filled out an Internet questionnaire twice, once at the beginning of the fall term and again at the end of term. Higher levels of optimism at time 1 predicted greater self-reported vigor at time 2. Mediation analysis revealed that this relationship was fully mediated by emotional support at time 2. Thus, emotional support mediated the effects of optimism on self-reported vigor. Implications of these findings are discussed, including their importance in understanding how positive psychological constructs promote healthy psychological functioning.

**#36**

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**A RASCH ANALYSIS OF THE STATE-TRAIT ANXIETY INVENTORY (STAI)**

Stéphanie Cormier, Université de Montréal; François Vigneau, Université de Moncton; Douglas A Bors, University of Toronto

Item response theory (IRT) in general and Rasch models in particular offer integrated ways to assess various properties of measurement instruments. When test items are found to be Rasch-scalable, they form an interval scale, and their properties are assumed to be population invariant. Rasch analyses of the items from the State-Trait Anxiety Inventory (Spielberger et al., 1983) were conducted on data from university students. Because of the multidimensionality of the instrument, separate analyses were performed on state positive polarity items, state negative polarity items, trait positive polarity items, and trait negative polarity items. Three Rasch models were tested: the partial credit model (Masters, 1982), the equidistance model (Andrich, 1982), and the rating scale model (Andrich, 1978). Overall, model fit was inadequate even for the least constrained model, the partial credit model. However, few specific items (2 state items, 3 trait items) presented parameter estimates that were clearly problematic. Further analyses indicated that the trait scale, but not the state scale, may contain some bias. The consequences of these results for the interpretation of STAI scores and for the development of short forms of the instrument are considered.

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**REACTIONS TO EXPERIMENTALLY-INDUCED IMMIGRANT THREAT: A SOCIAL DOMINANCE ORIENTATION X INTERGROUP THREAT ANALYSIS**

Kimberly Costello, Brock University; Gordon Hodson, Brock University

Prejudice-prone individuals generally perceive outgroups as threatening in correlational research. The present experiment examined how social dominance orientation (SDO) moderates reactions to experimentally-induced intergroup threat on support for immigrant help and immigrant prejudice. Media-style editorials described immigrants as posing realistic threats (to tangible resources and well-being) or symbolic threats (to values and traditions). Participants higher in SDO exhibited greater resistance toward helping immigrants and heightened immigrant prejudice upon exposure to realistic, symbolic, or combined realistic-symbolic intergroup threats, but not in the control condition. Many SDO-criterion relations were mediated by dehumanization, exclusive intergroup perceptions, and threat perceptions under symbolic threat, but were mediated only by threat perceptions under realistic threat. These data suggest that high SDOs may differentially rationalize the denial of immigrant aid and negative immigrant attitudes under symbolic and realistic intergroup threats. Implications for prejudice-reduction interventions are considered.

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**LA RELATION ENTRE LE STRESS QUOTIDIEN ET LES SYMPTÔMES  
DÉPRESSIFS : L'EFFET PROTECTEUR DES STRATÉGIES  
D'ADAPTATION DYADIQUES**

Marie-Ève Couture-Lalande, Université d'Ottawa; Katherine Péloquin, Université d'Ottawa;  
Marie-France Lafontaine, Université d'Ottawa

Le stress est un facteur précipitant pouvant entraîner l'émergence de la dépression chez les individus prédisposés (Rojo-Moreno et al., 2002). Cette relation peut toutefois être modérée par des facteurs de protection tels le soutien social (Cobb, 1976) et les stratégies d'adaptation individuelles (Treharne et al., 2007). Les stratégies d'adaptation dyadiques sont un nouveau concept prometteur défini par la gestion d'un stresser par les deux conjoints du couple (Bodenmann et al., 2006). La présente étude avait pour but de vérifier l'effet modérateur de cette variable sur la relation entre le stress quotidien et les symptômes dépressifs. L'échantillon comportait 37 couples (âge moyen = 29 ans; durée moyenne de la relation = 6 ans). Le Dyadic Coping Inventory et le Personal and Relationship Profile ont été complétés afin d'évaluer les stratégies d'adaptation dyadiques, le stress quotidien et les symptômes dépressifs. Nos résultats indiquent que les stratégies d'adaptation dyadiques modèrent la relation entre le stress quotidien et les symptômes dépressifs. En effet, l'utilisation de celles-ci dans le couple jouent un rôle de protection contre les symptômes dépressifs lorsque le stress quotidien est élevé, soulignant ainsi la valeur d'avoir un conjoint en temps d'adversité.

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**ASSESSING CLINICAL SIGNIFICANCE: NEW APPROACHES EMPLOYING  
EQUIVALENCE TESTING**

Rob Cribbie, York University; Barb Backs-Dermott, Alberta Health Services; Chantal Arpin-Cribbie, Laurentian University at Georgian College; Kate Hamilton, Alberta Health Services; Sophie Macrodimitris, Alberta Health Services; Kerry Mothersill, Alberta Health Services

The concept of measuring clinical, rather than statistical, significance has been an important development in clinical research. Numerous procedures have been developed for quantifying individual and group level clinical significance although only novel equivalence testing approaches, which compare treated and normal comparison groups, address the question of whether the intervention has returned the clients to normal functioning. The purpose of the present study was to demonstrate and compare two equivalence based approaches for assessing clinical significance, the original approach of Kendall et al. (1999) and a revised heteroscedastic approach that allows for unequal sample sizes and variances across the groups. Forty-four clients in a mental health outpatient setting completed two clinical scales before and after a 6-week psycho-educational group in cognitive-behavioral therapy. In addition, normative sample data was obtained for each scale. According to Kendall et al.'s approach, the treated population was equivalent to the normal comparison group, whereas the revised approach indicates that the treated group would not be equivalent using the same equivalence interval. In this study the sample sizes and variances of the treated and normal comparison groups are not equal, and thus only the revised heteroscedastic approach is appropriate.

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**PROCESSUS SOUS-TENDANT L'INTÉGRATION D'IDENTITÉS CULTURELLES :  
VALEUR PRÉDICTIVE DE TROIS MODÈLES THÉORIQUES**

Régine Debrosse, Université de Montréal; Sophie Benoit, Université de Montréal; Virginie Riel, Université de Montréal; Roxane de la Sablonnière, Université de Montréal

La croissance de l'immigration réaffirme la nécessité de comprendre les effets sur le bien-être d'appartenir à plusieurs cultures. Si deux modèles ont dominé la recherche jusqu'ici, il n'y a pas de consensus quant à la stratégie la plus bénéfique sur le bien-être des individus biculturels. Selon le modèle biculturel (Benet-Martinez & Haritatos, 2005), de faibles conflit et distance perçus entre les deux cultures favorisent le bien-être. Berry (2006) propose plutôt qu'une identification élevée aux deux cultures maximise le bien-être. Un nouveau modèle (Amiot, de la Sablonnière, Terry & Smith, 2007) postule qu'élaborer des liens entre les cultures entraîne une cohérence, traduite par une identification égale aux deux cultures et favorisant le bien-être. Pour comparer la valeur prédictive de ce modèle, des individus biculturels (n = 83) ont rempli des échelles d'identification, de cohérence, de distance perçue, de conflit perçue et de bien-être. Des régressions appuient plus fortement le modèle d'Amiot et al. (2007) que le modèle biculturel, bien que celui-ci soit en partie soutenu car la distance perçue prédit le bien-être collectif. Par ailleurs, des comparaisons planifiées indiquent que le modèle d'Amiot et al. (2007) prédit mieux le bien-être que celui de Berry (2006) car un bien-être élevé est lié à l'identification égale aux deux cultures, qu'elle soit élevée ou faible.

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**INDIVIDUAL DIFFERENCES IN ATTITUDES TOWARD SEXUAL ORIENTATION  
ON THE INTERNET**

Karen R Dickson, University of Western Ontario; Victoria M Esses, University of Western Ontario

This study examines individual differences in individuals' attitudes towards information regarding sexual orientation presented on the internet. To do so, university students are asked to complete a questionnaire about their attitudes towards viewing information about other individuals' sexual orientation on the popular social networking website, Facebook. Participants are asked to report their attitudes toward direct information regarding sexual orientation, such as the 'Interested In' field on Facebook, in which users can select male and/or female as the gender(s) to which they are sexually attracted. Participants are also asked to report their attitudes toward indirect information regarding sexual orientation, such as photos posted on Facebook showing individuals with romantic/intimate partners. Finally, participants are asked to report behavioural reactions to discovering via a Facebook profile that an individual is homosexual, such as deleting the individual as a 'Facebook friend'. The relation between attitudes

toward sexual orientation on the internet and participants' level of religious fundamentalism, right wing authoritarianism, and social dominance orientation is examined. Results are discussed in terms of use of the internet to learn about sexual orientation and to reduce homophobia.

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**THE EFFECTS OF ROMANTIC DISSOLUTION ON WELL-BEING**

Gavin Docherty, University of British Columbia; Mark Holder, University of British Columbia

Well-being, including happiness, is relatively stable. However, certain experiences such as divorce and death of a spouse can disrupt this stability. Recently, studies have shown that romantic relationships are important contributors to positive well-being. Romantic dissolution (RD) refers to the end of a romantic relationship (i.e., breaking up). Though research indicates that RD can have a traumatic effect on negative well-being (e.g., depression), the effects of RD on positive well-being remain undefined. The purpose of this study was to investigate the effect of RD on positive well-being and whether personality mediates this effect. Multiple measures of happiness, life satisfaction, positive and negative affect were administered to an undergraduate sample via an online survey system. The NEO-Personality Five Factor Inventory was used to assess personality. The impact of RD was assessed with a modified bereavement scale. Neurotic individuals were expected to react more severely to RD as research has shown that this trait is associated with a greater disposition to experience negative emotions. Extraverted individuals were expected to show more moderate reactions to RD since extraversion is associated with greater social support. Being able to predict how RDs effect well-being and which individuals are most susceptible could prove to be of clinical significance.

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**THE DEVELOPMENT AND MAINTENANCE OF A FRANCOPHONE IDENTITY IN A CHANGING LINGUISTIC ENVIRONMENT: THE EFFECTS OF ACADEMIC BREAK ON CHILDREN'S IDENTITY**

Lisa D Durocher, University of Victoria; Frédéric Grouzet, University of Victoria

A longitudinal study was conducted to examine the role of social-educational environment of Francophone-minority students in developing a Francophone identity. In particular we examined to what extent a change from a French-dominant to an English-dominant environment influences students' Francophone identity. The role of practice and social support of students' autonomy, competence and relatedness was also examined in predicting internalization of Francophone identity. A total of 270 students (ages 7 to 13) completed questionnaires at three occasions in time: (a) before an academic break (December), (b) after the break (January), and one month following the break (February). During the academic break students are outside the academic French-dominant environment for 2 weeks, but in an English-dominant environment. Congruent with the Self-Determination Theory results indicated that parents', teachers' and friends' support of autonomy, competence and relatedness was positively associated to internalization of Francophone identity. Also, results revealed that students identified more with the Francophone culture and language before the academic break than after the academic break. However, several factors may counteract the decrease during the break: French practicing activities and greater internalization levels of Francophone identity.

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**APOLOGIES FROM DEATH ROW: AN EXAMINATION OF LAST STATEMENTS FOR REPENTANCE-RELATED CONTENT**

Judy Eaton, Wilfrid Laurier University

Since 1982 the state of Texas has made the last statements of prisoners on death row available to the public. This provides a unique opportunity to examine the nature of remorse and repentance in a real-life context where, arguably, the offender has nothing left to lose. In this exploratory study, last statements were coded for repentance-related content such as making an apology, asking for forgiveness, showing remorse, and expressing empathy. Almost one-third of the offenders offered an apology, most of which were directed toward the victim's family. Not surprisingly, those who accepted responsibility and admitted guilt were more likely to apologize than those who claimed innocence. Logistic regression analyses showed that apology was reliably predicted by other indications of remorse, such as asking for forgiveness and showing empathy. Those who mentioned religion in their last statement were more likely to apologize than those who did not. Demographic variables and variables related to the crime itself generally did not reliably distinguish between those who apologized and those who did not. Implications and future research directions are discussed.

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**ALEXITHYMIA AND DYADIC ADJUSTMENT IN YOUNG COUPLES**

Patricia Eid, Université du Québec à Montréal; Sophie Boucher, Université du Québec à Montréal

Alexithymia, characterized by the difficulty of identifying and expressing emotions, seems to interfere in the communication process, particularly within couples. The aim of this study is to examine possible links between alexithymia and dyadic adjustment among young couples. We think that alexithymia is related to the level of dyadic adjustment of an individual and the level of dyadic adjustment of his/her partner. The higher the level of alexithymia is, the lower the levels of dyadic adjustment of the indi-

vidual and his partner are. To test these hypotheses, young couples have responded to a battery of questionnaires that included the Toronto Alexithymia Scale and a short version of the Dyadic Adjustment Scale. Correlational analyses between the two questionnaires indicate different results between sexes. The relation of alexithymia with the dyadic adjustment of an individual and the dyadic adjustment of his/her partner is also different. Those results are discussed through the perspective of social stereotypes.

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**RELIGIOUS VEIL AND LINGUISTIC PRIMING AS A DETERMINANT OF HELPING BEHAVIOUR IN MONTREAL**

Shaha El-Geledi, Université du Québec à Montréal; Linda Tip, University of Groningen; Richard Y Bourhis, Université du Québec à Montréal; Jan Pieter van Oudenhoven, University of Groningen

The goal of the present study is to examine the impact of religious and linguistic priming on the helping behaviour of Quebec Francophone pedestrians in Montreal. Participants (N = 323) were undergraduates from the École des hautes études commerciales (HEC). Using a 2 X 3 between-subject design, respondents were randomly approached by the same female confederate who voiced a plea for directions in either English or French, dressed either: a) in civil clothing; b) wearing a hijab; c) or wearing a niqab. Helping behaviour was the language in which participants gave the 1st confederate directions to the university bookstore. Immediately after, a 2nd female confederate dressed in civil clothing approached the same participants and asked them in French to fill out a brief questionnaire. Results show that 96% of Francophone participants converged to English with the 1st confederate in giving directions regardless of religious dress code. However, helping behaviour toward the 2nd confederate revealed the impact of the religious dress code of the 1st confederate: 65% of pedestrians completed the questionnaire in the control condition with civil clothing; 87% in the niqab dress code; and only 51% in the hijab dress code. Exoticism, counter stereotyping and implicit prejudice help account for the “religiocism” results obtained in this field experiment.

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**NEUROTICS AT RISK: INDIVIDUAL DIFFERENCES IN VULNERABILITY TO THE CULTURAL BODY IDEAL**

Amber Emms, University of Victoria; Louise Wasylkiw, Mount Allison University; Katie Poirier, Mount Allison University

Previous research has attempted to link women’s ubiquitous body dissatisfaction with the internalization of the body ideal as presented via the media (Becker, Burwell, Herzog, Hamburg, & Gilman, 2002; Dohnt & Tiggemann, 2006; Morry & Staska, 2001). The present study examined whether the personality characteristic of neuroticism increased women’s vulnerability to the negative consequences of engaging in appearance-focused social comparison with ideal media body images. Participants viewed images of the cultural body ideal and engaged in a social comparison task. As expected, women who were high on the personality trait of neuroticism were significantly more depressed and had lower social and appearance self-esteem compared to women low on neuroticism. However, no interaction was found to exist between neuroticism and condition such that participants high on neuroticism were not found to have increased vulnerability to the potential negative consequences of comparison to the cultural body ideal. Limitations of the present research are discussed including lack of sensitivity of the measures. Future research will look to incorporate implicit measures to explore the effects of media at a more preconscious level.

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**THE GENERALIZED EXPECTANCIES MEASURE: PREDICTING DEPRESSION AND LOW SELF-ESTEEM**

Stephen Erdle, Huron University College

This paper describes the construction and validation of the Generalized Expectancies Measure (GEM). The GEM consists of two 8-item self-report scales measuring Generalized Expectancy of Reinforcement (GER) and Generalized Expectancy of Punishment (GEP). A study of 324 participants showed that the scales of the GEM were orthogonal, internally consistent, and stable over time. GEP was found to be positively related to depression and low self-esteem, whereas GER was found to be negatively related to depression and low self-esteem. GER and GEP both contributed independently to the prediction of depression and self-esteem, together accounting for 20% of the variance of depression scores and 22% of the variance in self-esteem scores. Results are discussed in terms of Beck’s cognitive model of depression and its treatment.

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**TOWARD REDUCING THE EFFECTS OF STEREOTYPE THREAT ON WOMEN’S MATH PERFORMANCE BY ALTERING SUBJECTIVE SOCIAL ACCEPTANCE**

Sara Etchison, McGill University; Mark W Bladwin, McGill University

Much theory regarding women’s disidentification with the math domain, especially within the stereotype threat literature, has held that a primary reason women disidentify with math is less about the specific content of the stereotypes and more about the concern that one will be evaluated negatively especially by men- as a result. We tested this hypothesis by manipulating perceived evaluation from others, not their perceived stereotype beliefs, to determine whether anticipated negative evaluations alone would lead to women’s disidentification with math. Specifically, our female participants visualized an accepting or rejecting man or woman (Study 1), or completed a videogame training to reduce their attentional bias for rejection from men or women (Study 2),

then attempted some difficult math questions and rated their level of math identification. Results indicate that increasing women's perception of their social acceptance, especially from men, reduces the extent to which women disidentify with the stereotyped domain of mathematics. This links the phenomenon of self-stereotyping to the growing body of research demonstrating the influence that expectancies of acceptance and rejection have in shaping the self-concept.

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**COGNITIVE AND SELF-REGULATORY CONSEQUENCES OF THE SEXUAL HARASSMENT OF MEN**

Leah Funk, University of Winnipeg; Cherie Werhun, University of Winnipeg; Wendy L. Josephson, University of Winnipeg

Research suggests that men experience sexual harassment in the form of pressure to conform to stereotypical masculine gender roles, or gender harassment (Berdaahl, 2007). However, research on the sexual harassment of men has largely ignored potential cognitive and self-regulatory consequences of these experiences. Previous studies have shown that people who are discriminated against display decreased abilities in both cognitive and self-regulation processes (Inzlicht, McKay, & Aronson, 2006; Steele, & Aronson, 1995). From this, the present study predicts that debilitating cognitive and self-regulatory consequences emerge in men who are sexually harassed as well. Findings, implications, and future directions will be discussed.

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**UNE ANALYSE DE LA RÉACTION PUBLIQUE PAR RAPPORT AU CODE DE VIE D'HÉROUXVILLE**

Ébacher Gabrielle, Université du Québec à Trois-Rivières; Dupuis Audrey, Université du Québec à Trois-Rivières; Stéphane Perreault, Université du Québec à Trois-Rivières

Au mois de janvier 2007, la municipalité d'Hérouxville déposait un code de vie à l'intention d'immigrants potentiels qui désiraient s'installer dans cette région du Québec. S'en suivit un remous médiatique phénoménal et la création d'une commission d'enquête sur la thématique des accommodements raisonnables. Bien que le code de vie ait fait l'objet de plusieurs débats dans les médias, aucune étude, à notre connaissance, n'a tenté de vérifier à quel point on appuie ou non cette démarche. Le but de cette étude est donc d'évaluer la réaction publique à la suite du dépôt de ce document à l'aide des courriels envoyés (N = 1632) à la municipalité. En ce sens, deux juges codèrent le contenu des courriels (par ex. : prise de position (pour - neutre, contre), identité de l'émetteur, justification donnée pour expliquer la prise de position dans le courriel). En autres, les résultats démontrent que la provenance des courriels n'est pas limitée à la région de la Mauricie et que la très grande majorité des courriels envoyés appuient le dépôt d'un tel document. Les résultats seront discutés à la lumière de la socialisation des groupes (Moreland & Levine, 1982), de la théorie de l'identité sociale (Tajfel & Turner, 1986) et du modèle d'acculturation interactif de Bourhis et al. (1997).

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**ANALYSIS OF STEREOTYPIC IMAGING IN ADVERTISEMENTS AND PIN-UP PICTURES IN LAD AND WOMEN'S FASHION MAGAZINES**

Andrew J Gajadhar, University of Saskatchewan; Peter R Grant, University of Saskatchewan

Lad magazines are a new genre of media directed toward young males. Recent content analyses have, to this point, ignored Lad magazine advertisements and pin-up pictures despite their potential for creating detrimental expectations of women in young men. Our study compares stereotypical depictions of roughly equal numbers of Black and White women in full page advertisements from 2005 issues of Cosmopolitan and Glamour and advertisements and pin-up pictures from 2005 and 2006 issues of Maxim using rubrics developed by Goffman (1979) and Kang (1997). The data are derived from a content analysis of 453 photographs, which uses the rubrics to measure portrayals of submissiveness (licensed withdrawal and ritualization of subordination) and explicit sexuality (feminine touch and body display). We hypothesize that photographs of women in male oriented advertisements will contain higher frequencies of overt sexuality and submission than in women's fashion magazines. We also expect to replicate findings from recent studies, which have shown that White women are more often depicted in overtly sexual poses, whereas Black models are portrayed in more submissive poses in magazines directed at a White audience. Finally, we expect to see the highest levels of overt sexuality and submissiveness in the pin-up pictures.

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**BUFFERING SELF-ESTEEM FROM THREAT: THE DIFFERENTIAL EFFECTS OF RATIONALIZATION ON IMPLICIT AND EXPLICIT SELF-ESTEEM**

Glen Gorman, Wilfrid Laurier University; Christian Jordan, Wilfrid Laurier University

People often protect their self-esteem with rationalizations, attributing their poor performances to external causes. We argue, however, that rationalization will do little to buffer implicit self-esteem from threat, potentially contributing to discrepancies between implicit and explicit self-esteem. Participants completed a difficult test that they either knew was not a valid intelligence test (no threat) or that they believed was a valid intelligence test. Among participants who believed the intelligence test was valid, half were told after completing the test that it was not valid (mitigated threat). This provided them with an external attribution for their poor performance. Relative to the no threat condition, those in the threat condition had lower explicit state and implicit academic self-esteem. If given an external attribution for their failure, participants' explicit state self-esteem was as high as that of participants in the no threat condition, suggesting their explicit self-esteem was buffered. But their implicit academic self-esteem remained as

low as that of participants in the threat condition. This suggests that individuals can use mitigating information to protect their explicit self-esteem, but these rationalizations do nothing to protect implicit self-esteem. Thus, rationalizations may contribute to discrepancies between implicit and explicit self-esteem.

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**THE EFFECTS OF MOOD ON THE FORMATION OF EVALUATIVE JUDGEMENTS**

Sandra Gotovac, University of Windsor

The purpose of this study was to test the effects of mood on the evaluative judgments of a message and the message source. Participants in a happy, neutral, and sad mood read a journal abstract from a clinical drug trial in which the results present both positive and negative findings. The source was manipulated by being presented as either a credible expert or a non-credible expert. Analysis yielded significant results for the overall effect of mood  $F(3,53) = 3.285, p < .05$ ; and a significant interaction was found for mood\*author  $F(3,53) = 3.579, p < .05$ . It was found that the effects of mood only had a significant effect on the evaluation of the author  $F(2,60) = 2.48, p < .01$ , but not for the evaluation of the message. Significant differences were found in the author ratings of those in the control group compared to the positive mood group, and the control group compared to the negative mood group.

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**THE ROLE OF PASSION IN THE ENDORSEMENT OF ACCEPTABLE AND RADICAL BEHAVIORS TOWARD THE ENVIRONMENTAL CAUSE**

Anne-Sophie Gousse-Lessard, Université du Québec à Montréal; Noémie Carbonneau, Université du Québec à Montréal; Robert J Vallerand, Université du Québec à Montréal

The Dualistic Model of Passion (Vallerand et al., 2003) proposes that individuals can have two distinct types of passion toward an activity: a harmonious passion (HP) or an obsessive passion (OP). HP is characterized by a volitional engagement in one's activity. Conversely, OP leads individuals to feel an uncontrollable urge to engage in the beloved activity. Past research has typically shown that HP leads to more adaptive outcomes than OP. However, very little research has focused on passion for an extremely important activity such as a cause. The purpose of the present study was to test whether similar results would be obtained with respect to HP and OP toward the environmental cause. Participants were 97 workers and volunteers actively engaged in the environmental cause. They were asked to complete the Passion Scale and their agreement toward the use of acceptable and radical means in order to reach the cause's end. Results from partial correlations revealed that, controlling for OP, HP was positively associated with the endorsement of acceptable behaviors and unrelated to radical behaviors. Conversely, controlling for HP, OP was positively associated with the endorsement of radical behaviors and marginally associated with acceptable behaviors. Overall, results of this study demonstrate the importance of distinguishing HP from OP in the environmental realm.

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**CONSCIENTIOUSNESS PREDICTS PERFORMANCE IN A DICHOTIC LISTENING TASK**

Alexander Guindon, University of Toronto; Jordan B Peterson, University of Toronto

Conscientiousness, one of the "Big 5" personality factors, has been well conceptualized. Conscientious people may be characterized as tidy, responsible, scrupulous, and persevering. Self-report measures support these descriptors but conscientiousness does not appear to predict actual task performance. We have previously not been able, for example, to find a link between conscientiousness and several different tasks for which perseverance would be a key factor. One other theoretical conceptualization of conscientiousness has defined it as the tenacity of goal pursuit under distracting circumstances. With this perspective, participants performed a dichotic listening task in which they were asked only to count the number of higher toned beeps in a series of low and high tone beeps while readings from a text played on the alternate channel. A series of questions on the text content followed. Conscientiousness (as measured by the Big Five Aspects Scale) positively predicted performance in correctly counting the number of beeps and negatively predicted performance in correctly responding to the text content questions. Highly conscientious participants did appear to more tenaciously follow the specific instructions and ignore the distracting stimuli. It appears that a measure for conscientiousness that is not dependent on the self-report method may be developed.

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**THE LIFE ORGANIZATION OF PASSIONATE SWING DANCERS**

Simon-Pierre Harvey, Université du Québec à Montréal; Robert J Vallerand, Université du Québec à Montréal

The purpose of this study was to investigate the impact of harmonious and obsessive passion on the way swing dancers organize their life. In line with the Dualistic Model of Passion (Vallerand et al., 2003), harmonious and obsessive passions were expected to have important but distinct influence on the way people organize their life. On the one hand, harmonious passion was expected to lead to a life organized around many life dimensions, including swing dance. On the other hand, obsessive passion was expected to lead to a life mostly organized around swing dance. In Study 1, participants ( $n = 57$ ) had to indicate the activities in which they engaged most frequently in a typical week. Results showed that for obsessive swing dancers, their passion occupies most of their



free time. Conversely, harmonious swing dancers invest themselves in many other activities, including dancing. In Study 2, participants ( $n = 92$ ) had to indicate the relative influence of different life domains on the way their life is organized. Results showed that for obsessively-passionate swing dancers, their passion strongly orients their life, while for harmoniously-passionate swing dancers, their passion has a significant but weaker influence on their life organization. Results are discussed in light of past research on passion and leads to new directions.

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**THE IDEAL CANDIDATE: PSYCHOPATHY AND VALUE DIMENSIONS IN THE WORKPLACE**

Sarah Hogg, University of Saskatchewan

This study was conducted to examine the similarities and differences between individuals in workplace and educational settings on the measures of psychopathy and values, as well as to examine the relationship between psychopathic traits and values such as power and stimulation. The participants in this study were steelworkers recruited from three neighbouring factories and undergraduate students. Participants were invited to complete a paper and pencil questionnaire composed of the Portrait Values Questionnaire (PVQ) and the Self Report Psychopathy Scale (SRP). Students scored significantly higher than the steelworkers on the value dimensions of hedonism, self-transcendence, openness to experience and self-enhancement. Males scored significantly higher on psychopathy than females. These findings indicate that more research on the relationship between values and psychopathy in the workplace could add to a greater understanding of the successful psychopath.

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**THE PERCEPTION OF IMPOLITE BEHAVIOR BY SELF, FRIENDS AND STRANGERS**

Stéphanie Houde, Université du Québec à Montréal; Michel Cossette, Université du Québec à Montréal; Annie Simard, Université du Québec à Montréal; Ursula Hess, Université du Québec à Montréal

There is a popular perception that people behave impolitely and that they do so more than oneself. This resonates with research on self-serving biases, that is, the tendency to describe oneself as more moral, cooperative, and considerate as well as less impolite than others. The present study assessed perceptions of impoliteness, their antecedents and consequences as well as restitution behaviors and forgiveness as a function of whether the behavior was performed by themselves, strangers or friends. A “holier than thou” effect emerged for politeness and restitution behaviors, which generalized from the self to friends with regard to locus of control, feelings of hurt and restitution. A pattern of self- and friend serving bias emerged, where participants who saw themselves as victims of strangers and those who imagined having been impolite to a friend reported themselves and their friends to be less responsible for the act, less likely to be hurt by the acts of others, more likely to apologize and to forgive and less likely to remain angry. Participants who imagined themselves in the active role not only described their own and their friends’ impolite behavior as more excusable, but more importantly, they considered their and their friends’ emotional reactions to the situation and their restitution behavior to be more in line with normative expectations for a “good person.”

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**WHAT LEADS PEOPLE TO CHOOSE THE PATH OF PLEASURE VERSUS THE PATH OF VIRTUE? CHILDHOOD PREDICTORS OF HEDONIA VERSUS EUDAIMONIA IN ADULTHOOD**

Veronika Huta, University of Ottawa

Throughout history and in modern psychology, peoples’ definitions of happiness have often been of two types – hedonia (seeking pleasure, comfort) and eudaimonia (seeking to use and develop the best in oneself) (Ryan & Deci, 2001). These pursuits have somewhat different outcomes, with hedonia leading to more immediate benefits in outcomes like freedom from concerns, and eudaimonia leading to more delayed benefits in outcomes like inspiration/elevation (Huta & Ryan, 2008). However, it is not known what leads people to choose one path over the other, nor what moderates the well-being derived from either path. We investigated childhood predictors of hedonia vs. eudaimonia in adulthood, using retrospective self-report. We found that hedonic activity was predicted by freedom from concerns in childhood, the hedonia of one’s mother, and being younger than one’s siblings. Eudaimonic activity was predicted by childhood feelings of competence, inspiration/elevation, meaning, and self-connectedness/awareness. Thus, to some degree, people appeared to pursue the path that produced the same experiences that they had in childhood. In addition, ironically, being younger than one’s siblings decreased the well-being derived from hedonia. In contrast, having a mother who was eudaimonic and autonomous and who possessed a meaning framework increased the well-being people derived from eudaimonia.

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**RESPONDING TO SOCIAL COMMENTS: EFFECTS OF HUMOR AND DEPRESSION**

Maria Sol Ibarra-Rovillard, University of Western Ontario; Nicholas A Kuiper, University of Western Ontario

Past research has shown that use of humor is related to quality of interpersonal relationships and well-being. However, little is yet known about how humor functions in this role, or whether the depression level of the person making humorous comments impacts on the effects of humor. We investigated emotional and behavioral responses to social comments presented to 264 participants in

a scenario format. This design varied the humor level of the comments, as well as the degree to which the individual making humorous comments was depressed. We hypothesized that adding humor to comments would facilitate interpersonal responses; but that the depression level of the presenter of the comments would detract from these effects. Participants responded to four different types of comments (affiliative, self-enhancing, self-defeating, and aggressive). Our results showed several facilitative effects for the use of humor when the presenter was not depressed. However, as expected, this pattern was reversed when focusing on emotional responses to self-defeating humorous comments made by a depressed individual. Interestingly, we found some facilitative effects of depression level for affiliative humorous comments. These findings are discussed in terms of the facilitative effect of humor in interpersonal relationships and the role of humor in the interpersonal problems of depressed individuals.

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**RESOURCE ENTITLEMENT: IS ENVIRONMENTAL DAMAGE TO FOREIGN NATIONS MORE ACCEPTABLE IF CANADA STANDS TO BENEFIT?**

Leslie Janes, Brescia University College; Lynne M Jackson, King's University College; Victoria M Esses, University of Western Ontario; Constance Sibanda, Brescia University College

This research examined whether North Americans have feelings of entitlement regarding the world's resources, given our disproportionate consumption. It was hypothesized that participants would find environmentally-damaging projects more problematic if the resources obtained from these projects were intended for other countries as opposed to Canada. Participants in this 2 X 3 study read one of six bogus newspaper articles that discussed a strip-mining project producing bauxite in either Romania, Vietnam, or Jamaica. Half of the articles stated that the bauxite was for homebuilding use in those countries, while the other half stated that the bauxite would be exported to Canada, where it is needed for homebuilding. The strip mining project was described as environmentally disastrous, creating large amounts of both air and water pollution, and as desecrating a large forested area of the home country. Participants were then asked to evaluate the environmental impact of the bauxite mining project. Individual differences in Social Dominance and Zero-Sum Schemas were also assessed. Results are discussed in terms of perceptions of entitlement to the world's resources, and willingness to harm the environment of foreign nations if benefits to one's own country are evident.

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**RACISM, SELF-INTEREST OR PERCEIVED SOCIAL INJUSTICE: EXPLAINING PUBLIC OPPOSITION TO ABORIGINAL-TARGETED POLICIES IN CANADA**

Gitte Jensen, University of Regina

Public reports and academic research have highlighted staggering discrepancies between standards of living for Aboriginal and non-Aboriginal peoples. Despite these discrepancies, national and provincial opinion polls suggest public support for social policies for Aboriginal peoples is lukewarm at best. This lack of public support has negative consequences for the political incentive to implement Aboriginal-targeted social policies. This study examined several explanations for opposition to race-based social policies from social psychology: old-fashioned racism, symbolic racism, self-interest, political ideology and notions of equality. Social Dominance Orientation and Right-Wing Authoritarianism were also evaluated. Measures of constructs from these theories were modified to reflect the socio-political situation in Canada. Participants were also given measures to gauge opposition specific to Canadian Aboriginal-targeted policies. Three hundred undergraduate psychology students were surveyed. A comprehensive theoretical model of public opposition was constructed and this model was tested using structural equation modelling. Research findings and competing theoretical models will be presented.

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**DISCUSSANT**

Lydon John, McGill University

John Lydon will be discussant for the symposium as noted in the submission abstract.

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**DIMENSIONS OF PERFECTIONISM AND FORMS OF SELF-CRITICISM IN DEPRESSION**

Janet Kaldas, York University; Gordon L Flett, York University; Paul L Hewitt, University of British Columbia; Edward D Sturman, State University of New York at Plattsburgh

The terms perfectionism and self-criticism are often used interchangeably in research. The current study examined the link between perfectionism and Gilbert's Forms of Self-Criticizing and Self-Reassuring Scale, containing three subscales: hating the self, perceiving the self as inadequate, and failing to reassure the self. Additionally, this study went beyond trait perfectionism to also examine perfectionistic self-presentation and automatic perfectionistic cognitions. A sample of 124 women and 75 men completed Gilbert's measure, the Multidimensional Perfectionism Scale, the Perfectionistic Self-Presentation Scale, and the Perfectionism Cognitions Inventory. Among women, socially prescribed perfectionism, perfectionism cognitions, and perfectionistic self-presentation were correlated significantly with all three forms of self-criticism. These data support claims that certain perfectionists suffer from a very negative sense of self. The correlations were less robust for men but perfectionism was still linked with perceived self-inadequacy. A hierarchical regression analysis established that after controlling for gender and self-criticism, perfectionism

measures still accounted for a significant 7% of unique variance in depression scores. These findings clarify the link between perfectionism and self-criticism and their unique contributions to distress among students.

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**APOSTASY-PHOBIA: AN EXTENSION OF THE BLACK SHEEP EFFECT**

Rosina Kamis, University of Windsor

This study investigated reactions to deviant individuals who leave an in-group in the context of religious groups. Sixty-six participants (28 male and 38 female) varying in religiosity evaluated a target named Adam. There were four conditions: (1) Adam had always been part of a religious out-group; (2) Adam left a religious in-group to join an out-group; (3) Adam left a religious in-group and became non-religious, and (4) Adam left a religious out-group to join another out-group. Consistent with the hypothesis, participants evaluated Adam more negatively and were more willing to try to (re)convert Adam if he had left the religious in-group religion. Interestingly, participants' own religiosity did not moderate evaluations of Adam, but did affect behavioural intentions: all participants evaluated an apostate negatively, but only highly religious individuals were willing to try to reconvert him.

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**ASSESSING EMOTIONAL INTELLIGENCE IN CHILDREN AND ADOLESCENTS: CONGRUENCE BETWEEN SELF-REPORT AND PARENT RATINGS**

Katia Keefer, Queen's University; Laura M Wood, Trent University; James D A Parker, Trent University

Despite substantial psychometric advances in the measurement of emotional intelligence (EI) among adults, assessment of EI in school-aged populations continues to present a formidable challenge. Because reliable and valid self-report evaluations require a certain degree of insight and self-awareness not always present in childhood and early adolescence, complementary parent rating forms have been developed for use with younger respondents. The present study examined structural and mean level congruence between self and mothers' ratings on the youth version of the Emotional Quotient Inventory (EQ-i:YV) in a large sample of community-based children and adolescents (N = 1,074). Analyses across three age groups (pre-adolescents aged 9 to 12 years, young adolescents aged 13 to 15 years, and older adolescents aged 16 to 18 years) revealed that the structural congruence between self and parent reports was lowest for pre-adolescents but improved substantially with age. Furthermore, mothers tended to rate their children significantly higher on all aspects of EI except for the interpersonal dimension. Implications of using a multi-informant assessment strategy for measuring EI in youth are discussed.

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**THE RELATIONSHIP BETWEEN SENSORY SENSITIVITY AND THE OBSESSIVE-COMPULSIVE TRAITS OF HARM AVOIDANCE AND INCOMPLETENESS**

Patricia Kloosterman, Trent University; Laura J Summerfeldt, Trent University; Elizabeth A Kelley, Queen's University; James D A Parker, Trent University

Drawing from the work of Eysenck (1963) and others, Aron and Aron (1997) conducted a number of experiments and propose that sensory sensitivity is a unidimensional construct with higher levels being associated with over-arousal, social introversion, and emotionality. One temperamental variable that has been related to high sensory sensitivity in both clinical and nonclinical populations is harm avoidance (Hofmann & Britan, 2007; Yamaguchi et al., 2004). The goal of this study was to examine the neurological thresholds and behavioural responses of stimuli in two traits considered central to Obsessive-Compulsive disorder (OCD), harm avoidance (HA) and incompleteness (INC). To assess HA and INC, 382 university students completed the Obsessive-Compulsive Core-Dimension Questionnaire. Participants also completed the Adolescent/Adult Sensory Profile which provides four sensory profiles based on the combination of neurological thresholds and passive and active responses: low registration, sensation seeking, sensory sensitivity, and sensation avoiding. Structure equation modeling revealed that INC was characterized by a sensation avoidance profile, whereas HA was denoted by low registration, sensation sensitivity, and sensation avoiding. Implications are discussed with regards to the heterogeneity and treatment of OCD and other related disorders.

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**THE EFFECT OF THE MESOMORPHIC IDEAL ON MEN'S BODY IMAGE AND MUSCLE-BUILDING BEHAVIOUR: MECHANISMS OF SOCIAL COMPARISON AND BODY IMAGE INVESTMENT**

Katherine D Krawiec, University of Windsor; Josee L Jarry, University of Windsor

Research has found that among men, exposure to images of the mesomorphic male media ideal is associated with body dissatisfaction, as well as increased desire to engage in body-change strategies in an effort to increase muscle; however, no studies have measured actual body-change strategies in the form of muscle-building behaviour in the lab. The current study investigated the effect of exposure to images of the male media ideal on body-change strategies in the form of actual muscle building behaviour, i.e. bicep curls. Also, we investigated whether individual differences in social comparison and body image investment moderate the relationship between media exposure to the male media ideal and male body image, self-esteem, and mood, as has been shown in research using females and their thin ideal. Sixty-nine men viewed advertisements portraying either mesomorphic or average males. Results indicated that men who viewed mesomorphic images chose a heavier dumbbell to engage in bicep curls than did

men who viewed average images. Furthermore, men who were less invested in their appearance and had a low social comparison tendency reported greater body dissatisfaction and lower appearance self-esteem after viewing mesomorphic images compared to viewing average images, whereas men high on these individual differences remained relatively unaffected.

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**MOTIVATION FOR PARTICIPATION: ACROSS FORMS AND CONTEXTS**

Yvonne Lai, York University; Michaela Hynie, York University

Civic involvement enables us to develop an understanding of a shared civic identity, with benefits that extend from the national to individual levels. We hypothesised that participants who expressed positive feelings about their communities and were knowledgeable about them would be more likely to participate in the community and in political decisions which impact it. In Study 1, 145 participants were asked at Time 1 to consider their community as the city in which they lived, to indicate their intent to vote in the 2007 Ontario referendum, and, at Time 2, to report their actual voting behaviour. This was repeated in Study 2 with 97 participants with reference to their identity as York University students and their actions related to the 2007 York University Referendum. Regression analyses showed that perceived community status, and knowledge of and interest in community activities emerged as predictors of participation in Study 1, while university status, and interest in the university emerged as predictors in Study 2. Voting intent was predicted by optimism in Study 1, and knowledge about and interest in the university in Study 2. A different set of predictors emerged for actual voting behaviour: socio-political control, and knowledge and interest in the community in Study 1, and university status in Study 2. The implications for civic engagement are discussed.

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**QUAND LE DÉSENGAGEMENT PSYCHOLOGIQUE DEVIENT EFFECTIF : L'EFFET CONJUGUÉ DU DISCRÉDIT ET DE LA DÉVALUATION CHEZ LES POLICIÈRES**

Joelle Laplante, Université d'Ottawa; Francine Tougas, Université d'Ottawa; Natalie Rinfret, École nationale d'administration publique; Ann M Beaton, Université de Moncton

Le désengagement psychologique est une stratégie d'adaptation temporaire permettant aux individus de se détacher psychiquement d'un domaine d'activités, comme le travail. Ce retrait mental s'effectue dans le but de maintenir une image positive de soi malgré un traitement différentiel dû à la mauvaise réputation de son groupe. Cette mise à l'écart se fait en cascades par le biais de deux mécanismes : d'abord, le discrédit du feedback reçu et ensuite, la dévaluation du domaine d'activité. L'adoption de ce dernier mécanisme peut être risquée et dommageable dans le sens où la dévaluation peut mener à un retrait effectif des sphères d'activités ayant une importance déterminante dans l'intégration sociale des individus. La question qui se pose est de savoir si c'est la dévaluation seule qui donne le coup de barre et fait en sorte qu'on ne s'investisse plus autant dans son métier ou si ce retrait résulte de l'effet combiné du discrédit et de la dévaluation. Cette étude menée auprès de 40 policières démontre, entre autres, que c'est la conjugaison du discrédit et de la dévaluation qui mène à un désengagement effectif plus marqué. Bref, ce n'est qu'après avoir fortement discrédité et dévalué que les policières battent en retraite en diminuant significativement leur implication dans leur domaine. Les résultats de cette étude sont discutés sur les plans théorique et pratique.

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**"SKILL DISCOUNTING OF IMMIGRANTS: AN ASSESSMENT OF WHEN CANADIANS ARE WILLING TO HIRE IMMIGRANTS"**

Natalia Lapshina, Carleton University; Kimberly Matheson, Carleton University; Michael J A Wohl, Carleton University

We examined economic success (or failure) of immigrants, cultural similarity of the immigrant to Canadian culture, and the skill level of an applied for job as predictors of skill discounting of immigrants by Canadians (N = 119). Participants, ostensibly, read a news article that portrayed immigrants as successful or unsuccessful in the job market (vs. a control condition). Participants then evaluated the skills of potential applicants for either a high or low skilled job. We also varied the nation of origin of the applicant such that they were culturally similar (Australia) or dissimilar (Philippines) to Canada. Results indicated that regardless of the skill required for the job, the skills of applicants from a dissimilar culture were discounted more than the applicants from a similar culture when immigrants were portrayed as either economically successful or non-successful. However, for the low skilled job, participants recommended a lower salary for the applicant from a similar culture. Moreover, applicants from either a similar or dissimilar cultures were ranked lower in hiring priority than the Canadian applicants. Importantly, favourable attitudes toward immigrants and relatively low levels of modern racism were expressed when immigrants were portrayed as economically successful and applying for a high-skilled job. The perceived threat posed by immigrants is discussed.

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**WHEN PERFECTION IS TOO MUCH TO ASK FOR: A META-ANALYSIS OF THE RELATIONSHIP BETWEEN PERFECTIONISM AND DEPRESSION**

Marie Lasalle, Université d'Ottawa; Patrick Gaudreau, Université d'Ottawa

Previous research regarding the adaptive and maladaptive nature of perfectionism has provided mixed findings, resulting in contradictory postulates concerning the effects of perfectionism on well-being and psychopathology. Thus, the aim of the present meta-analysis was to provide a global estimate of the perfectionism-depression relationship and to identify which variables might

account for these mixed findings. In this study, meta-analytic procedures were used to examine the relationship between both self-oriented perfectionism (SOP) and socially prescribed perfectionism (SPP) and depression taken from 91 empirical studies. Overall, SPP was positively correlated with depression ( $r = .36$ ) whereas SOP presented a smaller but also positive correlation ( $r = .14$ ). Results of moderation analyses indicated that studies using clinical samples presented larger effect sizes in the perfectionism-depression relationship than normative samples. Effects of other moderating variables were examined. Taken with past research on the outcomes of perfectionism, this meta-analysis suggests that perfectionism may be correlated with both well-being and psychopathology as part of two different continuums. Implications for future research will be addressed.

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**THE NEED FOR AUTONOMY IN TODDLERS: PARENTAL SOCIALIZATION STRATEGIES AND AUTONOMY SUPPORT**

Julie C Laurin, Université de Montréal; Mireille Joussemet, Université de Montréal; Audrey Savard, Université de Montréal

According to Self-determination Theory (Deci & Ryan, 1985, 2000), supporting the need for autonomy is essential in promoting healthy internalization of all societal demands. This study's aim was to examine whether an autonomy-supportive (AS) approach affects the type of socialization strategies used with toddlers. French-speaking parents of toddlers ( $N = 109$ ) completed a French version of the Problems in School questionnaire (Deci, Schwartz et al., 1981), which reflects parental levels of AS. Next, parents rated how frequently they use 23 socialization strategies and how effective they perceive each of them to be. Our analyses revealed that AS parents used more "protective" strategies (i.e. warning ahead of time, physically preventing from doing forbidden things, empathising, and modeling). Moderately controlling parents tend to use positive feedback, a firm tone, and show more discontent, whereas highly controlling parents prefer the use of rewards as a socialization strategy. Showing discontent, as compared to "saying no" and rewards, was perceived as more effective by moderately and highly controlling parents, respectively. While AS is often described as offering choice, rationale and empathy, parents who value this approach do not necessarily use these strategies. Using a developmental perspective, this study sheds further light on AS and the form it takes with toddlers.

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**LA MENACE DU STÉRÉOTYPE EN ACADIE: CATÉGORIE SOCIALE ET RENDEMENT EN FRANÇAIS**

Josée LeBlanc, Université de Moncton; Ann M Beaton, Université de Moncton

Cette étude a comme but d'examiner le lien entre la menace du stéréotype et le rendement à une tâche de compétence en français auprès de répondantes acadiennes. Selon les travaux menés par Shih et ses collaborateurs (Shih, Pittinsky, et Ambady, 1999), il est prévu que le rendement à la tâche varie selon la catégorie sociale évoquée (Acadien ou Femme). Plus précisément, un rendement inférieur à la tâche de compétence en français est attendu dans la condition Acadien plutôt que Femme. Un total de 46 étudiantes ont complété une tâche de compétence en français tout en occupant une des trois conditions expérimentales suivantes: Acadien ( $n = 16$ ), Femme ( $n = 15$ ) ou Contrôle ( $n = 15$ ). Selon les résultats d'une ANCOVA, et tel que prévu, au-delà des perceptions de l'importance du français et de la compétence en français, le rendement à la tâche varie en fonction de la condition expérimentale ( $F(2, 43) = 3.84, p < .05$ ). Les participantes dans la condition Acadien ont témoigné d'un plus faible rendement (Majustée = 6.15) que celles dans les conditions Femme (Majustée = 7.81) et Contrôle (Majustée = 7.32). Or, aucune différence ne s'est avérée significative entre les participantes occupant les conditions Contrôle et Femme. Les résultats sont discutés en fonction des facteurs qui influencent le rendement des membres d'un groupe minoritaire dans un domaine où leur réputation est entachée.

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**RELATIONS BETWEEN SLEEP, BENEVOLENCE, AND WELL-BEING**

Damien W Leitner, University of British Columbia; Mark Holder, University of British Columbia

Aspects of sleep quality and benevolence have been empirically associated with well-being including happiness. Research reports that higher sleep quality as well as increased benevolence are associated with enhanced well-being. The present study examined the relations between these three variables (i.e., sleep, benevolence, and well-being) and whether these relations are mediated by personality. This allowed for the investigation of the link between sleep and benevolence which has received little empirical attention. The present study also investigated whether higher values of benevolence are associated with higher quality sleep and whether this may contribute to the relation between benevolence and well-being. Furthermore, we investigated the relation between agreeableness ratings (which have been linked to benevolence) assessed with a personality inventory (the NEO-FFI) and the Oxford Happiness Questionnaire. Findings from the present study may be of interest to people with sleep disorders and depressed mood.

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**PARENTAL AUTONOMY SUPPORT: DO CHILDREN NEED AT LEAST ONE AUTONOMY SUPPORTIVE PARENT OR DO THEY NEED BOTH?**

Joannie Lessard, Université de Montréal; Geneviève A Mageau, Université de Montréal; Richard Koestner, Université McGill

Autonomy support is usually conceptualized in terms of four components: (1) providing a meaningful rationale, (2) acknowledging one's perspective and feelings, (3) offering choices, and (4) minimizing the use of controlling techniques (Joussemet, Landry, &

Koestner, 2008). Various studies have shown the positive consequences of parental autonomy support (e.g., Chirkov & Ryan, 2001), but few have considered both parents' contribution to children's well-being. The purpose of this study was to examine the impact of both mothers' and fathers' autonomy support on their children's psychological functioning. A total of 502 young adults (mean age = 18.69 years, 61% female) completed instruments assessing their perceived parental autonomy support, as well as different psychological outcomes (depression, anxiety, and vitality). Results showed that psychological functioning was greater when both parents supported their children's autonomy than when neither of them did. Results also showed that when both parents were autonomy supportive, young adults experienced greater vitality than when only one of their parents (mother or father) was. Furthermore, results showed that young adults were less depressed and anxious when at least one of their parents was autonomy supportive than when neither of them was. Theoretical implications of these findings will be discussed.

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**LIKE A MOTH TO A FLAME: HOW CONTINUED IDENTIFICATION AND CONTINUED CONTACT WITH A FORMER PARTNER MAY PROLONG POST-BREAKUP DISTRESS**

Lisa Linardatos, McGill University; John E Lydon, McGill University; Andrée-Anne Bouvette-Turcot, McGill University

"Getting over" a former romantic relationship is, for many people, a challenging task, and the cause of much distress. We have demonstrated that people who identify with and commit to their relationship experience continuing, or lingering, identification after the relationship ends, which is associated with self-reported negative outcomes, such as rumination about the ex-partner and interference with personal activities. We further explored lingering identification by examining the characteristics of high lingerers and the potential factors that may prolong post-breakup distress. Among 96 participants who had ended a relationship within the past 3 years, those high on lingering identification had been less likely to bring up the issue of breaking up or agree with the decision to end the relationship. They recalled being more emotionally involved in the relationship and were less likely to be in a new relationship. Despite harboring more negative feelings towards their ex-partner, high lingerers were more likely to have continued contact with him or her and to consider their ex-partner a "close friend" or "sexual partner." For low lingerers, in contrast, the more negative feelings they had towards their ex-partner, the less likely they were to have contact with him or her. The present research broadens our understanding of the possible causes of post-breakup distress.

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**ENTITLEMENT TO REWARDS: FACTORS INFLUENCING SELF-ALLOCATIONS**

Melissa Littau, Carleton University; Janet Mantler, Carleton University

Compared to women, men tend to allocate higher amounts of pay to themselves, a difference that has been attributed either to social comparison information (i.e., awareness of what peers are paid) or gender differences in entitlement. The purpose of the present study was to determine whether men generally allocate higher levels of all kinds of rewards to themselves, and thus have an overall inflated level of entitlement, or whether men have an inflated sense of entitlement only in relation to pay, resulting from social comparison information. Undergraduate students (N = 142) were asked to allocate salary, work bonus, research payment, scholarship, and cell phone minutes to themselves; half received social comparison information and half did not. In all conditions, social comparison information had an effect on self-allocation for rewards; participants in the no-information condition reported significantly higher reward expectations, suggesting that social comparison information is an anchor for self-allocations. Regardless of social comparison information, there were gender differences for allocation of salary and work bonuses; men allocated significantly more to themselves relative to women. Thus, it is likely that men have a higher sense of entitlement within the realm of work suggesting that one's sense of entitlement may be influenced by life sphere.

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**INTERGROUP PERCEPTIONS AND PREJUDICE: THE ROLE OF SOCIAL PROJECTION AND META-STEREOTYPING**

Cara MacInnis, Brock University; Gordon Hodson, Brock University

Individuals' intergroup beliefs and behaviours are affected by the perceived beliefs of those around them (including both ingroup and outgroup members). Underlying intergroup perceptions include processes of social projection (perceiving personal traits/beliefs in others, see Krueger, 1998) and meta-stereotyping (thinking about other groups' perceptions of one's own group, see Vorauer et al., 1998). The current study investigates the social projection of prejudice and 'prejudiced' meta-stereotypes in the context of White-Black relations. Results reveal that Whites tend to: (a) socially project their prejudicial beliefs onto other Whites (i.e., Whites higher in prejudice against Blacks believe a large percentage of Whites are prejudiced against Blacks, whereas Whites low in prejudice believe a smaller percentage of Whites are prejudiced); and (b) hold the meta-stereotype that their group (Whites) is viewed by Blacks to be prejudiced. Further, feeling negatively stereotyped by an outgroup predicts outgroup avoidance through heightened intergroup anxiety. Results also suggest that the social projection of high prejudicial beliefs may be defensive, with social projection and meta-stereotyping potentially perpetuating and "justifying" racial prejudice. Personality/ideological correlates of these processes and implications for intergroup interactions are considered.

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**PHYSICAL RESEMBLANCE AND SEATING PREFERENCE: AGGREGATION BY GLASSES-WEARING STATUS**

Sean P Mackinnon, Wilfrid Laurier University; Christian Jordan, Wilfrid Laurier University; Anne Wilson, Wilfrid Laurier University

There has been a long history of seating preference studies using observational methods. Generally speaking, prior research has found significant aggregation by sex and skin color in naturalistic seating patterns. That is, women prefer to sit by women, white people by other white people, and so on. The current research posits that this phenomenon extends more generally to other physical traits beyond sex and skin color. In particular, it was hypothesized that significant aggregation would occur by glasses-wearing status. Utilizing a statistical formula developed by Kruskal & Wallace (1966), the current research shows that glasses-wearers tend to sit beside other glasses wearers and away from non-glasses wearers more frequently than could be expected by chance alone using observations from a computer lab (21 separate observations; N = 361) and first year university classrooms (17 classrooms; N = 2170). Prior friendship was also examined as a potential moderating factor of this effect in the classroom sample; however, the results of this analysis are somewhat mixed.

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**GENDER DIFFERENCES IN THE EXPERIENCE OF DEVIANT SEXUAL FANTASY**

Christian P Maile, John Jay College of Criminal Justice-City University of New York; Elizabeth L Jeglic, John Jay College of Criminal Justice-City University of New York

Although considerable research exists investigating prevalence rates of conventional sexual fantasy among the general population, there is a dearth of similar research regarding deviant sexual fantasy (fantasies that would typically be viewed as taboo by members of the general public). This study examined prevalence rates of deviant sexual fantasy among a sample of undergraduate students, focusing on differential endorsement rates based on gender. Initial analyses indicate that 86.3% of participants (N = 161) endorsed experiencing at least some form of deviant sexual fantasy, with no significant differences existing between men (92.6%) and women (84.4%). No significant differences in endorsement rates were found between men and women for deviant sexual fantasy themes (e.g., voyeuristic, pedophilic, sadistic, etc.). For example, men and women reported non-significantly different rates of pedophilic fantasy (11.4%, 5.0%, respectively) and rape-related fantasy (31.6%, 29.8%, respectively). Among the most popular deviant sexual fantasy themes for men and women were sadistic (69.4%, 72.1%, respectively), masochistic (65.7%, 73.4%, respectively) and voyeuristic fantasies (71.1%, 59.1%, respectively). These results contradict clinical lore claiming that the sexual fantasy lives of men and women are different. Additional findings and the implications of our results will be discussed.

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**IMPULSIVITY, TRAIT ANGER AND ANGER EXPRESSIVITY AND THE PREDICTION OF REACTIVE AGGRESSION IN RESPONSE TO VERBAL PROVOCATION IN MALES**

Jordan S Maile, John Jay College of Criminal Justice-City University of New York; William H Gottdiener, John Jay College of Criminal Justice-City University of New York

Impulsivity and anger have shown utility in the prediction of reactive aggression in previous studies (Barratt, 1991; Stanford et al., 1995, 2003). However, many of these studies have been criticized for their lack of ecological validity due to their reliance on laboratory-based paradigms (e.g., point-subtraction). This study attempted to address this shortcoming by having participants read hypothetical vignettes intended to simulate more "real-life" scenarios. Male participants (N = 119) were presented with a verbal provocation and asked to predict whether they would respond aggressively, and if so, to rate the severity of their aggressive response. Bivariate correlations were run among theoretically relevant predictor variables and the criterion variable (severity of aggression). Age and ethnicity were found to be statistically unrelated to aggression, however, trait anger, anger expressivity (as measured by the STAXI), and attentional impulsivity and "non-planning" (as measured by the BIS-11) were significantly correlated with aggression. These predictors were subsequently entered into a simultaneous multiple regression analysis, with results showing that only the non-planning dimension of impulsivity significantly predicted male participants' intention to aggress. Additional data will be presented and the potential implications of our findings will be discussed.

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**LEADERSHIP AT WORK: THE ROLE OF PASSION**

Valérie Reine Marcil, Research Laboratory on Social Behavior (RLSB); Geneviève L Lavigne, Research Laboratory on Social Behavior (RLSB); Robert J Vallerand, Research Laboratory on Social Behavior (RLSB)

The present study attempted to explore the role of the Dualistic Model of Passion (Vallerand et al., 2003) in the work context. Passion is defined as a self-defining activity that one likes, values, and in which one invests time and energy. The Dualistic Model of Passion distinguishes between two types of passion: harmonious (HP) and obsessive (OP) passion. HP and OP have been found to respectively predict adaptive and less adaptive outcomes within different spheres of activity (Vallerand et al., 2003). Because work occupies such an important part of people's lives and that executives' leadership style is hypothesized to exert a considerable influence on workers' adjustment as well as on executives' own adjustment, we conducted a study seeking to explore these relationships. It was hypothesized that an HP for work would lead to the adoption of a more positive and transformational leadership style, whereas an OP for work would lead to a more controlling and transactional leadership style. Furthermore, it was hypothesized that the type of passion adopted by executives influences their level of stress, their coping strategies, and the amount of conflict

existing between their work and their personal lives, which subsequently influences their psychological and physical adjustment. The results of structural equation modeling analyses generally support the above hypotheses.

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**PRIMING THREAT TO FUNDAMENTAL PSYCHOLOGICAL NEEDS: THE  
COGNITIVE, MOTIVATIONAL, AND AFFECTIVE CONSEQUENCES**

M. Joy McClure, McGill University; John E Lydon, McGill University

In three studies, we investigated the effects of threat to the psychological needs for autonomy, competence and relatedness. Self-determination theory (Deci & Ryan, 2000) proposes that these three needs are equally fundamental. To the extent that they have analogues in Maslow's (1943) hierarchy, they could alternatively be organized such that relatedness precedes competence which precedes autonomy; the idea that relatedness is most fundamental is also consistent with more modern theorizing (Baumeister & Leary, 1995). In Study 1, we examined how threat to one need affected the accessibility of the other needs in a word-fragment completion task. When competence or relatedness was threatened, autonomy became less accessible, suggesting that if we feel unloved or incapable, we become less concerned with our autonomy. In Study 2, we examined how threat to the needs affected intentions to improve that domain. When relatedness was threatened, participants showed an increased intention to buy self-help books on relatedness topics, but this was not true of the other two needs. Finally in Study 3, relatedness threat decreased subjective well-being, but threats to autonomy and competence did not. These cognitive, motivational and affective findings may indicate that amongst fundamental psychological needs, relatedness may be the most basic.

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**PATHS IN SEEKING FORGIVENESS: A NUMERICALLY AIDED  
PHENOMENOLOGICAL STUDY**

April L McGrath, Carleton University; Michael J A Wohl, Carleton University

Over the last two decades research on forgiveness has grown considerably within the field of social psychology. However, much of this research centers on granting forgiveness; comparatively little research has investigated the process of seeking forgiveness. As a first step in addressing this gap in the literature, we collected experiential accounts from individuals who recently sought forgiveness from close others. In total, 102 participants wrote narratives that explained their motivations for seeking forgiveness, how they went about seeking forgiveness, and whether their victim granted forgiveness. Participants also completed several questionnaires (e.g., the Big Five Inventory, the Satisfaction with Life Scale, and the Profile of Mood States). The narrative accounts were analyzed using Numerically Aided Phenomenology, which allowed us to assess recurring themes in the process of seeking forgiveness and to then group participants into clusters based on similarly shared experiences. From this analysis two clusters were extracted. We identified characteristics unique to each cluster (e.g., whether an apology was offered, if one sought forgiveness to ease personal suffering, etc.) and conclude that participants sought forgiveness through one of two possible paths. These results, combined with our questionnaire data, begin to shed light on the process of seeking forgiveness.

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**THE DEHUMANIZATION OF REFUGEES**

Stelian Medianu, University of Western Ontario; Victoria M Esses, University of Western Ontario

Many people tend to support restrictive refugee policies and are against social programs aimed at improving the plight of refugees. Why are people reluctant to help refugees? The current study looks at one potential explanation: dehumanization. In particular, the authors investigate whether people regard refugees as less human and thus as less worthy of human treatment at an implicit and explicit level. Participants were primed with words referring to either Canadians or Refugees. Then, they performed a categorization task (human vs. animal pictures). The purpose was to determine whether reaction times would be faster for the Canadian/human association than for the Refugee/human association and faster for the Refugee/animal association than for the Canadian/animal association. The role of Social Dominance Orientation in predicting such effects and the consequences were also examined. Results are discussed in terms of implications for policy and practice.

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**HOOKING UP: THE IMPACT OF TRUST, PLURALISTIC IGNORANCE, AND  
ALCOHOL AS A SELF-HANDICAPPING MECHANISM ON RISKY SEXUAL  
INTERACTIONS**

Daniel P Miles, University of Prince Edward Island; Stacey L MacKinnon, University of Prince Edward Island

The hookup culture is a relatively new field of study which comprises a surprisingly large portion of contemporary sexual practice, particularly amongst college students. Studies suggest that 2/3 of college students have "hooked up" and about half of those hookups involved sexual intercourse (Paul & Hayes 2002). Given that among college students 1 in 500 has HIV, 25% have an STI and only 23% of 20-24 year olds use a condom regularly, it is safe to say that hookups are physically risky (Fong et al. 2006). They are also emotionally risky, despite the fact that the purpose of the hookup is to engage in sexual activity without any emotional ties to the hookup partner (Paul 2006). Given these risks and the lack of factual information on which people make the decision to engage in a hookup, this study examined what trust involves in these risky interactions and what happens when that trust is vi-



olated. A discussion of our results will also include findings which suggest that pluralistic ignorance or the belief that “everyone is doing it” is a primary motivator for hooking up and explain how alcohol is, in some circumstances, may be being used as a self-handicapping tool by college students in order to ensure that they have a ready excuse to be able to explain why their hookup(s) was less than satisfying and why they did not use protection during this risky sexual encounter.

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**PSYCHOLOGICAL NEED SATISFACTION IN IMPORTANT LIFE DOMAINS:  
THE ROLE OF BALANCE FOR WELL-BEING AND ADJUSTMENT**

Marina Milyavskaya, McGill University; Koestner Richard, McGill University

Self-determination Theory (SDT) posits that satisfaction of three basic psychological needs — autonomy, competence, and relatedness — are required for psychological well-being (Deci & Ryan, 2000), and a recent study showed that the balance in the satisfaction of these three needs independently affects well-being (Sheldon & Niemiec, 2006). The present investigation builds on these findings by examining the balance of need satisfaction across distinct life contexts. In two studies, we found that balance of need satisfaction in important life contexts predicted a number of adjustment indicators in both adults and adolescents. In the first study, adolescents from three countries (N = 720; mean age = 14.5) who experience a balance of need satisfaction across the school, home, and friend contexts reported higher well being and better school adjustment, and were rated as better adjusted by their teachers. In the second study, participants (N = 207; mean age = 24.8) each nominated three important domains in their lives and rated need satisfaction in each domain. Results show that the balance of need satisfaction across contexts predicted well-being and vitality after controlling for need satisfaction in each context. Together, these results support previous research (e.g. Kernis, 2005; La Guardia et al, 2000) that highlights the importance of consistency for psychological functioning.

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**MODÈLE DE L'IDENTITÉ SOCIALE COMMUNE ET L'AMITIÉ  
INTERETHNIQUE CHEZ LES JEUNES AUTOCHTONES ET NON-AUTOCHTONES**

Tanya Monger, Université de Moncton; Ann Beaton, Université de Moncton

Selon le modèle de l'identité sociale commune (Gaertner et Dovidio, 2000), lorsque les conditions de contact intergroupe sont perçues favorablement, les catégories sociales sont jugées unies (recatégorisation) ou sans rapport (décatégorisation). Par conséquent, la recatégorisation et la décatégorisation engendrent des comportements intergroupes harmonieux. Or, des conditions de contact jugées insuffisantes incitent la différenciation intergroupe, et par ricochet, le conflit. Ce modèle a servi à évaluer les déterminants du biais intergroupe affectif et attitudinal auprès des jeunes des écoles multiethniques (e.g. Gaertner et al., 1994). Cependant, les résultats sont mitigés et nous avançons que le modèle explique les dimensions socio-cognitives (Beaton, Dovidio et Léger, 2008) plutôt que affectives (Wittig, Molina et Giang, 2004) des relations intergroupes. Cette étude vise à évaluer le modèle de l'identité sociale commune en lien avec les dimensions affective et socio-cognitive de l'amitié interethnique. En tout, 66 étudiants autochtones et non-autochtones d'une école secondaire ont complété des mesures des composantes du modèle ainsi que de l'amitié interethnique. Les analyses corrélationnelles appuient le modèle et apportent un nouvel éclairage sur les déterminants de l'amitié interethnique. Les facteurs explicatifs de la tolérance interethnique seront discutés.

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**DEVELOPMENT AND VALIDATION OF AN ISLAMIC RELIGIOUSNESS SCALE IN  
OMAN**

Sean E Moore, University of Alberta; Kathleen McLennan, Ibra College of Technology

Recently there has been growing interest in understanding the nature of religious devotion outside of Christian traditions. Unfortunately, few measurement instruments have been designed to assess religiosity in specific, non-Christian religions (e.g., Islam). Instead, existing measures of religiosity that incorporate many Western assumptions about religiosity have been adapted to non-Western contexts. The present research addressed this gap in knowledge by constructing and validating a self-report questionnaire of Islamic religiosity within the Middle Eastern country of Oman. Initial questionnaire items were generated by a committee of Omani Muslims who were asked to identify beliefs and behaviours characteristic of Islamic piety in their country. The committee generated a total of 10 items through consensus agreement. A sample of 244 Omani college students completed the resulting scale items as part of a larger survey that examined the relationship of values and religion to subjective well-being. Exploratory factor analysis of the religiosity items extracted two factors. These factors reflected beliefs about Islamic religious practices and beliefs about gender roles, respectively. Both subscales showed high internal consistency and were correlated with values characteristic of Islam. Applications and uses of this new Islamic religiosity scale are discussed.

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**“IT DEFINITELY INVOKES A FALSE-SENSE OF JEALOUSY”:  
UNDERGRADUATE STUDENTS' EXPERIENCE OF JEALOUSY ON FACEBOOK**

Amy Muise, University of Guelph; Emily Christofides, University of Guelph; Serge Desmarais, University of Guelph

The social network site, Facebook, is a rapidly expanding phenomenon that is changing the nature of social relationships. Anecdotal evidence suggests that Facebook is responsible for creating jealousy and suspicion in romantic relationships. The objective of the

present research was to determine if increased Facebook exposure predicts jealousy above and beyond personal and relational factors. Three hundred and eighteen undergraduate students completed the newly developed Facebook Jealousy Scale and a series of measures assessing trait jealousy, trust, self-esteem, relational uncertainty, commitment and Facebook use. Regression analysis controlling for personal and relationship factors demonstrated that increased Facebook use is a significant predictor of Facebook-related jealousy. The qualitative feedback provided by participants suggested that this relationship is based on dual causality: Facebook exposes an individual to potentially jealousy-provoking information about their partner, which creates a feedback loop whereby heightened jealousy leads to increased surveillance of the partner's Facebook page, which can result in further exposure to jealousy-provoking information. The present study provided initial evidence of Facebook's unique contributions to the experience of jealousy in romantic and sexual relationships, and offers a new scale to measure this experience.

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**PERFECTIONISTIC SELF-PRESENTATION AND PERFECTIONISM COGNITIONS  
IN SILENCING THE SELF**

Taryn B Nepon, York University; Gordon L Flett, York University; Avi Besser, Sapir Academic College; Paul L Hewitt, University of British Columbia

Individuals who are high in self-silencing tend to conceal their true emotions in an effort to maintain interpersonal relationships and gain approval from significant others. Unfortunately, research investigating the relationships between perfectionism and silencing the self has been very limited. The present study examined the associations between dimensions of perfectionism and silencing the self. A sample of 227 university students were administered the Multidimensional Perfectionism Scale, the Perfectionistic Self-Presentation Scale, the Perfectionism Cognitions Inventory, and the Silencing the Self Scale. The results indicated that socially prescribed perfectionism was correlated positively with silencing the self, but stronger associations were found between perfectionistic self-presentation and silencing the self, as well as between perfectionistic cognitions and silencing the self. A regression analysis established that various aspects of the perfectionism construct contribute uniquely to self-silencing with the strongest predictor being perfectionistic cognitions. These findings illustrate the need to consider various aspects of the perfectionism construct. Moreover, our results suggest that self-presentational concerns and negative automatic thoughts reflecting a perceived inability to be perfect play significant roles in self-silencing.

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**A BEHAVIOURAL GENETIC STUDY OF THE DARK TRIAD OF PERSONALITY  
AND MORAL DEVELOPMENT**

Brenda Nguyen, University of Calgary; Vanessa Villani, Ryerson University; Julie Aitken Schermer, University of Western Ontario; Tony Vernon, University of Western Ontario

The present study is the first behavioural genetic investigation of relationships between the Dark Triad of personality - Machiavellianism, narcissism, and subclinical psychopathy - and moral development. Participants were 154 monozygotic twin pairs and 82 same-sex dizygotic twin pairs. Higher scores on Machiavellianism and psychopathy were positively correlated with low levels of moral development; high psychopathy scores also correlated negatively with high levels of moral development. Individual differences in lower levels of moral development were attributable to genetic and non-shared environmental factors but, very interestingly, individual differences in the highest levels of moral development showed no genetic basis but were entirely attributable to shared and non-shared environmental factors. Finally, correlations between the Dark Triad and moral development variables showed no genetic basis while correlations among the moral development variables were variously attributable to correlated genetic and correlated environmental factors.

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**QUE FAIRE QUAND MA CULTURE PORTE DES FARDEAUX SUR SES DEUX  
ÉPAULES: PERSPECTIVE DES JEUNES ACADIENS**

Julie Noël, Université de Moncton; Ann M Beaton, Université de Moncton

Malgré les progrès notables (Patrimoine Canadien, 2008), les Acadiens du sud-est du Nouveau-Brunswick confrontent deux obstacles à leur épanouissement: les forces assimilatrices des anglophones (Corbeil et al., 2006) et les exigences d'un français standard (Boudreau et Dubois, 1991) découlant d'un afflux de francophones d'ailleurs, tel que le Québec. Comment les jeunes Acadiens composent avec ces défis et comment en résulte leur profil identitaire? Ce sont les questions abordées dans une étude effectuée auprès de 36 jeunes Acadiens du sud-est du Nouveau-Brunswick, âgés entre 14 et 18 ans et ayant participé à une entrevue semi-dirigée. Selon les résultats, les jeunes éprouvent la pression des anglophones du Nouveau-Brunswick et des Québécois. De plus, les jeunes discutent de l'infériorité de l'endogroupe par rapport à ces deux exogroupes sur le plan de la représentation numérique et de la qualité du français exprimé par les Acadiens. Enfin, les jeunes s'approprient différents profils identitaires, semblables à ceux identifiés dans les travaux de Pilote (2006), qui s'étendent de «l'affirmationniste» au «majoritaire désintéressé». Les liens entre le discours relatif aux relations intergroupes et le profil identitaire sont discutés tout en abordant les implications des résultats au sein du système scolaire néo-brunswickois.

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**AM I THE SAME SELF AS I WAS YESTERDAY? AN INVESTIGATION OF  
JAMES' NOTION OF "SELF-FEELING" IN AUTOBIOGRAPHICAL MEMORY**

Danay C Novoa, Wilfrid Laurier University; Anne E Wilson, Wilfrid Laurier University

Theorists and researchers have long investigated questions of self and identity over time. For instance, William James (1890/1950) grappled with the question of how and when we are “the same self as we were yesterday.” He suggested that people recall some past events with “self-feeling” – that is, they feel the same way now as they did when they originally went through the experience, whereas other events elicit no emotion or different emotion in the present than they did at the time. He argued that this distinction in “self-feeling” underlies the degree to which people feel that the self who experienced the past event is the same self as today. We investigated the relation between autobiographical memories and current experience. Participants were randomly assigned to retrieve and describe in detail a positive and a negative past event (counterbalanced) for which they a) continued to feel the original emotions, or b) experienced different or absent emotions. They then responded to a series of questions about emotional experience and intensity, past and current identity, and consequences of the event. Same- and different-emotion memories did reflect different patterns of emotional and identity experience, as did positive versus negative memories. Results of the questionnaire and the characterization of the open-ended memory description will be reported and interpreted.

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**THE NATURE OF SELF-PERCEPTION**

Karen O'Brien, University of Manitoba; Edward Johnson, University of Manitoba

Previous research suggests the influence of self-enhancement on self-evaluation is automatic and unconscious (Paulhus & Levitt, 1987). This appears to occur because of using abstract and global self-conceptions to perform self-evaluation. We hypothesized the effects of self-enhancement on self-evaluation could be reduced by de-automatizing self-evaluation through the induction of controlled processing of episodic information. Participants first completed the Balanced Inventory of Desirable Responding (BIDR) scale to establish their base-level of self-enhancement. Participants in the experimental condition recalled specific thoughts and/or memories related to individual BIDR scale items and then re-rated that item. One control group simply re-rated the BIDR scale. A second control group listed thoughts on unrelated items before re-rating the scale. We expected that participants in the experimental condition would show lower self-enhancement relative to their baselines and to controls. Participants' motivation to respond accurately was measured using the Need for Self-Knowledge scale and the Reflection scale of the Rumination-Reflection Questionnaire. These measures were used to determine whether accuracy motivation and trait reflectiveness moderated the findings. The implications of the findings for theories of how self-enhancement influences self-evaluation are discussed.

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**TEMPORAL METAPHORS AND THE DIMENSIONS OF AGENCY AND COMMUNALITY**

Ryan Oxley, Marcus Evans; Michael Conway, Concordia University

The present study concerns temporal metaphors (Boroditsky & Ramscar, 2002) within the context of agency and communality. We examined how individuals perceive others as either moving through time (ego moving) or as time moving by them (time moving). The expectation was that individuals perceive agentic targets in terms of an ego-moving metaphor to a greater extent than communal targets. Participants (21 men and 18 women;  $M = 24$ .) were presented 3 agentic targets, 3 communal targets, and 6 filler targets in a counterbalanced manner followed by questions regarding their perception of the passage of time for the targets. In addition to the time questions, filler questions were included. Across participants the number of male and female agentic targets were equal, as were the number of male and female communal targets. The expected results emerged but only for men ( $t(20) = 3.01, p < .01, d = .22$ ). They answered with an ego-moving response more often for agentic targets than for communal targets. However, women showed no systematic bias in their perceptions of time. The results obtained with the men show a relation between agency and the perception of time which has not been demonstrated in prior research.

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**APOLOGY AND FORGIVENESS IN ROMANTIC COUPLES: “IF YOU DON’T ‘GET IT’ IT DOESN’T COUNT.”**

Carolina Pansera, University of Waterloo; Jennifer G La Guardia, University of Waterloo

Although research shows that apology facilitates forgiveness, there is little understanding as to the mechanism mediating this link within romantic relationships. The present study examined the role of apology in predicting forgiveness of real-life hurtful events occurring within romantic dyads, and tested that perceived responsiveness (i.e. perceptions that a partner understands and validates one's experience) would mediate this link. Participants ( $N = 188$ ) described an unresolved event in which their romantic partner had hurt them in some way and tried to seek their forgiveness. In line with our predictions, results indicate that perceived responsiveness fully mediates the effect of apology on forgiveness. That is, apology seems to facilitate forgiveness only in as much as it conveys that one's partner has understood and validated one's experience of the hurtful event. Participants' reports also indicate that not all forgiveness-seeking behaviours are “created equal.” That is, only forgiveness-seeking behaviours that are verbal and directly address the hurtful event are generally perceived to be responsive. Those behaviours (verbal and non-verbal) which attempt to smooth over the hurtful event rather than directly addressing it are not considered responsive but instead directly undermine forgiveness. Implications of these behavioural signatures for intervention are discussed.

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**"I SPENT ALL THIS MONEY ON MY EDUCATION TO GET A GOOD JOB":  
SUNK COST EFFECTS FOR ACADEMIC MOTIVATION**

Johanna Peetz, Wilfrid Laurier University; Glen Gorman, Wilfrid Laurier University; Roger Buehler, Wilfrid Laurier University

People's decisions are influenced by their previous investments (e.g. Thaler, 1980). This sunk cost effect is generally thought a negative bias because it leads to the irrational decision to stick by a lost cause. However, sunk cost effects might act as a motivator for long term projects, for example when reminding university students of the investment they have made in their education. We hypothesize that the input-return calculation underlying sunk cost effects might affect extrinsic academic motivation (e.g., studying to obtain a good job, Vallerand et al., 1989) rather than intrinsic academic motivation (e.g., studying for internal pleasure/satisfaction). Students were randomly assigned to receive a reminder of the money they already invested in their university education, a reminder of the time they already invested, or to receive no reminder (control condition). As expected, students reported higher extrinsic motivation - but no more intrinsic motivation - after focusing on their money investment than students who did not focus on their investments. The sunk cost reminder was effective only for the money but not for the time investment reminder, replicating past research (Soman, 2001). We conclude that sunk cost effects shift extrinsic but not intrinsic academic motivation, and that monetary education investments loom larger in students' mind than time investments.

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**THE BELONGINGNESS ORIENTATION MODEL: A LOOK AT INDIVIDUAL  
DIFFERENCES ON THE NEED TO BELONG**

Virginie Pelletier, Université du Québec à Montréal; Geneviève L Lavigne, Université du Québec à Montréal; Robert J Vallerand, Université du Québec à Montréal

While it is typically assumed that the need for belongingness (Baumeister & Leary, 1995) 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). It is hypothesized that a deficit-oriented need to belong will predict lower levels of intrapersonal and interpersonal psychological adjustment compared with a growth-oriented need because relational insufficiencies and personal contingencies are activated within social contexts for deficit-oriented individuals. These individuals constantly crave for acceptance within their social relationships which renders them susceptible to the experience of negative outcomes. The results of a series of five studies supported the proposed hypotheses. Specifically, the validity of the Belongingness Orientation Scale and its convergent and discriminant validity were supported, various interpersonal and intrapersonal outcomes were differently related to both orientations, and the impact of the two belongingness-orientations on other people's social acceptance and perceptions of social involvement was prospectively demonstrated.

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**MEDIA AS AN UNOBTRUSIVE INDICATOR OF GENDER, GOOD AND EVIL**

Stéphane Perreault, Université du Québec à Trois-Rivières; Lavoie Alexandre, Université du Québec à Trois-Rivières; Donald M Taylor, McGill University

The purpose of this presentation is to illustrate how gender and allegiance (good vs evil) are portrayed in the media. In study 1, character traits (i.e., intelligence, strength, speed, durability, energy projection, and fighting skills) of protagonists (n = 1089) found in specialized comic book encyclopedias were analyzed using a 2 (gender) X 2 (allegiance: good vs evil) Manova. Results showed that men are rated as stronger, more intelligent and durable than women in these encyclopedias. Superheroes were also found to be less durable and used less energy projection than supervillains. In study 2, we extended these results by analyzing character traits (i.e., intelligence, strength, agility, and magic) from the Neopets trading card game (i.e., neopets are virtual pets that owner can take care of). Results from this study also indicated that female protagonists were rated as weaker than male protagonists. However, female protagonists were found to possess more magic and intelligence than their male counterparts. Results from this presentation will be discussed with respect to social role theory (Eagly, Wood, & Diekmann, 2000), the role played by media in the acquisition of stereotypes and construction of identity (Ruscher, 2001) and terror management theory (Greenberg, Pyszczynski, & Solomon, 1986).

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**PSYCHOLOGICAL NEED SATISFACTION IN AUTOBIOGRAPHICAL MEMORY  
NETWORK: EVIDENCE FOR THEIR INFLUENCE AT THREE DIFFERENT LEVELS**

Frederick L. Philippe, McGill University; Koestner Richard, McGill University

The present research examined how psychological need satisfaction (autonomy, competence, relatedness) gets carried across different situations. We posit that need satisfaction for past events remains attached to the mental representations of these events and encoded as autobiographical memories. When these autobiographical memories are subsequently triggered by novel situations, based on shared similarity features, the need satisfaction level characterizing these autobiographical memories would be experienced in these novel situations, leading to outcomes expected by Self-Determination Theory (Deci & Ryan, 1985; 2000). The results of three studies supported this hypothesis, at three levels: At a situational level, need satisfaction in autobiographical memories related to injustice predicted self-regulation capacities when faced with an injustice. At a contextual level, need satisfaction in au-

tobiographical memories related to one's partner at Time 1 predicted relationship breakup at Time 2. Finally, at a general level, need satisfaction in self-defining autobiographical memories predicted increases in both hedonic and eudaimonic well-being over a one-year period. Results will be discussed in light of Self-Determination Theory (Deci & Ryan, 1985; 2000) and the Emotional Memory Network Theory (Philippe, Lecours, & Beaulieu-Pelletier, 2009).

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**WHAT DOES "PARENTAL" MEAN FOR FATHERS? DIRECT AND INDIRECT ROLES IN FATHERS' PARENTAL IDENTITY AND PARENTING OUTCOMES**

Tamarha Pierce, Université Laval; Sandra Sandra Tremblay, Université Laval; Annie Bouffard, Université Laval

Over the last few decades, increased participation of North American women in the work force has prompted greater father involvement in child care. Yet, in addition to such direct parental roles, fathers may retain indirect parental roles (i.e., financial provider and partner support) as part of their parental identity. Furthermore, men and women may vary in their consideration of these various roles as part of fathers' parental identity. To clearly measure parental identity for fathers, both direct and indirect roles should be explicitly considered. The present study compares the Role Investment Penny-Sort Task (RIPST; McBride & Rane, 1997) to a revised method which measures the importance of both direct and indirect parental roles (R-RIPST). Both members of 54 couples, parents of a first child (19 months), completed self-report measures of parenting outcomes and individual interviews, which included the RIPST and R-RIPST. In comparison to the RIPST, the R-RIPST yields greater convergence between self and partner assessments of the importance of fathers' parental identity. It also better accounts for paternal and maternal perceptions of fathers' parental efficacy, as well as maternal perceptions of paternal involvement in parenting tasks. Gender issues regarding parental identity and perceptions of what is "parental" within the couple will be briefly discussed.

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**RACIAL IDENTITY MATTERS IN PERCEIVED RACIAL DISCRIMINATION**

Andrena Pierre, Department of Psychology; Kimberly Matheson, Department of Psychology and Institute of Neuroscience; Hymie Anisman, Department of Psychology and Institute of Neuroscience; Mindi D Foster, Department of Psychology

The multidimensional model of racial identity posits that the significance and meaning of race for a member of a minority ethnic group would influence the extent to which this person perceives negative treatment by the mainstream group as racist. Although most studies have been conducted in the U.S., Blacks in Canada have reported experiencing higher levels of racial discrimination than other ethnic groups. The present study involved an online survey to examine the relations among dimensions of racial identity (centrality, public and private regard) and perceptions of various forms of racial discrimination among Blacks living in Canada ( $n = 163$ , 61% female). Regression analyses indicated that when discrimination was subtle or ambiguous, public regard (i.e., that other groups hold Blacks in high esteem) was associated with diminished perceptions of having encountered such experiences. In contrast, private regard (pride) was associated with fewer severe discrimination experiences (e.g., violent threat and aggression), particularly among Black males. The centrality of Black identity did not appear to influence reported discrimination experiences. The social changes we are seeing today that reflect a positive view of Blacks in North America may go some distance in reducing perceptions of daily encounters of discrimination, and potentially enhancing race relations more generally.

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**CULTURAL NARRATIVES AND CLARITY OF CULTURAL IDENTITY: UNDERSTANDING THE WELL-BEING OF INUIT YOUTH**

Fabrice Pinard Saint-Pierre, Université de Montréal; Roxane de la Sablonnière, Université de Montréal; Donald M Taylor, McGill University; Jason Annahatak, McGill University

Inuit communities are suffering from economic depression, academic underachievement and widespread social dysfunction. There is a consensus that the negative impact of European colonization is the root cause of the challenges that are confronting Aboriginal people generally, and Inuit communities in particular. Challenging this view, we propose that it is not the negative fallout associated with colonization directly that is most disruptive. Rather, it is that colonization destroyed the clarity of Inuit identity that is impacting social and psychological well-being. Cultural narratives and supplemental rating-scale judgements were used to evaluate identity clarity, interpretation of events, and psychological well-being of two groups of Inuit Youth, one living in Arctic Quebec and the other pursuing their post-secondary education in Southern Quebec. In a guided Cultural narrative interview, Inuit teenagers were asked to "tell the story of your group". The results supported the view that having a clear understanding of the history of one's group can have a positive impact on collective well-being, and this independent of the positive or negative perception of events impacting Inuit. Inuit young people may well benefit from interventions designed, not to boost their self-esteem directly, but instead to help them clarify their identity as Inuit.

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**THE ROLE OF BACKGROUND CHARACTERISTICS, PARENTAL INFLUENCE AND EMOTIONAL INTELLIGENCE IN ADJUSTMENT TO UNIVERSITY**

Kendra M Ramsay, Carleton University

The present study examined the relationship between parental influence in the post-secondary decision-making process, emotional intelligence, and persistence in adjustment to university. A sample of 117 first year undergraduate students in their second semester

of study completed a questionnaire that focused on background characteristics, parental expectations, the parental role in the post-secondary decision-making process, emotional intelligence, and persistence. Emotional intelligence was linked to positive adjustment. Confidence and preparation were higher among students who reported high parental expectations and parental support in their decisions. Findings highlight the important roles of parents and emotional intelligence in adjustment to university and suggest that parents should be more cognizant of the roles they play.

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**EXAMINING THE STRESS RESPONSES OF EMOTIONAL EATERS: WHY SO SENSITIVE?**

Kate Raspopow, Carleton University; Alfonso Abizaid, Carleton University; Kimberly Matheson, Carleton University; Hymie Anisman, Carleton University

In response to potentially stressful situations primary appraisal processes assess the threat or challenge of the event, and secondary appraisals then evaluate the resources available to contend with the situation. Social support is a coping resource that helps alleviate distress, whereas unsupportive interactions may exacerbate distress and influence coping appraisals, leaving attentive individuals susceptible to exaggerated stress responses. This study assessed the stress-sensitivity of emotional eaters and effects of anticipated unsupport on stressor appraisals. Female participants (N = 46) completed an emotional eating (EE) questionnaire (intro session), and subsequently performed either a stressor or control task (lab session). Stressor appraisals, mood, anticipated unsupport, and cortisol responses were assessed. Analyses revealed that, following a stressor, EE was associated with increased cortisol reactions. EE was also associated with higher anxiety ratings, an effect mediated by threat and stress appraisals. Furthermore, unsupport mediated the relationship between EE and appraisals of threat and stress. This suggests that through expectations of unsupport, emotional eaters have greater negative appraisals of situations. Also, a lack of social resources to contend with potential threats may contribute to emotional and cortisol stressor-sensitivity among emotional eaters.

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**THE LIFE AND DEATH OF HELPING RELATIONSHIPS**

Claudia Rocca, Carleton University; Warren Thorngate, Carleton University

Twenty-five help-givers and twenty-five help-receivers were interviewed using a questionnaire developed by the researcher, with the aim of assessing how chronic, voluntary helping relationships evolve over time and to find out what distinguishes the evolution of successful relationships from unsuccessful ones. Quantitative and qualitative results indicated that critical incidents occurring in the interactions of help givers and receivers were at least as important as background characteristics of the givers and receivers in distinguishing successful from unsuccessful relationships. Some implications of these results for training help givers and help receivers to improve the success of their interactions are discussed.

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**COMBINING IMPLEMENTATION INTENTIONS WITH MENTAL IMAGERY INCREASES GOAL ACHIEVEMENT**

Michelle Roseman, McGill University; Lily Krantz, McGill University; Philip J Johnson, McGill University; Bärbel Knäuper, McGill University

Past research shows that forming implementation intentions ("If I situation X occurs, then I will initiate goal-directed behaviour Y!") increases the probability of carrying out goals. The present research proposes that mental imagery moderates the effects of implementation intentions on goal achievement. Participants (N = 59) were university students. They were assigned the mundane goal of picking up \$5 from the researchers' lab within the next two days. Participants were randomly assigned to one of two conditions. In the implementation intention only condition, participants only formed the implementation intention to pick up the \$5 within the next two days. Participants randomly assigned to the implementation intention plus mental imagery condition additionally were instructed to mentally image carrying out the implementation intention. Results show that, as expected, more of the participants assigned to the implementation intention plus mental imagery condition completed the goal than participants in the implementation intention only condition (89.7% vs. 63.3%,  $\chi^2 = 5.65$ ,  $p < .02$ ). These findings support the hypothesis that using mental imagery when forming implementation intentions leads to higher goal achievement.

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**FIRST AND SECOND GENERATION IMMIGRANTS' VIEWS OF CANADA AND THE HOMELAND**

Francesca Ruscito, Carleton University; Warren Thorngate, Carleton University

This research examined first and second generation immigrant's views of Canada and the country of origin. Immigrants tend to adapt to a new country in one of four ways commonly referred to as Acculturative Strategies. These four strategies include i) Integration which refers to the maintenance of the culture of origin and the adoption of the host culture ii) Assimilation refers to the adoption of the host culture and the rejection of the culture of origin iii) Separation refers to the maintenance of the culture of origin and the rejection of the host culture and iv) Marginalization refers to the rejection of both the host culture and the culture of origin. In this study, we were interested in analyzing immigrant's views of the host country and the country of origin, based on the acculturative strategy adopted. We asked both first and second generation immigrants to answer questions about their lives in

Canada and the country of origin. Questionnaires administered to participants asked them such things as listing advantages and disadvantages to living in both countries and amount of friends and family in both countries. Interviews allowed us to record their views of Canada and the home country. The results give insights about generational differences in views of the home country and Canada, as well as the relationship between acculturation strategies and views of both countries.

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**IT'S JUST A JOKE: INDIVIDUAL DIFFERENCES IN EVALUATIONS OF NATIONAL GROUP-DISPARAGING JOKES**

Jonathan Rush, Brock University; Gordon Hodson, Brock University

The present research examined the relations between reactions to national group-disparaging jokes, Social Dominance Orientation (SDO), Right-Wing Authoritarianism (RWA), and joke attitudes. Canadian participants rated the funniness, offensiveness, and repeatability of Mexican-, American-, and Canadian-disparaging jokes, and completed measures of SDO, RWA, and a newly-developed Cavalier Humour Attitude Scale. As predicted, Canadians higher (vs. lower) in SDO found Mexican-disparaging jokes to be funnier, less offensive, and more repeatable. In addition, participants who possessed a non-critical attitude toward jokes perceived all group-disparaging jokes to be funnier, less offensive, and more repeatable. The relation between SDO and favourable reactions to Mexican-disparaging jokes was mediated by the Cavalier Humour Attitude Scale: those high in SDO adopt a cavalier humour attitude in order to justify selectively targeting low-status groups in their enjoyment of disparaging humour. Implications of adopting a cavalier humour attitude on prejudiced attitudes among those high in SDO will be discussed.

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**EXPLORING PSYCHOSOCIAL AND HEALTH-RELATED PREDICTORS OF BODY DISSATISFACTION: A QUANTITATIVE AND QUALITATIVE APPROACH**

Elizabeth A Russell, Memorial University; Ken Fowler, Memorial University of Newfoundland

This research examined the interrelationships of health-related and psychosocial determinants of body image among a broad, non-clinical population of Canadian and Newfoundland women, using both quantitative and qualitative methods. Based on survey data from the 2005 administration of the Canadian Community Health Survey (N = 5814), the study examined the relationships between body image and self-esteem, social support, quality of life, and eating and exercise behaviour. Significant positive relationships between body image and each variable were found. Subsequently, three focus groups were conducted with women in St. John's, NL (N = 15) to test quantitative findings against the body image discourses of the target population. Discussion topics bridged participants' feelings concerning body image with these variables, guided by statistical findings of the quantitative analysis. Women with poor self-esteem, social support, quality of life and unhealthy eating and exercise behaviour felt much worse about their bodies than women with higher ratings on these variables, reflecting the quantitative themes but yet providing a deeper and more detailed insight into how the variables operate both independently and in interaction. An understanding of such variables provides a crucial step toward predicting and counteracting the psychologically damaging implications of body dissatisfaction.

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**MEASURING DISPLAYS OF SOCIAL ANXIETY: PERCEPTUAL SENSITIVITY**

Virginia Russell, University Of Northern British Columbia; Kenneth M Prkachin, University of Northern British Columbia

The purpose of this study was to use a locally developed test, the Sensitivity to Social Anxiety (SSAT; Russell, Prkachin, 2008), to determine whether exposure to evidence of anxiety in others produced changes in anxiety ratings. Participants were asked to fill out questionnaires assessing both their empathic reactivity (Davis Interpersonal Reactivity Index; Davis, 1980) and reported fear of negative evaluation (Watson & Friend, 1969). Calculated signal detection indices of participants' ability to tell the difference between low, medium and high anxiety clips and of their biases toward or against acknowledging anxiety in others were examined. A series of 2 (sex) X 2 (anxiety) ANOVAs indicated significant differences on ability to discriminate video clips showing low vs medium and low vs high social anxiety. Analyses of response bias were largely insignificant. High-anxiety participants were significantly poorer at detecting evidence of social anxiety than low anxiety participants. As expected, women were better than men. The findings suggest that highly socially anxious participants are actually poorer at discriminating evidence of anxiety in others.

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**IRISH MEN'S BODY IMAGE: PERCEPTIONS OF THE IDEAL MALE BODY AND FACTORS INFLUENCING BODY IMAGE INVESTMENT**

Travis A Ryan, National University of Ireland, Galway; Todd G Morrison, National University of Ireland, Galway

To better understand Irish men's attitudes toward their bodies, a series of focus groups and personal interviews were conducted (N = 28). Recordings were transcribed verbatim and thematically analyzed. Numerous themes emerged: the male body perceived to be ideal; factors thought to intensify body image investment (i.e., media, sexual partners, body comparison, participation in sport, peers, negative commentary, family, striving for a healthy body, and striving for psychological well-being); and influences believed to weaken body image investment (i.e., appearance is unimportant and the time and effort expended to achieve the ideal is prohibitive). Illustrative quotes are used to represent each theme, and findings are discussed with respect to participants' own body image attitudes.

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**THÉORIE DE L'AUTODÉTERMINATION APPLIQUÉE À  
L'IDENTIFICATION : CONSÉQUENCES POSITIVES ET NÉGATIVES**

Sophie Sansfaçon, Université du Québec à Montréal; Catherine E Amiot, Université du Québec à Montréal

L'identité sociale est associée autant à des conséquences positives (bien-être psychologique) que négatives (biais proendogroupe). Afin de comprendre dans quelles conditions l'identité sociale est liée à ces types de conséquences, les présentes études investiguent les motivations à s'identifier à un groupe social. Les formes de motivations proposées par la théorie de l'autodétermination sont appliquées à l'identification à des groupes sociaux. L'identification à un groupe pour des raisons autodéterminées devrait prédire des conséquences positives alors qu'une identité endossée de façon non-autodéterminée devrait prédire des conséquences négatives. Cette hypothèse a été testée à travers trois études de contextes identitaires différents, soit l'identification à une Université (N = 272), à un groupe de joueur sur Internet (N = 278) ainsi qu'à une province (N = 196). L'autodétermination identitaire prédit effectivement des conséquences positives alors que la non-autodétermination prédit des conséquences négatives. Par contre, dans les études 2 et 3, la motivation identitaire intrinsèque prédit également le biais proendogroupe. Cet effet non-attendu remet en question l'effet positif de la motivation intrinsèque proposé par la théorie de l'autodétermination. Ces résultats sont interprétés à la lumière de différentes théories psychosociales, et leurs implications pratiques sont expliquées.

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**WE'RE NOT TOGETHER: THE EFFECT OF THE GUILTY BY  
ASSOCIATION EFFECT ON PHYSICAL AND SOCIAL DISTANCING**

Elizabeth A Shantz, University of Guelph; Jennifer L Fortune, University of Toronto; Ian R Newby-Clark, University of Guelph

This study explores the guilty by association effect, a phenomenon that occurs when people, known as Associates, are connected with individuals, known as Offenders, whose behaviour has violated social norms. Fortune and Newby-Clark (in press) found that Associates erroneously believe that observers will judge them negatively because of their affiliation with an Offender. In this study, we determine whether or not Associates physically distance themselves from an Offender, thus appearing socially distant. Pairs of friends were recruited for a laboratory study. During a practice session prior to the pair appearing on camera together, one of the friends (designated the Offender) was coached to make a statement. In the control condition, the statement was innocuous. In the past misconduct condition, the Offender "admitted" to extensive cheating while in high school. Analyses focused on Associates' physical distancing behaviour on camera, and observers' global assessments of the pairs' social distance. Additional factors such as length of friendship, fear of negative evaluation, and self-esteem were evaluated as possible moderators.

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**ADJUSTMENT FOLLOWING RELATIONAL DISSOLUTION: THE IMPACT OF  
COPING AND POST-DISSOLUTION RELATIONSHIPS**

Kenneth E Sheppard, University of Calgary; Susan D Boon, University of Calgary

Few experiences in life are capable of producing more emotional distress, anguish, and suffering than the dissolution of an important interpersonal relationship (Simpson, 1987). The purpose of the present study was to explore (a) the specific methods of coping that an individual engages in following relational dissolution and their effect on adjustment (e.g., physical, emotional, psychological) and (b) the ways in which ex-partners may work through the post-dissolution process together, and how their interactions with one another relate to their individual well-being and adjustment post-dissolution. Participants were 180 undergraduate students (84 men, 96 women) who had experienced a non-marital romantic breakup up to three months prior to the study (M = 2.88). Results indicate that engaging in maladaptive coping methods was negatively related to positive adjustment following relational dissolution. In addition, post-dissolution relationships with ex-partners characterized as possessing high levels of positive social support and low levels of conflict were significantly related to positive adjustment following a breakup. Specific implications concerning the effects of specific coping strategies and post-dissolution relationships associated with variation in physical, emotional and psychological adjustment following dissolution will be discussed.

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**THE IMPACT OF FACIAL EXPRESSIONS ON COOPERATION**

Annie Simard, Université du Québec à Montréal; Nathalie Lanctôt, University of Sherbrooke; Gabriel G Mélançon, Université du Québec à Montréal; Ursula Hess, Université du Québec à Montréal

Facial expressions can signal the behavioral intentions of others. Thus we may react differently to someone who smiles versus someone who frowns. To study the social consequences of displaying emotions, 240 participants (120 men) played sequential economic trust games with a (virtual) partner. To manipulate expert status, virtual partners were introduced as either arts or economics students. The task was to allocate chips to themselves and the other, payout was highest when both give away all their chips, but lowest when only one partner gives away their chips, hence trust is required. After each choice, the participant saw their partner's "reaction," either a smile, anger or a neutral expression. The dependent variable was the number of chips invested. There was an interaction between the sequence of the expressions, the emotion shown and the sex of the virtual partner. Partners who showed anger at the beginning received more chips. This trend was maintained when high status women changed their ex-



pression to smiling or neutral. By contrast when men and low status women changed expressions from anger to neutral/smiling the number of chips they received dropped. Thus, for women described as competent anger can serve as a means to signal that they take the game seriously and can be trusted. Otherwise, anger had this signal function only as long as it was shown.

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**IN SEARCH OF THE AROUSAL PROCRASTINATOR: AN INVESTIGATION  
EXPLORING THE RELATION BETWEEN PROCRASTINATION AND THE  
AROUSAL-BASED PERSONALITY TRAITS**

Kyle Simpson, Carleton University; Timothy A Pychyl, Carleton University

Arousal procrastination was investigated to determine: 1) if the General Procrastination Scale (GP) measures procrastination motivated by arousal, and 2) whether sensation seeking (SS), extraversion (E), and the reducer index (R) were able to account for any of the variance in why some individuals believed that they procrastinated on an academic task. Participants were 311 undergraduate students (60.1% female), primarily Caucasian (63.3%), with a mean age of 20.9 (SD = 3.08). An online questionnaire package included measures of procrastination and 3 arousal-based personality inventories. A factor analysis of the GP and the Sensation Seeking Scale-V (SSS-V) produced 6 factors with the GP and SSS-V items loading on separate factors, implying no relation. A regression analysis revealed that SS, E, and R together were only able to account for 5.2% of the variance in why participants' chose to endorse arousal-related reasons for their procrastination. These results challenge the existing literature but indicate that some individuals believe that their procrastination is motivated by a need for heightened arousal.

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**THE IRONIC EFFECTS OF AMBIGUOUS WEIGHT DISCRIMINATION ON EATING  
BEHAVIOURS IN WEIGHT CONSCIOUS INDIVIDUALS**

Heather J Smith, University Of Western Ontario; Donna Garcia, University of Guelph; Paula Brochu, University of Western Ontario; Victoria M Esses, University of Western Ontario

An emerging body of research suggests that the awareness of stigma can lead stigmatized individuals to engage in self-defeating, stigma-reinforcing behaviours. This study investigated whether weight stigmatization may, ironically, increase self-defeating eating behaviours among highly weight-focused individuals. A total of 37 undergraduate women participated in a study on "visualization and perception." They were first asked to play a computerized game of catch, called Cyberball, ostensibly with two thin female participants. During the game, participants were randomly assigned to a) a blatant exclusion condition, b) an ambiguous exclusion condition, or c) an inclusion condition. They then completed a "cookie tasting and rating task". Individuals' levels of self-regulation were determined based on the weight of cookies consumed. As predicted, results indicated that dietary restraint moderated the effect of condition on cookie consumption, such that those most concerned with their weight and dietary intake were most likely to respond to ambiguous exclusion with self-defeating eating behaviours (i.e., increased cookie consumption). Implications of this research for understanding the behavioural consequences of ambiguous weight discrimination are discussed.

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**SEX DIFFERENCES IN WORD RATINGS ACROSS HOSTILITY, VALENCE, AND  
IMAGEABILITY SCALES FOR HOSTILE AND NON-HOSTILE WORDS**

Weronika E Sroczynski, University of Northern British Columbia; Kenneth M Prkachin, University of Northern British Columbia

Hostile individuals appear to possess a hostile world view biasing them to evaluate others more negatively than non-hostile individuals do. Studies investigating the social cognitive processes underlying trait hostility frequently compare hostile adjective ratings completed by hostile and non-hostile individuals. Hostile individuals typically endorse more hostile words as descriptive of others, providing evidence that they possess a hostile-other schema. In selecting stimulus words for a subsequent study we found sex differences in the ratings of hostile and non-hostile words. Thirty-six participants (20 females, 16 males) rated 200 hostile and neutral words on three scales: hostility, valence (positive or negative), and imageability. The results reveal that females rated hostile words (e.g., debase) as significantly more imageable and negative, whereas males tended to rate non-hostile non-relational words (e.g., equip) as more imageable and positive. Sex differences also emerged for 5 of the 30 most hostile words, where females rated these words as significantly more hostile than males did. Sex differences in hostile word ratings along hostility, valence, and imageability scales perhaps imply differential mental representations of these words as a function of sex. Implications for social cognitive research using hostile word stimuli are discussed.

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**THE ROLE OF IDEOLOGICAL BELIEFS IN ATTITUDES TOWARD EMIGRATION  
AND IMMIGRATION**

Monika Stelzl, St. Thomas University; Victoria M Esses, University of Western Ontario

The recent growth of migration-related research in Canada reflects the nation's vibrant mobility patterns. This is not only true for people moving to Canada (i.e., immigrants) but also Canadians' increasing interest in interprovincial and international emigration. In this context, the current research examined the role of ideological beliefs in attitudes toward such migration. Right wing authoritarianism (RWA) - the tendency to support established traditions and norms - and social dominance (SDO) - the tendency to support hierarchical relations among groups in society - were used as predictors of attitudes toward immigration and emigration. 122 Canadian undergraduate students completed measures of RWA, SDO, and a set of measures related to a) attitudes toward

one's own potential emigration and b) attitudes toward immigrants. Results revealed that SDO was a stronger predictor of attitudes than was RWA. The findings are discussed in terms of theoretical perspectives on attitudes toward immigration, and the extension of these perspectives to attitudes toward one's own potential emigration, a fairly unexplored area in psychology. A contribution of this research is that the dynamics related to immigration and emigration were assessed within the same individual, so that the role of ideological beliefs in driving both immigration and emigration attitudes could be directly compared.

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**THE ROLE OF PASSION DURING THE CREATIVE PROCESS OF ARTISTS:  
IMPLICATIONS FOR PSYCHOLOGICAL WELL-BEING**

Ariane C St-Louis, Université du Québec à Montréal; Robert J Vallerand, Université du Québec à Montréal

The creative process refers to the sequence of thoughts and actions that leads to novel, adaptive productions (Lubart, 2000). Vallerand et al. (2003) developed a dualistic passion model that has implications for creativity. Two types of passions are proposed. Harmonious passion (HP) occurs when individuals freely engage in a self-defining activity that they find important and enjoyable, whereas obsessive passion (OP) arises when one experiences an uncontrollable urge to partake in the activity. The aim of the present study was to test a model of psychological well-being. Seventy professional creative artists completed a web survey assessing HP, OP, positive and negative affect, and life balance during the creative process. Life satisfaction and meaning in life in general were also measured. Results from a path analysis revealed that HP positively predicted life balance and positive affect, but negatively predicted negative affect, and was unrelated to excitement. OP was a positive predictor of excitement and negative affect, was negatively associated with life balance, and unrelated to positive affect. Only life balance and positive affect were positive predictors of life satisfaction and meaning in life. Finally, negative affect was negatively linked to meaning in life. Implications of the passion model for psychological well-being during the creative process are discussed.

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**LOWER WORKING AND WORKING CLASS STUDENTS' SOCIAL CLASS  
IDENTIFICATION HAS BOTH POSITIVE AND NEGATIVE CONSEQUENCES FOR  
ACADEMIC HOPELESSNESS**

Nassim Tabri, Concordia University; Michael Conway, Concordia University

The present study applied social identity theory (Tajfel & Turner, 1986) to understand the determinants and consequences for lower working and working class students' social identification with their social class and the consequences of such identification for seeking upward class mobility and feeling hopeless at succeeding in and benefiting from university studies. Determinants were mother and father's education and participants' beliefs regarding the extent to which individuals can leave a social class to join another one (i.e., permeability). Lower working and working class students (N = 140) completed self-report measures of the abovementioned constructs. Multi-item scales were all reliable. Participants' self-reported GPA was also included as a predictor of hopelessness. Structural equation modeling was conducted. The model provided an excellent fit ( $\chi^2(13) = 3.33, p = .99, CFI = 1, RMSEA < .01$ ). Alternative models did not provide a good fit. As expected, social identification directly decreased hopelessness. At the same time, social identification decreased the desire for upward mobility which, in turn, decreased hopelessness. Unexpectedly, social identification indirectly increased hopelessness through upward mobility. The findings reveal paradoxical pathways by which social class identification impacts hopelessness for lower working and working class students.

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**SELF-PERCEIVED MASCULINITY AND FEMINITY ARE ASSOCIATED WITH  
SOCIOSEXUALITY AND PARTNER PREFERENCES IN WOMEN**

Missy L Teatero, Lakehead University; Dwight Mazmanian, Lakehead University; Kirsten A Oinonen, Lakehead University

Sex differences in mating strategies have been studied extensively, yet there seems to be more within-sex variation than between-sex variation. The variance in mating strategies observed among women may be partly attributable to their degree of masculinity and femininity, or gender identity. The present study examined the relationships between women's self-perceived masculinity and femininity, and their sociosexuality and mate selection criteria. As part of a larger research project, 209 female university students completed the Sociosexuality Orientation Index, the Romantic Partner Attribute Index, and a measure of masculinity and femininity. These measures were administered across three sessions spanning 28 days, providing aggregated scores. Analyses revealed that masculinity and femininity were inversely related ( $p < .001$ ). Participants who rated themselves as more masculine tended to be more sociosexually unrestrictive ( $p < .05$ ). Masculinity was also negatively associated with rating "qualities of a good parent" and "desire for children" as important in a short-term partner ( $ps < .05$ ). In the context of a long-term relationship, masculinity and femininity were differentially associated with several other partner preferences ( $ps < .01$ ). These findings suggest that self-reported masculinity and femininity are associated with both sociosexuality and mate selection criteria.

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**GUILT AND SELF-FORGIVENESS FOR SMOKING: MOTIVATION FOR  
BEHAVIOURAL CHANGE**

Andrea Thompson, Carleton University; Michael J A Wohl, Carleton University

The transtheoretical model (TTM) of behavioural change has identified three distinct stages (precontemplation, contemplation, and preparation) of increasing motivation smokers go through before abstinence from smoking is achieved. However, the factors that differentiate one stage from the next remain unclear. The present study sought to explore the influence of emotional factors on the desire for smoking abstinence. Specifically, the roles of guilt and self-forgiveness in the promotion and inhibition of smoking cessation were assessed. In a survey of 186 smokers, higher levels of guilt for continued smoking were associated with being more motivated to quit for women, while higher levels of self-forgiveness were predictive of less motivation for both genders. Furthermore, guilt and self-forgiveness were found to mediate the relationship between stage of change and recognition of the negative effects of smoking.

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**INDIVIDUAL DIFFERENCES IN IMPLICIT ASSOCIATIONS OF SEXUAL AND ROMANTIC STIMULI: AN APPLICATION OF THE IMPLICIT ASSOCIATION TEST**

Ashley Thompson, University of New Brunswick; Lucia O'Sullivan, University of New Brunswick

The Implicit Association test (IAT) has been abundantly used and studied within the realm of social psychology. The IAT is a series of discrimination tasks in which participants are asked to place certain stimuli, as fast as possible, to a given pair of target categories (Greenwald, McGhee & Schwartz, 1998). The IAT measures the strength of these associations by using a latency-based algorithm (Greenwald et al., 1998). In this study, romantic and sexual stimuli will be assigned to two target categories: pleasant and unpleasant. Using the IAT in this manner will allow for the identification of implicit sex differences as they pertain to evolutionary theory, proposing that males are primarily interested in spreading their genes and females are interested in security and stability (Buss & Schmitt, 1993). A sample of 200 students attending the University of New Brunswick will be asked to complete a variety of measures assessing the mediating factors involved in the associations between sexual and romantic stimuli. It is hypothesized that females will associate romantic cues as more pleasurable than males and males will associate sexual cues as more pleasurable than females. We also expect some mediating factors such as: levels of masculinity and femininity, levels of conservatism, and levels of romanticism to play a role in the associations of sexual and romantic cues.

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**PRIMING ATTACHMENT SECURITY IN SOCIAL DILEMMA GAMES**

Victoria K Timmermanis, Ontario Institute for Studies in Education at the University of Toronto; M. Joy McClure, McGill University; Jennifer A Bartz, Mount Sinai School of Medicine; John E Lydon, McGill University

As social animals, we face a constant conflict between the motive to protect the self from harm, and the motive to affiliate with others. How do we balance our mixed motives? We examined whether priming attachment security affected the resolution of this mixed motives conflict in the context of two social dilemma games. Participants high in chronic attachment anxiety were primed with either a secure attachment figure or an acquaintance. Participants then played two social dilemma games in randomized blocks: the Prisoner's Dilemma (PD), which emphasizes self-interest, and the Assurance Game (AG), which emphasizes trust and cooperation. For each game, participants were asked to select a strategy and were asked how they would respond to hypothetical partner cooperation. Priming security increased cooperative responding and the reciprocation of cooperation in the PD. Security also facilitated decision making in the trust heavy AG: primed participants were faster to select their strategy and their response to cooperation in the AG than the PD, but controls were not. However, when considering how to respond to cooperation in the PD, primed participants were slower to respond than controls. This hesitation before reciprocating cooperation may reflect the influence of chronic anxiety even under security priming.

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**A COMPREHENSIVE ASSESSMENT OF INTERPERSONAL CONFLICTS AMONG UNIVERSITY STUDENTS**

Paul F Tremblay, Centre for Addiction and Mental Health; Sharon E Roberts, Centre for Addiction and Mental Health; Samantha Wells, Centre for Addiction and Mental Health; Kathryn Graham, Centre for Addiction and Mental Health; Roma Harris, University of Western Ontario; Roseanne Pulford, Centre for Addiction and Mental Health

A sample of 848 first year university students participated in an online study investigating several dimensions of interpersonal conflicts: (1) actions used in the conflict by both members including qualitative descriptions, (2) situational variables related to the conflict (e.g., gender of respondent and opponent, relationship to opponent, location, and consumption of alcohol), (3) distress-affect rating scales, and (4) rating scales of responsibility and perceived intention of the opponent to harm). Participants reported conflict resolution actions (e.g., apologies), expressions of grievances, mild arguments, incivility (e.g., angry gestures), verbal abuse, threats, and physical aggression. Conflicts reported by male students were more likely to occur with other males (63.4%) than with females, whereas conflicts reported by females were equally likely to occur with other females or males. The highest proportions of participants' conflicts occurred with friends and intimate partners. A large proportion of conflicts occurred in a university residence (38.0%) or at home (19.8%). Overall, females reported higher levels of distress than did males, and both males and females reported conflicts with intimate partners to cause the greatest distress. Results involving other sections of the questionnaire are also presented and discussed in relation to human aggression.

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**DRIVING BEHAVIOURS: A NEW DIMENSIONAL APPROACH TO THE ANALYSIS OF AGGRESSIVE DRIVING**

Evelyne F Vallières, Université du Québec à Montréal; Fabrice Pinard Saint-Pierre, Université de Montréal; Pierre McDuff, Université de Montréal; Manon Mousseau, Université du Québec à Montréal

Aggressive driving has been defined in various ways and can be studied according to three main dimensions: its purpose, its form and its intensity. However, few studies have analysed how the same driving action may be perceived in terms of intentionality, anger provoking, dangerousness, aggressiveness and public-spiritedness (civic responsibility). For example: If a driving behavior is perceived as intentional, is it necessarily anger provoking? Is it also perceived as dangerous and thought of as aggressive? Are some types of driving behaviors similar, in terms of their level of public-spiritedness (or lack of it)? The goal of this exploratory research was to answer some of these questions. The study was conducted with 122 drivers, male and female university students, who completed a questionnaire in class, assessing what they thought of the behavioral or verbal actions of another driver in terms of intentionality, anger provocation, dangerousness, aggressiveness and lack of public-spiritedness, with special attention given to this last aspect of driving. Factor analysis on the public-spiritedness scores indicated a 4 factor-structure, with 38% of the variance explained on this dimension and reproducing a simplex structure. The presentation ends with the theoretical and practical implications of these results.

**#132**

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

**A QUALITATIVE ANALYSIS OF YOUNG ADULTS' PERCEPTIONS OF ORAL SEX, INTERCOURSE, AND INTIMACY**

Sarah A Vannier, University of New Brunswick; E. Sandra Byers, University of New Brunswick; Christina R Colpitts, University of New Brunswick

Oral sex is a common behaviour among youth (Boyce et al., 2006). Surprisingly little is known about late adolescents' motivations for engaging in oral sex and many have engaged in oral sex but not in penile-vaginal intercourse (Brady & Halpern-Felsher, 2007). One possibility for this is that individuals may perceive oral sex as a less intimate alternative to vaginal intercourse. The goal of the current study was to assess young adults' perceptions of the relative intimacy of oral sex and penile-vaginal intercourse. Participants were 50 women and 28 men (17 and 24 years old) who were asked to indicate which behaviour they perceived as more intimate and to provide a detailed description of the reasons for their opinion. The majority of participants (88%) indicated that intercourse was more intimate than oral sex, although a significant minority (10%) reported that oral sex was more intimate. Three major themes emerged from the qualitative data analysis. Young adults' perceptions of intimacy are influenced by; 1) Potential risk (e.g., pregnancy and STIs), 2) Socialization / Education (e.g., the importance of virginity, sex education focuses on intercourse), and 3) Equality / Reciprocity (e.g., oral sex involves one partner pleasing the other). These findings increase our understanding of perceptions of oral sex behaviour and have important implications for sexual health educators.

**#133**

*Social and Personality  
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**A BEHAVIOURAL GENETIC STUDY OF MENTAL TOUGHNESS AND PERSONALITY**

Livia Veselka, University of Western Ontario; Vanessa Horsburgh, University of Windsor; Julie A Schermer, University of Western Ontario; Phillip A Vernon, University of Western Ontario

This poster presentation reports the first behavioural genetic (BG) investigation of mental toughness, as measured by the 48-item mental toughness (MT48) questionnaire, as well as the first BG investigation of relationships between mental toughness and the Big-5 factors of personality. Participants were 219 pairs of adult monozygotic and dizygotic twins from across North America. Twin study methodology was used to determine the extent to which genes and/or environmental factors contributed to individual differences in mental toughness, and to assess the genetic and/or environmental basis of any relationship between mental toughness and personality. Univariate BG analyses revealed that individual differences in mental toughness (as well as in personality) were largely attributable to genetic and nonshared environmental factors. Bivariate BG analyses revealed that phenotypic correlations between mental toughness and personality were largely attributable to common genetic and common nonshared environmental factors.

**#134**

*Social and Personality  
Psychology/Psychologie  
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personnalité*

**GENETIC AND ENVIRONMENTAL INFLUENCES ON AGGRESSION: A META-ANALYSIS OF TWIN STUDIES**

Livia Veselka, University of Western Ontario; Phillip A Vernon, University of Western Ontario

This poster presentation reports a meta-analysis of the extent to which genetic and environmental factors contribute to individual differences in aggressive behaviours among humans. It combines 91 twin studies spanning 42 years of research, from the mid-1960s to the present. Findings are based on a total of 41,011 monozygotic twin pairs, 31,694 same-sex dizygotic twin pairs, and 18,088 opposite-sex dizygotic twin pairs, with ages ranging from 9 months to 90 years. Studies included in the meta-analysis are grouped into three categories of aggression. The overt category centres upon interpersonal conflict and includes minor, physical, and violent aggression. The covert category includes antisocial behaviours such as vandalism and theft. The third "other" category captures clinical-level manifestations of aggression, self-harm, and measures of aggression that combine both interpersonal and antisocial behaviours. Although virtually all studies show evidence of genetic and primarily non-shared environmental factors

contributing to individual differences in aggression, a wide range of effect sizes exists. Additional analyses revealed that individual differences in more violent aggressive behaviours showed consistent evidence of being more heavily attributable to genetic factors.

**#135**

*Social and Personality  
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**DEFINING DATING INFIDELITY**

Sarah J Watkins, University of Calgary; Susan D Boon, University of Calgary; Rowan Sciban, University of Calgary

This study examined university students' definitions of infidelity in dating relationships. Dating infidelity occurs frequently and can have devastating consequences for the relationship and the individuals involved. Despite the importance of this topic, research is lacking on what behaviours constitute infidelity. The few previous studies that have examined how infidelity is defined have been limited in several ways; the current study addresses these limitations. Past studies have tended to use a restricted definition of infidelity; in the current study, participants were asked whether over 50 sexual and emotional behaviours would be considered unfaithful if enacted in a committed relationship. Participants also answered an open-ended question in which four different sets of instructions were used which allowed comparisons of their responses based on whether they were asked about infidelity generally, sexual infidelity, emotional infidelity, or both. This study is also the first to examine differences in whether a behaviour is considered unfaithful based on whether it occurs with an opposite or same sex partner. Results will be discussed in terms of what specific behaviours – ranging from flirting and sexual fantasies to intercourse and falling in love – constitute infidelity, as well as the degree to which consensus exists concerning whether certain behaviours are unfaithful.

**#136**

*Social and Personality  
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**GENDER AND HISTORY OF DATING ABUSE INFLUENCES APPRAISAL OF A DATING CONFLICT**

Sarah Carolyn Wayne, Carleton University; Laura Ziebell, Carleton University; Kimberly Matheson, Carleton University; Hymie Anisman, Carleton University

Verbal abuse within a romantic relationship may differentially affect men and women. The present study evaluated how men and women assessed relationship conflict and how their past experiences with dating abuse influenced these assessments. Participants (N = 65 male, 243 female) listened to an audio clip that depicted a dating couple having an argument where either the male was verbally abusive, the female was verbally abusive, or there was no abusive content. Participants also completed several questionnaires before and after hearing the audio clip regarding their personal history of abuse, their feelings towards the individuals in the clip, and their current mood. There was no difference between the males' ratings of the male who was being abused and the one in the no-abuse clip, whereas females tended to evaluate the female who was being abused more positively than the female in the neutral argument. When witnessing a member of their own gender group being abused, females who had experienced dating abuse in their past reacted more emotionally than did abused males, which was evident in their subjective mood scale scores. This type of emotional reaction may cause females to empathize with an abused female and thus rate her sympathetically. Women's own previous experiences in dating relationships might thus be a contributing factor to women's perspective of abuse in others.

**#137**

*Social and Personality  
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personnalité*

**EFFECTS OF PSYCHOSOCIAL VARIABLES AND LIVING ARRANGEMENTS ON STRESS IN FIRST YEAR UNDERGRADUATE STUDENTS**

Sarah K Worton, University of Calgary; Kimberley K Vaughan, University of Calgary

Academic pressures have been linked to high levels of stress among university students, but the relationship between psychosocial variables and stress is often overlooked. The present study examined whether social connectedness, perceived social support, and collective self-esteem predict stress among first year undergraduates. The effect of living arrangements on stress and on each of the psychosocial variables was also investigated. Students completed a series of questionnaires and one question regarding living arrangements. Results indicated that the psychosocial variables together accounted for 13% of variance in stress. No effect was found for living arrangements regarding stress level or collective self-esteem. However, perceptions of social connectedness were highest among students in residence. Students in residence also had higher perceptions of social support than students living with parents. Present findings suggest psychosocial variables should be considered in future research regarding stress among students, as well as in the design of stress management resources.

**#138**

*Social and Personality  
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**IMPLICIT GROUP SELF-DETERMINATION AND PERCEIVED THREAT: AN EXAMINATION OF THEIR MAIN AND INTERACTIVE EFFECTS ON INGROUP BIAS**

Maya A Yampolsky, Université du Québec à Montréal; Catherine E Amiot, Université du Québec à Montréal; Roxanne M Aubin, Université du Québec à Montréal; Sarah Gobeil, Université du Québec à Montréal

Individuals are motivated to view their ingroup in a positive light, especially compared to outgroups (Tajfel & Turner, 1986). Perceived threat to one's group also increases ingroup bias (Branscombe et al., 1999). In contrast, self-determination theory (SDT) states that a self-determined orientation should lead to less defensiveness and threat (Deci & Ryan, 2000). Therefore, group members should display lower ingroup bias when they identify with their group for self-determined (SD) rather than non self-determined

(NSD) reasons. This study predicted that participants primed implicitly (using a scrambled sentence task) with a NSD motivation to identify with their ingroup should report higher ingroup bias than those primed with a SD motivation. Threat was also anticipated to predict more ingroup bias. However, SD was expected to buffer against the amplifying effect of threat on ingroup bias. Moderated multiple regressions confirmed that increased threat predicted greater ingroup bias. In line with our expectations, participants who were primed with a NSD motivation, and who perceived higher levels of threat reported the greatest levels of ingroup bias. The results indicate that perceived threat interacts with NSD motivation to predict intergroup consequences.

**#139**

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**PEUT-ON DISCRIMINER PAR PLAISIR? L'EFFET DES NORMES DU GROUPE SUR LES COMPORTEMENTS DE DISCRIMINATION ET LES MOTIVATIONS QUI SOUS-TENDENT CES COMPORTEMENTS**

Martin Yelle, Université du Québec en Outaouais; Catherine E Amiot, Université du Québec à Montréal; Winnifred R Louis, Université de Queensland; Sophie Sansfaçon, Université du Québec à Montréal

La théorie de l'identité sociale (Tajfel et Turner, 1986) constitue l'un des cadres théoriques les plus utilisés pour examiner les relations intergroupes (Brown, 2000). Cette théorie propose que la catégorisation sociale, l'identification sociale, la comparaison sociale et le besoin d'avoir une identité sociale positive sont des variables psychologiques clés. Il reste à savoir si les comportements de discrimination peuvent être endossés pour des motivations autodéterminées (Deci & Ryan, 2000). Le but de la présente étude est d'examiner l'influence des normes endogroupes sur les comportements et les attitudes des participants et sur leurs motivations à endosser des comportements discriminatoires ou paritaires (autodéterminées vs. non autodéterminées). Les participants (N = 100) ont été recrutés à l'Université du Québec en Outaouais. Le questionnaire comprenait une manipulation des normes (graphiques et citations d'étudiants) et une mesure motivationnelle de distribution paritaire ou discriminatoire des ressources. Les résultats obtenus suggèrent que la manipulation expérimentale a un effet significatif sur les attitudes des participants, sur l'endossement de la position de leur endogroupe et sur leurs comportements (discriminatoires ou paritaires). La condition expérimentale (discrimination ou parité) a aussi affecté la motivation des participants à la distribution de locaux.

**2009-06-13 – 9:00 AM to 10:55 AM – 9 h 00 à 10 h 55 – JOLLIET**

**Invited Speaker  
(CPA/Section)/  
Conférencier  
invité (SCP/section)**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**INTERGRATED MODEL FOR TREATMENT OF INDIVIDUALS WITH  
CO-OCCURRING PSYCHIATRIC AND SUBSTANCE DISORDERS**

Kenneth Minkoff, Comprehensive Continuous Integrated System of Care

This presentation provides an overview of the problem of “dual diagnosis”, and then identifies principles of successful treatment intervention derived from available research on evidence = based best practices. These principles are placed in the context of an integrated model of service delivery that uses a common language and treatment philosophy of disease and recovery that makes sense from the perspective of both the mental health system and the addiction treatment system. Each principle is linked to specific intervention strategies that can be utilized by clinicians in any setting. These intervention strategies are described so that participants know how to begin to use them. The application of this model to individualized clinical treatment matching and the design of a comprehensive continuous integrated system of care is briefly illustrated.

**2009-06-13 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – DULUTH**

**CPA Donald O. Hebb  
Award/Prix Donald  
O. Hebb**

**CHRONIC INSOMNIA: RECENT ADVANCES AND INNOVATIONS**

Charles Morin, École de psychologie, Université Laval

Chronic insomnia is a prevalent public health problem which carries significant burden for the individual and society (e.g., increased risks of depression, more disability and absenteeism from work, and higher health care costs). Despite its high prevalence and significant morbidity, insomnia is for the most part untreated. Many individuals initiate self-help treatment with alcohol, over-the-counter sleep aids, and natural products and, even with professional consultation (usually with a primary care physician), medication is often the only treatment option considered. There is increasing evidence that psychological (cognitive-behavioural) approaches are effective, safe, and well accepted by patients. Yet, such approaches are not readily available and remain underutilized in the clinical management of insomnia. This lecture will highlight some of these paradoxes between research evidence and current clinical practices, discuss common barriers to insomnia treatment, and outlines recent innovations in treatment development and dissemination. To better meet the needs of patients with insomnia, it will be necessary to take a broader perspective on treatment effectiveness and find more efficient methods to disseminate effective insomnia therapies to potential users and ensure they are used in various clinical settings.

2009-06-13 – 9:00 AM to 10:25 AM – 9 h 00 à 10 h 25 – MACKENZIE

**Symposium***Criminal Justice Psychology/  
Psychology/Psychologie et  
justice pénale***ADDRESSING CHALLENGES TO OFFENDER RISK/NEED ASSESSMENT: FROM  
INDIVIDUAL STUDIES TO META-ANALYSES, THE EVIDENCE IS CLEAR**J Stephen Wormith, University of Saskatchewan

Although there are two decades of research documenting the predictive validity of offender risk/need assessment and the practice is ensconced in many large correctional agencies, scepticism about the science and practice of risk/need assessment persists. In our view, the only solution to these challenges is to appreciate the concerns and to conduct further research to address them explicitly. Using the Level of Service (LS) instruments to illustrate, this symposium reviews recent, individual studies as well as new, meta-analytic studies that address some of the details pertaining to offender risk assessment. The two individual studies examine the applicability of risk/need assessment to two minority group offenders, aboriginal offenders and female offenders. The two meta-analytic studies include a comparison of three risk assessment measures for young offenders, and a review of gender informed variables in the risk assessment of female offenders.

**A****ASSESSING THE PREDICTIVE VALIDITY OF THE LEVEL OF SERVICE  
INVENTORY – ONTARIO REVISION (LSI-OR) WITH ABORIGINAL OFFENDERS**Carrie L Tanasichuk, University of Saskatchewan; J Stephen Wormith, University of Saskatchewan; Lina Guzzo, Ontario Ministry of Community Safety and Correctional Services

The Level of Service Inventory - Ontario Revision (LSI-OR) is a risk assessment tool developed by Andrews et al. (1995) to assess risk and need among offenders in Ontario. As an update from the Level of Service Inventory – Revised (LSI-R), the scale was originally validated on general samples of inmates and probationers and designed for use with all offenders. Yet no studies have examined the LSI instruments and their predictive validity with large samples of aboriginal offenders. This was the main purpose of the current investigation. Data from 3960 Aboriginal offenders admitted in 2004 to the Ontario Ministry of Community Safety and Correctional Services were analyzed. Scores on all LSI-OR subscales were significantly correlated with general ( $r = .37$ ) and violent recidivism ( $r = .17$ ). Further analyses included chi-square analyses, multiple regression, Receiver Operand Characteristics (ROC) analysis, and survival analysis. Although interesting differences were observed between community and custody offender groups, the above analyses indicated that the LSI-OR is a valid tool for use with Aboriginal offenders. Furthermore, the LSI-OR was found to be at least as valid for female offenders ( $r = .40$ ) as it is with male Aboriginal offenders ( $r = .35$ ). However, some gender differences in recidivism rates raise interesting questions about how the scores should be interpreted.

**B****RISK ASSESSMENT WITH YOUNG OFFENDERS: A META-ANALYSIS OF THREE  
ASSESSMENT MEASURES**Mark Olver, University of Saskatchewan; Kiera Stockdale, Saskatoon Health Region; J Stephen Wormith, University of Saskatchewan

The current investigation is a meta-analysis of the predictive accuracy of three well-known forensic instruments used to appraise risk with young offenders: youth adaptations of the Level of Service Inventory, Psychopathy Checklist-Youth Version, and the Structured Assessment of Violence Risk for Youth. Forty nine potentially suitable published and unpublished studies (across 44 independent samples representing 8,758 youths) were obtained through a comprehensive search of electronic databases. Mean weighted correlations for each measure were significant in the prediction of general, nonviolent, and violent recidivism, with no single instrument demonstrating superior prediction. Within study comparisons upheld these broader findings and further analyses supported the predictive accuracy of youth adaptations of the LSI with diverse young offender groups. Implications regarding the utility of young offender risk measures for enhancing clinical service provision with youth clientele are discussed.

**C****SOURCES OF VARIABILITY IN THE MAGNITUDE OF PREDICTIVE VALIDITY  
ESTIMATES: A SPECIFICATION WITH LEVEL OF SERVICE RISK/NEED AND  
THE RECIDIVISM OF FEMALE OFFENDERS**Donald A Andrews, Carleton University

The ability of LS general risk/ to predict the recidivism of female offenders has been well-established meta-analytically. Yet the inter-sample and inter-study variability in estimates is often huge with ranges from a modest mean  $r$  in the .20s through very large mean estimates in the .40s. Possible sources empirically explored include selection ratio and base rate issues, the measure of effect size, gendered or other subtypes of offenders, length of follow-up, the training and supervision of assessors, the training and supervision of researchers, and the allegiance of researchers to the instrument being evaluated. Several of these factors are major correlates of the magnitude of validity estimates.

**D****AN EXAMINATION OF THE LSI-OR AND ITS SUPPLEMENTARY SCALES WITH  
FEMALE OFFENDERS**Albert Brews, University of Saskatchewan and Ontario Ministry of Community Safety & Correctional Services; J Stephen Wormith, University of Saskatchewan; Lina Guzzo, Ontario Ministry of Community Safety and Correctional Services

Recent attention to the classification of female offenders has drawn attention to factors influencing treatment and recidivism that typically lie outside risk assessment instruments. Consequently, the use of risk/need scales, such as the Level of Service Inventory

– Ontario Revision (Andrews, Bonta & Wormith, 1995), with female offenders has been questioned in spite of growing evidence of their predictive validity. Admittedly, though, less is known about the relationship between recidivism and other scales in this instrument (i.e., Strength Factors, Specific Risk/Need Factors, Prison Experience: Institutional Factors, Other Client Issues: Social, Health and Mental Health and Special Responsivity Considerations). Using a large province-wide sample of 2852 female offenders released from custody, or completing probation or a conditional sentence, this study examined the relationship of these sections with recidivism. In addition to a strong correlation between recidivism and general risk/needs, women with more strength factors were less likely to commit a reoffence, while women with more responsivity issues were more likely to reoffend. However, the incremental predictive validity of these scales, as well as victimization and mental health issues, was not demonstrated. Some dispositional differences were found. Implications for the classification of female offenders are discussed.

2009-06-13 – 9:00 AM to 10:25 AM – 9 h 00 à 10 h 25 – CHAUDIÈRE

**Symposium**  
*Clinical Psychology/*  
*Psychologie clinique*

**BURN THE COUCH: ALTERNATIVES TO TRADITIONAL PSYCHOTHERAPY FOR CLINICAL PSYCHOLOGY**

Randy J Paterson, Changeways Clinic

We have had more than a hundred years of therapy, and one of the biggest revolutions is that clients now sit up rather than lie on a couch. Psychotherapy is undeniably useful and will remain a part of psychologists' services for the foreseeable future. But therapy is time-consuming, expensive to provide, and unavailable to many; and its usual structure seems determined more by tradition than necessity. Is it, perhaps, time for us to re-imagine clinical psychology beyond the 50-minute therapy hour? In this symposium, 4 practitioners discuss strategies to disseminate psychological ideas and innovations using less traditional means. Included are: 1) The provision of self-care manuals via primary care physicians; 2) An internet-based strategy to assist families in the care of children with anxiety and related problems; 3) The dissemination of information and care strategies via web-based applications; and 4) The use of MP3 audio, extended sessions, and public education efforts as expansions of the role of the private clinic. The emphasis of the presentations is on the nature and logistics of the media used, the role of psychologists in increasing access to mental health information and services, and a discussion of the empirical work required to evaluate the effectiveness of these newer approaches.

**A THE SUPPORTED SELF MANAGEMENT PROJECT: INTRODUCING FAMILY DOCS TO THE GAME WHERE PSYCHOLOGISTS ARE THE PROS**

Dan J Bilsker, Centre for Applied Research in Mental Health & Addiction

This presentation will describe the Supported Self Management Project, which aims to accomplish the following: First, to distribute tools based on the principles of cognitive behaviour therapy (CBT) for mental-health self-management that can be integrated by family physicians into usual care. We have developed a series of CBT-derived self-management workbooks available for free download, including workbooks for adults dealing with depression, adolescents dealing with depression, depression in the workplace, and individuals with chronic illness dealing with comorbid mood problems. Approximately 60,000 books have been distributed. Second, the project aims to deliver brief training modules to family physicians, teaching them to coach their patients in behavioural self-management skills. Approximately 250 family physicians in British Columbia have been trained. Third, the project disseminates the basic concepts and strategies of CBT for common mental-health problems. Only when the gatekeepers of the Canadian health system are knowledgeable about CBT interventions will they refer patients to behavioural treatments, advocate for increased access to CBT and recognize the specialized knowledge of psychologists in this area.

**B "YOU MEAN YOU NEVER SEE YOUR PATIENTS, AND THE ONLY PEOPLE WHO TALK TO THEM DON'T KNOW WHAT THEY ARE DOING?"**

Patrick J McGrath, IWK Health Centre

Family Help is a client friendly, distance treatment program in which we deliver care to families in their own homes at times that are convenient to them. Using written materials and videos or a secure website and a trained non-professional coach, we deliver care without ever seeing our clients. Randomized trials on our child mental health program and recurrent pain in adolescents have been completed and other areas including post partum depression, stress, anxiety and depression in university students, child obesity, pediatric cancer, stroke rehabilitation are under development. The presentation will describe the program of research with over 500 families and the challenge of moving a new approach from the research lab into the community.

**C THE VIRTUAL COUCH: USING INTERNET TECHNOLOGY TO DELIVER MENTAL HEALTH EDUCATION AND SERVICES**

Darcy A Santor, University of Ottawa

Internet-based tools offer the promise of improving health outcomes in a number of ways: by increasing the accessibility and availability of health resources, by enhancing the delivery and evaluation of community or clinic based programs, and by improving the responsiveness of clinicians to patients not making timely gains. The goal of this presentation is to review the rationale for internet based technologies in each of these three areas and to illustrate the use of internet based tools in each area. The presentation highlights three current programs in the areas of school based mental health ([www.yoomagazine.net](http://www.yoomagazine.net)), health screening ([www.healthcheckplus.ca](http://www.healthcheckplus.ca)), and symptom management ([www.symptomtracker.ca](http://www.symptomtracker.ca)). Our health literacy program for schools is currently being implemented in some 200 schools in Canada and the US. Our health screening and symptom management tools are being used by a number of clinician groups in both Canada and New Zealand.



**D THE IPOD AS THERAPIST, AND OTHER STORIES: THREE STRATEGIES FOR ALTERNATIVE SERVICE DELIVERY**

Randy J Paterson, Changeways Clinic

The traditional 50-minute hour has achieved pride of place in mental health service delivery for few reasons other than simple tradition. This presentation discusses three initiatives to enhance or bypass traditional therapy as a psychological service delivery system. First, the contents of an established group therapy program have been adapted to MP3 audio format, enabling their use either as a self-guided form of therapy, or as an adjunctive technique to enable the therapist to accelerate traditional cognitive behavioural work. Second, a clinic associate has been designated to work with psychologists as a "horizon expander" to conduct extended simulations and excursions into feared or avoided situations as an adjunct to traditional therapy sessions. Third, an initiative dubbed "PsychologySalon" offers the general public a series of evening programs and weekend workshops on topics related to clinical psychology, providing information and strategies normally communicated within the context of ongoing therapy. The emphasis of the presentation is on the utility of enlarging the scope of traditional practice given the limitations of the dominant therapeutic model.

**2009-06-13 – 9:00 AM to 10:25 AM – 9 h 00 à 10 h 25 – HARRICANA**

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

**THE EFFECTS OF ORGANIZATIONAL AND MANAGERIAL PRACTICES ON JOB PERFORMANCE**

Tracy D Hecht, John Molson School of Business

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

This symposium pulls together 4 studies that examine the effects of organizational and managerial practices on in-role and extra-role job performance. Gagné's research, with a sample of 2274 employees, demonstrates how trust in management has a positive impact on in-role and extra-role performance. Using the lens of self-determination theory, Gagné shows that the positive effect of trust occurs because trust increases autonomous motivation. Jones' research examines the effects of allowing employees to participate in a volunteerism program on company time. Using a longitudinal design, he finds that the value placed on the program is positively related to felt obligation ( $N = 162$ ) and extra-role performance ( $N = 70$ ), for those employees with a strong exchange ideology. Hecht, Dyer and Lupachow's research compares teleworkers and on-site workers, using survey data from 83 employees and 14 supervisors, along with archival data for 193 employees. They find that there are no differences in the psychological contracts for the two kinds of workers, but teleworkers have higher extra-role performance and lower absenteeism. Ogunfowora and Lee's research examines whether ethical leadership on the part of supervisors is related to OCBs and counterproductive behaviours. Data from 50 teams across 6 organizations are examined with relations being tested at a team-level of analysis.

**A THE MEDIATING EFFECT OF WORK MOTIVATION ON THE RELATION BETWEEN TRUST AND PERFORMANCE**

Marylene Gagne, Concordia University

In a sample of 2274 managerial and non-managerial employees from a national transportation company, we tested whether trust in management is related to performance, and whether this relation is mediated by employee motivation. Using self-determination theory, we posited that trust is more highly related to autonomous than controlled motivation and that autonomous motivation is more highly and positively related to performance than controlled motivation. Multiple regression showed that trust was positively related to self-reported in-role performance,  $\beta = .21^{***}$ ,  $R^2 = .05$ . Autonomous motivation mediated this effect,  $\beta = .31^{***}$ ,  $\Delta R^2 = .11$ , (trust dropped to  $\beta = .12^{***}$ ), but controlled motivation did not,  $\beta = .06^{**}$ . Trust was more strongly and positively related to engagement in OCB,  $\beta = .27^{***}$ ,  $R^2 = .07$ . Autonomous motivation mediated this effect,  $\beta = .27^{***}$ ,  $\Delta R^2 = .08$ , (trust dropped to  $\beta = .19^{***}$ ), but controlled motivation did not,  $\beta = .04$ , ns. These results suggest that management try to augment levels of autonomous motivation over controlled motivation, since the former leads to better individual performance. Since research on self-determination theory shows that autonomous motivation can be fostered through efficient management, cultivating a climate of trust may be one way in which companies can foster high performance.

**B PREDICTORS OF JOB PERFORMANCE AMONG TELEWORKERS AND ONSITE WORKERS**

Tracy D Hecht, John Molson School of Business; Linda Dyer, Concordia University; Jason Lupachow, Concordia University

This research examines the productivity and attitudes of teleworkers and on-site office workers at a telecommunications firm. The goal was to explore differences between the two groups of workers in their psychological contracts, and their in-role and extra-role job performance. Links between tenure and performance were also examined. Data were gathered via telephone interviews (24 employees and 2 supervisors), electronic surveys (83 employees and 14 supervisors), and company archives (performance and absence data for 193 employees). In contrast to expectations, no difference was observed in the psychological contracts held by on-site and teleworkers. In line with past research, teleworkers were absent less often than onsite workers. Consistent with social exchange theory, employees who were given the opportunity to telework (a privilege in this organization) performed more OCBs than their onsite counterparts. Telework tenure was negatively related to supervisory ratings of OCBs, but on-site

tenure was positively related to self-ratings of OCBs. Teleworkers reported decreases in autonomy with increased years of teleworking; onsite workers reported increases in autonomy with increased time in the organization. This last finding has important implications given that autonomy was positively related to performance (both in-role and extra-role) for all workers.

**C** **SOCIAL EXCHANGE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR: RECIPROICATION IN RESPONSE TO AN EMPLOYEE-CENTERED SOCIALLY RESPONSIBLE BUSINESS INITIATIVE**

David A Jones, University of Vermont

Research on social exchange shows that employees tend to perform more OCB when there is a perceived benefit from discretionary actions performed by their supervisors and organizations. Extant research has focused on reciprocation of benefits related to fair treatment, perceived support, psychological contract fulfillment, and leader-member relations. While this has been fruitful, few studies have looked at benefits from other discretionary actions. In the present study, I examined how employees respond to a company volunteerism program, through which they could use paid time to serve the nonprofits of their choice. Potential benefits from volunteering include opportunities to develop professional and interpersonal skills, paid time off work to spend with coworkers and friends, and having rewarding “feel good” experiences on company time. Employees may be especially likely to reciprocate in response to these benefits because a company’s choice to invest in such a program is highly discretionary, which may signal that it is genuinely committed to employee well-being. Results showed that, among employees who were higher on exchange ideology, those who valued the volunteerism program to a greater degree had significantly higher levels of felt obligation ( $N = 162$ ) and supervisory-reported citizenship behaviours ( $N = 70$ ) measured six months later.

**D** **THE RELATIVE VALIDITY OF ETHICAL LEADERSHIP IN PREDICTING EMPLOYEE PERFORMANCE BEHAVIOURS**

Babatunde Ogunfowora, University of Calgary; Kibeom Lee, University of Calgary

The effects of leaders’ ethical behaviours on employee performance have received much research attention lately. An ethical leadership construct developed by Brown, Trevino, and Harrison (2005) describes leaders who engage in normatively appropriate behaviours, and who make expectations about ethical conduct clear to employees by actively conveying ethical standards and establishing reinforcements to uphold them. In the present research, this ethical leadership was hypothesized to influence counterproductive work behaviours (CWB) and organizational citizenship behaviours (OCB). We examine whether ethical leadership contributes to the prediction of these outcomes, over and above predictions by two other prominent leadership constructs: Transformational Leadership (Bass & Avolio, 2000) and Abusive Supervision (Tepper, 2000). We test whether the effects of ethical leadership on OCB and CWB can be explained by mediation mechanisms distinct from the other leadership constructs. Data will be collected from 50 teams across six organizations. For each team, half of the members will provide evaluations of their supervisor on the three leadership styles and the other half will provide perceptions of how frequently their teammates engage in CWB and OCB. The relationship between the leadership variables and employee behaviours will be examined at the team level.

2009-06-13 – 9:00 AM to 10:25 AM – 9 h 00 à 10 h 25 – RICHELIEU

**Symposium**

*Rural and Northern Psychology/Psychologie des communautés rurales et nordiques*

**ACCESS TO HEALTH AND SOCIAL SERVICES FOR FAMILIES IN RURAL CANADA**

Cindy Hardy, University of Northern British Columbia

Access to health and social services for families living in rural Canada is limited by a wide variety of factors which challenge the capacity of rural communities to respond to families’ health and social service needs. The papers in this symposium document rural families’ stress in relation to obtaining health care, identify subgroups that experience higher levels of health care-related stress, provide an example of how an aboriginal community is responding to the complex needs of its most vulnerable families, and discuss reasons professionals chose to work and live in rural communities. Together the papers suggest strategies that might be used to improve rural Canadian families’ access to health and social services.

**A** **RURAL FAMILIES’ HEALTH CARE-RELATED STRESS**

Serge J Gallant, Saint Mary’s University/IWK Health Centre; Cyndi L Brannen, Centre for Research in Family Health/IWK Health Centre

While there is a popular belief that rural Canadians experience health care-related stressors due to emergency room closures and physician shortages, a lack of research on this topic exists. We developed a nine-item scale measuring health care stress as part of the Rural Experiences of Stress Survey. Respondents ( $N = 273$ ) were between the ages of 18-49 living in a rural Nova Scotian family. We used an iterative technique for item development using content area research experts, rural policy makers and other stakeholders, community service organizations, and rural families. Exploring differences between high and low users of health services, specifically families with at least one chronically ill member or women, we predicted that chronic illness would increase health care stress. We hypothesized women would have higher health care stress because of their more frequent use of services. Results indicate families with at least one chronically ill member worried more about health care needs not being met,  $t(270) = -1.978$ ,  $p < .05$ , as did women,  $t(269) = 3.347$ ,  $p < .01$ . Logistic regression indicated that the odds of being in a family with chronic illness were predicted by health care stress status, while the same was not true for gender. The findings suggest that rural families and women are at risk for higher health care stress especially when a family member is chronically ill.

**B****MOTHERS' STRESS RELATED TO TRAVELING FOR HEALTH SERVICES**

Laura Hambleton, Centre for Research in Family Health/IWK Health Centre; Cyndi L Brannen, Centre for Research in Family Health/IWK Health Centre

A crisis exists in rural Canada concerning women's access to health care services. Barriers to health care such as transportation may be exacerbated for women who are also mothers. A shortage of health services requires mothers to travel distances to appointments, which leads to a variety of hidden expenses, generating additional stress to mothers' lives. Mothers who experience illness, either within themselves or in their families, are confronted by this profound lack of services within our Canadian system. This is compounded for mothers who are also single, Aboriginal, immigrant, poor, lesbian, living rurally, or living with disabilities. The present study evaluates the connections between mothers' transportation stress in a sample of 207 rural Nova Scotian women, 107 of which were mothers with a child under the age of 12. A scale of health care stressors was developed for this study, measuring both frequency and intensity for the following three items: 1) Worrying about the distance to the hospital; 2) Experiencing difficulty getting to health care appointments; and 3) Driving to health care appointments. The most common source of health care stress for mothers was worrying over driving to health care appointments. Further results and implications will be discussed.

**C****PLANNING SERVICES FOR PARENTS WITH FASD: SUCCESSES AND CHALLENGES**

Cindy Hardy, University of Northern British Columbia; Brian Williams, Gitxsan Child and Family Services Society

This paper will describe a project focused on developing culturally appropriate supports for aboriginal parents living with fetal alcohol spectrum disorder (FASD). Gitxsan Child and Family Services located in Hazelton BC have a vision for using Gitxsan cultural traditions to support families where a parent is affected by FASD. These traditions will be described, as will the health and social services needs of parents with FASD. Successes and challenges encountered in the project will be described to illustrate the complexity of service planning in small communities. Successes include attracting interest from potential funding agencies, obtaining widespread community support for the project, and articulating a vision for supporting families while renewing centuries old cultural traditions. Challenges include overcoming stigma related to FASD, addressing jurisdictional issues regarding payment for services, and working with limited scientific knowledge of the complex needs of families with parents living with FASD.

**D****WHO WORKS IN NORTHERN BC?**

Candice Manahan, University of Northern British Columbia; Cindy Hardy, University of Northern British Columbia

Human resource challenges are affecting health care service delivery across the country. The primary objective of this project was to identify personal characteristics and experiences shared by health care professionals who work long-term in northern B.C. to help understand recruitment and retention. Four psychologists, as well as 6 speech-language pathologists, 4 occupational therapists, 8 social workers, and 4 physiotherapists living in northern B.C. long-term were interviewed. A qualitative descriptive design was used to identify influences in choosing rural or northern training, initiating practice, and remaining in northern B.C. Four major themes emerged from the interviews with psychologists regarding initiating practice and remaining in northern B.C., including influences of personal background, professional, individual, and community values. Differences between recruitment and retention influences depended on participants' stage of life, past experiences in rural settings, and the location of their family. The findings suggest personal characteristics and experiences, along with age and stage of life, rural background, and location of family influence personal values about family, career, personal preferences, and community. Personal values determine psychologists' decision to come and/or stay in northern B.C.

2009-06-13 – 9:00 AM to 10:25 AM – 9 h 00 à 10 h 25 – PÉRIBONKA

**Symposium**

*Counselling Psychology/  
Psychologie du counseling*

**CLIENT EMOTION AND VOCAL QUALITIES IN PSYCHOTHERAPY**

Marilyn Fitzpatrick, McGill University

It is vital for counsellors to accurately identify client emotions in order to work effectively with them. Tone, pitch, volume and speech rate are cues that clinicians identify intuitively to understand client emotions. Some vocal cues are easily understood but others are subtle. Until recently, difficulties in measuring vocal quality have meant that little attention has been paid to this issue. Recent technological advances have created opportunities to study the acoustic qualities of client speech with precision. This symposium will elaborate clinical issues and research findings relative to client emotion and vocal quality. We will begin with a survey of the research issues and findings related to client vocal acoustics, with particular attention to the usefulness of computer models in assisting clinicians in developing acoustic sensitivity. The second paper will report an investigation of the prosodic patterns of the relatively subtle emotion of client interest, highlighting the strengths and limitations of computer methods in capturing data that is salient to counsellors. Finally, we will present the therapy of a depressed client and how the analysis of the acoustic qualities of emotional episodes contributed to understanding the case. Together these contributions will elaborate the understanding of how client emotion is expressed through the voice.

**A** **SENSITIVITY TO VOCAL ACOUSTIC CHARACTERISTICS OF CLIENT EMOTION: RESEARCH AND CLINICAL ISSUES**

Gabriela Ionita, McGill University; Clare L Foa, McGill University; Marilyn Fitzpatrick, McGill University

This paper examines issues related to the use of vocal acoustic characteristics (VAC) as indices of client emotion in therapy. It is vital for therapists to accurately identify client emotions in order to elicit, process, regulate, or transform them (Greenberg, 2008). For research purposes, emotion has typically been assessed using client self-report measures or by external raters who listen to sessions. Client self-reports tap global post-session emotional evaluations that are not sensitive to the important momentary fluctuations of therapeutic work. External ratings are labour intensive and rely on the ability of observers to infer emotions, a particular challenge with subtle affects. An alternative is examining acoustical characteristics. Client Vocal Quality (Rice, Koke, Greenberg, & Wagstaff, 1979) was an early categorical classification system that suggested the importance of the vocal features of emotion. More recently computer models of VAC have been linked to emotions (Juslin & Laukka, 2001; Scherer & Banse, 1991) and patterns for anger and sadness in therapy-like situations have been identified (Rochmand, Diamond & Amir, 2008). This paper will present the research issues related to examining VAC and recent research findings. We will also discuss the usefulness of computer models in assisting counsellors to develop sensitivity to client vocal characteristics.

**B** **THE SOUND OF INTEREST: PROSODIC PATTERNS ALONG THE SPECTRUM OF INTERESTED SPEECH**

Clare L Foa, McGill University; Calli Armstrong, McGill University; Marilyn Fitzpatrick, McGill University

Emotion is defined as a cluster of components characterized by physiological changes, facial and vocal expressions, cognitive appraisals and subjective experiences (Silvia, 2008). Research examining the role of client emotion in counselling has focused predominately on negative emotions (Silvia, 2006). Positive emotions, such as pride, interest, and joy have proved difficult to measure as they are typically of shorter duration and less observable. Initial attempts to assess interest using self-report and observer-rated measures revealed that content (what is said) is confounded with the emotional experience. However, promising results in the study of interest (Banse & Scherer, 1996) indicate that it is reliably predicted by changes in vocal pattern and body movements (Johnstone & Scherer, 2000); interested speech becomes faster and has an increased range of frequency. The current study analyzed the prosodic patterns of speech using acoustic analysis software (Praat, Version 4.1.2, Boersma & Weenink, 2003). Thirty participants were given mood induction tasks designed to elicit excited interest, contemplative interest, and boredom. Speech prosody patterns related to each condition are discussed in terms of the strengths and limitations of computer assisted rating methods in capturing emotional data relevant to the counselling process.

**C** **EMOTIONAL AROUSAL AND SPEECH PROSODY: A CASE STUDY**

Calli Armstrong, McGill University; Marilyn Fitzpatrick, McGill University; Leslie S Greenberg, York University; Rhonda Goldman, Argosy University, Schaumburg

The productivity of highly aroused expressed emotion is thought to play an important role in facilitating therapeutic change (Greenberg, Auszra, & Herrmann, 2007). The Client Expressed Emotional Arousal Scale-III (CEEAS-III; Warwar & Greenberg, 1999) categorizes emotions (anger, love, fear, joy, surprise, and sadness) and assesses their intensity of expression. This measure requires highly trained observers to rate the level of emotional arousal. Research has suggested that speech prosody (variations in volume, pitch, and tone) mediates the recognition and differentiation of emotions (Scherer, Banse, & Wallbott, 2001). Measures of acoustical parameters have been used to distinguish between emotions, and may prove useful in psychotherapy studies (Rochman, Diamond, & Amir, 2008). However, we do not know the relationship between currently used measures of emotion and vocal acoustical parameters collected via computer. This study explores the relationship between emotional arousal (as measured by CEEAS-III) and speech prosody. Data consisted of 15 sessions in a good outcome case from the York I Depression Study. Sessions were assessed using the CEEAS-III (Warwar & Greenberg, 1999), and acoustical analyses were conducted using Praat software (Boersma & Weenink, 2008). Discussion will consider how computer acoustical analysis can aid our understanding of counselling processes.

2009-06-13 – 9:00 AM to 10:25 AM – 9 h 00 à 10 h 25 – BERSIMIS

**Symposium**  
*Health Psychology*  
*Psychologie de la santé*

**CLINICAL / HEALTH PSYCHOLOGY RESEARCH THAT FLOPPED: LEARNING FROM FAILURE**

Wolfgang Linden, University of British Columbia

We believe this symposium to be innovative. Likely as a matter of pride, we tend to present our best efforts at conferences. On the other hand, as Psychologists we know the learn most from failure. We posit that all active researchers will have had to deal with problems and glitches at some point. Sharing failure experiences may serve to avoid suffering and waste of resources. Four active researchers will come forward to provide examples of such 'flops' in the areas of anxiety disorders, substance abuse research, and clinical trials in health research. We believe that each of these stories contains important take-home for researchers working in these areas.

**A FINDING THE RIGHT CONTROL GROUP IN A CLINICAL TRIAL: BEWARE OF PREGNANT WOMEN!**Wolfgang Linden, University of British Columbia

A potential problem in randomized trials is the assignment of patients into treatment arms that may not be perceived as equivalent in value (the 'equipoise principle'). The research described here focused on hypertension in pregnancy, a very risky condition for the unborn and one that can require lengthy bed-rest for the mothers. I will describe what happened when pregnant, hypertensive women (defined by 24-hr blood pressure monitoring, the best available measurement) were randomized into Standard Treatment (reflecting the safe standard they would have received anyway) versus Autogenic Training (a previously untested approach for this population). Autogenic Training is a self-regulation method similar to relaxation training. To assure equipoise, a cross-over design was planned so that all patients would ultimately receive the 10-week Autogenic Training. Despite informed consent, a harmonious research team of psychologist and obstetrician, and kind treatment by study staff, no reasonably-sized control group was ever completed. The Autogenic Training led to a significant reduction in 24-hr systolic blood pressure (- 10 mmHg) which was, however, difficult to interpret without the control group. The hypothesized reasons for this 'flop' will be explicated and attempts at rescue of this intended RCT will be described.

**B MISTAKES THAT MADE ME CRY IN MY BEER: LESSONS LEARNED FROM MOOD INDUCTION RESEARCH IN THE ADDICTIONS AREA**Wolfgang Linden, University of British Columbia

Research in my addictions laboratory at Dalhousie often makes use of mood induction procedures. Such procedures have included viewing emotional films, writing about a personal emotional event, and listening to emotion-inducing music. We use such lab-based procedures to experimentally examine emotional triggers for addictive behaviours such as drinking, binge eating, and compulsive gambling in various at-risk groups. My group has learned many important lessons from 'mistakes' we have made along the way. General principles involved in mood induction research will be reviewed first as an introduction to the area. Then, several stories will be shared about our mistakes ranging from 'experiments gone completely wrong' to studies involving more subtle errors. Recommendations will be made in an attempt to help others avoid such pitfalls in future.

**C MOVING FORWARD AFTER FINDING NOTHING: DISCOVERING A MEMORY BIAS BY REDISCOVERING ECOLOGICAL VALIDITY**Adam S Radomsky, Concordia University

Though early cognitive theories about memory and anxiety predicted that those with obsessive-compulsive disorder (OCD) would show a memory bias in favour of information that is threatening and/or personally significant or important, the literature has been inconclusive about whether such a bias exists. In this talk, following a review of previous work showing evidence supporting a memory bias in association with different forms of OCD, two different experiments will be presented. The first experiment was completely unable to show evidence of a memory bias. The second, reconceptualised based on the findings of the first study, and in light of information obtained from the clinic, did show strong evidence of a memory bias for threat, in association with disorganized objects, as related to OCD. Differences between the two studies from theoretical and practical perspectives will be reviewed. These two experiments will be discussed in terms of the challenges associated with making connections between various aspects of science and practice. It is suggested that, when these connections are present, researchers are more likely to generate findings that are both meaningful and useful.

**D NAVIGATING THE MINEFIELD OF INDUSTRY SPONSORED RESEARCH**Tavis S Campbell, University of Calgary

Unlike the relatively transparent procedures of tri-council funded research, the use of industry-sponsored "unrestricted educational grants" can be a far more onerous undertaking. Lack of clarity surrounding willingness to meet institutional overhead requirements and control over the publication process create serious obstacles for tapping into seemingly vast resources of the pharmaceutical industry. I will describe my experience with an industry-sponsored randomized controlled trial designed to compare two smoking cessation agents combined versus a single medication. Even after full approval for funding, the sponsoring company began discussions with the researchers to cut further cut costs of equipment, personnel and participant testing resulting in serious difficulties with statistical power and increased demands on the investigator. Next were prolonged negotiations with the University regarding overhead, and contract wording regarding investigator autonomy. The unanticipated requests discouraged a physician co-investigator who needed to be replaced (another major challenge). Ongoing requests to speak at CE events, provide detailed reports, and tolerate industry interference in publications prevented timely completion and eroded the team's interest. Efforts aimed at completing the trial will be described, and suggestions for future research with industry will be offered.

**2009-06-13 – 9:00 AM to 10:55 AM – 9 h 00 à 10 h 55 – GATINEAU**

**Workshop/Atelier**  
*Students in Psychology/  
 Étudiants en psychologie  
 psychologie*

**COUNSELLING VERSUS CLINICAL PSYCHOLOGY: WHICH GRADUATE PROGRAM IS FOR ME?**Lara E Cross, University of New Brunswick; Anne C Wagner, Ryerson University

Counselling and clinical psychology are fields with historically blurred boundaries (Lalande, 2004; Young & Nicol, 2007). In an attempt to establish an independent professional identity, counselling psychology is currently defining its unique image within

the Canadian Psychological Association and Canadian psychology (Lalande, V., et al. (2008, August 14). *Counselling Psychology in a Canadian Context: Report from the Executive Committee for a Canadian Understanding of Counselling Psychology*. Retrieved November 8, 2008, from [http://www.cpa.ca/cpsite/userfiles/Documents/sections/counselling/Definition\\_Couns\\_Aug\\_14.pdf](http://www.cpa.ca/cpsite/userfiles/Documents/sections/counselling/Definition_Couns_Aug_14.pdf)). As these changes occur, it is pertinent to ask how informed are undergraduate students regarding the specifics of these programs? Do students applying to these graduate programs in Canada know the extent of the similarities and differences to make an informed decision regarding their own graduate training and vocational goals? This presentation will be facilitated by clinical and counselling Master's students to speak to the relevant issues in their respective programs for students, by students. Training models (scientist-practitioner, Canadian Counsellor Certification), scopes of practice (clinical competence, roles within the realm of psychology, areas of research), application processes, and career options of these two graduate programs will be discussed.

**2009-06-13 – 9:00 AM to 10:55 AM – 9 h 00 à 10 h 55 – SAINT-CHARLES**

**Workshop/Atelier**  
*Psychoanalytic and  
Psychodynamic  
Psychology/Psychologie  
psychoanalytique et  
psychodynamique*

**EICHMANN ON TRIAL: A RE-EXAMINATION OF THEMATIC APPERCEPTION TEST (TAT) FINDINGS**

Richard Karmel, McGill University Health Centre - Montreal General Hospital Site

In 1961, Nazi mass-murderer Adolph Eichmann was brought to trial in Jerusalem. Pretrial interrogation included a psychological test battery, in addition to psychiatric interviews. While the Eichmann test findings have been published, psychological test findings are generally unknown to clinical psychologists and have not been subject to contemporary review. This presentation examines Eichmann's TAT responses, offering one clinician's perspective while encouraging the listening audience to engage in a lively exchange. What can be learned from this historical document? Does a contemporary understanding provide newer insights? What extrapolations are possible? The audience will be provided with the raw test data and the presenters' test interpretation.

**2009-06-13 – 9:00 AM to 9:25 AM – 9 h 00 à 9 h 25 – SAINT-FRANÇOIS**

**Theory Review/Examen  
théorique**  
*Family Psychology/  
Psychologie de la famille*

**L'ADAPTATION ET ÉVALUATION AUPRÈS DE LA POPULATION FRANÇAISE D'UN PROGRAMME DE FORMATION AUX HABILETÉS PARENTALES : LE PROGRAMME DE BARKLEY (1997) DESTINÉ AUX PARENTS D'ENFANTS AVEC UN TDA/H**

Stéphane Hauth-Charlier, Université de Strasbourg; Céline Clément, Université de Strasbourg et Université du Québec à Montréal

En dépit de données probantes établissant l'efficacité des programmes de formation aux habiletés parentales pour les parents d'enfants avec un Trouble Déficitaire de l'Attention avec Hyperactivité, ceux-ci sont très peu développés en France. Notre objectif est ainsi d'adapter et d'évaluer le programme de Barkley (1997), dans le contexte des services de soin français. Le choix des mesures du fonctionnement parental s'est porté notamment sur l'indice de dépression de Beck (Beck, 1996) et l'Indice de Stress Parental (ISP ; Bigras, LaFrenière et Abidin, 1996). Les résultats sur deux groupes de parents montrent une baisse tendancielle de l'indice de Beck entre les phases de pré et post-traitement. De même une baisse significative est observée à l'ISP, en particulier à l'échelle de l'enfant. Par ailleurs, les données des questionnaires de situations à la maison (Barkley, 1997) montrent une baisse de l'intensité des conflits parents-enfants. Il apparaît donc que le programme de Barkley, reposant sur les principes des théories de l'apprentissage social, peut être adapté avec succès à la population française.

**2009-06-13 – 9:30 AM to 10:55 AM – 9 h 30 à 10 h 55 – MATAPÉDIA**

**Symposium**  
*History and Philosophy of  
Psychology/Histoire et  
philosophie de la  
psychologie*

**ETHICS UPDATE 2009**

Jean L. Pettifor, University of Calgary

The quality of psychological practice is enhanced by continuing discussion on the applications of ethical principles to a range of topics as diverse as end-of-life issues, the use of electronic media, ethical guidelines for supervision, and working across cultures in a context of globalization. The importance of the concept of "personhood" in the provision of quality healthcare is examined. Value conflicts that are based on cultural beliefs present dilemmas for counsellors and second generation Canadians. On the other hand, Canadian psychologists doing humanitarian work under adverse conditions in other countries face ethical issues unimaginable at home, and may raise questions about the meaning of Responsibility to Society as a guiding ethical principle. CPA provides ethics support for its members. It is timely for a review and update of the Canadian Code of Ethics for Psychologists (CPA, 2000), including a consideration of the Universal Declaration of Ethical Principles for Psychologists (IUPsyS, 2008).

**A**

**COMMITTEE ON ETHICS UPDATE: RESOURCES FOR PSYCHOLOGISTS**

Carole Sinclair, Hincks-Dellcrest Treatment Centre

This presentation will provide an update on several recent activities of the Committee on Ethics, including recent code interpretations, guidelines, and on online information. In addition, the presentation will outline the planned process for reviewing and updating the Canadian Code of Ethics for Psychologists, including the potential impact of the Universal Declaration of Ethical

Principles on the updating process. Participants will be invited to provide feed back regarding the Committee's recent and planned activities, and to provide ideas for future activities.

**B** **EXISTENTIALISM AND PERSONHOOD: MEANINGFUL RELATIONSHIPS AND MEANINGFUL WORK IN HEALTHCARE**

David C Malloy, University of Regina

This presentation will apply existentialism to the healthcare context in order to demonstrate how it can deepen our understanding of personhood in ourselves and our clients. Specifically, existentialism can influence at-work-relationships and authentic careers in healthcare. Martin Buber (1957) argued that we are always in a state of affiliation. The most fruitful of which is based upon respect and dignity, the so-called "I-thou" relationship. The alternative is the "I-It" relationship in which the other is perceived as a thing, as a tool calculate-able, as something which does not demand or command our respect but may inspire us to 'leap-in' and identify its problem and resolve 'its' dilemma as we see it (Heidegger, 1962). Such is the relationship that often is held by healthcare professionals with regard to the individual suffering from dementia. As 'personhood' is thought to decline, so too does the nature of the I-thou liaison. The healthcare provider ceases to develop or maintain a meaningful relationship with the client and falls into what Kitwood (1997) described as a 'frozen' state where organisational efficiencies trump individual care. The client suffers from neglect with predictable behavioural outcome.

**C** **ETHICAL ISSUES IN COUNSELLING SECOND-GENERATION CANADIANS**

Anoosha Aghakhani, University of Alberta

Even though client populations in Canada have become more culturally diverse, the ethical codes clinicians are expected to adhere to are based on the perspective of the dominant culture. Working with clients from non-majority groups requires an understanding of their specific beliefs, values, and ideals, which may inherently conflict with Western values. Second-generation Canadians are one such group that are often caught between multiple cultural realities and must negotiate values, beliefs, and ideals from their ethnic culture, as well as the dominant culture. The purpose of this session is to present the ethical and practice issues a clinician may encounter when working with second-generation Canadians. Case examples will be used to demonstrate some of the value conflicts both clinicians and second-generation Canadian clients may encounter. Suggestions for practice will also be provided.

**D** **HUMANITARIAN WORK A CHALLENGE TO THE ETHICAL PRINCIPLES**

Nicole Aubé, Private Practice

Humanitarian work, although fulfilling is not void of challenges. Based on my observations working as a Psychologist with Medecins Sans Frontieres/ Doctors Without Borders on various missions, it is clear that at times this type of work challenges the four foundational ethical principles of the Canadian Code of Ethics for Psychologists, especially the Principle of Responsibility to Society. This presentation will provide practical and tangible examples of ethically challenging dilemmas.

**2009-06-13 – 9:30 AM to 9:55 AM – 9 h 30 à 9 h 55 – SAINT-FRANÇOIS**

**Theory Review/  
Examen théorique**

*Counselling Psychology/  
Psychologie du counseling*

**CLIENTS AS CONVERSATIONAL AGENTS**

Tom Strong, University of Calgary; Helen F Massfeller, University of Calgary

Adopting a social constructionist approach to therapy as a dialogic process, we conceptualize psychological consultations as being conversationally 'co-managed' by practitioners and clients, and then examined how clients demonstrated conversational agency within those consultations. Specifically, we used discourse analysis to examine 35 single session lifestyle consultations between client and therapist volunteers, for passages of dialogue where clients took conversational initiatives (such as repairing practitioner misunderstandings, introducing topics without practitioner invitation). How such client initiatives were attempted, what practitioners did in response to them, and how such initiatives were brought to a mutually satisfactory resolution (for practitioner and client), focus our analyses. We interpret our results in terms of the working alliance between psychologists and clients, and in flexible conversational practices we identify as useful in optimizing that alliance.

**2009-06-13 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – DULUTH**

**CPA Gold Medal Award/  
Prix de la médaille d'or**

**MENTAL DISORDERS ARE BRAIN DISORDERS: YOU THINK?**

Robert O Pihl, McGill University; Robert O Pihl, McGill University

Recent years have seen an explosion of biologically based studies, interventions and explanations for most mental disorders. Indeed the mantra that mental disorders are brain disorders is frequently stated and certainly is at least partially true. Yet, the current landslide of information, produced with new extraordinary technologies, has resulted in limited clarity. The area of mental disorders remains laden with deficient, contradictory, and unproven explanations and treatments. One common rationale for this state is the failure to translate new scientific findings into practice. A more defensible and encompassing explanation focuses on the very basic conceptualizations and definitions of these disorders. Patently powerful methodologies can be no better or worse than the clarity of the problems under study. Numerous examples of definitional and diagnostic problems will be presented that have led to the cacophony of research findings. An alternative approach, with examples from the area of substance dependence/abuse offers one possible pathway to maximize the benefits of our increasingly powerful research tools and to add understanding to co-morbidity which is often fundamental to defining, explaining and treating a disorder.

2009-06-13 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – SAINT-FRANÇOIS

**Workshop/Atelier**

*Community Psychology*

*Psychologie communautaire*

**“CRAZY: ONE WOMAN’S SEARCH FOR**

**SANITY”-ADDRESSING STIGMA VIA COMMUNITY-BASED PERFORMANCE**

Gail Schwartz, Third Story Window

“Crazy: One Woman’s Search for Sanity” is a community-based performance project created by an artist/activist/mental health consumer. The project’s goals are to reduce stigma, open in-depth conversations about anxiety and depression, and create connections that facilitate wellness. The first component is an autobiographically-based multimedia theater piece in which the artist simultaneously creates a safe space in which to discuss mental health struggles and also raises important theoretical questions. The show utilizes character portraits, video, storytelling, movement and humor to connect with the audience and diffuse the charge surrounding the content. The show is followed by the second component, a discussion, and the third, a hands-on creative workshop through which audience members become participants, engaging kinesthetically in the issues surrounding anxiety and depression. The fourth component is an online blog and resource list.

2009-06-13 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – YAMASKA

**Committee Business**

**Meeting/Réunion**

**d’affaire**

**CANADIAN NATIONAL COMMITTEE OF THE NATIONAL RESEARCH COUNCIL  
FOR THE INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE COMMITTEE  
BUSINESS MEETING**

Janel Gauthier, Université Laval

2009-06-13 – 10:30 AM to 11:55 AM – 10 h 30 à 11 h 55 – MACKENZIE

**Symposium**

*Clinical Psychology/*

*Psychologie clinique*

**FACTORS IMPACTING TREATMENT MOTIVATION AND SUCCESS AMONG YOUTH  
WITH COMPLEX CLINICAL NEEDS**

Joanna Henderson, University of Toronto

Treatment motivation has been shown to be critical for treatment engagement and outcome in intervention research. Factors associated with treatment motivation include problem severity, legal context, social involvement, and mental health status. Youth are reportedly more likely than adults to enter treatment because of external influences and have been found to be less intrinsically motivated than their adult counterparts. This has been suggested as an explanation for the high treatment drop-out rates documented across youth treatment programs. Notably, little research has examined the treatment implications of the fundamental shifts that occur in autonomy and decision-making as adolescents emerge into adulthood. As well, the impact of specific mental concerns, such as traumatic stress on treatment motivation have not been explored. Lastly, treatment motivation has been investigated primarily in the context of substance addiction and little is known about treatment motivation among youth with other types of addictions and youth within other systems, such as juvenile justice. Accordingly, this symposium will explore the impact of developmental stage, traumatic stress and type of addiction on treatment motivation in youth presenting for treatment services, as well as the impact of treatment motivation on treatment success within the juvenile justice system.

**A**

**PERCEIVED USE OF SUBSTANCES TO COPE WITH TRAUMATIC STRESS:  
ASSOCIATION WITH TREATMENT MOTIVATION AMONG YOUTH**

Susan Rosenkranz, York University; Joanna Henderson, University of Toronto

Prevalence estimates report that up to 75% of youth with substance use disorders may have histories of serious trauma exposure. Youth with trauma histories and problematic substance use experience impaired psychosocial functioning across a range of domains, including increased criminal behaviour, interpersonal problems, depression, anxiety, poor academic performance, and suicidality. Compounding the poor prognosis, lack of treatment motivation and engagement among youth continues to serve as a significant obstacle to positive treatment outcomes. Enhanced understanding of factors affecting treatment motivation in these high risk youth is crucial to addressing these issues. In this study, fifty youth with histories of trauma exposure who sought outpatient addictions treatment at the Centre for Addiction and Mental Health in Toronto provided information about their substance use, trauma histories, mental health symptoms, treatment motivation, and readiness for change. Results of analyses examining the relationship between perceptions of using substances to cope with symptoms of traumatic distress and aspects of treatment motivation and readiness for change will be reported. Gender differences and implications for service delivery will also be discussed.

**B**

**UNDERSTANDING SUBSTANCE USE TREATMENT MOTIVATION IN EMERGING  
ADULTHOOD**

Ilana Goodman, Ontario Institute for Studies in Education at the University of Toronto;  
Joanna Henderson, University of Toronto; Michele Peterson-Badali, Ontario Institute for Studies  
in Education at the University of Toronto

Research has established that substance abuse treatment motivation (TM) (e.g., reason for seeking treatment) is the strongest predictor of treatment engagement and positive treatment outcome. Notably, despite the fundamental shifts that occur in autonomy and decision-making as adolescents emerge into adulthood, the factors affecting TM during this transition have been largely ig-



nored. The central purpose of this study is to investigate the impact of external pressures on TM and readiness to change in emerging adulthood. One hundred adolescents and emerging adults (ages 16 – 24) referred to a short-term outpatient program in Toronto, Canada completed a package of questionnaires including measures of treatment coercion (social and legal pressures), perception of developmental status, and TM prior to the commencement of treatment. In this study, we address two main questions: 1) what is the role of various external pressures on youth's TM 2) do these relationships change as a function of developmental status (e.g. as youth transition from adolescence to adulthood). Outcomes of this research will provide increased insight into the factors that underlie TM and will help to identify emerging adults most likely to engage in treatment and those that will benefit from motivational enhancement therapy.

**C REASONS FOR SEEKING TREATMENT AND TREATMENT MOTIVATION IN TRANSITIONALLY-AGED YOUTH WITH PROBLEMATIC GAMING, GAMBLING, AND INTERNET USE**

Joanna Henderson, University of Toronto; Bruce Ballon, University of Toronto; Eddie Chu, Centre for Addiction and Mental Health

Few studies have examined the treatment needs and experiences of youth with problematic gaming, gambling and internet use, particularly transitionally-aged youth. The clinical picture has been difficult to establish in part as a result of definitional issues and the limited availability of information derived from clinical samples. Nevertheless, some preliminary findings suggest that there may be commonalities among youth who experience problematic gaming, gambling and internet addiction and those who experience substance use problems. Indeed, recent calls for research regarding effective intervention have emphasized the importance of addressing these behaviours in the context of a broad range of addiction-related behaviours. One of the most important predictors of effective intervention with youth addiction to substances is treatment motivation. Accordingly, this study compares reasons for seeking treatment and other aspects of treatment motivation amongst 3 groups of transitionally-aged youth: 1) youth with problematic gaming, gambling, and internet use only; 2) youth with problematic substance use and concurrent gaming, gambling and internet problems; and 3) youth with problematic substance use only. Results will be discussed in terms of implications for treatment, as well as theoretical implications.

**D MATCHING COURT-ORDERED SERVICES WITH YOUTHS' TREATMENT NEEDS: PREDICTING TREATMENT SUCCESS IN COURT-INVOLVED YOUTH**

Tracey Skilling, University of Toronto; Tracey Vieira, Ontario Institute for Studies in Education at the University of Toronto; Michele Peterson-Badali, Ontario Institute for Studies in Education at the University of Toronto

The rehabilitation of young offenders is an important goal of the justice system. Despite its theoretical importance, the role of treatment responsivity factors in interventions has been neglected. Indeed, the impact of these factors may be substantial, as the extent to which these variables are effectively addressed in treatment can impact treatment success, and ultimately the likelihood of reoffending. In this study we evaluated the impact of matching youth with treatment services according to their individual risk level, criminogenic needs, and responsivity factors on recidivism. Responsivity factors in this study included treatment motivation, mental health functioning, and cognitive functioning. Participants were 122 youth referred for a court ordered assessment. Youths' clinical and probation files and criminal records were reviewed. The positive impact of appropriate treatment on recidivism over the follow-up period was evident. Higher risk scores were associated with earlier and more frequent recidivism and lack of appropriate treatment was associated with significantly earlier recidivism and a greater number of new convictions. Further, the extent to which the youth was motivated to engage in treatment, and the extent to which their individually-identified responsivity factors were addressed was significantly correlated with the number of new convictions incurred.

**2009-06-13 – 10:30 AM to 12:25 PM – 10 h 30 à 12 h 25 – CHAUDIÈRE**

**Workshop/Atelier**  
*Students in Psychology/*  
*Étudiants en psychologie*

**PREPARING FOR YOUR PREDOCTORAL INTERNSHIP**

Sandra L Clark, British Columbia Children's Hospital ; Rebecca Mills, Stan Cassidy Centre for Rehabilitation; Kerry Mothersill, Calgary Health Region; Nancy Link, Ontario Institute for Studies in Education at the University of Toronto; Lindsay S Uman, Dalhousie University and Alberta Children's Hospital; Kelly B Smith, Queen's University

Internship Committees review applications with an eye for depth, breadth, and quality of practicum experiences, acquisition of applied skills, academic progress, research productivity, interpersonal skills, and ability to conceptualize assessments and interventions. An emphasis is placed on selecting interns who are well matched with the training opportunities offered within the program. Although preparation for internship training is best started early in graduate training, the applicant can take specific steps to increase the likelihood of obtaining an internship that is most consistent with their training and practical needs. This workshop will be facilitated by internship directors, a clinical academic advisor, and students recently on and applying for internship to present practical suggestions, dispel myths, and to outline the procedure/process for preparing and applying for internship. This workshop will also allow for information exchange, sharing of perspectives, answering questions, and informal discussion. Both students and training directors are encouraged to attend. This workshop is co-sponsored by the Canadian Council of Professional Psychology Programs (CCPPP) and the Student and Clinical Sections of CPA.

2009-06-13 – 10:30 AM to 11:55 AM – 10 h 30 à 11 h 55 – HARRICANA

**Symposium**  
*Psychoanalytic and  
 Psychodynamic  
 Psychology/Psychologie  
 psychoanalytique et  
 psychodynamique*

**KEY CONSTRUCTS IN PSYCHODYNAMIC THEORY: RELATIONSHIP PATTERNS, DEFENSES AND THEIR RELATION TO ASSESSMENT AND INTERVENTION**  
Kelly Stelmaszczyk, McGill University

Identifying and addressing patient defenses has become an important element in the assessment and treatment of mental disorders (Cramer, 2006). Studies have revealed that defense patterns can help differentiate between Axis I and II disorders (Vaillant & Drake, 1985). Their utility in documenting change in therapy and process (Noam & Recklitis, 1990) could help predict symptom improvement and outcome (Bond & Perry, 2006). Relationship patterns are another key construct in dynamic theories (Clarkin et al., 2007), as conflicts in past relationships may lead to repetitive interpersonal relationships in one's life and may be demonstrated within the alliance. This Panel is composed of three distinct contributions examining the importance of two key psychodynamic constructs: defenses and relationship patterns. The first paper examines between and within-session relationships of defenses, experiencing, and therapist interventions across the psychoanalytic treatment of two patients. The second examines the relationship between relational patterns and impulsivity. The third examines the usefulness of existing models of interpersonal functioning in those with borderline personality disorder and suggests a model based on independent data. These presentations will elucidate the importance of defenses and relationship templates in the assessment and treatment of mental disorders.

**A** **EXAMINING DEFENSIVE FUNCTIONING, EXPERIENCING AND THERAPIST INTERVENTIONS ACROSS TWO CASES OF LONG-TERM PSYCHOANALYTIC TREATMENT**

Kelly Stelmaszczyk, McGill University; Pamela Burmeste Yañez, McGill University; Melissa Henry, McGill University; Don Baucom, University of North Carolina; Martin Drapeau, McGill University

This study examined change across sessions in two key patient variables: experiencing and defenses in the successful and unsuccessful long-term psychoanalytic treatments of two male patients ( $N = 2$ ), as well as therapist interventions over the course of treatment. Treatments totaled 811 and 702 sessions. Data from two consecutive sessions every 6 months was analyzed. Experiencing was assessed using the EXP scale (Klein et al., 1986). Defenses were assessed using the Defense Mechanism Rating Scale (DMRS; Perry, 1990). Therapist interventions were assessed using the Psychodynamic Intervention Rating Scale (PIRS; Cooper & Bond, 2002). Both treatments were compared through between and within-session analysis. Lag sequential analysis was used to determine the impact of defensive functioning and experiencing on therapist interventions, and the effect of therapist interventions on the two patient variables. The unsuccessful case exhibited mostly obsessional defenses across sessions with a low level of experiencing. The successful case exhibited narcissistic defenses with a higher level of experiencing. Predictable patterns of behaviors were also found as they relate to the types of interventions used by the analysts. The relationship between key dynamically-based constructs in the analyses and how they relate overall to therapist interventions and outcome of treatment will be discussed.

**B** **AGGRESSION TOWARD OTHERS VERSUS SELF-DESTRUCTIVENESS IN INTERPERSONAL REGULATION**

Annett Köerner, McGill University; J. Christopher Perry, McGill University; Martin Drapeau, McGill University

Self-destructive and object-directed destructive impulses and behaviors are common regulatory means in severely disturbed psychotherapy patients (Perry et al., 2009). Which view of oneself and others is related to the different behaviors? Do interpersonal schemas help to understand the outbreak of violence and self-destruction? Can we distinguish patients with intentions to hurt themselves or others from patients who act on their intentions? This cross-sectional study relates repetitive relationship patterns (Core Conflictual Relationship Theme method/ CCRT; Luborsky, 1997) to destructive behaviors (Impulse/Anger Checklist; Perry, 1989) in 192 treatment refractory psychotherapy inpatients at the beginning of their treatment. The three CCRT components Wishes toward oneself or others, Responses from others and Responses of one-self are used to draw a psychodynamic picture of destructive and anger impulses. Results show that patients with suicidal ideation are disengaged from others. Their detachment and lack of motivation is contrasted by the conflictual relationship patterns of patients who did attempt to commit suicide. The latter seem to be torn between wishes for distance and a strong desire for openness, help and trust. The contribution of these and other results to a multi-faceted conceptualization of destructive behavior (Whiteside & Lynam, 2001) is discussed.

**C** **THE INTERPERSONAL FUNCTIONING OF INDIVIDUALS DIAGNOSED WITH BORDERLINE PERSONALITY DISORDER: A REVIEW OF EXISTING EMPIRICAL MODELS AND SUGGESTIONS FOR A NEW MODEL**

Martin Drapeau, McGill University; J. Christopher Perry, McGill University; Stacy C Bradley, McGill University; Annett Köerner, McGill University

The present studies examined specific interpersonal behaviors of patients with Borderline Personality Disorder (BPD) using empirically based models of interpersonal functioning. Although it appears well established that interpersonal functioning is impaired in individuals with BPD (Ryan & Shean, 2007), few studies empirically analyzed specific behavior patterns. In both studies nar-

ratives of relationship episodes were scored using the Core Conflictual Relationship Theme Method (CCRT) to investigate the participants' interpersonal functioning. In the first study, 77 patients with BPD, and 81 patients with other personality disorders (PDs) were tested using three models (Diguier et al., 2001; Ruiz, Pincus & Bedics, 1999; Stern et al., 1997). Results indicated that two models showed a difference between the two groups, whereby patients with BPD felt more anxious and ashamed. No model showed differences between the two groups on the CCRT standard categories. In the second study scores of 68 BPD patients were compared to those of 139 PD patients. Results showed that BPD patients had more wishes to be distant, to be like others, to be hurt, and to hurt others; others were seen as controlling and bad; BPD patients were less open, helpful and self-confident than those without BPD. Results are discussed in reference to past empirical findings of BPD patients' interpersonal functioning.

**2009-06-13 – 10:30 AM to 11:55 AM – 10 h 30 à 11 h 55 – RICHELIEU**

**Symposium**  
*International and  
Cross-Cultural  
Psychology/Psychologie  
internationale et  
interculturelle*

**MULTIPLE PERSPECTIVES ON A COMPLEX PROCESS: HIGHLIGHTING  
IMPORTANT ASPECTS OF ACCULTURATION**

Jessica Dere, Concordia University

The studies presented in this symposium each highlight important aspects of the multifaceted process of acculturation. Calvez and colleagues highlight the recent move towards multidimensional models of acculturation within the literature, in their comparative study of the MIDA model among two samples of first-generation Indian and Russian immigrants in Canada. Chuong and Safdar examine both sides of the acculturation process, in a study that links the acculturation attitudes of both Chinese immigrants and European Canadians to the well-being and functioning of the immigrant group. Harvey and colleagues studied the impact of an anti-discrimination program on the acculturation attitudes of individuals from the majority culture in France, and found that this program can have effects on both attitudes towards immigrant acculturation and the tendency to discriminate. Finally, Goncalves and Tivendell present a cross-cultural study of ethnic identity, prejudice, and acculturation among samples from two Métis communities, highlighting the unique issues that can arise among individuals from these cultural groups. Together, these studies provide a rich picture of the complex topic of acculturation, from the perspectives of a diversity of cultural groups, including both immigrant and non-immigrant communities.

**A** **A COMPARATIVE ANALYSIS OF THE MIDA MODEL OF ACCULTURATION ON  
RUSSIAN AND EAST INDIAN IMMIGRANTS**

Stryker S Calvez, University of Guelph; Saba Safdar, University of Guelph; Katrina Rozga, University of Guelph

Advances in acculturation theories have suggested that the development of a more comprehensive multidimensional model of acculturation is necessary for understanding the factors that influence adaptation to a new culture (Arends-Toth & van de Vijver, 2006; Safdar, Lay & Ward, 2003). The purpose of this study was to further validate the Multidimensional Individual Differences Acculturation (MIDA) model's ability to explain and predict socio-cultural and psychophysical adaptation of two immigrant groups in Canada. Two hundred and eighty two first-generation immigrants from India (N = 114) and Russia (N = 168) completed the MIDA model questionnaire. The results demonstrated several consistent relations between predictors (i.e., Psychosocial Resources, Co-national Connectedness, Hassles, and Acculturation Attitudes) and outcome measures (i.e., Acculturation Behaviour and Psychophysical Distress) for both groups. The findings are discussed with reference to the demographic characteristics of the two immigrant groups, Canadian policy toward immigrants, and measurement issues.

**B** **CHINESE IMMIGRANTS AND EUROPEAN CANADIANS: AN EXAMINATION OF  
DAILY HASSLES, ACCULTURATION ORIENTATIONS, AND PSYCHOLOGICAL  
WELL-BEING ON PSYCHOPHYSICAL DISTRESS**

Kim Chuong, University of Guelph; Saba Safdar, University of Guelph

The acculturation process has commonly been noted as a highly stressful transition for many immigrants. However, positive psychological functioning has also been found to act as a protective factor for various immigrant groups. In addition, the acculturation of immigrants has long been recognized by ethnic relations researchers to be influenced by the attitudes of both the immigrants and members of the larger society. In the present study we compared positive psychological functioning (psychological well-being) and negative psychological functioning (psychophysical distress) of Chinese immigrants (N = 120) with European Canadians (N = 120) through a cross-sectional study. We also examined acculturation attitudes of the Chinese immigrants and of the European Canadians toward issues of ethnic cultural maintenance and participation in the larger society. The results will be discussed in terms of acculturation attitudes of the two groups and the impact of these attitudes on the experience of daily hassles and psychological adjustment of Chinese immigrants.

**C** **THE IMPACT OF AN ANTI-DISCRIMINATION TRAINING IN THE WORKPLACE  
ON THE ACCULTURATION ORIENTATIONS OF HOST COMMUNITY GROUP  
MEMBERS IN FRANCE**

Simon-Pierre Harvey, Université du Québec à Montréal; Christine Poupert, Université de Montréal; Anne-Lorraine Wagner, Université Paul Verlaine - Metz; Shaha El-Geledi, Université du Québec à Montréal; Pascal Tisserant, Université Paul Verlaine - Metz; Richard Y Bourhis, Université du Québec à Montréal

The goal of this study was to test the effect of an anti-discrimination training using the Host Community Acculturation Scale (HCAS; Bourhis et al., 1997). Participants (N = 51) were French employees working for state organizations in Lorraine (France) helping youth under 25 years who experienced difficulties in their social and professional integration. Participants were surveyed twice within a three-month interval using the test-retest procedure. Following the completion of the survey at time 1, participants received eight sessions (3 hours each) of anti-discrimination training that focused on the prevention and the fight against discrimination in the workplace. At both time 1 and 2 participants completed the HCAS towards 'valued' Asian immigrants and towards 'devalued' North African (Maghrebins) immigrants. Participants also completed a propensity to discriminate scale at time 1 and 2 (Tisserant & Wagner, 2006). Test-retest results show a decrease in the propensity to discriminate and an increase in the endorsement of the individualist acculturation orientation in the HCAS scale. This study shows that the HCAS can be used to evaluate the impact of anti-discrimination formations and diversity management training.

#### **D L'ACCULTURATION ET L'IDENTITÉ CHEZ LES MÉTIS AU CAP-VERT ET AU CANADA**

*Claudia Goncalves*, Université de Moncton; John Tivendell, Université de Moncton

Le but de cette étude est d'explorer l'influence de l'identité ethnique et du type d'acculturation, sur les préjugés chez les métis envers les groupes de référence. Depuis plus de cinquante ans les stéréotypes, préjugés et discriminations raciaux, surtout ceux entre blancs et noirs, ont fait l'objet de plusieurs recherches. Cependant, il y a peu d'études qui portent sur les peuples métis en tant que groupes. La réalité de plusieurs groupes métis est souvent liée à des problèmes d'identité et de discrimination, ceci vis-à-vis plus d'un groupe. Deux populations, une venant de l'Afrique (Cap-Vert) et l'autre du Canada, ont été choisis pour cette étude. Les préjugés sont mesurés en utilisant le paradigme du racisme renversé. L'identité ethnique est mesurée à travers une adaptation du Multigroup Ethnic Identity Measure (Phinney, 1992) ainsi que des échelles de valeurs tel que recommandé par cet auteur, et l'acculturation est mesurée par une adaptation de l'échelle d'acculturation de John Berry (Charest, 2002). On s'attend que les métis dont l'identité est plus forte et dont le style d'acculturation est intégratif, manifesteront moins de préjugés vers leurs groupes de référence. Les résultats seront discutés en termes de la nature de leur appartenance multiculturelle et de l'impact de cette pluralité sur les méthodologies jusqu'alors biculturelles.

#### **2009-06-13 – 10:30 AM to 10:55 AM – 10 h 30 à 10 h 55 – PÉRIBONKA**

##### **Theory Review/ Examen théorique**

*Health Psychology  
Psychologie de la santé*

##### **WOMEN'S EXPERIENCE OF THEIR PARTNER'S ILLNESS: WOMEN WITH PROSTATE CANCER**

*Lauren Walker*, University of Calgary; Andrea M Beck, University of Calgary; Linette Lawlor-Savage, University of Calgary

Health care professionals often treat patients with a particular health condition and rarely consider the effect of that condition on intimate relationships. For example, prostate cancer has always been thought of as a man's disease; however, the experience of prostate cancer often results in significant physical side-effects and associated psychosocial stressors that can interfere with the maintenance of a healthy couple relationship. While current research identifies the challenges that many men with prostate cancer face, little attention is given to the experiences of women who are in intimate relationships with these men. The little research that has touched on this issue suggests that women are deeply affected by their partner's prostate cancer, and in some cases even more distressed. While there has been increasing awareness that prostate cancer does not occur within a vacuum, partners are still largely viewed as caregivers and supported in such a manner. Less often are these women asked, "How has prostate cancer affected your relationship with your partner?" Intimate female partners of prostate cancer patients may benefit from a more family centered approach, focusing on the psychosocial consequences associated with diagnosis, treatment and survivorship of the family system rather than simply the prostate cancer patient in isolation.

#### **2009-06-13 – 10:30 AM to 11:55 AM – 10 h 30 à 11 h 55 – BERSIMIS**

##### **Symposium**

*Traumatic Stress/  
Stress traumatique*

##### **NEW ADVANCES IN TRAUMA: BASIC RESEARCH TO CLINICAL PRACTICE**

*Kelsey Collimore*, University of Regina

The relationship between traumatic events and psychopathology has received considerable empirical attention; however the mechanisms underlying this relationship, heterogeneity of responses to trauma, and the treatment of trauma-related pathology continue to stimulate advances in trauma research. The current symposium includes emerging research related to the study of trauma. First, a new research design for investigating precursors for posttraumatic stress disorder (PTSD) will be presented. Using movie-watching to understand PTSD diatheses, the results suggest that peritraumatic dissociation and state anxiety may be especially important in the prediction of PTSD symptoms. Second, the relationship between trauma severity and PTSD symptoms among emergency service providers will be explored. These data suggest that acute distress and the subjective experience of the event mediates the relationship between trauma severity and PTSD symptoms. Third, data will be presented on the prevalence of mental health sequelae following a workplace trauma, along with data on differential responding on anxiety and PTSD symptom measures. Fourth, a new PTSD behavioural intervention comprising interoceptive and trauma-related exposures will be presented. Finally, Dr. Gordon Asmundson will discuss the implications and directions to consider for future research associated with trauma.

#### **A A NEW DESIGN FOR INVESTIGATING PRECURSORS FOR POSTTRAUMATIC STRESS**

*Nicholas Carleton*, University of Regina; Gordon J G Asmundson, University of Regina

Uncovering vulnerabilities associated with posttraumatic stress disorder (PTSD) would improve theoretical comprehension and assessment methods; nevertheless, most PTSD investigations are retrospective, making causal determinations difficult. Movies produce acute states of anxiety and a myriad of PTSD-like symptoms. Researchers have studied anxiety responses following movies but none have used movies to examine PTSD diatheses. The current study used movie watching to determine if 1) PTSD symptoms could be elicited using fictional events and 2) which postulated diathetic variables predicted PTSD symptoms. First, participants completed a questionnaire battery one week prior to viewing a commercial motion picture. Second, participants watched the movie and immediately thereafter completed a post-viewing, paper-based questionnaire battery. Third, participants completed another questionnaire battery one week later. Fourth, participants completed a final questionnaire battery four weeks after the viewing. Participants included women undergraduate participants ( $n = 60$ ). Despite the movie producing PTSD-like symptoms, none of the postulated diathetic variables predicted symptom endorsement four weeks afterwards. At four weeks only peritraumatic dissociation and state anxiety were associated with symptom endorsement. Implications and directions for future research are discussed.

**B APPRAISALS OF TRAUMA SEVERITY: ACCOUNTING FOR THE HETEROGENEITY IN EMERGENCY SERVICE PROVIDERS' REACTIONS TO TRAUMATIC EVENTS**

Lori K Gray, Schnayer, McGrory, and Associates; Dennis L Jackson, University of Windsor

Although exposure to traumatic events is a necessary precursor to the development of traumatic stress, the relationship between trauma exposure and traumatic stress among emergency service providers has been mixed. Implicit in the shift to the DSM-IV is that in order for an event to be recognized as traumatic, it must have been perceived as such by the individual in question. This discrepancy is particularly important among emergency service providers who repeatedly experience death and destruction but often appraise low-profile events as having had the greatest personal impact. In the present study, emergency service providers were asked to rate the severity of overall and index trauma exposure as well as the degree of acute distress associated with those events. Correlations indicated that trauma exposure and acute distress were not redundant. Path analysis revealed that acute distress fully mediated the relationship between the severity of trauma exposure and posttraumatic stress symptoms. These findings suggest that emergency service providers' subjective experience of events might account for the mixed findings in previous research and should be considered in the provision of psychological intervention.

**C MENTAL HEALTH SEQUELAE OF WORKPLACE TRAUMA**

Kelsey Collimore, University of Regina; Jason R Bacchiochi, Centre for Addiction and Mental Health; Gordon J G Asmundson, University of Regina

Several community sample studies examine the prevalence of posttraumatic stress symptoms (PTSS) following a traumatic event; however, few studies have investigated mental health following a workplace trauma. The current study investigated mental health disorder prevalence following exposure to a workplace trauma, and examined their associations with anxiety and PTSS. Participants included ( $n = 1440$ ; 74% men) claimants referred by the Workplace Safety and Insurance Board of Ontario for psychological evaluation after a workplace accident. Participants were administered the Structured Clinical Interview for DSM-IV, the Beck Anxiety Inventory, and the Trauma Symptom Inventory (TSI). The most prevalent primary diagnoses were posttraumatic stress disorder, major depressive disorder (MDD), pain disorder (PD), anxiety disorder not otherwise specified (ADNOS), and adjustment disorder. Diagnostic groups were compared and significant differences in BAI scores were found between ADNOS and each of MDD and PD; however, BAI scores across all diagnostic groups were moderate to severe. Several TSI clinical scales (i.e., Anxious Arousal, Depression, Intrusive Experiences) were also significantly different. These findings suggest workplace trauma can result in several disorders, including PTSD. Comprehensive results, implications, and directions for future research will be discussed.

**D ANXIETY SENSITIVITY DIMENSIONS, PTSD SYMPTOM CLUSTERS, AND TREATMENT RESPONSE: AN EXPLORATORY ANALYSIS OF A NEW BEHAVIOURAL INTERVENTION FOR PTSD**

Jaye Wald, University of British Columbia; Luigi R Chiri, Università degli Studi di Firenze; Claudio Sica, Università degli Studi di Firenze

There is growing evidence that combining interoceptive exposure therapy (IE) with trauma-related exposure therapy (TRE) may be an effective behavioural intervention for PTSD and may augment treatment outcome (Wald & Taylor, 2005, 2007; Wald, 2008). This study extends previous investigations by exploring the differential relationships among PTSD symptom clusters, anxiety sensitivity (AS) dimensions, and treatment response to this combined intervention (IE+TRE). Data was collected from 10 participants who were part of an ongoing controlled study of the efficacy of IE-TRE for PTSD. The treatment program consisted of four sessions of IE followed by eight sessions of TRE (four sessions of imaginal exposure and four sessions of in vivo exposure). Participants were administered the Clinician Administered PTSD Scale and questionnaires to assess PTSD symptom clusters and AS dimensions at pretreatment, posttreatment, and three month followup assessments. To assess speed of treatment response, measures of PTSD and AS were completed at the beginning of each session. Treatment outcome was defined by PTSD symptom severity. Results found unique patterns of relationships among PTSD symptom clusters, AS dimensions, and treatment response to IE+TRE. Implications are discussed, with an emphasis on how the current research may contribute to further optimizing the assessment and treatment of PTSD.

2009-06-13 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – JOLLIET

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

**SOCIAL AND PERSONALITY PSYCHOLOGY ONLINE: MOTIVATION AND  
 PASSION, IDENTITY AND PRIVACY**  
Anne E Bergen, University of Guelph

Online interactions are expanding the horizons of social and personality psychology. Computer-mediated communication through blogs, social-networking sites, and online games provide new ways for researchers to test and expand social psychological constructs. This symposium provides an overview of emerging research related to social/personality psychology and the Internet. By exploring how social and personality factors operate in the virtual worlds created for massively multiplayer online games, Orr and Ross identify motivational and personality factors that are associated with participation in World of Warcraft. To understand the positive and negative consequences of extended participation in these online worlds, Lafrenière and colleagues explore the role of passion and associated outcomes for online gamers. Not only gamers are forging new identities for themselves online. Usborne and Taylor study how computer-mediated communication can be used as a methodological tool to study identity. Creating online identities raises issues of privacy and control. Christofides, Muise, and Desmarais investigate the ways in which the desire for privacy is shaped by and shapes Facebook use. They discuss how different aspects of personality uniquely predict disclosure and information control.

**A WHO PLAYS WORLD OF WARCRAFT AND WHY? AN INVESTIGATION OF  
 MOTIVATIONAL AND PERSONALITY FACTORS**

Emily S Orr, University of Windsor; Craig Ross, University of Windsor

McKenna and Bargh (2004) argue that the use of online communication tools will, in part, be determined by personality characteristics and motives. World of Warcraft (WoW) is an online gaming venue that allows for the formation of personal connections through interactive game-play allowing for potentially rich social relationships. The present study investigated the types of individuals who use WoW and their reasons for using WoW. An online study was conducted with undergraduate students to explore these research questions. Self-report measures were administered to assess WoW use, personality, and motives for playing WoW. Results revealed that Conscientiousness was negatively correlated with time spent using WoW, indicating that frequent WoW users are less likely to be responsible and scrupulous in their daily chores and activities. Moreover, it was found that time spent on WoW was positively correlated with entertainment and relaxation motives. Conversely, motives for showing affection, appearing fashionable, feeling involved, and being sociable were negatively correlated with time spent on WoW. Surprisingly, the motive of escaping problems was not correlated with time spent on WoW. The implications of these findings, as well as limitations of the study and directions for future research will be discussed.

**B ON THE COSTS AND BENEFITS OF GAMING: THE ROLE OF PASSION**

Marc-André K Lafrenière, Université du Québec à Montréal; Robert J Vallerand, Université du Québec à Montréal; Eric G Donahue, Université du Québec à Montréal; Geneviève L Lavigne, Université du Québec à Montréal

The Dualistic Model of Passion (Vallerand et al., 2003) defines passion as a strong inclination toward a self-defining activity that one likes, values, and in which one invests time and energy. Furthermore, the model proposes two distinct types of passion: harmonious (HP) and obsessive passion (OP) that predict adaptive and less adaptive outcomes, respectively. In the present research, we were interested in assessing both the negative and positive consequences that can result from gaming. Participants ( $n = 222$ ) were all players involved in massively multiplayer online games. They completed an online survey. Results from a canonical correlation revealed that both HP and OP were positively associated with the experience of positive affect while playing. However, only OP was also positively related to the experience of negative affect while playing. In addition, only OP was positively related to problematic behaviors generally associated with excessive gaming, the amount of time spent playing, and negative physical symptoms. Moreover, OP was negatively related to self-realization and unrelated to life satisfaction. Conversely, HP was positively associated with both types of psychological well-being. This general pattern of results thus suggests that OP for gaming is an important predictor of the negative outcomes of gaming, while HP seems to account for positive consequences.

**C COMPUTER-MEDIATED COMMUNICATION: A METHODOLOGICAL TOOL FOR  
 EXPLORING IDENTITY?**

Esther Usborne, McGill University; Donald M Taylor, McGill University

Relative to offline communication, computer-mediated communication (CMC) allows individuals to modify their self-presentation (Bargh, McKenna & Fitzsimmons, 2002), express previously unexpressed aspects of the self (McKenna & Bargh, 1998) and act out new identities (Hancock, 2007). Participants asked to present traits in online blogs subsequently internalized these traits, creating identity shift (Gonzales & Hancock, 2008). The ease with which people take on new identities over the Internet and the resulting identity shift might allow CMC to be used as a method for exploring identity in a laboratory context. Three studies assessing Taylor's (2002) theory of collective identity clarity used a computer-mediated role-playing paradigm to manipulate identity clarity. Participants were asked to take on a clear, conflicted or unclear collective identity and to engage in an online conversation while portraying this identity. Manipulation checks revealed that the desired feelings of identity clarity were produced for participants. Well-being outcomes of the manipulation provided support for our hypothesis in that participants who portrayed a clear collective identity, reported greater feelings of state well-being than did participants in the other conditions. Results provide initial evidence that CMC might be an effective tool for exploring the social psychological construct of identity.

**D PREDICTORS OF INFORMATION DISCLOSURE AND CONTROL ON FACEBOOK**

Emily Christofides, University of Guelph; Amy Muise, University of Guelph; Serge Desmarais, University of Guelph

The internet is changing the nature of privacy, as are social communication technologies such as Facebook. Despite extensive media attention on the negative consequences of disclosing information on social network sites such as Facebook, students seem to focus more on the potential benefits than on the costs of this disclosure. This study explored undergraduate students' information disclosure and information control on Facebook, as well as the personality factors that influence levels of disclosure and control. While participants in this online survey expected to disclose more information about themselves on Facebook than in general, they also reported that information control and privacy were important to them. Contrary to expectations, information disclosure and information control were not significantly negatively correlated, and multiple regression analyses revealed that while disclosure was significantly predicted by the need for popularity, levels of trust and self-esteem predicted information control. Therefore, disclosure and control on Facebook are not two sides of the same coin, but rather are different processes that are affected by different aspects of personality. Implications of these findings and suggestions for future research are discussed.

**2009-06-13 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – DULUTH**

**Professional Award/  
Prix professionnel**

**PROVOKING EVOLUTION IN CHILD AND YOUTH MENTAL HEALTH**

Ian G Manion, Provincial Centre of Excellence for Child and Youth Mental Health

Approximately 14 percent of Canadian children and youth have a diagnosable mental health disorder. Fewer than 25 percent of children and youth with such disorders receive specialized treatment services. Even for those receiving services, there is no guarantee that the interventions provided are effective or based on any credible evidence. It is time that child and youth mental health be recognized as the health priority that it truly is. Change in this sector however has been painfully slow in coming. The barriers to meaningful change in child and youth mental health are many and include historical, attitudinal, cultural, financial, and systemic considerations. Collectively, we can no longer wait for systems to adapt and evolve to best meet the holistic needs of our children and youth. True change will require creativity, innovation, collaboration and leadership. Mind sets need to be shifted and the status quo needs to be challenged. Psychologists have skills sets that should be critical in accelerating change in child and youth mental health. We should not shy away from taking on leadership roles to provoke such change. Examples of where this is occurring and opportunities for further action will be profiled.

**2009-06-13 – 11:00 AM to 11:25 AM – 11 h 00 à 11 h 25 – MATAPÉDIA**

**Theory Review/Examen  
théorique**

*Psychologists in Education/  
Psychologues en éducation*

**EXECUTIVE FUNCTIONS AND THE PRACTICE OF SCHOOL PSYCHOLOGY**

Michelle Kozey, University of British Columbia; Laurie A Ford, University of British Columbia; Shelley Hymel, University of British Columbia

There is increased pressure on school psychologists to include in psychoeducational assessments cognitive functions scientifically documented as relevant to school-based outcomes, such as Executive Functions (EFs). EFs are generally perceived as a collection of psychological processes necessary for purposeful, goal-directed behaviour. Modest consensus exists on a conceptual framework of childhood EFs and limited published guidelines on the assessment of EFs for school psychologists are available. This presentation provides a critical overview of general theoretical and child-specific models of EFs, related empirical findings on the structure of EFs during childhood, and a brief overview of EF development in children. Based on a synthesis of available theoretical models, empirical findings and clinical guidelines, a hybrid, three-tiered conceptual model of EFs is recommended for the practice of school psychology. Clinical issues in the assessment of EFs are reviewed briefly, and a set of assessment guidelines are offered, which recommend the use of multi-model assessment and a cross-battery approach but de-emphasize the use of neuropsychological and standardized measures of EFs.

**2009-06-13 – 11:00 AM to 11:25 AM – 11 h 00 à 11 h 25 – PÉRIBONKA**

**Theory Review/Examen  
théorique**

*Clinical Psychology/  
Psychologie clinique*

**POSTPARTUM OBSESSIVE COMPULSIVE DISORDER: THEORETICAL CONSIDERATIONS, CURRENT KNOWLEDGE AND FUTURE DIRECTIONS**

Nichole Fairbrother, University of British Columbia; Jonathan Abramowitz, Anxiety and Stress Disorders Clinic (ASDC)

Research on emotional disturbance during pregnancy and the postpartum period has focused primarily on mood disorders and psychosis, yet preliminary evidence suggests that early parenthood is also associated with an increased risk for the development and exacerbation of obsessional problems. In this talk I will describe the nature of "postpartum obsessive-compulsive disorder" (ppOCD) and present a cognitive-behavioural model to account for these signs and symptoms. The model outlines features of early parenthood that might increase vulnerability to ppOCD and proposes a conceptual framework similar to that described in cognitive-behavioural models of OCD in general. The empirical status of the model described herein is discussed, along with suggestions for future research and implications for treatment.

2009-06-13 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – GATINEAU

**Symposium**

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercise*

**EXERCISE PSYCHOLOGY RESEARCH WITH BREAST CANCER SURVIVORS.  
EXPLORING LINKS AMONG PHYSICAL ACTIVITY, STRESS, SOCIAL  
SUPPORT, AND POSITIVE PSYCHOLOGICAL GROWTH**

Peter P Crocker, University of British Columbia

This symposium examines how exercise psychology can advance our understanding of factors that impact physical activity and subsequent consequences on the lives of breast cancer survivors. The papers in this symposium focus on such topics as stress buffering, sources of stress and appraisal, psychological growth, social support, personality (optimism and neuroticism), physical activity, and cancer-related characteristics. Ms Hadd, a PHD student supported by a psycho-oncology research trainee award, will present research on how sources of stress, personality, and personal and cancer-related characteristics predict physical activity in a large sample of survivors. Dr Sabiston will describe psychological growth and explain how physical activity can promote psychological growth and buffer stress in survivors based on research from three separate studies. Dr McDonough will report on a longitudinal qualitative study that explores the experiences of survivors with the development of social support and psychological growth. The goal of the symposium is to highlight how researchers can examine physical activity and psychosocial processes in breast cancer survivors in various contexts

**A THE DEVELOPMENT OF SOCIAL SUPPORT ON BREAST CANCER SURVIVOR  
DRAGON BOAT TEAMS**

Meghan H McDonough, Purdue University; Jaclyn M Poliseo, Purdue University; Catherine M Sabiston, McGill University; Sarah Ullrich-French, Washington State University

Physical activity can help manage the adaptations associated with being a survivor of breast cancer and positively impact well-being (e.g., Courneya et al., 2002). In particular, social support that develops among breast cancer survivors who participate in team activities such as dragon boating may facilitate positive psychological outcomes and provide resources to help cope with stress (McDonough, et al., 2008; Sabiston, et al., 2007). Research examining the role of social support on these teams has often been retrospective and has drawn participants from established teams. This has limited our ability to examine how support begins and develop when participants join a new team and how those social experiences impact participants' well-being. This study followed 17 female breast cancer survivors who joined a new dragon boat team. Participants completed four 30-90 minute interviews about their experiences with social support and psychological growth across the season. Interviews were analyzed using interpretative phenomenological analysis to examine the features of social relationships among these women, and profiles of change in social relationships and psychological outcomes were created for each participant. These profiles will be discussed in terms of the dominant social trajectories experienced by participants and associated psychological outcomes.

**B PHYSICAL ACTIVITY IN BREAST CANCER SURVIVORS POST-TREATMENT:  
PERSONALITY, STRESS, AND CANCER RELATED CHARACTERISTICS**

Valerie Hadd, University of British Columbia; Peter P Crocker, University of British Columbia

Most cancer survivors are inactive following treatment, despite evidence that a variety of cancer-related outcomes are enhanced by activity (Courneya et al., 2008). This research examined key variables influencing current levels of physical activity (PA) in breast cancer patients. Post-treatment breast cancer survivors (N = 375) filled out a questionnaire package containing instruments measuring PA pre-diagnosis, current PA levels, current physical, social, and emotional stressors, neuroticism, and optimism. Age, BMI, and cancer-related characteristics were also collected. Multiple regression models explained 19% of the variance in current levels of PA. Age (B = -.29) and PA levels pre-diagnosis (B = .25) emerged as the strongest predictors of PA in both models. BMI (B = -.16), optimism (B = .14), and neuroticism (B = -.14) were also significant correlates of PA. Stressors and cancer-related characteristics were not significantly associated with activity. These findings suggest that women who were active prior to their diagnosis may be more aware of the benefits of PA on health and re-engage in PA as soon as they feel capable. Furthermore, while optimistic individuals may be able to see long terms benefits of PA, survivors who are more neurotic may tend to focus on the negative side effects associated with being physically active

**C DOES PHYSICAL ACTIVITY BUFFER EMOTIONAL STRESS AND PROMOTE  
POSITIVE PSYCHOLOGICAL GROWTH AMONG CANCER SURVIVORS**

Catherine M Sabiston, McGill University; Caitlin Love, McGill University; Meghan H McDonough, Purdue University; Valerie Hadd, University of British Columbia; Peter P Crocker, University of British Columbia

Within a theoretical framework (Tedeschi & Calhoun, 2004), psychological growth (PG) is a multidimensional construct conceptualized by a greater appreciation for life, realization of new possibilities, more intimate relations with others, enhanced personal strength, and spiritual change. Many studies targeting cancer survivors tend to focus more on general distress – with less emphasis on the positive changes following adversity. However, positive and negative emotional experiences are often unrelated, and there is evidence that positive emotion can play an important role in the development of physical health. This presentation will describe PG and explain the role of physical activity in promoting experiences of PG and buffering the negative emotional experiences among cancer survivors. Data from 470 physically active breast cancer survivors (study 1) will be used to describe PG and the association to different personal characteristics and cancer treatments. PG experiences will then be compared among 100 young adult cancer survivors who report different activity profiles (study 2). The relationships among emotional stress, PG, and lifestyle



physical activity will be examined in a sample of overweight breast cancer survivors (study 3). Implications for biological assessments of both positive and negative emotional experiences of cancer survivors will also be discussed

**2009-06-13 – 11:00 AM to 11:25 AM – 11 h 00 à 11 h 25 – SAINT-CHARLES**

**Theory Review/Examen  
théorique**

*Counselling Psychology/  
Psychologie du counseling*

**INTERDISCIPLINARITY AND COUNSELLING PSYCHOLOGY RESEARCH:  
CHALLENGES AND OPPORTUNITIES**

K. Jessica Van Vliet, University of Alberta

Across universities in Canada and beyond, there has been a resurgence of interest in interdisciplinary research. At the same time, counselling psychology has been reflecting on its identity as a discipline unto itself. In this theory session, the meaning of disciplinary and interdisciplinarity will be discussed in the context of counselling psychology as a dynamic and changing field. A major portion of the session will focus on both the challenges and opportunities for counselling psychology as it negotiates the tension between specialization and interdisciplinarity.

**2009-06-13 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – YAMASKA**

**Committee Business  
Meeting/Réunion  
d'affaires**

**SCIENTIFIC AFFAIRS COMMITTEE BUSINESS MEETING**

David J A Dozois, University of Western Ontario

**2009-06-13 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – NICOLET**

**Committee Business  
Meeting/Réunion  
d'affaires**

**ETHICS COMMITTEE BUSINESS MEETING**

Carole Sinclair, The Hincks-Dellcrest Treatment Centre

**2009-06-13 – 11:30 AM to 11:55 AM – 11 h 30 à 11 h 55 – MATAPÉDIA**

**Theory Review/Examen  
théorique**

*Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle*

**CONCEPTUALIZING THE RISK CONSTRUCT IN WORKLIFE PSYCHOLOGY**

Charles Chen, University of Toronto

This presentation explores the role and function of risks in individuals' psychology of worklife. Parallel to the swift changes marked by knowledge economy and globalization, our world of work today is entangled with high uncertainty and various risk factors. Thus, an increased sensitivity and better understanding of the risk construct and its direct and indirect impact on people's vocational wellbeing is not only warranted, but also timely. The higher the awareness, the better the individuals are prepared for effective coping. Following this purpose, the presentation looks at the significance and rationale to address the notion of risk in the broad context of individuals' worklife and career development experiences. To conceive and explain the risk phenomenon derived from the existing literature, the presentation attempts to search for more optimal preparation methods of risk management in one's life-career development. In particular, it discusses the role and function of risks in life and careers, outlining the justification and necessity to understand and deal with the risk construct more effectively in a highly uncertain worklife reality. It then recommends some concrete strategies that aim to help individuals recognize, anticipate, negotiate, and cope with risks in their vocational life, leading to implications for career development practice and career counselling.

**2009-06-13 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – PÉRIBONKA**

**Workshop/Atelier**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**THE COORDINATED JUSTICE INITIATIVE FOR CRYSTAL METH: BRIDGING  
GAPS, ALLEVIATING SERVICE STRAIN, AND PROMOTING TREATMENT  
SUCCESS**

Erin H Ross, University of Western Ontario; Robert Shepherd, Inpsyt Inc.; Julia Weiss, Choices For Change; Joanne Humphrey, Choices For Change

Over the past decade, Methamphetamine (or 'Crystal Meth') has become one of the most commonly abused illicit substances, with the number of abusers steadily increasing. Rural communities of Southwestern Ontario have experienced an overwhelming increase in criminal activities relating to methamphetamine. In response, Perth County law enforcement and various justice service providers (e.g., incarceration and probation services, addiction services) have come together in the Coordinated Justice Initiative (CJI). The aim of the 15-month pilot program, focused on individuals already involved in the production, distribution, and consumption of Crystal Meth, was to provide a coordinated response as the individuals enter the judicial system. In the initial 8-months, 74 clients (13 females) have received coordinated services. The CJI team connects with clients through the local drug treatment court, providing assessments, treatment options, and later assistance and discharge planning during incarceration, with follow through to counseling and further support while on probation. Services include group and individual sessions, as well as

relevant referrals. Preliminary outcomes reflect reduction in drug use and criminal behaviour, improved psychological health, and increased life satisfaction. The presentation will focus on the process of coordination and innovative treatment model.

2009-06-13 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – SAINT-CHARLES

**Symposium**  
*Counselling Psychology/*  
*Psychologie du counseling*

**THE CLIENT IS THE BEST TEACHER: TRAINEE CHALLENGES IN RELATING AND RESPONDING TO CLIENT ISSUES**  
Calli Armstrong, McGill University

While direct contact with clients is one of the most important clinical learning experiences, this work also presents counsellor trainees with their greatest challenges. In a series of interrelated papers, we explore how trainees respond to the unique presentations of their clients. The first paper in this symposium will investigate the reactions and the counselling practices of trainee counsellors working in school settings with adolescents who self injure. Self-injury is an increasingly common practice and counsellors require a particular set of attitudes and skills when working with these challenging clients. The second paper will focus on how client optimism and pessimism “pull” for different types and qualities of trainee interventions and how those interactions impact the effectiveness of sessions. Trainees may be especially vulnerable to this pull because of their inexperience in recognizing it. The final presentation will look at the effect of shifting levels of client involvement across sessions on the development of client alliances with trainee counsellors. An understanding of the challenges that trainees face in their session work will inform clinical teaching, training and supervision and assist new counsellors in managing their reactions to the process of sessions.

**A** **TRAINEE PERSPECTIVES ON CLIENTS WHO SELF-INJURE**  
Rick Noble, McGill University; Jack deStefano, McGill University; Shawna Atkins, McGill University; Nancy L Heath, McGill University

Counsellors working in school settings are regularly exposed to students who self-injure. The prevalence of non-suicidal self-injury in teenage populations is on the rise and ranges from 10 to 20% of youth. It is essential that training programs provide adequate training in this domain of practice. To date, however, little is known about how trainees react to clients who engage in self-injuring behaviors. Aim: The study examines the beliefs and practices of trainees who worked with clients who self-injure. Method: Semi-structured interviews were conducted with 12 counseling interns who had recently completed internships in school settings. The trainees were asked to describe their experiences and reactions to working with clients who self-injure. Interviews were transcribed and analyzed using consensual qualitative research (CQR) methodology. The findings will be presented according to the major and minor themes that reflect the experiences of these trainees. Implications: Understanding the reactions and practices of trainees as they respond to the challenges of adolescents who self-injure can inform graduate programs in developing standards of training, supervision, and practice.

**B** **THE INFLUENCE OF CLIENT OPTIMISM AND PESSIMISM ON TRAINEE SKILLS AND SESSION OUTCOME**  
Louise Overington, McGill University; Eric Morris, McGill University; Marilyn Fitzpatrick, McGill University

Minimal research has focused on the interpersonal processes that affect the facility with which trainee counselors are able to develop and use therapeutic skills (Summers & Barber, 2003). One factor that may influence this process is clients' attributional style, or predisposition to optimism and pessimism in attributing explanations to life events. Interpersonal theory posits that interpersonal schemas pull confirming interpersonal behaviours from others. The inexperience of trainees and their desire to be helpful may make them especially vulnerable to the pull of optimistic or pessimistic client styles. Responses that are pulled away from optimal intervening may reduce the effectiveness of sessions. This research addresses questions about the relationship between client attributional style, trainee skills and session outcomes. Participants included 40 trainees and 40 clients. Observer ratings of Facilitative Interpersonal Skills (Anderson & Weis, 1999) were made to assess type and level of trainee skills. Attributional style (Attributional Style Questionnaire; Peterson et al., 1982) and session outcome (Session Evaluation Questionnaire; Stiles, 1980) were assessed via self-report. Discussion of the results highlights the identification of skills that trainees employ or avoid in sessions, and provides supervisors with research-based descriptions of trainee experiences.

**C** **A TIME-SERIES ANALYSIS OF CLIENT INVOLVEMENT AND THE WORKING ALLIANCE WITH TRAINEE COUNSELLORS**  
Calli Armstrong, McGill University; Eric Morris, McGill University; Marilyn Fitzpatrick, McGill University; Carl Frederiksen, McGill University

Client involvement (Gomes-Schwartz, 1978) and the working alliance (Horvath & Luborsky, 1993) are two important predictors of counselling outcome. Clients who are actively involved (Tallman & Bohart, 2006; Tryon & Winograd, 2002) and those who have good working alliances (Martin, Garske & Davis, 2000) are more likely to have good outcomes. But novices may struggle with the identification of appropriate treatment tasks and goals that support alliance development (Summers & Barber, 2003) perhaps leading to less client involvement. The present study examines the relationship between the different aspects of the alliance and client involvement across sessions. Using Morris's (2008) three-factor solution of the Comprehensive Scale of Psychotherapy Session Constructs Client Involvement subscale (CSPSC-CI; Eugster & Wampold, 1996), exploratory time-series modeling was used to examine relationships between client involvement factors (Client, Active Therapist, Disengaged Therapist) and working alliance factors (Task, Goal, Bond) during the initial, middle, and ending phases of psychotherapy. The sample consisted of 100

volunteer counselling clients and novice counsellors; data were gathered from 3 initial, 3 middle, and 3 late sessions. Results are discussed relative to how different aspects of alliance interact with client involvement across sessions with trainees.

**2009-06-13 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – SUITE 2145**

**Committee Business Meeting/Réunion d'affaires**

**TASK FORCE ON SUPPLY AND DEMAND FOR PSYCHOLOGISTS**

Catherine M Lee, University of Ottawa

**2009-06-13 – 12:00 PM to 1:55 PM – 12 h 00 à 13 h 55 – DULUTH**

**Workshop/Atelier**  
*Students in Psychology/*  
*Étudiants en psychologie*

**EFFECTIVE TEACHING STRATEGIES FOR TEACHING ASSISTANTS AND NEW FACULTY**

Philip J Johnson, McGill University; Pamela M Seeds, University of Western Ontario; Nicholas F Skinner, King's College

For beginning academics, teaching at the postsecondary level comes with its own unique set of challenges. Co-sponsored by the Section for Students and the Section for Teaching in Psychology, this workshop will provide information on addressing various instructional, organizational, and interpersonal challenges relevant to teaching assistants and new faculty members, including balancing teaching and research roles, designing course materials, creating a positive learning environment, effective grading practices, and developing a teaching style that is both personal and engaging (e.g., the role of humour). The workshop is relevant to academics at all levels who wish to refine their teaching strategies. Presentations will be informed by current research and the experiences of each of the presenters, followed by teaching-related activities and a Q & A session.

**2009-06-13 – 12:00 PM to 1:55 PM – 12 h 00 à 13 h 55 – MACKENZIE**

**Workshop/Atelier**  
*Psychoanalytic and Psychodynamic Psychology/Psychologie psychoanalytique et psychodynamique*

**MEASURING CHANGE IN STDP: CAN BE DONE, CAN BE FUN!**

Michael D Sheppard, University of Saskatchewan; Sarah K Hillis, Royal University Hospital; Laurene J Wilson, Royal University Hospital; Dawn F Phillips, Royal University Hospital

Short-Term Dynamic Psychotherapy (STDP) is effective in treating Axis I and Axis II disorders in a population with chronic health problems. This workshop will utilize three empirical measures to demonstrate process and outcome variables during treatment. The Achievement of Therapeutic Objectives Scale (ATOS; McCullough, et al. 2003) will be used to examine process variables such as openness to genuine affect. The Defense Style Questionnaire 40 (DSQ-40; Andrews, Singh & Bond, 1993) will be used to identify defensive style and Shedler Western Assessment Procedure (SWAP, Westen & Shedler, 1999a, 1999b) will be used to describe personality functioning. Clinical case material, including videotaped segments of treatment will illustrate how process and outcome variables, at two time periods in therapy, are influenced by STDP.

**2009-06-13 – 12:00 PM to 1:55 PM – 12 h 00 à 13 h 55 – MATAPÉDIA**

**Oral Paper Session/Séance de présentation orale**  
*History and Philosophy of Psychology/Histoire et philosophie de la psychologie*

**HISTORICAL & THEORETICAL METHODS**

Thomas Teo, York University

**A**

**INTRODUCING CRITICAL HISTORY OF PSYCHOLOGICAL METHODOLOGY TO THE HISTORY OF PSYCHOLOGY COURSE**

Richard Walsh-Bowers, Wilfrid Laurier University; Thomas Teo, York University; Angelina Baydala, University of Regina

Judging by the ubiquitous presence of chapters on research methods in textbooks, methodology is psychology's *raison d'être*. Traditionally, the bedrock of psychologists' claims to scientific knowledge about behaviour and mental life is reliance on empiricist-statistical methods. However, in history of psychology textbooks, authors either ignore or take for granted psychological methodology, even though modes of conducting research and writing about it have a social history. The purpose of this paper is to address that social history from a critical historical perspective. First we describe the historically-constituted, social dimensions of psychological inquiry: scientific language (e.g., "variables"); research roles and functions, including research ethics; methods of data-acquisition, including "artifacts" or sources of biased data; techniques for analyzing numerical and verbal data; and conventions of report-writing for journal articles. Then we ask what the social function for the discipline is of psychologists failing to incorporate history of psychological methodology in the standard history of psychology course. We close by discussing how instructors might address this gap in students' education in psychology. Compassion for students' conflicts about "correct" investigative conduct could play a key role in teaching the history of psychological methodology responsibly.

**B THE NATURE OF EARLY QUESTIONNAIRE RESEARCH IN AMERICAN PSYCHOLOGY: THE CASE OF MCCOSH AND OSBORN**

Jacy L. Young, York University

One of the first psychological investigations in America to use the questionnaire was conducted in the early 1880s at the College of New Jersey, later Princeton University. This investigation was undertaken by newly trained biologist Henry Fairfield Osborn and the college's president, Scottish realist philosopher James McCosh. Given psychology's emergence from American mental philosophy it is not surprising that McCosh would undertake a psychological investigation of this sort. Somewhat more surprising is that Osborn, trained in the emerging field of biology, would contribute to the early field of psychology. This contribution evidences the imprecise boundary between the emerging disciplines of biology and psychology during the late nineteenth century. The questionnaire studies undertaken by McCosh and Osborn were based on the work of British polymath Francis Galton. McCosh and Osborn first administered their questionnaire to the undergraduate students of the College of New Jersey and Vassar College in 1881. A copy of the questionnaire administered to undergraduates the following year provides the basis for this presentation (Henry Fairfield Osborn Papers, American Museum of Natural History Library, MSS. O835, Box 82, Folder 5). The questionnaire research of McCosh and Osborn is discussed in regards to the nature of early psychological research in America.

**C POSSESSIVE INDIVIDUALISM: ECONOMICS, DEMOCRACY, AND PSYCHOLOGY**

Michael Arfken, University of Prince Edward Island

Psychological theories and empirical findings often play an important role in political and economic explanations of human thought and behavior. Researchers are increasingly exploring the way individual mental processes contribute to our understanding of some of the dominant political and economic institutions of our day. As a result, psychological explanations are shaping the way we understand a variety of phenomena including investment strategies, political affiliation, and ideology. Yet there has been relatively little interest in the way liberal democratic theories and modern economics reproduce their own psychological foundations. In other words, to what extent do democracy, economics, and psychology support a specific philosophical anthropology? In this paper, I argue that liberal democratic theory, (neo)classical economics and modern psychology all contribute to a particular conception of the individual and that this conception systematically sustains certain features of modern society. In particular, I will focus on the way 'possessive individualism' informs each of these areas of study.

**D PSYCHODYNAMICS AS NARRATIVE EXPRESSION**

Chris Lepine, University of Alberta

While the status of personhood and moral agency have been re-imagined through the philosophy of Charles Taylor by thinkers such as Sugarman (2005), and Sugarman, Martin, and Thompson (2003), a fuller "expressivist" treatment of psychology has remained implicit yet unplumbed in theoretical psychology. And while human action has slowly been returned to its place as meaningful activity falling within social and cultural contexts, a suspicion of psychoanalysis has persisted. A degree of suspicion may be warranted when considering Freud's structural language, yet there is a curious absence of psychodynamic terms in post-modern psychology. In this paper I reconsider Freudian psychoanalysis through Taylor's expressivist conception of language. I argue that Freudian psychoanalysis is more properly understood from the expressivist conception; terms such as "inner", "psychical", and "psyche", can be understood in a non-mechanistic and non-subject/object language of expression concerned with the psychology constituted in our expressive acts. While psychoanalysis is concerned with many forms of expression, I argue that narratives specifically express the psychodynamics of our "experiences". Through stories we reveal and conceal the worlds we live in for others and ourselves, and in doing so constitute a dynamic psychology.

2009-06-13 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – HARRICANA

**Symposium**

*Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle*

**TROIS ENJEUX MAJEURS DANS LES ÉQUIPES DE TRAVAIL : LA TAILLE DE L'ÉQUIPE, LA DIVERSITÉ ET LES PRATIQUES DE SUPERVISION**

Caroline Aubé, HEC Montréal

Ce symposium vise à exposer de récents résultats de recherches contribuant à mieux comprendre des enjeux clés reliés au fonctionnement et à l'efficacité des équipes de travail en milieu organisationnel, à savoir la taille de l'équipe, la diversité culturelle et les pratiques de supervision. Concrètement, le symposium compte quatre communications basées sur des recherches quantitatives et qualitatives distinctes et complémentaires. La première communication concerne les impacts de la taille de l'équipe sur les comportements productifs et contre-productifs des membres, tout en prenant en considération le niveau d'interdépendance en regard de la tâche. Deux autres communications s'attardent à l'un des principaux défis des organisations contemporaines, c'est-à-dire la diversité culturelle dans les équipes de travail. Il sera respectivement question dans ces deux communications des impacts du contrôle de l'incertitude sur les comportements des membres, ainsi que du rôle de l'identité collective dans la résolution de conflits. Enfin, la dernière communication présente les résultats d'une étude portant sur la validation de la structure interne d'un instrument de mesure concernant les pratiques de supervision des équipes de travail. Chaque communication sera suivie d'un période de questions et d'échanges visant à approfondir la réflexion sur les enjeux présentés.

**A LA TAILLE DE L'ÉQUIPE DE TRAVAIL : FAUT-IL S'EN SOUCIER ?**

Caroline Aubé, HEC Montréal; Vincent Rousseau, Université de Montréal

Les conséquences que peut avoir la taille d'une équipe de travail sur les comportements de ses membres ont fait l'objet de plusieurs travaux théoriques. Par ailleurs, sur le plan empirique, les impacts de la taille de l'équipe sont peu documentés. Dans cette optique, la présente étude vise à mieux comprendre les relations entre la taille des équipes et leur fonctionnement interne. Les données de cette recherche ont été recueillies auprès de 98 équipes de travail provenant d'une organisation du secteur de la sécurité publique. Les résultats indiquent que plus la taille de l'équipe est grande, moins les membres ont tendance à adopter des comportements productifs de travail en équipe et plus ils ont tendance à manifester de comportements contre-productifs. Les résultats montrent également que les relations entre, d'une part, le nombre de membres et, d'autre part, le soutien interpersonnel, l'agression interpersonnelle et la survalorisation personnelle sont modérées par le niveau d'interdépendance des équipiers en regard de la tâche. En fait, plus le niveau d'interdépendance est élevé, moins la taille de l'équipe a tendance à affecter ces dimensions du fonctionnement de l'équipe. En conclusion, des avenues de recherches, ainsi que des retombées pratiques sont présentées.

**B** **RELATION ENTRE LA DIMENSION CULTURELLE « CONTRÔLE DE L'INCERTITUDE » ET LE FONCTIONNEMENT INTERNE DES ÉQUIPES DE TRAVAIL MULTICULTURELLES**

Nalia Temimi, Université de Montréal; Marise Brien, Université de Montréal; André Savoie, Université de Montréal; Caroline Aubé, HEC Montréal; Vincent Rousseau, Université de Montréal

L'immigration et la mondialisation ont considérablement modifié la structure des organisations. Ainsi, le monde du travail est de plus en plus diversifié culturellement et il est probable que les équipes de travail soient de plus en plus souvent constituées de membres provenant de divers pays. La présente étude a pour but de mieux cerner le fonctionnement interne des équipes de travail multiculturelles et plus exactement le lien entre la dimension de gestion du travail de l'équipe et la dimension culturelle du contrôle de l'incertitude (Hofstede, 1980). L'échantillon se compose de 60 équipes d'étudiants inscrits au baccalauréat à l'Université de Montréal et à l'Université du Québec à Montréal. Les analyses statistiques révèlent que les deux variables à l'étude sont positivement corrélées  $r = .496^{**}$  ( $p < .001$ ). Les implications des résultats et les limites de l'étude seront exposées, et des pistes de recherches futures seront suggérées.

**C** **LES ÉQUIPES DE TRAVAIL MULTICULTURELLES : LE RÔLE DE L'IDENTITÉ COLLECTIVE DANS LA RÉOLUTION DE CONFLITS**

Geneviève Demers, Université de Montréal; Vincent Rousseau, Université de Montréal

Les différences culturelles dans les équipes de travail sont susceptibles d'engendrer des situations conflictuelles pouvant nuire au fonctionnement des équipes. Cette étude vise à cerner le rôle de l'identité collective des membres d'équipes multiculturelles à l'égard du choix de la stratégie de résolution de conflits et de ses résultantes, à savoir la qualité de la solution et la satisfaction des membres. Les données ont été recueillies par entrevues auprès de 20 individus œuvrant dans deux établissements communautaires. Les résultats montrent que les membres ayant développé une forte identité collective sont portés à choisir une stratégie intégrative pour résoudre les conflits. À l'inverse, les membres ayant une faible identité collective tendent à privilégier lors de la résolution de conflits des stratégies non intégrative et d'évitement. Par ailleurs, les membres qui ont développé une forte identité collective et qui ont adopté une stratégie intégrative sont parvenus à régler les conflits dans lesquels ils étaient impliqués. Aussi, les solutions adoptées dans ces conflits sont considérées comme étant de haute qualité et suscitent une plus grande satisfaction des membres. Enfin, les résultats permettent de constater que l'effet de l'identité collective sur la résolution de conflits est susceptible d'être modulé par le type de conflit, sa fréquence, sa durée et son intensité.

**D** **LES PRATIQUES DE SUPERVISION DES ÉQUIPES DE TRAVAIL : VALIDATION DE LA STRUCTURE INTERNE D'UN INSTRUMENT DE MESURE**

Vincent Rousseau, Université de Montréal; Annie-Claude Pilon, Université de Montréal; Caroline Aubé, HEC Montréal; Jean-Sébastien Boudrias, Université de Montréal; Estelle M Morin, HEC Montréal

Malgré les nombreux avantages associés au travail en équipe, il appert que les équipes de travail ne connaissent pas toutes du succès. À cet égard, les responsables des équipes de travail en milieu organisationnel constituent des acteurs clés pouvant influencer considérablement le fonctionnement de leur équipe en raison de leur autorité formelle à l'égard des membres. Dans cette optique, l'objectif de la présente étude consiste à valider la structure interne d'un instrument de mesure portant sur les pratiques de supervision d'équipe. Le concept de pratiques de supervision d'équipe correspond aux actions du supérieur immédiat à l'intention des membres de l'équipe qui facilitent la réalisation des tâches collectives. L'échantillon de cette étude se compose de 835 salariés travaillant en équipe dans un Centre de santé et de services sociaux. Les résultats des analyses factorielles exploratoires montrent que le concept de pratiques de supervision d'équipe est composé de trois dimensions, soit les pratiques de soutien, les pratiques de régulation et les pratiques d'habilitation. Aussi, les résultats des analyses de cohérence interne indiquent que la fidélité de ces dimensions s'avère plus qu'acceptable. Par ailleurs, les résultats d'une validation croisée corroborent ces constats en regard de la structure interne et de la fidélité de l'instrument de mesure.

2009-06-13 – 12:00 PM to 1:55 PM – 12 h 00 à 13 h 55 – RICHELIEU

**Workshop/Atelier**  
*Traumatic Stress/  
Stress traumatique*

**TURNING DOWN THE HEAT WITH P.E.A.C.E: A GROUP THERAPY APPROACH FOR VETERANS LIVING WITH PTSD AND ANGER PROBLEMS**

Soledad Iucci, Ste. Anne Operational Stress Injury Clinic; Andrée Faucher, Clinical Expertise Sector of the Veterans Affairs' National Centre for Operational Stress Injuries

For Veterans suffering from Post-traumatic Stress Disorder (PTSD), anger is often a challenge. For soldiers in action, a strategic fight response may be adaptive for survival. However, for Veterans suffering from PTSD, the perception of a threat may provoke a maladaptive response of excessive anger. What has been learnt as an adaptive fight response in one context can become problematic in another. Therefore, it becomes crucial to help these Veterans “turn down the heat” by better understanding their anger and developing a richer repertoire of adaptive alternatives in the civilian context. A group therapy called P.E.A.C.E (Program for Experiencing Anger with Control and Effectiveness) based on a cognitive-behavioural model, was specially created for a Canadian Veteran population. It addresses the following topics: military experiences; anger and PTSD; reduction of arousal; mindfulness; experiential tolerance and acceptance; cognitive restructuring of distortions, assumptions, and irrational beliefs; and communication skills. A manual on the P.E.A.C.E. program was prepared for professionals to support their work by providing therapeutic guidelines entrenched with specific Veterans’ issues and challenges. It also includes handouts for Veterans to help them reflect on their process of change, to practice new behaviours, and hopefully acquire a new outlook on their anger.

2009-06-13 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – SAINT-FRANÇOIS

**Symposium**

*Criminal Justice Psychology/  
Psychology/Psychologie et  
justice pénale*

**HOW SHOULD WE CONDUCT ACTUARIAL RISK ASSESSMENTS IN LIGHT OF RECENT RESEARCH FINDINGS? AN EXAMPLE USING SEX OFFENDER RISK ASSESSMENT**

Leslie Helmus, Public Safety Canada

Actuarial prediction methods involve explicit rules for combining pre-specified items and include empirically derived probability estimates linked to total scores. Actuarial methods have received the most empirical support for predicting behaviour (including reoffending) and are now part of routine practice in applied risk assessments. Recent research findings, however, have introduced new levels of complexity to the practical application of actuarial risk assessment. These findings include low agreement among different measures, substantial differences in base rates across samples, and difficulties incorporating known risk factors into existing actuarial schemes. Given such complexities, how should applied actuarial risk assessments be conducted? The first presentation in this symposium will describe several issues identified by the research that pose a challenge to risk evaluators. The second and third presentations will offer opinions from risk assessment experts on how actuarial risk assessments should be conducted in light of these issues. The final presentation will discuss how these issues have been addressed in one applied setting (Correctional Service of Canada). Although this symposium focuses on sex offender assessment, these issues are relevant for all types of offenders.

**A**

**RECENT FINDINGS AFFECTING APPLIED ACTUARIAL RISK ASSESSMENTS**

Leslie Helmus, Public Safety Canada

This presentation will summarize several areas of research that affect how evaluators should approach the task of actuarial risk assessment. These areas include findings that different actuarial risk measures applied to the same sample of sexual offenders produce different risk rankings. Given that many tools are available to choose from and many evaluators use more than one tool, guidance is needed regarding which tools should be used and how discrepant results should be interpreted. Another area of research has found that recidivism estimates generated for each score on the most commonly used risk assessment instrument for sexual offenders (Static-99) vary based on sample type and offender type, necessitating different recidivism risk estimates in certain contexts. Other findings that will also be discussed include evaluator variables impacting predictive accuracy (e.g., clinical overrides of actuarial scores, diligence among evaluators, and general “ownership” of the risk assessment results). Collectively, numerous areas suggest that evaluators cannot, in an unqualified way, simply list an actuarial score and an associated recidivism estimate. This poses a difficult task for evaluators, who must synthesize these issues in order to produce an ethically and empirically defensible assessment. Further guidance is needed regarding how risk assessment should be conducted.

**B**

**DIVERGENT RESULTS FROM DIFFERENT ACTUARIAL INSTRUMENTS: HINDRANCE OR HELP?**

Howard Barbaree, University of Toronto Department of Psychiatry, and Centre for Addiction and Mental Health

While the five most commonly used actuarial instruments for sex offenders (VRAG, SORAG, RASORR, Static-99, & MnSOST-R) are equally able to predict sexual recidivism, they rank order offenders differently. This presentation will describe a study of incarcerated sex offenders in which percentile ranks were calculated for each offender using each of the five instruments. Within offender ranges of rankings across the five instruments averaged approximately 50 percentile ranks, with some showing much greater divergence. This situation presents evaluators with two serious dilemmas. First, which of the five instruments should be used and why? And second, if results from more than one instrument are available to the evaluator, how should they interpret discrepant rankings? Using the same data, a principle components analysis of the non-redundant age-corrected item scores found seven factors, three reflecting antisocial behaviour, three reflecting sexual deviance, and one reflecting social relationships. Correlations between factor scores and actuarial bin scores indicated that none of the instruments reflected all 7 risk factors, and each reflected a different pattern of risk factors. A method for conducting an overall evaluation of risk will be suggested, and an approach to interpreting discrepant actuarial findings will be discussed using actual cases as illustrations.

**C**

**THE GROWING PAINS OF ACTUARIAL RISK ASSESSMENT FOR SEXUAL OFFENDERS**

Karl Hanson, Public Safety Canada

The ideal risk assessment would consider all relevant risk factors, describe and explain the nature of the risk, and generate recidivism probabilities that are stable across settings and samples. Recent findings make the imperfections in current sexual offender actuarial risk tools impossible to avoid. Evaluators must choose between different recidivism estimates across different tools and even for the same tool across samples. The scientific debate between clinical and actuarial risk assessment has now been replaced by a debate about how to interpret competing actuarial results. Given the current state of knowledge of sexual offender risk assessment, the most accurate risk assessments should be bounded by the results of the most promising risk assessment tools (Static-99, Static-2002, MnSOST-R, VRAG/SORAG). As well, evaluators in high stakes evaluations would benefit from structured measures of psychologically meaningful risk factors (e.g., Stable-2007, Structured Assessment of Risk and Need, VRS-SO). Although it is difficult to improve the validity of actuarial risk assessments by considering external factors, assessment of external factors can help evaluators decide between the various actuarial results. Future research needs to examine the ability of evaluators to derive accurate assessments from less-than-perfect tools.

#### **D APPLYING ACTUARIAL RISK ASSESSMENTS FOR SEXUAL OFFENDERS IN A CLINICAL SETTING**

Yolanda Fernandez, Correctional Service of Canada

Risk assessments are among the most significant tasks required of mental health professionals given the potential implications for both public safety and personal autonomy. Important advances in the development of actuarial risk assessment measures over the last two decades have made the use of such measures the standard for risk assessment. However, the reality is that incorporating these tools into a clinical setting in a manner that is useful for both clients and treatment providers is a difficult task. Additionally, as actuarially based risk assessments are increasingly identified as a critical item for decision-making, in many areas the demand for assessments have outpaced the supply of appropriately trained regulated mental health care professionals. This presentation will describe how the Ontario region of Correctional Services of Canada has addressed the challenge of attaining a high volume of quality, reliable, actuarially based sexual offender risk assessments in order to provide appropriate treatment recommendations and inform decision-makers. Issues to be discussed include strategies for converting actuarial scores to applied assessments, providing appropriate training and supervision, and the need for ensuring adequate inter-rater reliability among the assessors.

**2009-06-13 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – JOLLIET**

**Workshop/Atelier**  
*Clinical Psychology/  
Psychologie clinique*

**INTRODUCTION À LA THÉRAPIE COMPORTEMENTALE DIALECTIQUE (DBT):  
PRINCIPES GÉNÉRAUX ET ADAPTATION À UNE CLIENTÈLE  
D'ADOLESCENTS SUICIDAIRES ET LEURS FAMILLES**

Valentin Mbekou, Douglas Mental Health University Institute; Martin VM Jodoin, Douglas Mental Health University Institute; Johanne Renaud, Douglas Mental Health University Institute

La thérapie comportementale dialectique (DBT) originellement développée par M. Linehan au début des années 90 dans le traitement d'adultes présentant un trouble de personnalité limite (TPL) et qui étaient chroniquement suicidaires a fait l'objet d'évaluations très favorables dans la littérature et donné lieu à de nombreuses adaptations permettant de traiter diverses problématiques (ex. Dépression, boulimie, abus de substances etc...) ou clientèles (jeunes, familles, milieux cliniques ou résidentielles). Depuis quelques années nous avons entrepris d'adapter la DBT aux jeunes adolescents déprimés suicidaires et leurs familles sur le modèle proposé par Miller (2003). Le présent atelier vise à familiariser les participants avec les concepts de base de la DBT et les principaux enjeux de son adaptation auprès de la clientèle adolescente. Nous présenterons également au cours de cet atelier plusieurs vignettes cliniques et certaines données concernant l'efficacité de ce programme auprès de notre clientèle.

**2009-06-13 – 12:30 PM to 12:55 PM – 12 h 30 à 12 h 55 – CHAUDIÈRE**

**Theory Review/  
Examen théorique**  
*Psychologists in Education/  
Psychologues en éducation*

**THE ASSESSMENT AND INSTRUCTION OF EARLY MATHEMATICAL KNOWLEDGE**  
Meghann Fior, University of Calgary; Al Gorewich, University of Calgary; Samantha Lewycky, University of Calgary; Michelle Drefs, University of Calgary

There is mounting evidence to support the efficacy of programs designed to build students' understanding of number concepts (Griffin & Case, 1996). Its acquisition during the primary grades (grades K-1) is essential as children who have not obtained a solid understanding of number concepts during their early school years are at risk of experiencing serious academic delays and performing below their peers throughout their schooling (Jordan, 1995). Moreover, the successful obtainment of number concepts has been linked to children's increased self-confidence and low anxiety in mathematics performance (Malofeeva et al., 2004). Drawing an analogous comparison between phonemic awareness in reading to number concepts in mathematics, Gersten and Chard (1999) argue that the quality of mathematics intervention can be significantly enhanced through the assessment and instruction of number concepts. The purpose of this session is to describe an instructional program that was designed in accordance with cognitive psychology theory to foster primary-grade students' development of early number concepts. Comparison of the standardized test scores of kindergarten and grade one students instructed in either a traditional or cognitive program will be discussed. The results of this study will be examined with respect to best practices in the assessment and instruction of number concepts.

2009-06-13 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – GATINEAU

Section Business **RURAL AND NORTHERN PSYCHOLOGY/PSYCHOLOGIE DES COMMUNAUTÉS**  
Meeting/Réunion **RURALES ET NORDIQUES**  
d'affaires des sections *Karen Dyck*, University of Manitoba  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

2009-06-13 – 1:00 PM to 2:55 PM – 13 h 00 à 14 h 55 – HOCHELAGA 1-6

Poster/Affiche **POSTER SESSION 'F'/ PRÉSENTATION PAR AFFICHAGE**

Adult Developmental and Aging/ Développement adulte et vieillissement ; Health Psychology/ Psychologie de la santé ; Perception, Learning and Cognition/ Perception, apprentissage et cognition ; Psychophysiology/ Psychophysiologie ; Sport and Exercise Psychology/ Psychologie du sport et de l'exercice

**#1** **QUANTITY OR QUALITY: IMPLICATIONS OF NUMBER VERSUS PURPOSEFULNESS OF GOALS ON WELL-BEING IN OLDER ADULTHOOD**  
*Adult Development and Aging/Développement adulte et vieillissement* *Tal Aviram*, Concordia University; Carsten Wrosch, Concordia University

Self-regulation theories assume that goals are important predictors of well-being (WB) because they motivate adaptive behaviors (Carver & Scheier, 1998). Research states that people prefer pursuing goals that are valued, which can constitute high levels of purpose in life, defined as the extent to which a person considers his or her activities to be valuable (Scheier et al., 2006; Vroom, 1964). Yet it is also suggested that purpose is a characteristic that exhibits a sharp decline with advancing age (Ryff & Keyes, 1996). A major limitation of previous research, however, is the lack of distinction between the different dimensions of goals; namely, the number of goals people have, and the purposefulness of these goals. 164 older adults were followed over 4 years as part of the Montreal Aging and Health Study, which assessed measures of participants' goals, their purposefulness, and a variety of WB outcomes. We were interested in examining how the overall pattern of the different goal dimensions change across time and age, and how each affects changes in WB. The cross-sectional and longitudinal results of this study demonstrate that while the number of goals reported by participants decreased significantly with age and time, purpose remains stable. In addition, purpose led to increases in WB over time, whereas number of goals was not associated with any changes.

**#2** **QUALITY OF LIFE AND PATHWAYS TO ADULTHOOD: LIFE DOMAIN IMPORTANCE AND SATISFACTION**  
*Adult Development and Aging/Développement adulte et vieillissement* *E.B. Brownlie*, Centre for Addiction and Mental Health; Joe Beitchman, Centre for Addiction and Mental Health; Emiko Koyama, Centre for Addiction and Mental Health; Andrea Glicksman, Centre for Addiction and Mental Health; Maria R Restivo, Centre for Addiction and Mental Health; Jennifer Yee, Centre for Addiction and Mental Health

Emerging adulthood (EA) is conceptualized as a developmental period of self exploration that includes a moratorium from adult roles and responsibilities. EA has been studied primarily in college samples; less is known about the transitions to adulthood for youth who do not pursue postsecondary education. This study investigates the subjective quality of life in different domains in a sample of 25 year-olds with various life pathways. Participants were part of a 20-year longitudinal study of children with speech and language impairments and a matched control group. Based on life outcomes to age 25 (family formation, residence in parental home, employment and education), three life pathways were identified: Emerging Adulthood (education before adult roles), Early Start (early parenting or early work) and Slower Start (few adult roles). A principal components analysis of ratings on multiple aspects of quality of life yielded four general domains: Work, Exploration, Family, and Community. Whereas life satisfaction was similar for the three groups across domains, the importance attributed to life domains differed. Family and Community were more important to the Early Starters, and Work was less important to the Late Starters, compared to the other groups. The importance of Exploration did not differ by group. Implications for understanding EA in various populations are discussed.

**#3** **RETROSPECTIVE SIBLING LOSS: GRIEVING WHEN WE DON'T REMEMBER**  
*Adult Development and Aging/Développement adulte et vieillissement* *Shélah M. Christie*, University of Saskatchewan; Brian M Chartier, St. Thomas More College

Historically, grief has been considered a means through which the bereaved severs ties with the deceased. New conceptions of grief suggest that a continuing bond is one process of renegotiating an altered relationship with the deceased. Grief literature also tends to focus on individuals who have experienced the death of someone who holds a socially recognized role (e.g., child). Grief that is not recognized by society has been labeled as disenfranchised. One such disenfranchised group is retrospective grievers: individuals who were too young at the time of death to develop memories of the deceased. This study qualitatively investigated the nature of retrospective sibling loss through open-ended interviews with five participants. It was found that this loss is a grief experience, but that its disenfranchised nature results in a distortion of how it is experienced internally and presented externally. Identified themes included (1) creating a connection; (2) being influenced by the death; (3) ownership/no ownership; (4) how things would be different; (5) change over time; (6) talked about/not talked about; (7) intellectualizing; (8) comparison of grief; and (9) disallowance of grief. These results add to the grief literature on disenfranchisement. Implications for such grievers are explored.



## #4

*Adult Development and Aging/Développement adulte et vieillissement*

### THE EFFECTS OF A PHYSICAL FITNESS INTERVENTION ON ATTENTION: ATTENTION NETWORK TEST

Ashley A Clarkson, Lakehead University; Gordon Hayman, Lakehead University

In the current experiment an exercise intervention was used to see the effects of the Attention Network Test (ANT) on attention. It was proposed that the exercise intervention will affect the executive component most, due to participants being faced with the conflict resolution during the executive attention component. Data was derived from two randomized groups of older adults (55-80). Participants completed the ANT, and then the experimental group was put through a 12 week exercise intervention that consisted of aerobic walking, weight training and a variety of stretches. The control group received the intervention after the experimental group. Both groups showed an effect of the intervention, but there was no reliable difference. The results failed to support the hypothesis that conflicting attention would decrease in comparison to orienting and alerting attention. The exercise intervention did not modify executive functioning in working memory. While MeanRT showed an effect of practice, experimental subjects improved from baseline (mean = 62.1s) no better than did control subjects (mean = 63.1). Although the executive component did not improve as a function of practice, it was larger for experimental subjects (mean = 17.6s), than for controls subjects (mean = 39.1s), this is opposite of what would be expected if there was a positive benefit of the exercise intervention.

## #5

*Adult Development and Aging/Développement adulte et vieillissement*

### HEALTH AND HAPPINESS IN RETIREMENT: THE PROTECTIVE ROLE OF WISDOM IN OLDER ADULTS

Sarah Etezadi, Concordia University; Dolores Pushkar, Concordia University

This longitudinal research investigated the relations between wisdom, health, and subjective well-being in older adults. Three-hundred and sixty recently retired individuals completed a series of questionnaires including the Three-Dimensional Wisdom Scale (Ardelt, 2003), the Seriousness of Illnesses Rating Scale (Wyler, Masuda, & Holmes, 1967), the Center for Epidemiological Studies Depression Scale (Roberts & Vernon, 1983), and the Life Domain Satisfaction Scale (Pushkar & Conway, in preparation). Hierarchical regression analyses controlling for sociodemographic variables revealed that initial wisdom and health changes across two years independently predict both depression and life satisfaction one year later. An interaction between wisdom and health changes was also found to predict well-being, such that individuals high in wisdom experience less of a decline in well-being when faced with decreasing health. Results are discussed in terms of the theoretical link between wisdom and effective emotion regulation, thus further elucidating pathways to successful aging. It is suggested that cultivating wisdom in the years preceding retirement may buffer the potential negative impact associated with declining health during this transition period.

## #6

*Adult Development and Aging/Développement adulte et vieillissement*

### POSITIONING IN LIGHT OF CANADIAN MASTER NARRATIVES ABOUT WISDOM

Michel Ferrari, University of Toronto; Anda Petro, University of Toronto; Jane Yao, University of Toronto; Nic Weststrate, University of Toronto

In this study, 40 Canadian men and women (half age 21-30; half 65-85) were asked to name someone they know who is wise, a moment in their lives they were wise, and a wise historical figure. These 120 narratives were analyzed using Rom Harré's 'positioning theory,' which examines narratives in light of prototypical cultural narratives, positions one adopts toward that narrative (endorse, resist) and activities one engages in within the narrative (speaking, acting). Preliminary results suggest that all narratives reflect a few underlying cultural 'master narratives' (e.g., wise old woman), but that people position themselves differently depending on their age and gender.

## #7

*Adult Development and Aging/Développement adulte et vieillissement*

### THE ACUTE EFFECTS OF GLUCOSE INGESTION ON DIVIDED ATTENTION IN OLDER ADULTS: A COMPARISON OF BETWEEN- AND WITHIN-SUBJECT DESIGNS

Christine Gagnon, Université du Québec à Montréal; Laurence Desjardins-Crépeau, Université du Québec à Montréal; Isabelle Tournier, Université Victor Segalen Bordeaux 2; Maxime Lussier, Université du Québec à Montréal; Nathalie Castonguay, Université du Québec à Montréal; Carol Greenwood, University of Toronto; Louis Bherer, Université du Québec à Montréal

Small rises in blood glucose levels can momentarily improve cognition in seniors (Kaplan et al., 2000). Most studies have focused on the effects of glucose on memory and have used between- or within subject designs to compare glucose and placebo conditions. Yet, a recent meta-analysis underlined that research design may influence the effects of glucose on cognition (Riby, 2004). This study aims at comparing the effects of glucose on divided attention in a between-subject study to those observed in a within-subject study. Method Study 1 compared healthy older adults (60-80 years) receiving either glucose (50g) or placebo (saccharin) drinks (between-subject design). In study 2, seniors took part in both conditions (within-subject design). In both studies, participants performed a dual-task, consisting of two visual discrimination tasks realized alone and concurrently. Results Both studies showed better dual-task performances when participants were in the glucose condition, compared to the placebo condition ( $p < .05$ ). This effect was specific to the dual-task condition and was observed for speed (study 1 and 2) and accuracy (2). Conclusion Our studies showed that glucose can momentarily improve dual-task performances in both research designs. These results suggest that glucose absorption not only improves memory, but can also have a beneficial effect on attention in older adults.

**#8**

*Adult Development and Aging/Développement adulte et vieillissement*

**THE PUBLIC'S REACTION TO PHARMACISTS PRESCRIBING MEDICATIONS IN NEW BRUNSWICK**

Odette Gould, Mount Allison University; Samantha Joel, University of Toronto; Tatiana Lazaro-Lopez, Mount Allison University

As of October 30, 2008 pharmacists in New Brunswick are able to prescribe medications under certain conditions. The current study examines age differences in attitudes concerning what care should be received from pharmacists. Research in Britain has suggested that patient satisfaction with pharmacist services that include prescribing and renewing patient's medications has been very high, particularly in geriatric care. In the present study, 237 questionnaires were filled out by young, middle-aged, and older adults in New Brunswick. Generally, respondents were very positive about pharmacists offering expanded services such as renewing medications, adjusting medication doses and prescribing pain relievers, and felt that pharmacists have more convenient hours and are more accessible than are physicians or clinics. However, older adults were slightly less positive ( $p < .03$ ) about pharmacists prescribing than were younger and middle-aged adults. The discussion will focus on the heterogeneity of the older sample.

**#9**

*Adult Development and Aging/Développement adulte et vieillissement*

**THIS IS BALONEY: ASSESSMENTS OF HEALTH-RELATED ADVERTISEMENTS BY YOUNGER AND OLDER ADULTS**

Odette Gould, Mount Allison University; Jessica D Chapman, Mount Allison University; Stephanie M Landry, Mount Allison University

Few studies have empirically investigated older adults' vulnerability to advertisements, particularly for health-related products. In the current research, 56 younger (M age = 21 years) and 57 older adults (M age = 75) viewed a series of printed advertisements for health-care products and rated them on accuracy, trustworthiness, persuasiveness, and likeability. Older adults were significantly more likely to rate all the health-related products as being relevant to them. However, age differences for evaluative ratings were only obtained for two products: Older adults rated a sonic pulses pain controller significantly more positively than did younger adults, and rated a weight management product significantly less positively. The discussion will focus on the relationship between evaluative ratings, ratings of the relevance of the product, and evaluative spontaneous comments made by participants while trying to recall the information from the advertisements.

**#10**

*Adult Development and Aging/Développement adulte et vieillissement*

**VEILLISSEMENT, DIFFÉRENCES COGNITIVES INDIVIDUELLES ET SENSIBILITÉ AUX DISTRACTIONS AU VOLANT**

Mylène Hazel, Université de Montréal; Jacques Bergeron, Université de Montréal

La conduite automobile est une activité complexe et exigeante au plan cognitif. Plusieurs équipes de chercheurs effectuent actuellement des travaux, sur route ou sur simulateur de conduite, afin d'identifier les conducteurs les plus sensibles au phénomène de distraction au volant. On estime en effet que la sensibilité aux distractions doit varier en fonction de facteurs individuels, tels que l'âge et le niveau d'expérience de conduite. C'est dans cette optique que nous avons récemment réalisé une expérience visant à déterminer si les dispositions individuelles en matière de capacités attentionnelles influencent la sensibilité aux distractions au volant. Différents tests cognitifs évaluant notamment les capacités d'attention divisée et sélective ont été proposés à 44 conducteurs âgés entre 65 et 80 ans et à un groupe de sujets plus jeunes (25-35 ans). Les répondants ont ensuite participé à une séance sur simulateur de conduite, dans laquelle étaient mesurés les effets de distraction occasionnés par une tâche de conversation. Les résultats préliminaires suggèrent une relation modérée entre certains tests d'attention et l'ampleur des effets de la distraction chez le groupe de conducteurs âgés. Les analyses statistiques se poursuivent actuellement, de sorte que l'ensemble des résultats pourra être présenté lors de la communication au congrès.

**#11**

*Adult Development and Aging/Développement adulte et vieillissement*

**PREDICTORS AND OUTCOMES OF SOCIAL COMPARISONS IN RETIREMENT**

Joelle Jobin, Concordia University; Dolores Pushkar, Concordia University

This longitudinal study identified determinants and outcomes of social comparisons, as social comparisons may assist in maintaining subjective well-being in older adulthood (Heckhausen & Brim, 1997). In this study, 369 retirees were examined over one year. It was hypothesized that perceived control would interact with stress, illness, and family revenue to predict the types of social comparisons made in the domains of stress, health, and financial adequacy. It was expected that individuals who made downward social comparisons would experience higher levels of positive affect, lower levels of negative affect and fewer depressive symptoms. Results indicated that individuals with lower perceived control who experienced higher levels of stress made upward social comparisons relating to stress. Individuals with higher perceived control or family revenue were more likely to make downward social comparisons relating to finance. Individuals made more upward comparisons with increasing number of illnesses. Downward social comparisons relating to health were associated with lower negative affect and higher positive affect. Downward social comparisons relating to stress and finance were related to lower negative affect and fewer depressive symptoms. These results illustrate the domain specific impact of social comparisons on subjective well-being.

**#12**

*Adult Development and Aging/Développement adulte et vieillissement*

**RETIREMENT PREPARATION VARIABLES**

Jerry A Klages, Algoma University; Linda M Sorensen, Algoma University

For members of the baby boom generation, retirement is imminent. Yet we know little about retirement planning except for financial matters. To investigate psychological planning, three questionnaires were administered to thirty retired seniors. The General Self Efficacy (GSE) scale measured optimistic self-beliefs. The Satisfaction With Life (SWL) scale assessed life satisfaction. The Retirement Preparation Scale (RPS), designed by the first author after a review of the literature, gave information about retirement planning for matters other than financial. Subjects ranged in age from 58 to 85 and averaged 70.3 years; average time since retirement was 13.5 years. GSE and SWL scores matched Canadian norms. A factor analysis of all three questionnaires showed that planning for end of life issues and post-retirement employment emerged as critical variables for both genders. This gives us a greater understanding of how adults can attain optimum life satisfaction in retirement through psychological preparation.

**#13**

*Adult Development and Aging/Développement adulte et vieillissement*

**CONSIDERING DEATH: EFFECTS ON THOUGHTS OF PROXIMITY-SEEKING AND OVERPROTECTION**

Elizabeth McFadden, University of Waterloo; Jennifer G La Guardia, University of Waterloo

Death is one of the most difficult events for people to come to terms with. Not only are people faced with anxieties about their own death, they must also cope with the inevitable loss of loved ones. Research has indicated that considering one's own death activates a desire for proximity in attempts to mitigate fear of death, both explicitly (Hart et al, 2005; Florian et al., 2002) and implicitly (Mikulincer et al., 2000; 2002). Given that one's own death and the death of a parent both result in severed attachment bonds, it follows that both self- and parent-mortality inductions should lead to a greater desire for proximity with close partners. Engaging a parent's mortality may also stimulate a negative approach response that is less conducive to relatedness such as a desire to overprotect or control the parent in order to reduce the possibility of harm. Using an emotional Stroop task, I have begun to test the prediction that both self- and parent-mortality salience will be associated with greater accessibility of words related to the theme of proximity-seeking, while only parent-mortality will also stimulate protection and control. Participants are asked to write about their own death, the death of their mother, a recent conflict with a friend, or a neutral non-relational event after which they complete the Stroop task. Results will be discussed.

**#14**

*Adult Development and Aging/Développement adulte et vieillissement*

**STRUCTURE AND PSYCHOMETRIC PROPERTIES OF THE REMINISCENCE FUNCTIONS SCALE**

Annie Robitaille, University of Ottawa; Philippe Cappeliez, University of Ottawa; Daniel Coulombe, University of Ottawa; Norm O'Rourke, Simon Fraser University; Jeffrey Webster, Langara College

This study reports on the psychometric properties and the factorial structure of the Reminiscence Functions Scale (RFS; Webster, 1993), a 43-item self-report instrument used to assess the frequencies of reminiscence for distinct functions. Tests of psychometric properties, factorial validity ( $n = 456$ ), and invariance of structure across gender (males = 228; females = 240) and age groups (young-old, i.e. 61 – 69 years = 241; older-old, i.e. 70 years and older = 200) were performed. Cronbach's alphas were uniformly high (i.e. above .81) for all subscales. Test-retest reliability ranged from .48 to .63. Overall results support an 8-factor structure similar to the original one (Webster, 1993), yet question the value of a few of the items. The findings also support the equivalence of the RFS structure for both gender and age groups. Implications of these findings are discussed.

**#15**

*Adult Development and Aging/Développement adulte et vieillissement*

**EMOTIONAL EXPRESSIVITY IN OLDER AND YOUNGER ADULTS' DESCRIPTIONS OF PERSONAL MEMORIES**

Emily Schryer, University of Waterloo; Michael Ross, University of Waterloo; Myra Fernandes, University of Waterloo; Brian Levine, Rotman Research Institute; Peggy St Jacques, Duke University

According to the Socioemotional Selectivity Theory (Mather & Carstensen, 2003), older adults are motivated to maintain well-being through emotional self-regulation. We suggest that the language older and younger adults use to describe their personal memories may represent an index of the self-regulation motivation hypothesized by SES theory. We report 3 studies in which older (60-88) and younger (17-33) participants described positive, negative and neutral memories from their recent and distant pasts. The memories were analysed using Pennebaker, Francis and Booth's (2007) Linguistic Inquiry Word Count program; a program which calculates the percentage of positive and negative emotion words used within a text. Across all 3 studies older adults used more positive words than younger adults to describe their memories, particularly their neutral autobiographical memories. Older adults, however, only showed this positivity effect in language usage when describing recent memories (from the past 5 years) and not when describing distant childhood or adolescent memories. We suggest that these age differences in emotional expressivity are in line with SST, and represent an as yet unreported age difference that may stem from different abilities or motivation to regulate emotion.

**#16**

*Adult Development and Aging/Développement adulte et vieillissement*

**ELDERSPEAK: THE EVOKING POTENTIAL OF HELPING SITUATIONS**

Edouard S St-Pierre, Lakehead University; Shannon D Loukola, Lakehead University

Studies have demonstrated the significance of age related stereotypes to the elicitation of elderspeak by younger speakers. However, the impact of contextual demands on the use of elderspeak has been overlooked since the majority of studies have examined its use in care-giver or helping contexts. The present study examined the evoking potential of helping situations on elderspeak. Par-

ticipants (n = 24) were required to make four voice recordings that differed on two dimensions: a context dimension (helping and neutral) and an age of target (listener) dimension (young and old). Audio analysis software was used to determine the average pitch of each recording. The main effects for age of target and context were significant with no significant interaction. Participant's recordings were characterized by significantly greater pitch when speaking to an older target and unexpectedly, when recording for the neutral situation. That finding is discussed with reference to study design issues.

**#17**  
*Adult Development and  
Aging/Développement  
adulte et vieillissement*

**L'ÉVALUATION DE L'ANXIÉTÉ CHEZ LES PERSONNES ÂGÉES :  
UNE REVUE SYSTÉMATIQUE**

Zoé Therrien, Université d'Ottawa; John Hunsley, Université d'Ottawa

Les recherches ont démontré que l'anxiété est un problème souvent présent dans la population âgée, mais qui demeure tout de même sous-diagnostiqué. Cette étude cherche à voir si ce problème est en partie causé par des lacunes au niveau de l'évaluation de l'anxiété chez les personnes âgées. Est-ce qu'un instrument qui mesure la présence de l'anxiété chez les adultes peut aussi mesurer de façon efficace la présence du même trouble chez la population âgée ? Pour répondre à cette question, une revue systématique de la littérature a permis de donner un point de vue global des instruments les plus utilisés dans la recherche pour évaluer l'anxiété chez les personnes âgées et permettant ainsi de vérifier où se retrouvent les lacunes concernant l'évaluation chez cette population. Par la suite, une comparaison a été effectuée entre les instruments mesurant l'anxiété les plus utilisés et ceux retrouvés dans les ouvrages portant sur la population adulte.

**#18**  
*Adult Development and  
Aging/Développement  
adulte et vieillissement*

**AN fMRI-COMPATIBLE PARADIGM FOR EXAMINING ERRORLESS AND  
ERRORFUL LEARNING**

Linda Truong, University of Toronto; Nicole D Anderson, Kunin-Lunenfeld Applied Research Unit, Baycrest and University of Toronto

Typical studies of errorless and errorful learning have employed paradigms that are incompatible for fMRI-scanning. Thus, little is known about how the brain processes errors, leaving it unclear how individuals inhibit, or resolve, past errors during encoding and recall. This study employed a new paradigm that is fMRI-compatible in order to study errorless and errorful learning in 20 younger and 20 older adults. Participants were shown category names along with four words belonging to each category and were asked to select one of the four words. Participants received feedback indicating that they were correct in the 0-errors condition (errorless), or incorrect in the 1-error and 2-errors conditions (errorful). Participants then completed a recognition test by indicating whether the word shown was a target word in the study phase. This method eliminates the need for verbal responses from participants and enables time-sensitive recording of responses, which are properties that make this paradigm fMRI-compatible. In piloting this paradigm, data will be presented testing the hypotheses that errorless learning will result in better memory performance for targets and that this will benefit the performance of older adults to a greater extent than for younger adults, results often found in standard errorless learning procedures.

**#19**  
*Health Psychology  
Psychologie de la santé*

**WOMEN'S INTENTION TO RECEIVE THE HPV VACCINE: THE IMPACT  
OF A TARGETED EDUCATIONAL MESSAGE**

Claire Baxter, University of Guelph; Paula Barata, University of Guelph

Uptake of the HPV vaccine has been lower than expected in school-based immunization programs in some provinces. Previous research has found that lack of sexual experience is related to resistance to the vaccine yet the vaccine is most efficacious before the onset of sexual activity. It is possible that sexually inactive women do not perceive the message to be vaccinated as directed at them. The purpose of this study was to measure the effect of a targeted educational message on the intentions of sexually inactive women. 88 participants completed an online survey and were randomly assigned to three conditions which manipulated the type of information they received on HPV and the vaccine: general (minimal information), detailed (emphasized sexual transmission of HPV), or targeted (emphasized the benefit to sexually inactive women). Overall, 33% of participants intended to receive the HPV vaccine. Sexually inactive women felt less susceptible to HPV than sexually active women ( $p < .01$ ). As hypothesized, women with no sexual partners were more likely to intend to receive the vaccine in the targeted information condition than in the detailed information condition ( $p < .05$ ). Therefore, informing sexually inactive young women that it is most beneficial for them to receive the vaccine before they are sexually active may help to increase their intention to be vaccinated.

**#20**  
*Health Psychology  
Psychologie de la santé*

**PILOT STUDY OF THE FEASIBILITY OF THE NON-COMMUNICATING  
CHILDREN'S PAIN CHECKLIST - REVISED FOR PAIN ASSESSMENT FOR  
ADULTS WITH INTELLECTUAL DISABILITIES**

Chantel Burkitt, Saint Mary's University; Lynn M Breau, Dalhousie University, IWK Health Centre; Shoneth Salsman, Kings Regional Rehabilitation Centre; Tracie Sarsfield-Turner, Kings Regional Rehabilitation Centre; Robert Mullan, Kings Regional Rehabilitation Centre

Abstract: It is suspected that those with intellectual disabilities (ID) experience more pain than the general population, yet there are no well-validated measures for pain assessment in adults with ID. This research aims to respond to this need by validating the Non-Communicating Children's Pain Checklist - Revised (NCCPC-R) for use with adults with ID during chronic or recurrent pain. Staff at a regional residential facility observed participants (N = 16) during two conditions (pain; no-pain) for 5-minute periods. The two staff independently completed both the NCCPC-R and a 10 cm visual analogue scale (VAS) of pain. Analyses indicated 6 of the 30 items should be removed from the NCCPC-R. Internal consistency (Cronbach's  $\alpha = .86$ ), inter-rater reliability (ICC = .83) and construct validity ( $t(15) = 7.03$   $p < .001$ ) of a new 24-item scale indicate good psychometric properties.

A cut-off score of 10 provided 94% sensitivity and 87% specificity for pain. Results indicated revisions should be made to the NCCPC-R to improve psychometric properties when used for chronic or recurrent pain in adults with ID. Our new scale, which we have called the Chronic Pain Scale for Nonverbal Adults with Intellectual Disabilities (CPS-NAID), displays good psychometric properties in this pilot study. Future studies should include both the NCCPC-R and the CPS-NAID to confirm these results.

**#21**

*Health Psychology*  
*Psychologie de la santé*

**EXAMINING MULTIPLE FACETS OF STIGMA IN MEN AND WOMEN LIVING WITH HEPATITIS C**

Christine Cabrera, University of Ottawa; Kim Corace, Ottawa Hospital; Giorgio A Tasca, Ottawa Hospital; Curtis Cooper, Ottawa Hospital; Gary Garber, Ottawa Hospital; Louise Balfour, Ottawa Hospital

It is estimated that 300,000 individuals in Canada are currently infected with Hepatitis C (HCV). Stigma related to HCV is a relevant issue given that many people living with HCV come from vulnerable communities (e.g. people who use drugs). Experiences of HCV stigma may contribute to decreased quality of life and be a barrier to accessing health care services. Increasing our understanding of how different dimensions of HCV stigma may affect psychological functioning is critical to the development of risk reduction programs and intervention initiatives. This study examined the experience of HCV stigma in a sample of people living with HCV (N = 75). During their clinic visits, HCV patients completed a questionnaire package which included a measure of depression (CES-D) and the HCV Stigma Scale. This stigma scale measures several domains of HCV stigma including (1) negative self-perceptions (2) perceptions of negative public attitudes towards HCV (3) perceptions of experienced discrimination (4) disclosure concerns regarding HCV. Results indicated that higher levels of HCV stigma were significantly correlated with higher levels of depression. Also, women reported significantly higher levels of HCV stigma and depression than men. The clinical implications of these findings and the need to develop tailored interventions targeting specific dimensions of HCV stigma will be discussed.

**#22**

*Health Psychology*  
*Psychologie de la santé*

**DOES PLACE OF RESIDENCE MODERATE THE EFFECTS OF FOOD INSECURITY ON HEALTH?**

Melissa Calhoun, University of Ottawa; Elizabeth A Kristjansson, University of Ottawa; Stephanie Leclair, University of Ottawa

Food insecurity is an important social inequality and public health concern in Canada. People experience food insecurity when regular access to nutritious food is limited or variable, or when accessing food becomes secondary to other urgent needs. Research has shown that people who live in food insecure households are more likely to report poorer psychological, physical, and social health than those in food secure households. Much of our understanding of the relationship between food insecurity and health has been based on urban samples or a mix of rural and urban samples. However, research from the United States suggests that food insecurity tends to be higher in rural areas, which may reflect the socioeconomic challenges and limited accessibility of food in these areas. Moreover, studies on the health of rural residents highlight that they tend to report poorer health than their urban counterparts. The purpose of this study was to fill in some of the gaps in our knowledge by investigating whether and how place of residence impacts the relationship between food insecurity and health. In this paper, we present the results from logistic regression analyses evaluating place of residence as a moderator in the association between food insecurity and psychological, physical, and social health. The implication of the results for policy development and interventions will be discussed.

**#23**

*Health Psychology*  
*Psychologie de la santé*

**LINKING BODY IMAGE TO CARDIOMETABOLIC RISK FACTORS IN ADOLESCENTS**

Andree L Castonguay, McGill University; Jennifer Brunet, McGill University; Catherine M Sabiston, McGill University; Team Prodigy, Le Centre Hospitalier Universitaire Sainte-Justice

Empirical research links various forms of mental stress to unhealthy profiles, yet body related stress has not been examined as a specific correlate of cardiometabolic risk factors. The current study examined the relations between body image and triglycerides (TG), low-density lipoprotein (LDL), high-density lipoprotein (HDL), and systolic (SBP) and diastolic (DBP) blood pressure. Adolescents (N = 1539) aged 13 and 16 years completed a self-report survey assessing body image indicators (sociocultural weight pressures and body shape discrepancy) and had height and weight measured. Additional measures included a fasting blood draw and resting SBP and DBP. Regression results, controlling for age, standardized BMI, SES, smoking status, medication, and physical activity levels, indicated that higher TG levels were linked to sociocultural weight pressures for boys (B = .13, p<.001) and body shape discrepancy for girls (B = .11, p<.05). Increased LDL and lower HDL were linked to body shape discrepancy for girls (B = .11 and -.11, p<.05). There were no significant correlates for SBP and DBP. These findings highlight the need for practitioners to help adolescents perceive a healthy and accurate body image for physical health benefits. Funding for this study was provided by the Québec Ministry of Health, and Social Services, Health Canada, and the Canadian Institutes of Health Research.

**#24**

*Health Psychology*  
*Psychologie de la santé*

**RESILIENCE IN CHILDREN TREATED FOR CANCER: BEYOND THE BUZZWORD, A CONCEPT TO EXAMINE IN ALL ITS COMPLEXITY**

Simon Coulombe, Université du Québec à Montréal; Coralie Lanoue, Université du Québec à Montréal; Sylvie Jutras, Université du Québec à Montréal

Children treated for cancer have to cope with numerous difficulties (e.g. chronic fatigue, fear of recurrence). However, many of these children report fair level of well-being and even having grown through illness. Psychologists refer to the concept of resilience to account for this thriving experience. The objective of this paper is to present the results from a survey of scientific literature in the domain of psycho-oncology and children. From a systematic search procedure using PsycINFO and MEDLINE with the key-

words cancer, resilience, well-being, child (and synonyms), 20 empirical studies or literature reviews (1990-2008) were selected on the basis of two precise criteria. The analysis of the documents revealed one consensus: resilience represents a positive adaptation in the face of adversity. However, authors have opposite perspectives when it comes to define: (1) the nature of resilience (trait or process?) and (2) its manifestations (recovery or thriving?). Our review of the studies show that resilience factors at the ontosystem level (child) and the microsystem level (family) were mainly investigated. Yet, from an ecological perspective, the exosystem (services) and the macrosystem (ideologies) do influence resilience. Thus, all these levels should be considered thoroughly and concurrently to ultimately reinforce resilience of children treated for cancer.

**#25**

*Health Psychology*  
*Psychologie de la santé*

**HEALTHY EATING AND PHYSICAL ACTIVITY: DO INTENTIONS AND BEHAVIOUR DIFFER ACROSS THE DISEASE COURSE? APPLYING THE THEORY OF PLANNED BEHAVIOUR TO ADULTS WITH PREDIABETES AND TYPE 2 DIABETES**

Shannon L. Currie, Dalhousie University; T. Michael Vallis, Queen Elizabeth II Health Sciences Centre and Dalhousie University

Healthy eating choices (HEC; i.e., fruits, vegetables, whole grains, and low fat products) and physical activity (PA) are essential for prevention and effective disease management of type 2 diabetes (e.g., Deedwania & Fonseca, 2005). However, adherence to dietary and exercise recommendations tends to be quite low in persons at risk for developing diabetes (i.e., prediabetes) and those with diabetes (e.g., Funnell & Anderson, 2000). There is a critical clinical need to better understand factors that influence healthy lifestyle behaviours. Given the complexity of HEC and PA, it is important to employ a theoretical framework that accounts for multiple social-cognitive predictors of these behaviours. The present study utilized Ajzen's (1985) Theory of Planned Behaviour (TPB) to predict intentions and behaviour for HEC and PA in patients with prediabetes and type 2 diabetes. Patients recruited from clinical diabetes management groups (N = 240) completed a survey (time 1) and follow-up behavioural assessment one-month later (time 2). Path analysis was used to examine the fit of the data to the TPB model and compare differences in predictors between the groups, thus informing our understanding of how determinants of HEC and PA compare at different stages of the diabetes disease course. Implications for clinical interventions to foster HEC and PA in these populations are discussed.

**#26**

*Health Psychology*  
*Psychologie de la santé*

**THE LIVED EXPERIENCES OF WOMEN POSSESSING A GENETIC PREDISPOSITION TO DEVELOPING BREAST CANCER: A QUALITATIVE GROUNDED THEORY STUDY**

Julia DiMillo, University of Ottawa

The opportunity of undergoing genetic testing that determines whether a woman possesses a mutation of the BRCA1 and BRCA2 genes, revealing that she has up to an 80% chance of developing breast cancer, is relatively recent. There is an apparent void in the literature investigating the experiences of these women, and qualitative studies of this nature are virtually nonexistent. The purpose of this study was to better comprehend the experiences of women having been identified as carriers of this mutation. Specifically, concepts such as the nature of their received support, the impact of this experience, and whether they felt stigmatized by others, were examined. Seven women having been identified as carriers were invited to participate in structured interviews at the clinic where they received specialized care. Results obtained through constant comparison analysis revealed that carriers tend to experience various negative emotions. Particularly, they are inclined to seek additional support, tend to feel dissimilar of others and feel that this experience has had a significant impact on their lives. This suggests that as genetic testing becomes more prominent, perhaps additional support and psychological assistance should be provided. Furthermore, the psychological effects of such tests should continue to be monitored in order to provide individuals with appropriate care.

**#27**

*Health Psychology*  
*Psychologie de la santé*

**REDUCING GAPS IN HEALTH: A FOCUS ON SOCIO-ECONOMIC STATUS IN URBAN CANADA**

Jason Disano, Canadian Population Health Initiative (CPHI) Canadian Institute for Health Information (CIHI); Marc Turcotte, Canadian Population Health Initiative (CPHI) Canadian Institute for Health Information (CIHI); Julie Goulet, Canadian Population Health Initiative (CPHI) Canadian Institute for Health Information (CIHI)

Rationale: Research shows that significant gaps exist in the economic well-being and overall health of Canadians. These gaps are particularly observable in Canada's urban areas, where gaps in health as a result of unequal socio-economic status (SES) can be analyzed in small geographical zones. Objectives: To provide a broad overview of the links between SES and health in 15 Canadian Census Metropolitan Areas (CMAs) by examining how health, as measured by a variety of health-related indicators, varies in areas with different socio-economic characteristics. Methods: Using a Deprivation Index, 21 indicators were examined, including hospitalization rates and self-rated health status. Urban areas comprising the 15 CMAs were classified into low-, average-, or high-SES. Indicators were calculated within each of those three SES groups, within and across the 15 CMAs. Results: Supporting previous research, significant differences across the three SES groups were seen for many of the indicators examined. Pronounced differences between the low- and high-SES groups for hospitalization rates from mental illness were noted across all of urban Canada sampled in this study. Conclusion/Significance: The analyses demonstrated that locations characterized by lower SES were more likely to experience poorer health than locations with an average or high SES.

**#28**

*Health Psychology*  
*Psychologie de la santé*

**GENDER DIFFERENCES IN POST-STROKE DEPRESSION OVER A 1-YEAR PERIOD**

Cynthia Dolezsar, Concordia University; Sydney Miller, Concordia University; Nany Mayo, McGill University; Lois Finch, McGill University; Lisa Koski, McGill University; Lesley Fellows, McGill University; Robert Côté, McGill University

Depression occurs in up to 60% of stroke survivors. Post-stroke depression (PSD) is associated with poor functional prognosis and decreased quality of life and is thus recognized as a critical factor in stroke treatment. It is unclear whether men or women exhibit a greater incidence of PSD. Methodological issues and timing of assessment may explain why studies have yielded conflicting results. The objective of the current study was to examine gender differences in PSD using three measures over a one-year period in a sample of stroke survivors. Participants ( $n = 89$ ) were from an ongoing study examining the dynamic pattern of PSD. PSD was evaluated by the Geriatric Depression Scale (GDS), the Mental Health Inventory (MHI) and the Structured Clinical Interview for DSM-IV (SCID) depression. PSD was assessed at 5 time points: 8 days, 3, 6, 9 and 12 months post-stroke. The sample included 39 women and 50 men, ranging from 27 to 94 years of age ( $X = 71$ ). Results revealed no significant gender differences in PSD at any time point as measured by the MHI ( $p > .05$ ) or GDS ( $p > .05$ ) or SCID ( $p > .05$ ). PSD was found to be similar in both men and women over the one-year period. These findings suggest that gender may not be an important factor to consider in research or treatment of PSD. The question of why this study failed to reveal gender differences while others have may need to be clarified.

**#29**

*Health Psychology*  
*Psychologie de la santé*

**DETECTING POST-STROKE DEPRESSION: ARE DIFFERENT MEASURES COMPARABLE?**

Cynthia Dolezsar, Concordia University; Sydney Miller, Concordia University; Nany Mayo, McGill University; Lois Finch, McGill University; Lisa Koski, McGill University; Lesley Fel-lows,  
McGill University; Robert Côté, McGill University

Studies investigating prevalence rates of post-stroke depression (PSD) have yielded conflicting results. This may be due to the use of divergent measurement tools. The objective of the current study was to analyze the concordance between 3 methods of identifying depression in a stroke population: the Geriatric Depression Scale (GDS), the Mental Health Inventory (MHI) and the Structured Clinical Interview for DSM-IV (SCID) depression. Participants ( $n = 89$ ) included 39 women and 50 men, ranging from 27 to 94 years of age ( $X = 71$ ). Depression was assessed at 5 time points: 8 days, 3, 6, 9 and 12 months post-stroke. Over the five time points, the prevalence of depression was 7.6% using the SCID, 26.5% using the MHI and 28% using the GDS. Kappa agreement between the 3 measures over the 5 time points was also calculated. Results indicated a greater concordance between the MHI and the GDS than between the SCID and the MHI or between the SCID and the GDS. Specifically, the agreement between the MHI and the GDS was moderate (Cohen's Kappa = 0.41), between the SCID and the MHI fair ( $K = 0.36$ ), and between the SCID and the GDS was also fair ( $K = 0.32$ ). These results suggest that the 3 measures capture different aspects of mood disturbance post-stroke and a harmonized method for measuring this construct will facilitate detection and research on interventions.

**#30**

*Health Psychology*  
*Psychologie de la santé*

**FATIGUE ET SANTÉ PSYCHOLOGIQUE DES JEUNES EXERÇANT UN EMPLOI DURANT L'ANNÉE ACADÉMIQUE**

Nicolas Doucet, Université du Québec à Chicoutimi; Lise Lachance, Université du Québec à Chicoutimi; Élise Ledoux, Institut de Recherche Robert Sauvé en Santé et en Travail; Esther Cloutier, Institut de Recherche Robert Sauvé en Santé et en Travail; Suzanne Veillette, Groupe ÉCOBES, Cégep de Jonquière; Luc Laberge, Groupe ÉCOBES, Cégep de Jonquière

De plus en plus de jeunes occupent un emploi rémunéré alors qu'ils sont aux études, étant ainsi davantage susceptibles de vivre des conflits entre leurs rôles de vie et d'accumuler une dette de sommeil. Des recherches auprès de travailleurs ont démontré le lien entre les conflits interrôles et le bien-être, de même qu'entre la fatigue et la santé psychologique. Toutefois, aucune étude recensée n'a examiné la relation entre ces variables auprès d'étudiants. Cette recherche vise donc à vérifier à quel point les conflits interrôles sont associés à la fatigue et à la santé psychologique de jeunes occupant un emploi durant l'année scolaire. L'échantillon comprend 64 étudiants (31 hommes, 33 femmes), âgés de 19-20 ans. Ceux-ci ont complété un questionnaire auto-administré incluant plusieurs échelles validées. Les résultats indiquent qu'en général, le niveau de conflits interrôles est peu élevé. Toutefois, ces conflits sont liés à des scores élevés aux sous-échelles de fatigue et à l'indice de détresse psychologique ainsi qu'à moins de manifestations de bien-être psychologique. Les scores aux sous-échelles de fatigue sont aussi corrélés à des niveaux moindres de bien-être ainsi qu'à des résultats plus élevés de détresse psychologique. Suivant ces constats, il importe de s'interroger sur les motivations qui poussent les jeunes à occuper un emploi parallèlement à leurs études.

**#31**

*Health Psychology*  
*Psychologie de la santé*

**THE EFFECTS OF PET OWNERSHIP ON THE PSYCHOLOGICAL HEALTH OF INDIVIDUALS LIVING ALONE**

Nikolina M Duvall Antonacopoulos, Carleton University; Timothy A Pychyl, Carleton University

The number of one-person households in Canada has increased, accounting for 1 in 4 households (Milan, Vézina, & Wells, 2007), and it is expected that one-person households will continue to increase at a faster rate than other types of households worldwide (Euromonitor International, 2008). Given the potential negative social effects of one-person households, the purpose of the present study was to examine the impact of pet ownership on the psychological health of individuals living alone. We hypothesized that pet ownership (pet vs. no pet), emotional attachment levels to pets and human social support would interact to predict scores on measures of loneliness and depression. A sample of 132 Canadian dog and cat owners as well as non-owners who lived alone completed an on-line survey. Results revealed that dog owners with high levels of human social support were significantly less lonely and marginally less depressed than non-owners. Furthermore, among pet owners with low levels of human social support, high attachment to pets predicted significantly higher scores on loneliness and depression. These findings highlight the complexity of the relationship between pet ownership and psychological health for individuals living alone.

**#32**

*Health Psychology*  
*Psychologie de la santé*

**INTRUSIVE QUESTIONS AND HONESTY IN SELF REPORT SEXUAL HEALTH QUESTIONNAIRES**

Cynthia Fekken, Queen's University; Sarah Murray, University of Guelph

Sexual health behaviour is commonly assessed using non-invasive self report questionnaires. We hypothesized that the honesty with which people respond to sexual health behaviour questions would vary as a function of question intrusiveness and gender. Based on a pilot study, we created vignettes depicting male or female characters as responding to either intrusive or non intrusive questions. One hundred students were randomly assigned to read vignettes. Results showed that students perceived intrusive sexual health questions as evoking significantly less truthful responses than non intrusive questions. Moreover, students indicated that they themselves would give significantly less truthful answers when being asked intrusive versus non intrusive questions. Student ratings of the characters' truthfulness and ratings of their own truthfulness were correlated for intrusive questions ( $r = .57, p < .01$ ) and for non intrusive questions ( $r = .67, p < .01$ ). No effects for gender were found. Post hoc analyses showed no difference in male and female students' ratings of the truthfulness of the character in the vignette  $t(96) = -1.24, p = .22$  or their own truthfulness  $t(96) = -.034, p = .97$ . Thus, the phrasing and content of sexual health questions have implications for the validity of self reports although we found no evidence for additional complications related to gender.

**#33**

*Health Psychology*  
*Psychologie de la santé*

**ATTACHMENT, HEALTH AND CARE SEEKING IN STUDENTS**

Mary L Gick, Carleton University; Fuschia M Sirois, University of Windsor; Kimberly Matheson, Carleton University; Hymie Anisman, Carleton University

Avoidant attachment has been negatively associated with health care visits in university students (Feeney & Ryan, 1994). The present study explored the relationships among attachment, health, and care seeking, using a dimensional measure of attachment and a range of care seeking options. Students completed measures of attachment, anxiety, and depression; self reports of medical problems; and visits to a variety of conventional and complementary/alternative (CAM) health practitioners, and mental health services. Analyses first partitioned attachment into subscales of avoidant and anxious attachment. Separate logistic regressions were conducted for different types of care seeking, with gender, age and presence of a physical condition entered on step 1, and anxiety, depression, and anxious and avoidant attachment entered on step 2. Results suggested that predictors may vary with type of care seeking. After controlling for gender, age and physical condition, anxious attachment predicted doctor visits, and depression predicted psychological visits. Additional analyses suggested that participants who reported a health condition of asthma or arthritis had higher scores on avoidant attachment, and tended to be more anxious. Results are discussed with respect to research in attachment and health.

**#34**

*Health Psychology*  
*Psychologie de la santé*

**COMPARING THE EFFECTS OF DIFFERENT MESSAGES ON ATTITUDES AND BEHAVIOURS ASSOCIATED WITH TAKING THE STAIRS**

Nicole Gooding, University of Regina

Posters prompting individuals to use the stairs versus the elevator may be one effective strategy to increase physical activity (Kahn et al., 2002). To date, there has been a primary focus on using health-related stair-use messages. The effect of environmental-focused messages promoting stair use is not known. The purpose of this study was to assess the effects of presenting an environmental versus a health or control message on attitudes, intention, and behavior toward taking the stairs. Method: Three university classes occurring within the same university building on the same floor were randomly assigned to the environment, health, or control message condition. Students in each condition completed a questionnaire in-class at baseline, intervention (message presentation), and follow-up. Participants reported: demographics, attitudes, self-efficacy, intention, and behavior for stair-use. A repeated measures ANOVA assessed differences across time and condition. Results: At baseline almost all of participants across groups reported taking the stairs and having high positive attitude. No significant difference in attitude emerged between the message groups from baseline to intervention. Conclusions: Participant attrition, high baseline attitude scores, and stair-use behaviour may in part explain the absence of significant messaging effects that still require elucidation.

**#35**

*Health Psychology*  
*Psychologie de la santé*

**THE EFFECTS OF MEDIA AND DISORDERED EATING ON ATTENTIONAL BIAS AND BODY ESTEEM AMONG UNDERGRADUATE WOMEN**

Renee Grenon, Carleton University; Michael Emond, Laurentian University; Linda Lysynchuk, Laurentian University

Social comparison theory suggests that we evaluate ourselves based on our perceptions of others. The cognitive perspective of eating disorders proposes that negative beliefs about ones body are reinforced by processing negative body-related stimuli more in-depth than positive body-related stimuli. The current study investigates how media images containing plus-size and thin models affect body esteem and whether disordered eating patterns affect ones attentional bias towards body-related stimuli. Participants were forty-two undergraduate women assigned to either a high or low disordered eating group based on their Eating Disorder Inventory-3 (EDI-3) scores. Participants were randomly exposed to 25 images of thin models or 25 images of plus-size models. Body esteem was measured before and after media exposure. A recording of 18 words describing fatness and 18 words describing thinness was played. Following a distraction task participants were asked to recall the words. Body esteem decreased following exposure to thin-ideal models and increased following exposure to plus-size models. Those with greater disordered eating had significantly lower body esteem compared to those with less disordered eating and regardless of condition, all participants recalled a similar number of fat and thin words.



#36

*Health Psychology*  
*Psychologie de la santé***THE EFFECTS OF PRE-EXISTING AND IN-SESSION EXPECTATIONS ON OPIOID ANALGESIA IN WOMEN WITH FIBROMYALGIA: A PILOT STUDY**Naomi J Gryfe Saperia, University of Western Ontario; Leora C Swartzman, University of Western Ontario

**BACKGROUND:** Current pain literature suggests that expectations that patients bring to a clinical encounter as well as those shaped by the encounter itself both have an impact on patient outcome. The extent to which these sets of expectations work in tandem has yet to be examined. **METHOD:** 19 women with fibromyalgia, a chronic pain condition, participated in this study. Participants were asked to complete pre-session questionnaires (including visual analogue scales to assess pre-existing expectations) and attend a hospital visit during which they received a fentanyl (opioid) infusion. In-session expectations were assessed throughout testing using a 21-box numerical descriptor scale. **RESULTS:** Patients' pre-existing beliefs about the effectiveness of opioids were not significantly correlated with in-session expectations of pain relief. Controlling for pre-infusion pain levels, only in-session expectations about the analgesic effect of opioids were associated with subsequent analgesic response ( $p = .50, p < .05$ ). **CONCLUSION:** If replicated, these findings suggest that physicians may have the capacity to shape patients' expectations upon delivery of treatment. Moreover, health care providers should elicit and then guide treatment recommendations based on patients' expectations and preferences regarding offered treatments.

#37

*Health Psychology*  
*Psychologie de la santé***EXISTENTIAL AND SPIRITUAL WELLBEING: DIFFERENTIAL ASSOCIATIONS TO MEDICAL HEALTH SYMPTOMS**Kenneth E Hart, University of Windsor; Kevin Rounding, Queen's University

A sample of 79 British adults completed (a) the Spiritual Well-Being Scale (SWBS; Paloutzian & Ellison, 1979), a measure that taps existential wellbeing (EWB) and religious wellbeing (RWB); (b) the Moos Physical Health Questionnaire (MPHQ; Moos, 1982); and the neuroticism subscale of the MPQ(MPQ; Tellegen, 1982). Correlations showed the RWB (ie., Closeness to God) was unrelated to health status. However, EWB (meaning/purpose in life) was inversely related to health. After statistically controlling for personality-related degree of 'neuroticism' (negative affectivity), the apparent salutary effect of EWB was somewhat diminished but remained significant. The positive association of having a satisfying sense of meaning and purpose in life (and not 'religiosity' per se) on physical health extends and refines American work that has connected health to attendance at religious worship services. Krause (2008) suggests religious service attendance may only contribute to improved medical wellness if it also contributes to an enhanced sense of meaning and purpose in life. The apparent differential health consequences of 'existential spirituality' versus 'religious spirituality' is also consistent with theoretical models of wellness and flourishing by existential psychologists such as Viktor Frankl. Frankl (1974).

#38

*Health Psychology*  
*Psychologie de la santé***MOOD DISORDERS AND HEALTH CARE UTILIZATION FOR RESPIRATORY ILLNESS: RESULTS FROM A PROSPECTIVE LONGITUDINAL STUDY**Michele Hubert, Concordia University; Alexa Martin-Storey, Concordia University; Dale M Stack, Concordia University; Alex E Schwartzman, Concordia University; Sheilagh Hodgins, University of London; Jane Ledingham, University of Ottawa; Lisa A Serbin, Concordia University

Chronic obstructive pulmonary disease (COPD) and asthma are ambulatory care sensitive (ACS) conditions for which effective primary care decreases the risk of hospitalizations. These ACS conditions are also co-morbid with anxiety and depressive disorders which may affect health care usage as psychiatric disorders increase the risk of preventable hospitalization. The current study examined if mood disorders (anxiety and major depressive disorder) were associated with COPD and asthma, whether this relation remained significant after environmental factors were controlled for, and if mood disorders were associated with hospitalisations for these conditions. Participants from the Concordia Longitudinal Study ( $N = 677$ ) were assessed using the Structured Clinical Interview for DSM Disorders (SCID-I). As well, physician-diagnosis and hospitalisation for COPD and asthma was established from their medical records of the past 30 years. Individuals with major depression had higher rates of physician-diagnosed COPD and asthma even after controlling for SES, neighbourhood quality and cigarette use. No association was found for anxiety disorders and there was no relation between mood disorders and hospitalizations for COPD and asthma. Results suggest that individuals with mood disorders have a higher rate of respiratory conditions, but they are not using health care services inappropriately.

#39

*Health Psychology*  
*Psychologie de la santé***LE TRAITEMENT COGNITIF-COMPORTEMENTAL DE LA DÉPRESSION MAJEURE ET DU TROUBLE DE STRESS POST-TRAUMATIQUE AUPRÈS DES PATIENTS ATTEINTS DE MALADIES CARDIAQUES**Jonathan Jetté, Université du Québec en Outaouais; Paul S Greenman, Université du Québec en Outaouais; Jean Grenier, Université d'Ottawa

Les maladies cardiaques ont un impact psychologique important. Spécifiquement, la dépression majeure et le trouble de stress post-traumatique affectent entre 16% et 20% des patients avec des maladies cardiaques (Cheok et al., 2003; Tedstone & Tarrier, 2003). Étant donné ce taux élevé et des résultats antérieurs plutôt ambigus concernant l'efficacité des traitements psychologiques en milieux cardiaques (Greenman et al., sous presse), l'équipe a introduit et mis à l'épreuve un traitement cognitif-comportemental adapté aux besoins spécifiques des patients en réadaptation cardiaque à l'Hôpital Montfort d'Ottawa. Vingt-cinq patients âgés entre 35 et 85 ans aux prises avec une maladie cardiaque et des symptômes d'anxiété ou de dépression ont participé à l'étude. Dix-sept patients ont complété au moins 12 séances de thérapie. Les résultats suggèrent que le traitement développé dans le cadre de cette étude puisse réduire de façon significative les symptômes de dépression et d'anxiété chez les patients cardiaques. Les cotes des patients étaient significativement inférieures sur les instruments standardisés utilisés (Échelle de dépression de Beck,

Échelle d'anxiété de Beck, Échelle de l'impact de l'événement) dans le cadre de l'étude après 12 séances. Les implications de ces résultats et les détails du traitement psychologique développé sont discutés.

**#40**

*Health Psychology*  
*Psychologie de la santé*

**DEPRESSIVE SYMPTOMS IN PATIENTS UNDER INVESTIGATION FOR OCCUPATIONAL ASTHMA: IS THERE A RELATIONSHIP TO ASTHMA-LIKE SYMPTOMS AND QUALITY OF LIFE?**

Maryann F Joseph, Montreal Behavioural Medicine Centre, Hôpital du Sacré-Coeur; Psychology, McGill University; Simon L Bacon, Montreal Behavioural Medicine Centre, Hôpital du Sacré-Coeur; Exercise Science, Concordia University; Blaine Ditto, Montreal Behavioural Medicine Centre, Hôpital du Sacré-Coeur; Psychology, McGill University; Helene Favreau, Montréal Behavioural Medicine Centre; Psychology, Université de Québec à Montréal; Kim L Lavoie, Montréal Behavioural Medicine Centre; Psychology, Université de Québec à Montréal

Individuals under investigation for occupational asthma (UIOA) carry the burden of distressing asthma-like physical symptoms as well uncertain occupational and financial implications. However, little is known about the impact of psychological stress on asthma-like symptoms and daily functioning in these individuals. Our study aims to determine whether depressive symptoms are associated with asthma-like symptom control, quality of life, or activity limitations in patients UIOA. 104 patients UIOA (60% men; M age 41 yrs) underwent a sociodemographic, medical, and psychiatric interview and completed a battery of questionnaires, including the Beck Depression Inventory (BDI), Asthma Control Questionnaire (ACQ), and Asthma Quality of Life Questionnaire (AQLQ) on the day of their asthma clinic visit. The AQLQ contains an Activity Limitation subscale (AQLQ-AL). General Linear Model analyses controlled for potential covariates: age, sex, and prescribed dose of inhaled corticosteroid (proxy for asthma severity). BDI scores were associated with ACQ ( $F = 11.5, p = .001$ ), AQLQ ( $F = 11.5, p = .001$ ), and AQLQ-AL ( $F = 6.5, p = .013$ ). Results suggest that patients UIOA who report greater depressive symptoms may have worse asthma-like symptom control and quality of life, and more activity limitations, irrespective of age, sex, and asthma severity.

**#41**

*Health Psychology*  
*Psychologie de la santé*

**PSYCHOMETRIC COMPARISON OF TWO MEASURES OF READINESS TO CHANGE IN HIGH RISK BINGE DRINKERS**

Andrea R Kapeleris, University of Windsor; Kenneth E Hart, University of Windsor; Elizabeth Edmondson, University of Windsor

An apparent problem with the 12-item Readiness to Change scale (RTC-12; Heather et al 1991) is that it contains no items to assess motivation associated with the 'preparation' stage of change associated with the Transtheoretical Model of behaviour change. In the present study we examined the relative reliability & validity of the widely used RTC-12 scale and a new 16-item RC scale, which included 4 new items to tap 'preparation'. These scales were completed by 82 binge drinking university. These high risk drinkers also responded to a separate set of single-item validity questions assessing willingness or intention to make improvements on 11 different health-related behaviours. 7 items tapped non alcohol-related health behaviors (e.g. 'cutting back on sugar'). 4 items asked about intentions concerning beer, hard liquor, wine & mixed drinks. Both scales had Alphas close to .90 and both had equally strong evidence of convergent and discriminant validity. We conclude that concerns about the methodological adequacy of the widely used 12-item RTC may be unfounded.

**#42**

*Health Psychology*  
*Psychologie de la santé*

**FACTOR ANALYSIS OF THE BRIEF COLLEGE STUDENT HASSLES SCALE**

Joana K Q Katter, York University; Esther R Greenglass, York University

The Brief College Student Hassles Scale (BCSHS; Blankstein, Flett, and Koledin 1991) was developed to assess the extent to which hassles were experienced by university students. Currently this measure yields only a composite measure of the stressors that students encounter on a daily basis. However, item content and inter-item correlations suggest the presence of multiple underlying factors. In the present study an exploratory factor analysis of the BCSHS is conducted, using data collected from 126 university students. This analysis yields a 6-factor solution, with factors representing stress in the realms of academics, family life, finances, romantic relationships, work, and housekeeping. Additional analyses indicate that academic concerns, family life and finances are significantly associated with negative affect and anxiety, and that lower emotional family support is associated with greater family hassles. Also, greater practical and informational support from others is associated with lower hassles in the family and financial spheres, while greater reported emotional friend support is related to lower romantic hassles. These results underline the importance of linking psychosocial variables to specific stressors in students and in particular the importance of the study of social support in relation to student stress. Theoretical and practical implications are discussed.

**#43**

*Health Psychology*  
*Psychologie de la santé*

**CANADIAN YOUNG ADULTS' REACTIONS TO DECREASE CIGARETTE SMOKING MARKETING: THE ROLE OF THE SOURCE AND COGNITIVE ELABORATION**

Jennifer M Kowalsky, Ohio University; Katherine White, University of Calgary; Chelsea R Willness, Brock University

According to the World Health Organization (2006), 25.3% of Canadian young adults smoke, a behaviour that leads to multiple adverse health outcomes, such as cardiovascular disease and some cancers. One emergent phenomenon is companies across various industry types promoting smoking abstinence and cessation as part of their corporate social responsibility (CSR) cam-

paings. We propose that the effectiveness of such initiatives depends on the source and the ability to cognitively elaborate on the message. To examine these factors, 198 university students read a corporate profile, which included a description of a (fictitious) company and its CSR campaign encouraging decreased use of cigarettes. We manipulated the congruency of the CSR message with the company's products (incongruent-cigarettes, neutral-clothing, or congruent-health food), whether or not the campaign was present, and whether participants were cognitively distracted from the message (cognitive load vs. no load). A significant 3-way interaction emerged. Those who were not under cognitive load evaluated the cigarette manufacturer more negatively when the campaign was present ( $M = 3.09$ ) rather than absent ( $M = 4.02$ ),  $p < .01$ . Those under cognitive load, however, evaluated the company more negatively when the campaign was absent ( $M = 3.87$ ) rather than present ( $M = 4.94$ ;  $p < .001$ ). We discuss implications for public health marketing.

**#44**

*Health Psychology*  
*Psychologie de la santé*

**MENTAL CONFLICT OF TEMPTATION ELICITS COMPENSATORY BELIEFS**

Ilana Kronick, McGill University; Bärbel Knäuper, McGill University; Eva Monson, McGill University; Kristy Kozluk, McGill University; Andrea Finkelstein, McGill University

When individuals face temptations, they are torn between satisfying their immediate desire (e.g. to eat a delicious looking piece of cake) and adhering to their initial goal (e.g. to lose weight). The compensatory beliefs model (Knäuper et al., 2004; Rabiau et al., 2006) proposes that people use compensatory beliefs to alleviate the mental conflict brought on by this struggle. We examined the hypothesis that individuals form such compensatory beliefs when experiencing a mental conflict between a long-term goal and an immediate desire. To test this hypothesis, female dieters' thoughts were assessed during a food temptation scenario in which they had to make a choice between eating a delicious-looking, high calorie food cookie (and thus break their diet), or a less attractive low-calorie cookie (and thus maintain their long-term goal) (temptation condition). Their endorsements of compensatory beliefs were compared to a control group who had to choose between two low-calorie cookies that differed only in color. As expected, participants in the temptation condition endorsing compensatory beliefs to a greater extent than participants in the control condition. These findings provide foundational validation for the compensatory beliefs model.

**#45**

*Health Psychology*  
*Psychologie de la santé*

**ARE BODY WEIGHT AND BINGE EATING ASSOCIATED WITH INCREASED ANXIETY ABOUT HEALTH?**

Jocelyne A Leclerc, University of Regina; Heather D Hadjistavropoulos, University of Regina

Obesity is associated with increased health problems, depression and anxiety. Individuals who suffer from both obesity and binge eating are particularly vulnerable to depression and anxiety. There has been no research investigating the relationship between obesity, binge eating and health anxiety (HA). HA refers to fears about health, and ranges from mild concerns to strong health-related fears. Given the increased risk of health problems in individuals who are obese and binge eat, the study of HA is particularly relevant. Female participants ( $n = 226$ ) completed a 30 minute survey including measures for Body Mass Index (BMI), binge eating, anxiety, depression and HA. BMI was found to be associated with binge eating ( $r = .26$ ), and depression ( $r = .16$ ), however not with HA. Binge eating was found to be associated with anxiety ( $r = .47$ ), depression ( $r = .51$ ), and HA ( $r = .43$ ). Multiple regression analysis revealed that together BMI, depression, anxiety and HA accounted for 36% of the variance in binge eating with all variables uniquely associated with binge eating. The findings indicate that individuals with high BMI are more likely to binge eat, and be depressed, while individuals who binge eat, independent of their weight are more likely to have increased anxiety, depression and HA. Clinical implications and future research directions will be presented.

**#46**

*Health Psychology*  
*Psychologie de la santé*

**FEAR OF PAIN IN PATIENTS WITH ADVANCED CANCER**

Katerine LeMay, University of Ottawa; Keith G Wilson, The Ottawa Hospital Rehabilitation Centre; Virginia Jarvis, The Ottawa Hospital Regional Cancer Centre; Usha Buenger, The Ottawa Hospital Rehabilitation Centre; Edward Fitzgibbon, The Ottawa Hospital Regional Cancer Centre

Anecdotal evidence suggests that patients with advanced cancer fear pain yet few empirical studies have been conducted. In this study, 118 patients with chronic pain due to cancer and 117 patients with chronic non-malignant pain completed standardized questionnaires. Findings revealed that patients with chronic non-malignant pain report significantly more pain and depression; the groups are functionally limited to a similar extent and fear pain to a similar degree. For both groups limitations in function was correlated with pain intensity, fear of pain, depression, and physical symptoms. Hierarchical multiple regressions revealed that, among patients with cancer, fear of pain predicted pain-related functional disability after controlling for demographic variables, pain intensity, physical symptoms and depression. Overall, these results suggest that psychological constructs such as fear of pain may be relevant to understanding the pain experience of patients with advanced cancer.

**#47**

*Health Psychology*  
*Psychologie de la santé*

**MOTHERS OFFERING MENTORSHIP AND SUPPORT (MOMS): A RCT EVALUATING THE EFFECT OF HOME-BASED PEER SUPPORT ON MATERNAL-INFANT INTERACTION, INFANT HEALTH OUTCOMES AND POSTPARTUM DEPRESSION**

Nicole Letourneau, University of New Brunswick; Lucy Gofton, University of Alberta; Amy Kwan, University of Alberta; Miriam Stewart, University of Alberta; Kathleen Hegadoren, University of Alberta; Cindy-Lee Dennis, University of Toronto; Linda Duffett-Leger, University of New Brunswick

Post partum depression (PPD) negatively affects maternal-infant interactions and places infants on a trajectory of behavioural and developmental risk. The MOM'S (Mothers Offering Mentorship and Support) study is a RCT examining the effect of home-based peer support for mothers and their infants affected by PPD. The study, being conducted in New Brunswick (n = 42) and in Alberta (n = 22), will be complete in January 2009. Participants randomized to the intervention group receive 12 weeks of one-on-one in-home support from a peer mentor who has fully recovered from PPD. The control group receives two weeks of in-home support, post data collection, at the end of a 12-week wait period. Peer mentors were trained to provide informational, emotional, affirmational, and instrumental social support and to teach mothers optimal mother-infant interactive behaviors based on the Keys to Caregiving program (NCAST, 1994). Data are collected over the 12-week period, assessing symptoms, child development, and maternal and infant diurnal cortisol. In spite of attrition, preliminary findings revealed that intervention mothers were significantly more responsive to infants' distress and intervention infants were significantly more positively interactive. Differences were observed in salivary cortisol levels favouring the intervention group. Final results will be presented at the CPA conference.

**#48**

*Health Psychology*  
*Psychologie de la santé*

**INFORMATION PREFERENCES AND QUALITY OF LIFE OF MEN NEWLY DIAGNOSED WITH PROSTATE CANCER**

Anna Y Levin, University of British Columbia; Joyce Davison, The Prostate Center, Vancouver General Hospital; Wolfgang Linden, University of British Columbia

Due to increased screening more men are being diagnosed with prostate cancer than ever before. Many men are diagnosed relatively young and at an early stage of disease. Several treatment options may be appropriate, all impact patients' quality of life and vary in their inherent risks. Information needs surrounding treatment decision-making is an important issue. Prospective research with a target sample of N = 120 is underway. The first data collection period occurs 4 months after men are diagnosed but before a treatment decision is made. The second wave of data collection occurs approximately 4 months later, after a treatment decision is made. Initial analyses on pilot data indicate 4-month stability of anxiety ( $r = .60, p = .019, n = 15$ ), depression ( $r = .71, p = .003, n = 15$ ), and monitoring coping style ( $r = .60, p = .018, n = 15$ ). Interestingly, time 1 data also indicate that depression and anxiety are inversely related to information-seeking, indicating a possible 'paralyzing' effect of receiving the diagnosis ( $r = -.70$  to  $-.50, p < .05, n = 18$ ). Lastly, findings indicate initial measures of anxiety, depression, and monitoring are not good indicators of information-seeking over time. These early results suggest it is important to continually evaluate the emotional status and information requirements of men throughout their cancer trajectory in order to best meet their changing needs.

**#49**

*Health Psychology*  
*Psychologie de la santé*

**THE EFFECTS OF DISCLOSURE ON THE PERCEPTION OF INDIVIDUALS WITH PSYCHIATRIC, INTELLECTUAL OR LEARNING DISABILITIES**

Sarah Lloyd, Laurentian University

Past research examining disability perception has persistently demonstrated a negative bias towards persons with disabilities of mental functioning. Many factors have been found to affect perception, forming a hierarchy of acceptance among disabilities. The present study examined the effects of disability type and disclosure on undergraduates' ratings of a peer. Ninety-three undergraduate students read one of eight vignettes, which varied on a two (disclosure versus non-disclosure) by four (bipolar 1, mild intellectual disability, dyslexia, control) design. Participants rated the individual on a Semantic Differential Scale, answered questions regarding the target individual, and provided their definition of disability. Results indicated that individuals with a disability were rated significantly more negative as compared to a control; however, no significant differences existed between disabilities. Disclosure did not affect overall ratings of the target individual. Undergraduates' definitions tended to illustrate specific themes, most notably viewing disability as a functional impairment, a deviation from the norm, and an inability. Moreover, both the disability hierarchy and the proposed effects of disclosure were not supported within the present study; however, the persistent negative bias towards those with disability was demonstrated. Implications of these findings as well as limitations and goals for future research are discussed.

**#50**

*Health Psychology*  
*Psychologie de la santé*

**AN ANALYSIS OF DROPOUT IN AN OUTPATIENT CHRONIC PAIN MANAGEMENT PROGRAM**

Owen Marks, Ottawa Hospital; John Kowal, The Rehabilitation Centre; Keith G Wilson, The Rehabilitation Centre; Joyce L D'Eon, The Rehabilitation Centre; Peter Henderson, The Rehabilitation Centre

Chronic pain syndrome is a condition associated with numerous mental health issues including depression, anger, somatic complaints, medical dependence, and difficulties with occupational functioning. Chronic pain management programs are effective in managing such issues and have been empirically shown to lower medication use, health care utilization, and increase chances of returning to work. However it is not uncommon for programs to experience dropout rates approaching 33%. The aim of the current study was to identify factors associated with non completion of a multidisciplinary outpatient chronic pain management program and determine the extent to which dropouts might be reduced. Data on 259 completers and 109 non completers from The Rehabilitation Centre in Ottawa was examined. Subjects completed the Pain History Questionnaire, Pain Self Efficacy Questionnaire, Pain Catastrophizing Scale, and mood/behaviour questionnaires. Additionally, 109 discharge report reviews for non completers were conducted to determine what factors were responsible for client dropout. Results suggested that overall non completers experienced higher distress ratings and were prone to experiencing various negative cognitions. Also sleep problems and sleep medication use predicted dropout,  $t(333) = 2.059, p = .049$ , and  $t(328) = 2.200, p = .028$ . The implications of these findings are discussed.

## #51

*Health Psychology*  
*Psychologie de la santé*

### WHAT INFLUENCES LONG TERM INJURY OUTCOMES FOR CHILDREN? AN EXAMINATION OF MATERNAL AND CHILD CHARACTERISTICS

Brae Anne McArthur, University of Guelph; Nora Klemencic, University of Guelph; Barbara A Morrongiello, University of Guelph

Previous research has identified a number of factors that increase a child's risk of unintentional injury. In assessing potential individual risk factors and child injury risk measures concurrently, researchers have developed a good understanding of the associations among such variables at a given moment in time. However, little is known about maternal and child characteristics that best predict injury across time. The aim of the current study was to address this gap in the literature. More specifically, we were interested in determining which mother and child indicators related to later child injury and whether these factors varied with injury severity. For a sample of 85 participants (mothers of preschoolers ages 2-5 years), maternal and child characteristics were measured at Time One. After an average of 2.5 years, a follow up interview was completed to determine the number and severity of injuries that had recently occurred. Results revealed that child behavioural and parent attributes both predicted minor (no treatment needed) and moderate (treated by parent) injuries but medically-attended injuries were predicted only from child behavioural attributes. Implications for intervention and prevention will be discussed.

## #52

*Health Psychology*  
*Psychologie de la santé*

### FAMILY, SELF-IDENTITY, AND NARRATIVE: THE RELATIONSHIP BETWEEN SOCIAL ENVIRONMENTS AND INDIVIDUALS WITH ACQUIRED BRAIN INJURY

Maria I Medved, University of Manitoba; Luke Moissinac, Pacific University

In most illnesses or disabilities, an individual's brain remains intact and is able to perform basic neurocognitive processes essential to the maintenance and development of self-identity. However, after a serious brain injury many individuals are no longer able to rely on their brain to reliably fulfill many tasks, such as narratively organizing autobiographical memories, and as a result, such individuals often report a "lost" sense of self-identity. Autobiographical narrative capacity, however, not only depends on neuropsychological functioning, but also on narrative environments, of which the family environment is predominant. Of great importance, thus, is the realm of everyday family life in which autobiographical memories are communicated, reflected on, and organized. In this study, the role of the family environment on the sense of self-identity (coherence, etc.) of persons with acquired brain injury was examined by analyzing acts of co-narration from family interviews. Family environments were coded as narratively facilitative (elaborative, etc.) or non-facilitative. The results indicate that facilitative narrative environments influence the individual's ability to sustain a pre-injury sense of self-identity, but not an emergent post-injury sense. Discussion centers on theoretical issues concerning self-identity construction, and applied implications for rehabilitation.

## #53

*Health Psychology*  
*Psychologie de la santé*

### MOTIVATION AND GOAL ATTAINMENT: THE ROLE OF COMPENSATORY BELIEFS

Paule Miquelon, Fernand-Séguin Research Center; 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 (Knäuper et al., 2004; Rabiau et al., 2006). 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.

## #54

*Health Psychology*  
*Psychologie de la santé*

### BODY IMAGE AND SELF-PERCEPTIONS OF BODY SIZE IN NEVER BEEN OVERWEIGHT, PREVIOUSLY BEEN OVERWEIGHT, AND PRESENTLY OVERWEIGHT ADULTS

Natalie A Phillips, Carleton University

This study examined the degree to which body image and self-perceived differences between current and ideal figures vary as a function of one's past and present body weight. Participants in the study were adults between the ages of 18 and 65. They were assigned to one of three weight conditions: never been overweight (NBO), previously been overweight (PBO) and presently overweight (PO) based weight history and their current body mass index. Participants answered a figure rating scale and a body image ideals questionnaire, respectively, to determine the degree to which their perceived current figures and their ideal figures differed, and to assess their body image satisfaction. Data analysis involved 3 (weight condition) x 6 (test order) x 2 (gender) ANOVAs for which significant main effects were confirmed using Post-Hoc analysis, as well as 3 (weight condition) x 6 (test order) x 2 (gender) ANCOVAs. Results showed significant effects for weight condition and for gender, but not for test order.

## #55

*Health Psychology*  
*Psychologie de la santé*

### MINDFULNESS IS ASSOCIATED WITH QUALITY OF LIFE, HEALTH BEHAVIOURS, AND MOOD IN INDIVIDUALS WITH HIV

Patricia A Poulin, Ontario Institute for Studies in Education at the University of Toronto; Kim Corace, Ottawa Hospital; Giorgio A Tasca, Ottawa Hospital; Daniella Sandre, Ottawa Hospital; Louise Balfour, Ottawa Hospital

This study examined the relationship between mindfulness, quality of life, health behaviours and mood symptoms among individuals with HIV. Participants ( $n = 101$ ) attending their regular HIV visit filled out measures of mindfulness (Cognitive-Affective Mindfulness Scale), quality of life (SF-12v2) and depression (Centre for Epidemiological Study Depression Scale) and they answered a series of questions regarding their lifestyle. Data analyses included t-tests with associated effect sizes as well as correlations. Mindfulness was positively associated with mental health quality of life ( $r = .443, p < .001$ ) as well as several dimensions of physical health quality of life including physical role limitation ( $r = .201, p < .05$ ), bodily pain ( $r = .267, p < .01$ ), and general health ( $r = .245, p < .05$ ). Individuals who were depressed ( $CES-D \geq 16$ ) had lower mindfulness scores ( $M = 29.60, SD = 5.61$ ) than those who were not depressed ( $M = 37.93, SD = 6.68; t = -6.64, p < .001, d = 1.37$ ). Individuals actively using drugs had lower mindfulness scores ( $M = 30.27, SD = 6.40$ ) than those who were not ( $M = 35.52, SD = 7.22; t = 3.58, p < .001, d = .78$ ). Clinical implications of these findings for improving the lives of people with HIV through the use of mindfulness training are discussed.

**#56**

*Health Psychology*  
*Psychologie de la santé*

**COMPENSATORY BELIEFS ABOUT GLUCOSE TESTING ARE ASSOCIATED WITH LOW ADHERENCE TO TREATMENT AND POOR METABOLIC CONTROL IN ADOLESCENTS WITH TYPE 1 DIABETES**

Marjorie A Rabiau, McGill University; Bärbel Knäuper, McGill University; Thien-Kim Nguyen, McGill University; Maria Sufrategui, McGill University; Constantin Polychronakos, McGill University

Within the research program on compensatory beliefs, the goal of this particular project was to investigate whether compensatory beliefs regarding glucose testing predict blood glucose levels and adherence to treatment in adolescents with type 1 diabetes. Compensatory beliefs are convictions that the negative effects of one behavior (e.g., not testing one's glucose level) can be compensated for by engaging in another behavior (e.g., not eating any sweets) (Knäuper et al., 2004; Rabiau et al., 2006). Adolescent patients from the Diabetes Clinic at the Montreal Children's Hospital and their parents filled out scales while coming for a regular visit. Results from their HbA1c blood test from that visit and prior visits were obtained from their medical records. Results showed that holding maladaptive glucose-testing compensatory beliefs was associated with poorer HbA1c and poorer adherence to self-care behaviours. Hierarchical regression analyses showed that glucose-testing compensatory beliefs predicted blood glucose control and adherence to treatment above and beyond a number of other constructs including diabetes knowledge. Addressing compensatory beliefs in diabetes education, in particular targeting those concerning glucose testing, could improve the adherence to treatment and thereby the long-term health of people with diabetes.

**#57**

*Health Psychology*  
*Psychologie de la santé*

**SITUATIONS OF SOCIAL SMOKE EXPOSURE AND SMOKING RISK AMONG NEVER SMOKING YOUTH**

Simon Racicot, Concordia University; Jennifer J McGrath, Concordia University

Studies investigating smoking risk typically show a relationship between the number of smokers and likelihood of smoking onset. However, the number of smokers that one is exposed to does not indicate the number of situations where smoke exposure occurs. No study has yet evaluated the relationship between the number of situations of social smoke exposure and smoking risk among youth. This study evaluated whether a higher number of situations of smoke exposure contributed to greater smoking risk. Participants included 338 never smoking youth (46% males;  $M_{age} = 12.68, SD = .67$ ) who completed questionnaires measuring smoking expectancies, perceived nicotine dependence and smoking susceptibility. They also endorsed the situations wherein they were exposed to parental, sibling and peer smoking. They were categorized into quartiles based on the total number of situations endorsed (0 situation, 1-3 situations, 4-9 situations, 10-65 situations). A higher number of situations contributed to greater perceived nicotine dependence ( $F(3, 334) = 3.14, p < .05$ ) and smoking susceptibility ( $F(3, 334) = 5.74, p < .01$ ). This suggests that smoke exposure in a higher number of situations increases the likelihood that youth perceive they are nicotine dependent and susceptible to smoking. Future studies measuring social smoke exposure should also evaluate the number of situations of smoke exposure.

**#58**

*Health Psychology*  
*Psychologie de la santé*

**AFFECTIVE CHANGE FOLLOWING RELAXATION THERAPIES: MASSAGE AND YOGA**

Jessica Rourke, University of Victoria; Julie Pozzebon, Brock University

Previous research indicates that physical activity improves mood states. However, few studies have investigated affective change following relaxation therapies. The present study was conducted to examine the effects of participating in a yoga class or receiving a massage, on overall mood and anxiety levels. Forty-nine participants from the community took part in a 1.5 hour yoga class or received a one hour massage from a registered massage therapist. Participants were assessed using the Profile of Mood States questionnaire (POMS) and the State Trait Anxiety Inventory (STAI), both immediately prior to and immediately following their treatment. Results showed differences in both mood and anxiety levels between pre and post tests. Results from the POMS showed that following treatment, participants from both conditions were significantly more likely to report an increase in positive mood as well as less depression. Specifically, four of the six subscales (Tension, Depression, Anger, Fatigue) showed significant pre and post differences at the  $p < .01$  level. Overall levels of anxiety and tension as reported in the STAI showed that participants experienced fewer feelings of anxiety and tension after the treatment. The results of this study illustrate the positive effects and potential usefulness of relaxation therapies such as massage and yoga on mood elevation.

**#59**

*Health Psychology*  
*Psychologie de la santé*

**INVESTIGATING THE IMPACT OF DEPRESSIVE SYMPTOMS AND LEISURE ACTIVITIES ON 4-YR CHANGES IN OLDER ADULTS' PHYSICAL HEALTH**

Rebecca Rueggeberg, Concordia University; Carsten Wrosch, Concordia University; Fatima Amari, Concordia University

The engagement in leisure activities has been found to contribute positively to older adult's physical health (Avlund et al., 2004). However, the positive impact of leisure activities on physical health may vary with respect to psychosocial factors. For example, depressive symptoms may lead individuals to engage in health compromising behaviours (e.g., substance abuse) in order to regulate negative emotions (Tracy, 1999). Thus, we hypothesized that only those people, who report low levels of depressive symptoms, but not those who report high levels of depressive symptoms, would benefit from the positive impact of leisure activities on physical health outcomes. To test the hypothesis, 164 older adults from Montreal were examined three times over a period of 4 years. This study assessed physical health symptoms (e.g., difficulty breathing, chest or leg pain), depressive symptomatology, leisure activities and sociodemographic characteristics. The results indicate that physical health symptoms increased over the period of 4 years. However, while leisure activities helped prevent an increase in physical symptoms among participants with low levels of depressive symptoms, larger increases in physical symptoms were observed among depressed participants who engaged in leisure activities. The implications of these findings will be discussed in the context of successful aging processes.

**#60**

*Health Psychology*  
*Psychologie de la santé*

**USING STRESS AND COPING THEORY TO UNDERSTAND REACTIONS TO HPV INFECTION**

Kristin A Saunders, University of Windsor; Kathryn Lafreniere, University of Windsor

A systematic review of the literature on psychological reactions to being infected with high risk Human Papillomavirus (HPV) was conducted. The review led to various conclusions including an understanding of the types of reactions that women have to HPV infection, the recognition that there is a lack of assistance and information for individuals who find out they are infected, and the identification of a lack of psychological theory in researching and understanding reactions to HPV infection. In an effort to organize and come to a deeper understanding of reactions, a model described by Park and Folkman (1997), which incorporates the concepts of global and situational meaning into the Transactional Model of Stress and Coping, was applied to reactions to HPV infection. Through the use of this framework we can come to a greater understanding of why women react the way they do when they are infected with high risk HPV. We can also use this model as a guide to develop future research in the HPV area. In addition, this framework can direct future intervention efforts. Unfortunately, knowledge about effective materials or intervention efforts for women with high risk HPV is lacking. Through the use of Park and Folkman's model we can begin to understand what interventions are needed to foster coping after diagnosis.

**#61**

*Health Psychology*  
*Psychologie de la santé*

**PERSPECTIVES ON THE LONG-TERM USE OF ANTIDEPRESSANTS**

Kristjan J Sigurdson, University of Saskatchewan; Linda M McMullen, University of Saskatchewan

Currently, controversies surrounding the effectiveness and appropriateness of antidepressant (AD) medication as a treatment for depression have surfaced in the academic literature. Additionally, these controversies are being reported in public spaces, such as television, radio, newspapers, and books. The controversies include the publication bias of AD clinical trials with positive results, and a growing polemic against pharmaceutical companies criticizing their pill-pushing encroachment upon common human emotions, creating them into disorders worthy of treatment. These discourses question the effectiveness of ADs, especially for mild and moderate depression, and the appropriateness of widespread AD use to treat depression. We examined how long-term AD users account for their continued use of ADs in light of recent controversies. A discursive analysis of 8 individual interviews focused on how AD users talked about the process of receiving a prescription for ADs, their experience using ADs, projections for future use of ADs, and the negotiation of AD use in light of controversies surrounding the definition of depression and effectiveness of ADs. This research contributes to a greater understanding of AD use by examining the perspective of those who accept and adhere to their medication regimen. The research may inform both physicians and patients about long-term AD use.

**#62**

*Health Psychology*  
*Psychologie de la santé*

**THE FIRST LINE OF DEFENCE: A CROSS-SECTIONAL INVESTIGATION INTO THE PREDICTORS OF HAND HYGIENE PRACTICES AMONG HOSPITAL STAFF, PATIENTS AND VISITORS**

Jason M Slaunwhite, Saint Mary's University; Steven M Smith, Saint Mary's University; Mark T Fleming, Saint Mary's University

Many research studies have attempted to increase the hand hygiene prevalence of Health Care Workers (HCWs), patients, and hospital visitors; yet there have been few attempts to understand the attitudes and behaviours of these groups within the same design. The present study investigated the attitudes and behaviours of HCWs, visitors, and patients regarding hand hygiene. Questionnaires asked respondents to report their general attitudes, beliefs and behaviours regarding these behaviours. In addition to significant differences between employment and gender, for patients and visitors, self-reported behaviours were mediated by beliefs concerning importance and relevance of hand hygiene. For HCWs only perceived relevance mediated the attitude-behaviour relationship. Future interventions to increase hand hygiene compliance should consider these mediating factors in their design.

**#63**

*Health Psychology*  
*Psychologie de la santé*

**DESIRE FOR DEATH AMONG PATIENTS WITH ADVANCED CANCER**

Brahm K Solomon, University of Ottawa; Keith G Wilson, The Rehabilitation Centre, The Ottawa Hospital; Harvey M Chochinov, University of Manitoba; Pierre Allard, University of Ottawa; Srinu Chary, Saskatoon District Health Board; Pierre R Gagnon, Université Laval; Karen Macmillan, Grey Nuns Community Hospital; Marina De Luca, Cancer Centre Southern Interior; Fiona O'Shea, Dr.H. Bliss Murphy Cancer Centre, NL.; David Kuhl, University of British Columbia; Robin Fainsinger, University of Alberta

In the context of the assisted suicide debate, the issue of the desire for death among terminally ill individuals is a topic of growing interest. As of yet, little research focuses on the prevalence and correlates of desire for death among those near the end of their lives. The Canadian National Palliative Care Survey was a multi-centre study of palliative cancer care that examined quality of life concerns, including the desire for death. Semi-structured interviews were conducted with 377 patients who were receiving palliative cancer care. The interview inquired about desire for death, 21 other symptoms and concerns, and collected information about demographic characteristics, functional performance status, and medication utilization. 115 (30.5%) participants reported at least a minimal desire for death. However, only 46 (12.2%) participants reported moderate-to-extreme desire for death that was pervasive and sustained. Those reporting the greatest desire for death (moderate-to-extreme) reported greater distress on 15 of 21 symptoms and concerns covered in the interviews, when compared with those reporting weaker desire for death. Desire for death was most strongly correlated with sense of suffering ( $\rho = .31, p < .001$ ), loss of resilience ( $\rho = .29, p < .001$ ), and hopelessness ( $\rho = .26, p < .001$ ).

**#64**

*Health Psychology*  
*Psychologie de la santé*

**THE RELATIVE BENEFITS OF EXERCISE OVER DIETARY RESTRAINT IN SEVERAL MENTAL HEALTH OUTCOMES**

Melody K Sorenson, Memorial University of Newfoundland; Peter G Mezo, Memorial University of Newfoundland

The Dieter's Inventory of Eating Temptations (DIET, Schlundt, & Zimering, 1988) is a 30-item measure designed to measure competencies related to dieting and weight loss. Factor analysis by Bunn and colleagues (2000) established five factors: Craving, negative emotional eating, exercise, poor food preparation and overeating. This study investigated whether the exercise factor of the DIET possesses differential validity in comparison with the dieting-related factors of the DIET. A sample of 302 undergraduates from a large university in Hawaii completed the DIET, along with a battery of questionnaires. Total scores on the DIET were significantly positively correlated with positive affect ( $r = .232, p < .05$ ), and significantly negatively correlated with negative affect ( $r = -.199, p < .01$ ), depression ( $r = -.204, p < .01$ ) and anxiety ( $r = -.167, p < .01$ ). Further analysis revealed that the Exercise scale of the DIET was as strong a predictor of negative affect ( $r = -.148, p < .05$ ), depression ( $r = -.220, p < .01$ ), and anxiety ( $r = -.199, p < .01$ ), and was a significantly stronger predictor of positive affect ( $r = .335, p < .01$ ) than the other four factors of the DIET combined. Thus, the 5 items contained in the exercise factor fared as well or better than the other 25 items in the DIET in predicting a number of positive mental health variables.

**#65**

*Health Psychology*  
*Psychologie de la santé*

**PSYCHOMETRIC EVALUATION OF THE WOMEN'S HEALTH QUESTIONNAIRE, THE MENOPAUSE REPRESENTATIONS QUESTIONNAIRE, AND THE MENOPAUSE ATTITUDE SCALE**

Suzanne Stone, Lakehead University; Dwight Mazmanian, Lakehead University; Kirsten A Oinonen, Lakehead University; Verinder Sharma, University of Western Ontario

The psychometric properties of three commonly-used measures of menopausal symptoms and attitudes were investigated. One hundred and twenty postmenopausal women completed the Women's Health Questionnaire (WHQ), the Menopause Representations Questionnaire (MRQ), and the Menopause Attitude Scale (MAS). The WHQ is a 37-item measure of emotional and physical symptoms keyed on 9 subscales. The MRQ is a 36-item measure of menopausal symptoms and attitudes. The MAS is a 20-item measure of general attitudes about menopause. Low to moderate internal consistency estimates were obtained for the WHQ subscales (.49 to .80) and the MRQ (.32 to .79). A high internal consistency estimate was obtained for the MAS (.96). Most symptom subscales on the WHQ correlated moderately with a global self-rating of menopausal distress. The MRQ symptoms subscale correlated moderately with the global self-rating of distress, as did most attitude subscales and the MAS. Finally, the correlations between all scales and the neuroticism subscale of the NEO Five Factor Inventory were examined. Only one correlation was significant (WHQ Sex Behaviour), suggesting that most of the measured variables are independent of trait neuroticism. These scales demonstrated a surprising range of poor to good psychometric properties. Weaknesses may be partly attributable to some subscales having only 2 or 3 items.

**#66**

*Health Psychology*  
*Psychologie de la santé*

**TRUST IN PHYSICIAN, REGRET, AND DEPRESSION IN WOMEN LIVING WITH BREAST CANCER**

Sheena A Taha, Carleton University; Lise Paquet, Carleton University; Shail Verma, Ottawa Regional Cancer Centre; Kimberly Matheson, Carleton University; Hymie Anisman, Carleton University

Women living with breast cancer often rely on friends and family to deal with the stress and uncertainty that follows a cancer diagnosis. There is reason to believe that a woman's relationship with her oncologist, including the trust she has in the physician, plays a role in diminishing depressive symptoms that are often comorbid with breast cancer. Women living with breast cancer ( $n = 31$ ) and women who had breast cancer in the past ( $n = 50$ ) were asked about (a) trust in their physician, (b) who they blame for negative events during treatment, (c) who made the decision regarding their treatment, (d) regret regarding their treatment decision, and (e) depressive symptoms. Trust in the physician was not related to depressive symptoms, decision making, regret, or blame. However, blaming one's doctor for negative events during treatment was related to higher depressive scores than women who blamed no one. Regret scores were highest when a woman blamed herself for negative events during her treatment and when women made treatment decisions alone, or allowed their doctor to make the decisions. These findings suggest that how decisions are arrived at concerning treatment, and whom women blame for negative events, rather than trust in the physician, may have implications for a woman's psychological well-being.



## #67

*Health Psychology*  
*Psychologie de la santé*

### MENTAL IMAGERY: AN EFFICIENT ACTIVE STRATEGY INTENDED FOR EXERCISE AND ATHLETIC KNEE INJURY REHABILITATION

Khaled Taktek, Laurentian University

The main purposes of this study were to (a) explore the effects of mental imagery during basic therapeutic practise on the rehabilitation of exercise and athletic knee injuries; (b) identify the mental imagery parameter (visual or kinesthetic) which has the most impact on the enhancement of rehabilitation strategies; and (c) verify the relationship between the Vividness of Movement Imagery and rehabilitation performance. Sixty students, suffering an exercise and/or athletic knee injury, were proportionately distributed across three groups: Specific Physical Practise Group (SPPG); Physical Practise combined with Visual Mental Imagery Group (PPVMIG); and Physical Practise combined with Kinesthetic Mental Imagery Group (PPKMIG). Participants of the SPPG performed physically 15 sessions of 10 knee flexions each. As for participants of the PPVMIG or PPKMIG, they executed the same number of knee flexions. However, they alternate after each trial between physical practise and (visual or kinesthetic) mental imagery. The results demonstrated that performance of PPVMIG or PPKMIG was equivalent and sometimes significantly better than that produced by SPPG. These results may be explained by the link between mental imagery and the hypotheses inherent to the psychoneuromuscular, symbolic learning, psychological skill and/or Triple Code Model (Taktek, 2004; Taktek, Zinsser, & St- John, 2008).

## #68

*Health Psychology*  
*Psychologie de la santé*

### ANGER PROVOCATION IN THE LABORATORY: DOES AWARENESS OF INTENT MATTER?

Alena I Talbot Ellis, University of British Columbia; Wolfgang Linden, University of British Columbia; Roanne Millman, University of British Columbia; Leanne Fichtner, University of British Columbia

Anger provocation in the laboratory is presumed to be sensitive to subtle context factors. Researchers are expected to hide their intent to invoke stress to ensure ecological validity. However, the degree to which this design feature actually affects outcomes has not been subjected to direct test. We tested whether participants who are aware of the researcher's intent to induce stress show less arousal in reactivity parameters. 78 participants were recruited for an interpersonal lab stress procedure. They were required to count down from 9000 by 7's while receiving mild harassment (e.g., "you're not counting fast enough"). Comparison of change scores in physiological activity revealed that individuals unaware of the intentional harassment showed significantly more reactivity than individuals who were aware of the intentional harassment (diastolic raw change scores, unaware,  $M = -14.86$ ,  $SD = 6.57$ ; aware,  $M = -11.28$ ,  $SD = 5.86$ ),  $t(76) = -2.23$ ,  $p < .05$ ,  $F(2,76) = .88$ ,  $p > .10$ . Systolic reactivity change scores failed to achieve significance but pointed in the same direction. Furthermore, unaware participants reported more anxiety than aware participants, (anxiety raw change scores, unaware,  $M = -1.07$ ,  $SD = 1.69$ ; aware,  $M = -.09$ ,  $SD = 2.05$ ),  $t(75) = -2.12$ ,  $p < .05$ ,  $F(2,75) = .13$ ,  $p > .10$ . In sum, the data clearly support a need to control for participant blinding in contrived lab experiments.

## #69

*Health Psychology*  
*Psychologie de la santé*

### WHAT IMPACT DOES THE PERCEPTION THAT ONE WILL CONTINUE EMPLOYMENT OR LEISURE ACTIVITIES HAVE ON PSYCHOLOGICAL ADJUSTMENT WITHIN THE FIRST YEAR POST-SPINAL CORD INJURY?

Jennifer Thake, Carleton University; Chris Davis, Carleton University

Research suggests that returning to employment following spinal cord injury (SCI) significantly predicts long-term well-being. Unfortunately, many people with SCI do not return to work. Given that appraisal activity within the first year of injury has significant long-term consequences, we predicted that adjustment soon after SCI hinges to a significant degree on the extent to which one initially perceives that one will be able to continue important pre-injury pursuits. Thus, the present study assessed whether the perception that one will continue/discontinue employment or leisure activities has an impact on psychological adjustment (i.e., depression, self-esteem, hope and satisfaction with life) during the first 13 months post-SCI. Participants were 67 adults (81% male;  $M$  age = 45) with recent SCIs (58% paraplegic; 34% quadriplegic). Participants were first interviewed after arriving at the rehabilitation center ( $M = 2.6$  months after injury), just before release ( $M = 5$  months) and at approximately 13 months post-injury. Results indicated that participants who believe that they will continue pre-injury employment experience greater adjustment than those who do not. No consistent relationship was found between perceiving that one can continue leisure activities and psychological adjustment. The implications for rehabilitation programs and interventions are discussed.

## #70

*Health Psychology*  
*Psychologie de la santé*

### RELATIONS ENTRE LES HABITUDES DE VIE ET LA DÉTRESSE PSYCHOLOGIQUE CHEZ LES PATIENTS ATTEINTS DE CANCER : RÉSULTATS D'UNE ÉTUDE LONGITUDINALE

Claudia Trudel-Fitzgerald, Université Laval; Caroline Desautels, Université Laval; Sophie Ruel, Université Laval; Hans Ivers, Université Laval; Josée Savard, Université Laval

La pratique d'activités physiques et l'usage de tabac, d'alcool et de caféine sont liés à la santé psychologique dans la population générale. Dans le contexte du cancer, la pratique d'activités physiques est associée à une diminution de la détresse psychologique, mais les relations avec les autres habitudes de vie ont été peu étudiées. Des patients atteints de cancer ( $N = 967$ ) ont complété un questionnaire sur les habitudes de vie et l'Échelle hospitalière d'anxiété et de dépression à la période péri-opératoire (T1) et 2 (T2), 6 (T3) et 10 (T4) mois plus tard. Les régressions linéaires indiquent qu'une plus grande pratique d'activités physiques est liée à une diminution de l'anxiété au T2 ( $\beta = -.09$ ,  $p < .05$ ) et de la dépression à tous les temps ( $\beta = -.13$  to  $-.18$ ,  $p < .05$ ). Un usage plus fréquent de tabac est lié à une hausse d'anxiété ( $\beta = .09$  to  $.12$ ,  $p < .05$ ) et de dépression ( $\beta = .08$  to  $.14$ ,  $p < .05$ ) à tous les temps, sauf au T3. Un usage plus fréquent d'alcool est lié à une baisse de dépression mais au T2 seulement ( $\beta = -.07$ ,  $p < .05$ ) alors

qu'un usage plus fréquent de caféine est lié à une baisse de dépression mais au T1 seulement ( $\beta = -.07, p < .05$ ). Dans ce contexte, la pratique d'activités physiques semble le meilleur prédicteur d'une baisse de la dépression alors qu'un usage plus fréquent de tabac semble le meilleur prédicteur d'une hausse d'anxiété.

**#71**

*Health Psychology*  
*Psychologie de la santé*

**A BRIEF MOTIVATIONAL ENHANCEMENT TO IMPROVE ANTIHYPERTENSIVE MEDICATION ADHERENCE: PRELIMINARY FINDINGS**

Sandra N Young, University of Calgary; Tavis S Campbell, University of Calgary; Norman Campbell, University of Calgary

While medication is an important part of hypertension management, approximately 50% of patients do not adhere to taking prescribed therapeutic doses. This study examines the impact of a single motivational enhancement interview (MI) compared to an educational presentation on adherence to antihypertensive medication. At present, 38 participants are enrolled in the study: 13 women and 25 men, with a mean age = 56 years (SD = 10.2), SBP = 130.1mmHg (SD = 21), DBP = 80.5mmHg (SD = 12), and BMI = 31.6 kg/m<sup>2</sup> (SD = 6.3). Participants reported an average of 4.8 medications each (SD = 3.1), with 60.5% prescribed a diuretic, 44.7% an Angiotensin II receptor blocker, 42.1% a calcium channel blocker, 36.8% a beta blocker, 36.8% an ACE inhibitor, 13.2% an alpha adrenergic receptor blocker, and 5.2% another class of antihypertensive medication. Adherence to medication (number of days monitored on which the correct amount of medication was taken) was determined using an electronic medication monitoring bottle (eCAP, Information Mediary Corp.). For the 21 participants who have currently completed the study, mean overall adherence for the groups is MI = 86.7% days (SD = 19.9), and education = 84.4% days (SD = 18.0). The ultimate goal of this study is to evaluate whether it may be possible to extend previous reports of improvements in positive health behaviors following motivational interviewing to medication adherence.

**#72**

*Health Psychology*  
*Psychologie de la santé*

**PREDICTORS OF EMOTIONAL STATE IN HOSPITALIZED MIDDLE-AGED AND OLDER ADULTS: THE ROLE OF COPING STYLES**

Fotini KM Zachariades, Fielding University; Edward Helmes, James Cook University

Increasing age may lead to the onset of illness, posing one form of psychological stress and eliciting a variety of coping reactions. The psychological associates of illness and hospitalization have not been studied systematically in aging patient samples. Our objective is to explore the relationship between different aspects of coping to emotional distress in middle-aged and older adult patients from two Western Australia hospitals. Participants (N = 120) had a mean age of 70.8 years (SD = 12.9), and included 48 men and 72 women. Coping was assessed with the Coping with Health Injuries and Problems Scale (CHIP; Endler & Parker, 2000), while emotional state was assessed with three scales from the Personality Assessment Inventory (PAI; Morey, 1991), namely Anxiety, Depression, and Somatic Complaints. Hierarchical regression analysis using the PAI subscales as criteria, indicated Emotional Preoccupation Coping as being the most consistently significantly associated aspect of coping with the domains of emotional state or psychological distress. The Coping scales consistently showed more predictive utility than demographic and health status measures. Clinical and theoretical implications of the results will be discussed in terms of the relationships between physical and mental health status in the process of adjusting to illness or injury.

**#73**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**EMOTIONAL CUES IN SPEECH ARE NOT SOLELY IN THE FUNDAMENTAL FREQUENCY CONTOUR**

Elizabeth M Alexander, University of Saskatchewan; Chris G Trimmer, Queen's University; Lola L Cuddy, Queen's University; Ingrid Johnsrude, Queen's University

Researchers believe that nonverbal emotional information in speech is carried by the fundamental frequency contour (a.k.a., the f<sub>0</sub> contour, the lowest frequency of a person's voice while speaking, as well as intensity patterns). When participants are presented with only the f<sub>0</sub> contour of a sentence, emotion recognition is significantly poorer than for the corresponding full sentences. The purpose of this study was to examine the causes of this performance decrease. Recognition of angry, fearful, joyful, and sad emotions, as well as a neutral condition, was tested in sentences containing various kinds of acoustic information in order to investigate acoustic cues in emotion. There were three sentence types: full sentences (which were semantically neutral), "glides" (which isolated the f<sub>0</sub> contour), and "reversed" sentences (which retained all acoustic information of the full sentences except for direction, to determine the importance of higher frequencies). Performance was significantly better for full sentences (82% correct) than for reversed sentences (57% correct) and glides (48% correct; chance = 20%), and performance for reversed sentences was significantly better than for glides, all  $p < .001$ . Thus, nonverbal emotion recognition relies on nonverbal cues other than the f<sub>0</sub> contour (e.g., higher frequencies), and is best when all cues are present and in proper temporal order.

**#74**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**DIFFERENTIAL ROLE OF SLEEP SPINDLES IN THE CONSOLIDATION OF MOTOR MEMORY TRACES**

Marc Barakat, University of Montreal Geriatric Institute; Julien Doyon, University of Montreal Geriatric Institute; Karen Debas, University of Montreal Geriatric Institute; Amélie Morin, University of Montreal Geriatric Institute; Gaetan Poirier, Centre d'étude du sommeil et des rythmes biologiques, Hôpital du Sacré-Coeur de Montréal; Julie Carrier, Centre d'étude du sommeil et des rythmes biologiques, Hôpital du Sacré-Coeur de Montréal

Memory consolidation refers to processes of brain plasticity by which experiences result in enduring long-term changes in neural representations. By comparing the effects of sleep versus the simple passage of time on the consolidation process of two different

forms of motor skilled behaviors: motor sequence learning (MSL) and motor adaptation (MA), our group has previously demonstrated that the expression of consolidation (i.e., “off-line” gains in performance) for the MSL task was dependent on sleep, while that in the MA task was not, hence suggesting procedural memory consolidation processes differ depending on the nature of task demands. The present study was designed to identify the sleep parameters specifically associated with this memory process. We used a between-subjects design where subjects assigned to a Night/sleep condition were first trained on a finger sequence learning task (MSL) or an eight-target pointing task (MA) in the evening (i.e., around 9:00 p.m.), and then retested 12 hrs later in the morning. Polysomnographic recordings were carried out during the night. EEG analyses revealed a specific increase in spindle activity during the post-training night after MSL, but not after MA training. These findings confirm the differential role of sleep spindles in the consolidation of motor memory traces.

**#75**  
*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**INATTENTION, WORKING MEMORY, AND THE IRRELEVANT SPEECH EFFECT IN CHILDREN**

Lauren Batho, Ontario Institute for Studies in Education at the University of Toronto;  
Rhonda Martinussen, Ontario Institute for Studies in Education at the University of Toronto

The disruption of serial recall performance by irrelevant speech is known as the Irrelevant Speech Effect (ISE). Research suggests that there are developmental improvements in the ISE, but it is currently unclear whether there are also individual differences that may influence the ISE. Considering that children learn academic material in classroom environments, most often in the presence of irrelevant speech, it is important to understand what factors contribute to task performance during noise, particularly for students with inattention. This study was conducted to examine whether background speech impairs serial recall performance relative to a silent condition and to observe whether individual differences in attentional ability and/or working memory influence the magnitude of the ISE. Children were assessed on behavioural and cognitive indicators of attention, and a serial recall task in silence and in two irrelevant speech conditions. Performance was better in the silent and steady-state speech conditions when compared to performance in the changing-state speech condition. Whereas behavioural inattention and working memory were not found to be related to the magnitude of the ISE, those who had a previous diagnosis of ADHD had poorer working memory than those without a diagnosis.

**#76**  
*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**FACTORS BIASING DIGIT OVERSELECTION IN RANDOMIZATION TASKS: PREFERENCE AND LOCATION EFFECTS**

Tanya Bilsbury, Dalhousie University; Lisa D Wright, Dalhousie University

Humans are known to be poor randomizers who display a host of number selection biases in random number generation and selection tasks. Number preference has been hypothesized to be a factor in the overselection of certain digits, and overselection has even been used as a measure of preference. However, there is no justification to assume that selection frequency is synonymous with preference; selection biases may be due to other effects, such as the location of a digit in an array. This study examined the extent to which digit overselection is influenced by preferences and reassessed the plausibility of the location hypothesis. Preference and location factors were assessed in three randomization tasks: the generation of a 30 digit string of random single-digit numbers, a random selection from an ascending sequence of single-digit numbers, and a random selection from a reordered sequence of single-digit numbers. Results were compared to self-reported digit preferences. Results indicated a minimal effect of preference in the random generation task and both location and preference effects in tasks that required selection from a visual array. Overall, results suggested that preference and location effects on digit overselection are task specific, but that zero-aversion and preference for the digit 7 are significant general factors.

**#77**  
*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**EMOTIONAL MEMORY IN VIOLENT VIDEO GAME PLAYERS AND NON-PLAYERS**

Holly Bowen, Ryerson University; Julia Spaniol, Ryerson University

The present study examined whether chronic exposure to violent media was associated with alterations in emotional long-term memory. Based on previous research on desensitization (e.g., Bartholow et al., 2007), we predicted that violent video game players would show lower recognition accuracy for negative images in general and for violent images in particular, compared to a control group of non-players. This prediction was derived from the finding that violent video game playing reduces physiological arousal during the encoding of violent stimuli. Participants completed an old-new recognition task with 300 IAPS images (negative non-violent, violent, neutral and positive). Violent video game players (N = 42) were matched to non-players (N = 42) on several personality characteristics, including aggression and irritability. Memory accuracy, measured by  $d'$ , showed no significant effects of group or valence. However, across both groups, there was a significant effect of valence on the response criterion,  $C$ . Specifically, subjects were significantly more liberal in their responses for violent and negative nonviolent stimuli, followed by positive and most conservative in their responses for neutral stimuli.

**#78**  
*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**THE SERIAL POSITION CURVE REVISITED: THE EFFECT OF WORD EMOTIONALITY ON MEMORY**

Keith Z Brewster, Laurentian University; Michael Emond, Laurentian University

This study examined total memory recall and the serial position effects for word lists differing in emotional characteristics. A total of 62 participants were randomly assigned to, and presented, one of four word lists, each encompassing 15 words varying in two dimensions of word emotionality (activation and pleasantness), and asked to freely recall the words directly after their presentation. The resulting four word emotionality conditions were; low pleasantness, low activation "Sad"; low pleasantness, high activation "Nasty"; high pleasantness, low activation "Soft"; and high pleasantness, high activation "Cheerful". It was confirmed that Active words were recalled more than Passive words (8.19 vs. 6.26) and Unpleasant words were recalled more than Pleasant words (7.72 vs. 6.70). More notably, the classic serial position curve, which typically shows both primacy and recency effects, although present for other word emotionality conditions, was completely absent for the "Sad" condition. In conclusion, it was found that both activation and pleasantness significantly influenced memory, however an interaction between the two variables was not present. This study confirms that the emotionality of a word has an effect on total memory recall, and that "Sad words can suppress the recency effect typically seen in the serial position curve.

**#79**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**THE EFFECTS OF STRESS ON SKILL ACQUISITION IN RATS SELECTIVELY BRED FOR THE TENDENCY TO STRESS EAT OR NON-EAT**

Keith Z Brewster, Laurentian University; Michael Emond, Laurentian University

The purpose of this study was to determine if different strains of rats would acquire a simple spatial learning task differently while being exposed to a stressor. Rats had been selectively bred for the tendency to increase (Stress Eaters) or decrease food consumption when under stress (Stress Non Eaters). Rats were exposed to an acute novel noise stressor while they were in an eight arm radial maze whose arms had been baited with a food reward. All rats were in the radial arm maze until all the rewards had been eaten (or up to 10 minutes). Sessions assessed whether specific breeding of the strains would lead to different learning acquisition of this special task. Total number of arms visited, reward eaten, and errors were all observed and recorded throughout this process. Results from the study showed that, at the final day of acquisition testing, day 7, Stress Eaters seemed to acquire the task more efficiently (completion times of task in seconds) compared to Stress Non Eaters (Stress Eaters = 295 s ; Stress Non Eaters = 493 s). Additionally, results indicated that, at the final day of acquisition Stress Eaters were eating more of the "baits" on average, as compared to Stress Non Eaters (Stress Eaters = 8; Stress Non Eaters = 6.34). This suggests genetic differences in responses to stress can affect how quickly a new task is learned under stress.

**#80**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**REGULARITIES IN HUMAN VISUOSPATIAL IMAGINATION**

Jim Davies, Institute of Cognitive Science, Carleton University; Jordan R Schoenherr, Carleton University; Heather Burch, Institute of Cognitive Science, Carleton University; Rob Thomson, Institute of Cognitive Science, Carleton University

Is imagination free of restriction or are there limits to what can be explained? Some of the first studies in experimental psychology conducted by Gustav Fechner examined whether there were regularities in preference for rectangles. Although his specific findings have been challenged in more recent studies, there is a great deal of converging evidence for canonical views of basic geometric shapes and other more complex objects. In the present study, we examined the regularities in the generation of elementary geometric shapes. Participants were required to draw either one or two geometric shapes. Stimuli consisted of visual and auditory presentation of words corresponding to geometric shapes. Our results indicated that visuospatial regularities (e.g., canonical representations) influence the production of geometric shapes and that these images also conform to gestalt principles.

**#81**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**THE EFFECTS OF STRESS ON PERFORMANCE IN RATS SELECTIVELY BRED FOR THE TENDENCY TO STRESS EAT OR NON-EAT**

Michael Emond, Laurentian University; Keith Z Brewster, Laurentian University

The purpose of this study was to determine if different strains of rats would perform a simple spatial learning task differently while being exposed to a stressor. Rats had been selectively bred for the tendency to increase (Stress Eaters) or decrease food consumption when under stress (Stress Non Eaters). After a brief acquisition period (7 days), in which they learned a simple spatial task within a radial arm maze, both strains were tested to assess performance when exposed to a stressor (Stress day) and when no stressor was present (Control day). During testing, rats were put into the radial arm maze for up to 10 minutes, dependant on completion times (eating all bait from arms). During each session all 8 arms were baited and total number of arms visited, number of baits eaten, completion times, and errors were all observed and recorded throughout this process. Results from the study showed that Stress Non Eaters completed the task more effectively than Stress Eaters on Control days (Number of baits eaten: Stress Eaters = 6.00; Stress Non Eaters = 7.53) whereas Stress Eaters performed the task more effectively than Stress Non Eaters on Stress days (Stress Eaters = 7.95; Stress Non Eaters = 6.65). These findings demonstrate that there are, indeed, performance differences between the specifically bred strains of rats owing to their differential abilities to perform under stress.

**#82**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**THE DEVELOPMENT OF READING SKILLS AMONG FRENCH-SPEAKING ADULTS ENROLLED IN A LITERACY PROGRAM IN ONTARIO**

Sabrina Fréchette, University of Ottawa; Glenn L Thompson, University of Ottawa; Alain Desrochers, University of Ottawa

A cross-sectional study was carried out to examine the development of reading skills among 125 French-speaking adults distributed over five levels of achievement in a Literacy program in Ontario. The participants were tested on six domains of knowledge relevant to reading: a) phonological awareness, b) letter knowledge, c) oral reading, d) orthographic vocabulary, e) grammatical morphology, and f) reading comprehension. All measures were found to be reliable when previously administered to primary-grade children. Their reliability was found to extend to this sample of adults and all indicators of a particular latent variable formed a single factor. A significant increase in performance, over the five levels of the program, was observed for all indicators except for oral reading of words with multi-letter or contextual graphemes, for which within-level variability was relatively high. However, the progress observed between adjacent levels was rarely statistically significant, which suggests a rather shallow learning slope. The relative difficulty of theoretically interesting letter-string types (e.g., regular vs. irregular words) and the relationships among the domains of knowledge that were observed with these adults mirrored the results obtained previously with children. The results have implications for theories of reading and the practice of adult literacy intervention.

**#83**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**FAULTY BRAIN; FLAKY PERSON**

Peter Graf, University of British Columbia

Munsat (1966) hypothesized that people make different interpretations about retrospective memory (RetM) and prospective memory (ProM) failures. He argued that RetM failures are blamed on a faulty memory system, whereas ProM failures are interpreted as character flaws. Sixty healthy adults between 20 and 80 years of age completed a questionnaire that assessed subjects' reaction to different kinds of memory failures. Some failures focused on ProM and others on RetM, some implicated short-term processes and others concerned longer-term processes, and finally, some failures involved other people whereas others did not. Each memory failure was described in a vignette. On the questionnaire, the top showed a memory failure vignette, and the remainder listed 12 statements concerning the seriousness of the failure, potential causes for the failure, and the character of the protagonist. Subjects were required to rate their agreement with each statement; they used a 6 point scale for this purpose. The results provide qualified support for Munsat's hypothesis. They revealed subjects' strong tendency to interpret RetM failures as evidence of a faulty memory system and ProM failures as evidence of a character flaw (a flaky person), but only with some types of memory failures: failures that implicate long-term memory processes and, more importantly, failures that involve other people.

**#84**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**DO RATS KNOW WHEN THEY DON'T KNOW? METAMEMORY IN RATS**

Michael Grossman, Huron University College; Mark Cole, Huron University College

To test if rats have metamemory, 6 rats learned to classify 8 tones ranging from 2 s to 8 s by pressing one lever for short (< 4 s) and another lever for long (> 4 s). Tones were presented one at a time with correct and incorrect classifications producing 6 and 0 food pellets, respectively. In a test phase, on two-thirds of the trials, cued by a blinking light, the rats could elect to "decline the test" by refraining from pressing either lever for 2.0 s in return for 3 pellets. Pressing either lever on such trials within 2 s was followed by 6 or 0 pellets for correct and incorrect choices, respectively. It was hypothesized that metamemory would be indicated if the rats declined the test more often when tones were closer to 4 s and also if the rats showed lower accuracy when classifying such tones when forced to take the test than when they chose to take the test. Results supported neither prediction. Rats rarely declined the test and did as well on forced-choice trials as they did on decline-the-test trials. In a final phase, using the same rats, the compensation for waiting and thus declining the test was increased to 10 pellets and declines increased substantially. Thus, the failure to decline in Phase 2 was attributed to a failure of self-control. Rats seem more impulsive than contemplative.

**#85**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**DISSOCIATION ÉLECTROPHYSIOLOGIQUE DES CHAMPS VISUELS CENTRAL ET PÉRIPHÉRIQUE : UNE QUESTION DE FRÉQUENCES**

Noémie Hébert, Le Centre Hospitalier Universitaire Sainte-Justine, Université de Montréal;  
Dave Saint-Amour, Le Centre Hospitalier Universitaire Sainte-Justine, Université de Montréal

Plusieurs études se sont penchées sur l'intégrité des champs central et périphérique de populations cliniques ayant des atteintes différentielles des champs visuels, mais peu d'entre elles tirent des conclusions claires. Bien que la périmétrie soit souvent utilisée pour discriminer l'intégrité des différentes régions, elle est peu utilisable chez plusieurs populations cliniques. Aussi, les données ERG et PEV ne discriminent habituellement pas les deux champs visuels. La méthode élaborée permet de discriminer les régions centrale et périphérique tout en intégrant une mesure de sensibilité aux contrastes. La stimulation consiste en deux cercles concentriques de damiers radiaux à renversement de phase où le contraste varie de 100% à 16%. La stimulation centrale (0 à 5° d'angle visuel) oscille à 10 renversements alors que l'anneau périphérique (30 à 60° d'angle visuel) oscille à 15 renversements. Les résultats montrent que les participants adultes normaux ont une vision normale, tant pour les stimulations standards que pour les PERG et PEVss qui permettent de recueillir des réponses robustes aux fréquences présentées à différents niveaux de contrastes. Cette méthode serait utile dans l'évaluation des champs visuels des populations cliniques avec une atteinte sélective du champ visuel.

#86

*Perception, Learning and Cognition/Perception, apprentissage et cognition***POSTURE, SELF-IMAGERY, AND MENTAL ROTATION**James Jeffrey, University of Winnipeg

There are two streams of visual processing: the dorsal stream for action and the ventral stream for object perception. A similar division of labor exists when individuals imagine objects. Research demonstrates bilateral activation in the dorsal stream when participants were asked to mentally rotate 3D-objects, abstract figures and hands. In addition to activating similar brain areas, imagined rotation and manual rotation of objects require similar amounts of time. In both tasks, the amount of time required to rotate the item is positively correlated with degree of rotation. As well imagery is influenced by body position as participant's hand position interacted with the view of the image. Participants were faster to make left-right judgments of their imagined hand when hands were on their lap than when hands were behind the back. The position of the observer's hands did not influence similar judgments made about the orientation of imagined hands of the experimenter. My current experiment tests the hypothesis that body position only interferes with imagery of the self acting on a tool and not with imagery of the experimenter acting on an object. By examining the influence of hand position on imagery involving tools and objects not manipulated (i.e. animals or chairs) it is expected that hand position interferes with imagery in the first two conditions but not in the latter.

#87

*Perception, Learning and Cognition/Perception, apprentissage et cognition***MEMORY FOR PICTURES AND PLACES: A LOOK INTO FAMILIARITY AND ITS AFFECTS ON THE CREATION OF FALSE MEMORIES**Alicia D McMullan, Carleton University; Avi Parush, Carleton University

Memory researchers have become increasingly interested in uncovering the processes underlying memory illusions. This thesis explores whether familiarity alone, without the use of suggestion or imaginative techniques, will cause the induction of false memories for visual scenes. The present study specifically investigated the impact of place familiarity. Thirty-seven participants viewed 6 sets of 9 pictures each from Carleton University. A test screen consisting of 12 pictures followed each set. Each test screen included some pictures that did appear in the preceding 9 pictures, pictures that appeared in previous sets but not in the recent one, and pictures of familiar places in Carleton that did not appear in any set. The experimental task was to determine which of the 12 test pictures did not appear in the preceding set of 9 pictures. Overall, familiarity appeared to inhibit the creation of false memories. The findings show that participants had the highest rate of false memories for pictures of places in Carleton that were related to the theme of the particular set (e.g., buildings) and had appeared in previously shown stimuli lists. The discussion addresses the familiarity construct and the creation of false memories for places.

#88

*Perception, Learning and Cognition/Perception, apprentissage et cognition***OBJECT FEATURES IN MEMORY: ON THE RELATIVE DISCRIMINABILITY OF FORM AND COLOUR**Helen Monkman, Carleton University; Matthew Brown, Carleton University; Chris M Herdman, Carleton University

Biederman's RBC Theory (1987) posits that object recognition is primarily based on form and not surface information (e.g., colour) because the latter is typically not diagnostic of an object's identity. Even when features are equally diagnostic (e.g., blue cube, yellow sphere) memory is better for form than for colour (Brown & Herdman, 2007; Monkman et al., 2007). Although these findings are consistent with form-based object recognition, an alternative hypothesis is that forms are inherently more discriminable from each other than other types of surface information (e.g., colour). Thus form information is encoded more quickly and/or accurately than colour information regardless of whether this information is used for object recognition. This hypothesis was evaluated using a paradigm in which a speeded same/different decisions was made to sequentially presented pairs of monochromatic geons, colour swatches or coloured geons. If participants are significantly better at judging between (a) paired monochromatic geons than paired colour swatches or (b) geon changes than colour changes in coloured geon pairings, then this can be taken as evidence for the differential discriminability hypothesis.

#89

*Perception, Learning and Cognition/Perception, apprentissage et cognition***METAMEMORY IN RATS? DO RATS SEEK INFORMATION WHEN THEY NEED IT?**Evanya Musolino, Huron University College at the University of Western Ontario; William Roberts, University of Western Ontario; Mark R Cole, Huron University College at the University of Western Ontario

The present research sought evidence of metamemory in rats. The approach was to ask whether rats would seek information in situations in which such information was needed to ensure reward. In Experiment 1, after 5 rats had learned to use a black/white panel at the choice point to find food in a T-maze, an opaque barrier was placed in front of the cue and gradually raised over successive sessions until it completely blocked the cue. The rats did not display evidence of metamemory because they failed to look over the barrier to examine the visual cue prior to making their choice and, as a result, performance dropped to chance. In Experiment 2, after 8 rats learned to use a black/white panel at the choice point in a T-maze to find food, the left and right arms became runways each leading to a choice point in a secondary T-maze. The left/right secondary T was the informative T with the black/white cue now at its choice point indicating the location of food in the secondary T. The other T was the uninformative T with the black/white cue at its choice point unreliable in indicating the location of food in that secondary T. Forced-choice trials

were given in each secondary T. It was predicted that if, on free choice trials, the rats were to choose the informative T and then use the visual cue in that T to locate food, this would be evidence of metamemory.

**#90**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**OBJECT AND SPATIAL PROCESSING IN VISUAL CURVE TRACING**

Megan E O'Reilly, St. Francis Xavier University; Peter A McCormick, St. Francis Xavier University

The visual system is constantly overwhelmed by information from the environment, so much so that we must separate relevant information from the background. How we do this is not well understood. Past research has studied the time it takes to separate objects in the environment, and is theoretically accounted for in two theories; a space-based model, and an object-based model. Each model is independent of each other. The present study searched for a combination of the theories. Participants are to determine as quickly and accurately as possible if two dots belong to the same or different curves. Distractor proximity along with the nature of the stimuli is manipulated (novel vs. non-novel). Data will not be collected until December 2008.

**#91**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**SEX DIFFERENCES IN THE RELIANCE ON OCULAR CUES FOR EMOTION RECOGNITION**

Stefan Paulovic, Mount Allison University; Karen Nicholson, Mount Allison University

The eyes are the most important cue for the recognition of emotional expressions, especially for fear or anger. This may explain why mutual eye contact during social interactions is one of the most salient nonverbal behaviors. Contextual knowledge gained from recognizing emotions aids in social cooperation and establishing connections with individuals. Emotions are "what make life livable" (Ekman 1992). The present study examined sex differences in the use of eye cues for recognizing facial expressions of emotion. Participants were 40 university students (20 Women, 20 Men), with a mean age of 20.09 years. Participants were presented with photos of faces expressing anger, fear, sadness, or happiness. Half of the images had shaded sunglasses in order to remove the eyes as a cue for recognition. Participant emotion recognition reaction time and accuracy scores were measured. We predict that for women, removing eye cues will result in a larger increase in response time than men for images depicted with sunglasses compared to those depicted without. Results indicated that removing eye cues was more detrimental for women than men. There was a 3-way interaction of Gender x Emotion x Condition,  $F(1, 39) = 67.597$ ,  $p < .001$ . The results are in-line with previous research suggesting a pre-conditioned awareness of fear inhibits reaction time when eye cues are removed.

**#92**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**CONFUSION FEAR/SURPRISE IN FACIAL EXPRESSIONS: EVIDENCE FROM EYE MOVEMENT ANALYSES**

Mélanie Perron, Université Laurentienne; Annie Roy-Charland, Université Laurentienne; Kaylee Eady, Université Laurentienne

Basic emotional facial expressions are generally well recognized by adults. However, one of them, fear, is harder to identify. Fear is typically confused with surprise. Researchers hypothesized that this type of confusion might reflect perceptual limitations, but few studies have empirically explored this hypothesis. Fear and surprise share numerous facial movements. Yet, fear implies two movements not present in surprise. The goal of this study is to explore the input of the perceptual system in the processing of distinctive facial indexes of fear with eye movement recording. Stimuli comprise a series of fear and surprise expressions created using the Facial Action Coding System (Ekman & Friesen, 1978). Three expressions of fear were created as a function of the activation of its distinctive indexes (both indexes activated and each individually activated). Participants were viewing pairs of facial expression (1 surprise and 1 fear) on a computer screen. In half of the trials, they are instructed to identify the expression of fear and on the other half, surprise. Participants' eye movements were monitored. Amongst interesting measures, the number of saccades between each picture of a pair is compared as a function of response accuracy. Furthermore, the proportion of time spent on fear's distinctive indexes is compared as a function of its activation within the stimuli.

**#93**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**THE PERCEPTION OF FACIAL EMOTIONAL EXPRESSIONS IN SPACE AND TIME**

Sylvain Roy, Université de Montréal

Facial expressions of emotions guide adaptive behaviours by communicating information that can be used to rapidly infer the thoughts and feelings of others. This information has partially been characterized using static images (e.g., mouth in low spatial frequencies for happiness; Smiths et al., 2005), but relatively little is known about the contribution of facial movement. Thirty participants viewed 5,000 sparse versions of 80 static, while thirty others viewed the dynamic emotional faces. Observers were required to categorize facial expressions as fearful, happy, sad, surprised, disgusted, or angered obtained from the STOIC database (Roy et al., 2007). More specifically, the sparse static stimuli sampled facial information at random locations at five one-octave SF bands (Gosselin & Schyns, 2001) and the sparse dynamic stimuli randomly sampled space and time (Vinette, Gosselin & Schyn, 2004). We performed multiple linear regressions on sample locations (in space-time for dynamic stimuli) and accuracy to reveal the effective use of information for every emotion in the static and dynamic conditions. Our results with static stimuli es-

essentially corroborate the findings of Smith et al., (2005) and our preliminary results with dynamic stimuli extend them by providing original data regarding the spatio-temporal characteristics of facial expression.

**#94**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**FORMAT DEPENDENCY IN CONFIDENCE JUDGEMENTS: THE INTERACTION OF INTERNAL-EXTERNAL REPRESENTATIONS OF CONFIDENCE SCALE**

Jordan R Schoenherr, Carleton University; William M Petrusic, Carleton University; Guy Lacroix, Carleton University

In metamemory, reasoning tasks, sensory/perceptual discrimination and knowledge-based judgments, confidence reports are used to assess participants' awareness of their performance. Although considerable attention has been paid to how task difficulty influences confidence ratings, the influence of the scale used to render confidence has been relative neglected. The present study examines how confidence scale parameters introduce bias into metacognitive assessments of performance. In order to examine this, we varied scale range, scale interval and the number of confidence categories available to participants. The findings of the present study show that subjective confidence calibration was significantly affected by scale parameters. Such a result has broad implications for a variety of studies that are specifically concerned with confidence process as well as those that employ it as a direct measure of a participant's belief.

**#95**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**SELF-COMPETITION CONTRIBUTES TO INTRINSIC MOTIVATION, SOCIAL DESIRABILITY AND SUCCESS ON AN ANALOGIES TASK**

Kaija L Sillanpaa, Algoma University; Linda M Sorensen, Algoma University

Variability in academic success has been attributed to levels of intrinsic and extrinsic motivation, social desirability, and ability (intelligence). Intrinsic motivation correlates positively with academic success; extrinsic motivation correlates negatively. Intrinsic motivation relates to the internal state of learning for the pleasure of learning, yet students are deemed successful for meeting universal, external, academic standards. This anomaly has received little research attention. In the current study, participants were assigned to one of three groups (Self-Competition (SC), Group-Competition (GC) and No Competition (NC)) then completed a series of tasks designed to assess Social Desirability (SD), academic success (Find-the-Difference (FTD) puzzle) and ability (Analogies Test). When explicitly manipulated, SC increased intrinsic motivation, decreased social desirability, and increased performance on the Analogies Test when compared to the GC and NC groups. While there were some problems with the FTD measure, overall these findings suggest that school systems can improve student academic success through activities and instructions that increase student intrinsic motivation through self-competition.

**#96**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**THE ROLE OF COGNITIVE PROCESSES IN CHILDREN'S INATTENTIVE BEHAVIOURS**

Hailey Sobel, McGill University; Kim M Cornish, McGill University; John Wilding, University of London, UK

Children with ADHD have documented cognitive deficits in selective attention, working memory and response inhibition. In a large community sample of school children (6 to 12 years) we assessed whether early inattentive behaviours, as rated by teachers, could predict cognitive difficulties in attention and working memory. The potential confounding effects of IQ and chronological age were also investigated. Teachers completed the Strengths and Weaknesses of ADHD-symptoms and Normal Behaviour scale (SWAN) on 128 children who were subsequently screened using recently developed working memory and attention task measures. Results indicated that inattentive behaviours were a greater predictor of cognitive difficulties than hyperactive behaviours. Also that attention status (good vs. poor attenders) is related to accuracy on task performance, while IQ is related only to speed and chronological age to both speed and accuracy.

**#97**

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

**THE IMPACT OF NON SCHEMATIC INFORMATION AND SCHEMA NON CONGRUENT PRIME ON READING SPEED AND ACCURACY**

Angelica Y Suorineni, Laurentian University; Joel D Dickinson, Laurentian University

This study explores the impact of schema non congruent sentences on reading speed that has been found in relation to gender roles. For example, 'Today, the detective investigated everybody while reminding herself about the questions'. This phenomenon is thought to be the result of the conflict between the gender of the pronoun and the gender stereotype associated with the role noun. The goal of the present study is to assess if such an effect translates to material that violates the 'heterosexual norm' schema for sexuality. For instance, Typically, Hannah goes for a jog in the morning, whenever her snoring wife sleeps in. Further, provided the effect still exists for such material, the present study explores whether it can be minimized through priming participants with a schema non congruent video (video of a boy speaking of his experiences growing up with 2 mothers). The results are analyzed relative to gender, sexuality, schema congruency and reading speed with regards to present theories of text processing and text representation.



#98

*Perception, Learning and  
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apprentissage et  
cognition*

**THE EFFECT OF DEPRESSED MOOD ON THE ALLOCATION AND  
DISENGAGEMENT OF ATTENTION: EVIDENCE FOR A MOOD-CONGRUENT  
ATTENTIONAL BIAS**

Charmaine Thomas, University of Calgary; Jessica LeHuquet, University of Calgary; Jeremy Johnson, University of Calgary; Christopher R Sears, University of Calgary

Mood-congruent attentional biases were examined by having participants study images for a recognition memory test while their eye fixations were tracked and recorded. Four types of images were presented (depression-related, anxiety-related, positive, neutral) in two study conditions. For the simultaneous study condition, four images were presented simultaneously for 10 seconds, one of each image type. For the sequential study condition, four images were presented consecutively, one of each image type, each for 4 seconds. To measure disengagement of attention, images in the sequential study condition were probed occasionally by a superimposed, semi-transparent arrow that pointed to one of the four corners of the display; participants immediately moved their gaze off the image in the direction the arrow was pointing whenever the probed appeared. In both study conditions there was evidence of a mood-congruent attentional bias. Participants high in negative affect spent significantly more time looking at depression-related images and significantly less time looking at positive images. Participants high in negative affect were also slower to move their attention away depression-related probed images. The results are discussed in terms of the mood-congruent processing bias hypothesized to underlie the development and maintenance of depression.

#99

*Perception, Learning and  
Cognition/Perception,  
apprentissage et  
cognition*

**EXTENDING THE “RAPID AUTOMATIZED NAMING” (RAN) TASK TO MUSICAL  
PITCHES**

Anna Tirovolas, McGill University

Various measures of speed have been found to be important predictors of sight-reading in music. This study is an investigation of the “Rapid Automated Naming” (RAN) paradigm, commonly used to assess text reading, as another possible correlate of musical sight-reading. The RAN task has been translated to measure the naming of musical pitches, and presented to intermediate-level piano players with the goal of predicting subsequent accuracy and timing in a musical sight-reading task.

#100

*Perception, Learning and  
Cognition/Perception,  
apprentissage et  
cognition*

**IS THAT YOUR FINAL ANSWER? : INFLUENCE OF EMOTICONS ON  
COGNITIVE CERTAINTY OF MESSAGE INTERPRETATION IN  
COMPUTER-MEDIATED COMMUNICATION**

Nathan ML To, Trinity Western University; José F Domene, Trinity Western University

Communicating via new media technologies such as instant messaging (IM) have become a popular venue for individuals to develop personal, professional, and therapeutic relationships, without face-to-face contact. In absence of nonverbal cues, individuals use innovative online tools, such as static and animated, graphic-based “emoticons” to communicate specific emotional information they wish another to understand. However, in a computer-mediated context, can one truly be certain what a message is trying to say? Using a quasi-experimental design, this study involved an exploration of how different types of emoticons influenced one’s cognitive level of certainty about their message interpretations, across “clear” or “unclear” statement text conditions of emotional valence clarity. The sample consisted of 121 adult male and female participants from Canada and the United States. Overall, complex emoticons were inferior to simple emoticons in facilitating participants’ certainty about their interpretations. The presence of simple emoticons alone resulted in significant, high levels of participant certainty, compared to their absence,  $F(2, 116) = 4.475, p < .05$ . Emotional valence did not impact participant certainty and no significant interaction effects were found. Implications of these patterns and explanations for IM friendships, relationships and clinical practice are discussed.

## #101

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

### THE ROLE OF CONTOUR INFORMATION IN THE SPATIAL FREQUENCY TUNING OF UPRIGHT AND INVERTED FACE IDENTIFICATION

Verena Willenbockel, Université de Montréal; Daniel Fiset, Université de Montréal; Frédéric Gosselin, Université de Montréal

In a previous study, we showed that the same spatial frequency (SF) band is used for identifying upright and inverted inner facial features in a 10-choice task (Willenbockel et al., submitted). In this follow-up study, we investigated whether the presence of facial contour information differentially influences the SF tuning of upright and inverted face identification. We randomly sampled the SF content of 20 faces with contours (10 individuals x 2 exemplars) from the set of Goffaux and Rossion (2006). Ten observers performed 300 trials per orientation condition. Each showed a significant face inversion effect (mean accuracy was 22.5% higher in the upright condition) and differences in SF tuning. Multiple linear regressions were performed on SF samples and response accuracy per orientation condition: For upright faces with contour, we replicated our previous result—an SF band of 1.32 octaves peaking at ~7 cpf was significant ( $p < .05$ ;  $Sr = 256$ ;  $FWHM = 4.24$ ;  $Z_{crit} = 3.40$ ); for inverted faces with contour, however, the significant coefficient regressions were shifted toward lower SFs (peaking at ~4 cpf; octave width 0.73). This suggests that the presence of contours differentially influences the processing of upright and inverted faces, and that low SFs might play a more important role for the identification of inverted faces than previously thought (cf. Goffaux & Rossion, 2006).

## #102

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

### AN INVESTIGATION OF COGNITIVE FLEXIBILITY USING EVENT-RELATED POTENTIALS

Andrew HC Wong, Ontario Institute for Studies in Education at the University of Toronto; J. Bruce Morton, University of Western Ontario; Matthew Waxer, University of Western Ontario

Cognitive control or the ability to flexibly adjust one's thinking in light of changing circumstances is an important aspect of human cognition. Theoretical models propose that rule representation and conflict monitoring are two complementary, yet dissociable processes underlying cognitive control. Electrophysiological studies using event-related potentials (ERP) have suggested that the frontal P3a and posterior P3b are associated with rule representation, whereas the fronto-central N200 is associated with conflict monitoring. The present study explored electrophysiological dissociations between rule representation and conflict monitoring processes. High density ERPs were recorded from 20 adult participants while they performed a modified Card Sorting Task. Consistent with existing evidence, the stimulus locked N200 was greater in amplitude for conflict relative to non-conflict trials, and the stimulus locked P3b was greater in amplitude for repeat relative to switch trials. Interestingly the instruction cue elicited a greater frontal P3 for repeat relative to switch trials. The present results suggest that frontal central N200, frontal P3, and posterior P3b are associated with differential aspects of cognitive control.

## #103

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

### RÉFUTATION ET CONFIRMATION DANS LA TÂCHE DE SÉLECTION DE WASON

Michel Sacy, Université Laval; Sébastien Walsh, Université Laval; Stéphan Desrochers, Université Laval

La tâche de sélection de Wason a été modifiée de façon à pouvoir analyser la réaction des sujets après avoir constaté qu'une règle conditionnelle est confirmée ou réfutée. Les 24 sujets sont confrontés à 4 téléphones qu'ils peuvent sélectionner pour évaluer la règle proposée : si un téléphone a été fabriqué en septembre (p), alors il est défectueux (q). Dans la version originale de l'épreuve, chaque téléphone affiche une seule information visible au départ (p, q, non-p, non-q). Dans les deux nouvelles versions modifiées, les sujets ont l'opportunité de constater qu'un des téléphones est en fait (1) fabriqué en septembre et sans défaut (règle réfutée) ou (2) fabriqué en septembre et défectueux (règle confirmée). Les résultats obtenus dans la version originale sont similaires à ceux obtenus dans les études antérieures. Les résultats des versions modifiées montrent, entre autres, que le nombre de sujets qui affirment n'avoir besoin d'aucune sélection supplémentaire pour prendre leur décision est plus élevé dans la première version (52%) comparativement à la seconde (6%); parmi les choix supplémentaires chez les sujets qui persistent, la sélection du téléphone sans défaut (non-q) est plus fréquente lorsque la règle est confirmée. Ces résultats révèlent un apport non négligeable de la réfutation dans le processus d'évaluation d'une règle conditionnelle.

## #104

*Perception, Learning and Cognition/Perception, apprentissage et cognition*

### SUR QUOI REPOSE LE RAISONNEMENT CAUSAL CHEZ L'ADULTE?

Sébastien Walsh, Université Laval; Michel Sacy, Université Laval; Stéphan Desrochers, Université Laval

L'étude évalue l'influence de trois facteurs lors d'une épreuve de jugement causal : les informations suggérées au départ (croyances), le taux de contingence (delta p) des données fournies, et l'importance relative accordée aux différents types de données fournies. Les 54 participants évaluent les données comptabilisées par neuf municipalités au sujet de l'action potentielle d'une substance chimique sur l'apparition de glace sur les routes. Les données sont présentées sous forme de phrases véhiculant les fréquences relatives aux quatre conjonctions possibles entre la cause et l'effet. La tâche est effectuée à trois reprises, soit après avoir lu d'abord un texte mentionnant un mécanisme explicatif suggérant une corrélation (1) positive ou (2) négative entre les deux variables, ou (3) sans mention d'un mécanisme. Les résultats montrent l'influence des croyances suggérées a priori et celle du delta p, les croyances agissant toutefois différemment selon le delta p. De plus, le type de données associées aux effets de la

présence de la cause influence davantage le jugement que celles associées à son absence, cette tendance varie toutefois légèrement en fonction de la croyance suggérée au départ. Ces résultats appuient les suggestions de la littérature récente soulignant l'importance de considérer des facteurs ascendants et descendants dans l'étude du raisonnement causal.

**#105**

*Psychophysiology/  
Psychophysiologie*

**THE IMPLICIT ASSOCIATION TEST AS A PREDICTOR OF THE CORTISOL RESPONSE TO STRESS**

Cory Cooperman, McGill University; Annie Duchesne, McGill University; Jens C Pruessner, McGill University

Established experimental stressors like the Trier Social Stress Test (TSST), involving a public speech and mental arithmetic in front of an audience, commonly induce psychosocial stress, causing psychophysiological and hormonal responses such as increases in heart rate and cortisol levels. These stress markers can be associated with changes in self-report measures of mood and anxiety. However, findings using these stress tests consistently demonstrate a gap between sympathetic and endocrine driven stress response and the subjective sense of stress that participants report post-task. The current study investigates the origins of this discrepancy through the use of a measure of unconsciously held self-referential attitudes in regard to stress, called the Implicit Association Stress Test (IAT-Stress). This new tool consists of a series of stress and relaxation related words that are presented to participants who must place them into either a "self" or "other" category while response times are measured and compared. The researchers administer the IAT-Stress before and after the TSST, during which cortisol and heart rate are monitored. We hypothesize that the IAT-Stress will provide a stronger association with biological changes after a stressor than self-report questionnaires. The study is in progress and results will be presented at the convention.

**#106**

*Psychophysiology/  
Psychophysiologie*

**THE POTENTIAL ROLE OF STEROID HORMONES AS HUMAN PHEROMONES IN UNDERGRADUATE MEN**

Rikki Sewell, Carleton University; Ashkan Mohajer, Brock University; Cameron Muir, Brock University

Experimental research based on animal models, and human research indicates that various steroid hormones including testosterone and estradiol have chemical communication properties. It is believed that these hormones are released in underarm perspiration and received by receptors in human skin. Male undergraduate students (N = 32) provided perspiration and saliva samples upon arrival, after running 10 minutes on a treadmill, then 10 minutes on the treadmill while watching a neutral stimuli, then 10 minutes on the treadmill watching a sexually explicit video (counter-balanced). Lastly, participants filled out a questionnaire measuring sexual behaviours and attitudes. Results demonstrate that estradiol, testosterone and cortisol are present in very high concentrations in underarm perspiration, their concentrations vary differently from salivary levels, and are dynamic with levels changing as a function of one's physiological state. It is believed that male humans may produce high levels of these steroids in their underarms in order to influence the physiology and possibly behavior of proximate individuals through the social transmission of pheromone-like substances that may act through contact.

**#107**

*Psychophysiology/  
Psychophysiologie*

**SHALL I STAY OR SHALL I GO: INITIAL APPROACH AND AVOIDANCE REACTIONS TO MALE AND FEMALE FACES**

Nancy Smith, University of Quebec at Montreal; Ursula Hess, Université du Québec à Montréal

When first meeting a stranger we all have initial positive or negative reactions. Faces are a source of interpersonal information such as sex, age, and ethnicity but humans also tend to make judgments of a person's personality characteristics based on facial appearance. One such characteristic, affiliation, is related to nurturing behaviors and should lead to approach. By contrast in hierarchical primate societies, highly dominant alpha individuals pose a threat insofar as they can claim resources from lower status group members. Hence the presence of a dominant other should lead to increased vigilance and a preparedness for withdrawal. Yet, dominant individuals may also provide protection and resources. The present study used the startle reflex (which indexes avoidance tendencies in reaction to threat) and the post-auricular reflex (which indexes approach tendencies to appetitive stimuli) to assess reactions to dominant and affiliative male and female faces. Results showed that gender and facial appearance interact. As predicted, male dominant faces are both threatening and appetitive. However, the same is not the case for female faces. Dominant female faces are less threatening than dominant male faces and affiliative female faces are more appetitive than dominant female faces. The present findings are relevant for our understanding of first reactions to strangers.

**#108**

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

**PASSION FOR COACHING: THE ROLE OF COACHING STYLES IN COACH-ATHLETE RELATIONSHIPS**

Mathieu Bernier, Laboratoire de recherche sur le comportement social; Marc-André K Lafrenière, Laboratoire de recherche sur le comportement social; Sophia Jowett, Laboratoire de recherche sur le comportement social; Robert J Vallerand, Laboratoire de recherche sur le comportement social

Vallerand et al. (2003) developed a Dualistic Model of Passion wherein two types of passion are proposed: obsessive and harmonious passion. Whereas harmonious passion has been found to lead to adaptive intrapersonal outcomes, research has shown obsessive passion to be associated with less adaptive outcomes. In the present research, we were interested in understanding the role of passion for coaching in the coach-athlete relationship. Participants were 106 coach-athlete dyads engaged in one of several sports (e.g., gymnastics, volleyball, soccer). Results from structural equation modeling revealed that harmonious passion for coaching positively predicted autonomy-supportive behaviors toward their athlete, while obsessive passion was positively asso-

ciated with controlling behaviors toward their athlete. Moreover, autonomy-supportive behaviors predicted higher quality coach-athlete relationship as perceived by athletes. Finally, the quality of the coach-athlete relationship was positively associated with athletes' subjective well-being. Future research directions are discussed in light of the Dualistic Model of Passion.

**#109**

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

**EXAMINING PHYSICAL ACTIVITY AND WEIGHT-RELATED STRESS AND CONCERNS AS MODERATORS OF THE RELATIONSHIP BETWEEN OBESITY AND DEPRESSION**

Jennifer Brunet, McGill University; Andree L Castonguay, McGill University; Catherine M Sabiston, McGill University; Team Prodigy, Le Centre Hospitalier Universitaire Sainte-Justine

Obesity and depression are widespread conditions associated with impaired psychosocial functioning. Evidence for an obesity-depression relation has been mixed in spite of arguments for strong links. Stunkard et al. (2003) developed a framework to help identify factors linking obesity and depression. Using this framework, this study examined the relationship between weight status and depression, and whether physical activity, weight-related stress and concerns moderate this link. Three hundred children ( $M_{age} = 9.2 \pm .9$ ) completed questionnaires and had their height and weight measured. Hierarchical regressions, controlling for age, sex and SES, indicated that weight status was not significantly related to depression. Weight-related stress ( $B = .14$ ), weight concerns ( $B = .16$ ), and physical activity ( $B = -.20$ ) were significant correlates of depression [ $\Delta F(7,291) = 9.06, p < .001$ ] beyond weight status. The interactions were not significant suggesting that physical activity, and weight-related stress and concerns do not moderate the link between weight status and depression. While these results do not support Stunkard et al.'s framework, they offer support for the development of strategies to decrease weight-related stress and concerns, and increase physical activity, to ease depression. Findings will be discussed in the context of other psychosocial health models. Funded by CIHR and HSFC.

**#110**

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

**YOUNG ADULTS EXPERIENCES OF SOCIAL PHYSIQUE ANXIETY AROUND PEERS AND PARENTS AND THE IMPACT ON PHYSICAL ACTIVITY AND SEDENTARY BEHAVIOUR**

Jennifer Brunet, McGill University; Catherine M Sabiston, McGill University

Existing studies have advanced knowledge on the disposition of social physique anxiety (SPA) and its links to various behavioural outcomes; however, current knowledge has been limited because research has focused on trait SPA. The objectives of this study were to explore whether levels of SPA fluctuate in response to different social contexts (i.e., peers, parents), and examine the links between contextualized SPA and behavioural outcomes (i.e., physical activity, sedentary behaviour). Males and females ( $N = 381, 58\%$  female,  $M_{age} = 18.69 \pm 1.15$ ) completed self-report questionnaires. A paired sample t-test indicated that participants reported significantly higher levels of peer SPA than parent SPA ( $t = 17.15, p < .001$ ). Bivariate correlations revealed that peer SPA was significantly associated with physical activity ( $r = -.21, p < .001$ ) and television viewing ( $r = .11, p < .05$ ), while parent SPA was only significantly associated with physical activity ( $\beta = -.17, p < .001$ ). Based on these findings, levels of SPA fluctuate according to diverse social contexts. Furthermore, this study offered preliminary support for the notion that peer and parent SPA have differing influences on behavioural outcomes. Overall, these findings illustrate the importance of studying state SPA in subsequent research.

**#111**

*Sport and Exercise  
Psychology/Psychologie du  
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**IMPLEMENTATION PLANNING FOR PHYSICAL ACTIVITY: A META-ANALYSIS**

Natasha Carraro, University of Ottawa; Patrick Gaudreau, University of Ottawa; Michelle Downie, University of Ottawa

Implementation planning is a self-regulatory strategy that involves linking specific opportunities to act with goal-directed behaviour. Implementation planning can be subdivided into two components: action planning (i.e., specifying when, where, and how to perform goal-directed behaviour) and coping planning (i.e., anticipating barriers to goal attainment and identifying appropriate coping responses). A meta-analysis of 11 studies examined the association between the component parts of implementation planning and physical activity behaviour. Results indicated that both action planning ( $r = .38, 95\% CI = .27-.38$ ) and coping planning ( $r = .26, 95\% CI = .21-.31$ ) were significantly positively related to physical activity. A first set of moderator analyses revealed that the magnitude of the effect size for the action planning-physical activity relationship increased as a function of goal intention. A second set of moderator analyses revealed that the magnitude of the effect size for the coping planning-physical activity relationship increased as a function of intention and decreased as a function of time delay. Results of path analyses also indicated that both action planning and coping planning were significant partial mediators in the relationship between intention and physical activity. Ideas for future research and applications for everyday goal striving are discussed.

**#112**

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

**THE ROLE OF AUTONOMY SUPPORT: ON THE TRANSMISSION OF PASSION**

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

Much research (Vallerand et al., 2003) has supported the existence of two types of passion for activities, namely harmonious and obsessive. So far, no research has investigated the processes involved in the transmission of a passion from one person to another. The present research reports on two studies which examined the impact of autonomy support in the transmission process. In both studies, it was hypothesized that the perception of an initiator's passion (e.g., a coach) should influence the transmission of that particular type of passion in the novice performer (e.g., an athlete). Study 1's results showed that an initiator's harmonious and obsessive passion, as perceived by the initiated, respectively predicted the development of a harmonious and obsessive passion

in the initiated. Study 2 explored the role of coaches' autonomy support toward athletes in the transmission process as measured from coaches and perceived from athletes. Results from SEM analyses demonstrated that coaches with a harmonious passion were more likely to use autonomy supportive behaviors which were perceived as such by the athletes, leading in turn to a harmonious passion in athletes. Conversely, obsessively-passionate coaches used controlling behaviors and were more likely to influence the transmission of an obsessive passion. Implications of the present studies for future research are discussed.

**#113**

*Sport and Exercise  
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Sport et de l'exercice*

**MOTIVATION, COHESION, AND RELATIONSHIP QUALITY IN THE CONTEXT OF DYADIC SPORT**

Marie-Claude Fecteau, University of Ottawa; Patrick Gaudreau, University of Ottawa; Stéphane Perreault, Université du Québec à Trois-Rivières

The role of motivation toward cognitive, affective, and behavioral outcomes has been broadly studied in the sport literature for individual athletes (Vallerand, 2007). However, little attention has been devoted to athletes in the context of dyadic sport. The main goal of this study was to investigate the role of motivation at the dyadic level in predicting indicators of dyadic adjustment (e.g. cohesion and relationship quality) of each partner in a sport dyad. This study was conducted with 70 competitive athletes from 35 dyads. They completed measures of individual motivation, cohesion, and relationship quality. Hierarchical linear modeling analyses were used to test the interaction between the individual-level ( $n = 70$ ) and the dyadic-level ( $n = 35$ ) motivation. The results indicated that the relationship between individual self-determined motivation and cohesion was significant at high value of dyadic self-determined motivation ( $\beta = 0.05$ ,  $p < 0.05$ ) compared to low value of dyadic self-determined motivation ( $\beta = 0.03$ ,  $p < 0.10$ ). The results also indicated that the relationship between individual self-determined motivation and relationship quality was significant at high value of dyadic self-determined motivation ( $\beta = 0.06$ ,  $p < 0.05$ ) whereas it was not at low value of dyadic self-determined motivation ( $\beta = 0.02$ ,  $p = 0.35$ ).

**#114**

*Sport and Exercise  
Psychology/Psychologie du  
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**MAPPING THE PSYCHOSOCIAL DIMENSIONS OF SPORTS AND EXERCISE: ADOLESCENTS' PERSPECTIVES**

James Gavin, Concordia University; Madeleine Mcbrearty, Concordia University; William J Harvey, McGill University

108 focus groups were conducted with over 700 Quebec adolescents to discover their perceptions of social, psychological and behavioural themes related to participation in sports and physical activities. Using a mixed methods design, verbal responses were coded in a manner that yielded frequency estimates of focus group themes. Groups were categorized according to grade level and sex of participants. Results were highly consistent with self-determination theory (SDT). For instance, autonomy, competence and social relatedness were frequent themes in focus groups, as were such other themes as aggression, risk taking, mental focus, competition, motivation, and discipline. With the focus group as the unit of analysis and frequencies of theme mentions as the dependent measures, highly significant MANOVA results were found. A sample of findings from post-hoc analyses indicated that: (1) anger/aggression and risk taking were more frequently cited by boys than girls; (2) social relations were more frequently mentioned by girls than boys; (3) achievement was more frequently mentioned by secondary 4/5 students than by secondary 2/3 students; and, (4) significant grade x sex interactions occurred in relation to themes of autonomy and mental focus. Implications for an activity guidance system for adolescents are discussed.

**#115**

*Sport and Exercise  
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**AGE DIFFERENCES IN EXERCISE MOTIVATIONS, ACTIVITY INTERESTS AND PSYCHOSOCIAL PATTERNS OF INVOLVEMENT IN PHYSICAL ACTIVITY**

James Gavin, Concordia University; Madeleine Mcbrearty, Concordia University

1,991 individuals completed questionnaires assessing psychosocial patterns of involvement in sports and physical activity, as well as exercise motivations and interests in different sports and activities. Participants were segmented into five age groups, viz., teens, 20s, 30s, 40s, and 50+. Seven psychosocial pattern measures gave indications of how individuals prefer to experience physical activities (e.g., alone or with others, competitive or not). Exercise motivations included 20 different reasons why participants exercised, and interest measures assessed attraction to 50 sports and activities on 5-point scales. Motivational and interest measures were factor analyzed, using a 5-factor solution in both cases. MANOVA results for (a) the seven psychosocial patterns, (b) five motivational factors and (c) five activity interest factors were highly significant ( $p < .000$ ) in all cases. Post-hoc tests provided valuable insights into age differences. For example, teens showed the highest (of the 5 age groups) interest in social interaction, spontaneous (non-repetitive) activity, aggressive processes, competitive engagement, and risky adventures; conversely, they showed the lowest levels of mental focus and self-directed activity. Implications for exercise adherence and advisement processes are discussed.

**#116**

*Sport and Exercise  
Psychology/Psychologie du  
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**SOCIAL ANXIETY AND GOLF PERFORMANCE: DOES SOCIAL ANXIETY CONTRIBUTE TO DECREASED PERFORMANCE UNDER PRESSURE?**

Adam Kingsbury, Carleton University

The relation between anxiety and suboptimal performance in sports competition is well documented. Social anxiety has been linked to competition anxiety, but no study has examined the specific contribution of social anxiety to decreased performance under pressure. Thirty-one adult golfers (18 male, 13 female) completed a questionnaire assessing levels of social anxiety and participated in a golf-putting experiment with two conditions (no-stress/stress). Levels of state anxiety were also assessed throughout. Results indicated that social anxiety significantly predicted both preliminary and competitive state anxiety. State anxiety in

turn displayed a significant correlation with the number of errors made in the stress condition. Results are discussed in terms of the role that social anxiety may play in decreasing performance under pressure.

**#117**

*Sport and Exercise  
Psychology/Psychologie du  
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**GOAL ADJUSTMENT TENDENCIES: ASSOCIATIONS WITH POSITIVE PSYCHOLOGICAL GROWTH AND PHYSICAL ACTIVITY**

Caitlin Love, McGill University; Catherine M Sabiston, McGill University

Self-regulatory strategies of goal disengagement (GD) and goal reengagement (GR) have been uniquely associated with higher levels of subjective well-being, lower levels of perceived stress, and engagement in health behaviors (Wrosch, 2003; Wrosch, et al. in press). The main purpose of this study was to examine the relationships among goal adjustment tendencies, positive psychological growth (PPG), and physical activity in a sample of young adult cancer survivors. Mean level differences in goal adjustment tendencies and PPG for individuals who were meeting physical activity guidelines were compared to relatively inactive individuals. To date, young adult cancer survivors (N = 51, 69% female) have completed a scientifically supported online questionnaire. Participants ranged in age from 20 to 37 (Mean = 28.3 + SD = 5.1 years), had been diagnosed with cancer at age 25.1 (SD = 5.8), and had completed treatments 1.3 (SD + 1.7) years ago. GD was negatively correlated with PG subscales ( $r = -.20$  to  $-.26$ ) and physical activity ( $r = -.42$ ), GR positively correlated with PG ( $r = .18$  to  $.31$ ) and physical activity ( $r = .24$ ). Physically active participants reported higher levels of PG and GR, and lower levels of GD. These findings demonstrate the hypothesized association between goal adjustment tendencies, PPG, and physical activity.

**#118**

*Sport and Exercise  
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**EFFECTS OF NEUROMOTOR AND AEROBIC TRAINING ON EXECUTIVE FUNCTIONS IN CHILDREN**

Marie-Claude Ménard, Université de Montréal; Dave Ellemberg, Université de Montréal

Considering the neuronal circuit between the cerebellum and the prefrontal cortex, we hypothesised that neuromotor training might improve executive functions associated with prefrontal cortex. Three sixth grade classes were randomly assigned to neuromotor (n = 26), aerobic (n = 22), and control (n = 15) conditions. We ensured that the motor training did not stimulate aerobic capacity and that the aerobic intervention was devoid of a motor training component. The exercise sessions for the two training groups consisted in 30 minutes per school day, took place during class time, and lasted for 10 weeks; the control group followed the regular school program. Motor and cognitive tests were administered before and after the intervention. A series of ANOVA's revealed that both training interventions equally enhanced executive functions (verbal fluency and verb generation) but had no effect on other cognitive functions (e.g. long-term and short-term memory). Therefore, the results do not support our hypothesis that neuromotor training enhances executive functions more than an aerobic intervention.

**#119**

*Sport and Exercise  
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**WALKING THROUGH ANXIETY: EXAMINING THE ROLE OF EXPECTANCY IN EXERCISE**

Thomas Newman, Lakehead University; Peter Voros, Lakehead University

Research evaluating the effect of exercise as a mental health intervention for anxiety has revealed a strong relationship between the two (Petruzello et al. 1991). However, the mechanisms underlying this relationship are unknown. Many hypotheses have been evaluated, though none has produced a concrete answer as to why exercise has a therapeutic impact on anxiety. One hypothesis that has not been explored in depth is the expectancy effect, which posits that the anxiolytic effect of exercise is due to the expectations of the individual. The purpose of this study was to examine the effect of expectancy on anxiety. Ninety participants were randomly assigned to three groups: 1) Exercise group (n = 31), 2) Quiet rest group (n = 31), and 3) No expectancy exercise group (n = 28). It was predicted that both walking groups would experience a similar decrease in state anxiety, and both groups would experience a greater decrease in anxiety than the quiet rest group. Data analysis revealed that participants in the two exercise conditions experienced a slight decrease in state anxiety while participants in the quiet rest control group experienced a slight increase. Although these changes in state anxiety did not reach significance, the differences between the exercise groups and the quiet rest group were found to be significant.

**#120**

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

**SELF-OBJECTIFICATION, THE DRIVE FOR MUSCULARITY, AND MOTIVATIONS FOR STEROID USE IN NONCOMPETITIVE WEIGHT TRAINERS**

Mike Parent, University of Florida; Bonnie Moradi, University of Florida

Fredrickson and Roberts (1995) proposed self-objectification theory as a framework for understanding the internalization of an observer's viewpoint on one's body. In women, research has linked self-objectification with variables such as body image disturbance and disordered eating (Quinn et al., 2006), desire for cosmetic surgery (Forbes et al., 2006), and eating disorder symptoms (Prichard & Tiggemann, 2005). The preponderance of research on self-objectification has focused on women. The present study answers calls (e.g. Moradi & Huang, 2008) for the extension of self-objectification theory to understanding the experiences of men. We used data from 250 noncompetitive male weight trainers to test a modified model of self-objectification. Whereas research demonstrates that women are more likely to be preoccupied with reducing body size in order to fit a thin ideal, men are more likely to wish to become larger and more muscular (e.g. Raudenbush & Meyer, 2003). Thus, the present study assessed a combination of a drive for muscularity and drive for steroid use as outcomes of self-objectification in men. Preliminary data analyses support the application of self-objectification theory to male noncompetitive weight trainers, with outcomes for self-objectification including enhanced drive for muscularity, increased body shame, and increased self-reported desire to use steroids.

## #121

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

### THE ROLE OF EXERCISE AND PHYSICAL FITNESS IN DECREASING ANXIETY SENSITIVITY

Brigitte C Sabourin, Dalhousie University; Margo C Watt, St. Francis Xavier University; Sherry H Stewart, Dalhousie University

Anxiety sensitivity (AS) is defined as the fear of anxiety-related sensations stemming from the belief that these portend dire consequences. AS is a risk factor for various forms of psychopathology. Also, individuals high in AS are less likely to engage in physical exercise or to exercise to cope with stress. A previous study found that a brief cognitive behavioural treatment (CBT) that included a novel interoceptive exposure (IE) component of aerobic exercise (i.e. running) was effective in decreasing AS levels in high AS participants (Watt et al., 2006). The current on-going follow-up study aims to probe this finding further by exploring the role that changes in physical fitness levels play in decreasing AS. Preliminary results using planned comparisons suggest that high AS participants in the CBT plus IE condition report improvements in self-reported physical fitness from initial testing to a 14 week post-intervention follow up ( $p < .05$ ). In contrast, no significant changes were observed for low AS participants in the CBT plus IE condition, nor for participants in the control condition (all  $p$ 's  $> .05$ ). It is possible that improved physical fitness is responsible for the previously demonstrated efficacy of this intervention in reducing AS levels. Results are discussed in the context of the role of exercise and fitness in decreasing risk factors for psychopathology.

## #122

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

### EXPLORING THE INFLUENCE OF PHYSICAL ACTIVITY AMONG TRANSPLANT RECIPIENTS: IMPLICATIONS FOR POSITIVE PSYCHOLOGICAL GROWTH?

Bianca Segatto, McGill University; Catherine M Sabiston, McGill University

Engagement in sport and physical activity offers a multitude of benefits, including enhanced physical fitness, increased social support networks, elevated positive affective states, and the development of perceptions of competence and enjoyment. Given these benefits, there is a potential for the development of positive psychological growth (PPG) through physical activity. One population that appears to be thriving from exercise participation is transplant recipients. Research on post traumatic growth has focused primarily on cancer survivors. The purpose of this study is to examine positive psychological growth experiences in transplant recipients involved in regular physical activity. Participants were organ transplant recipients (predominantly heart, liver, lung, and kidney) from across Canada and were recruited through the Canadian Transplant Association. They were asked to complete an online questionnaire comprised of valid and reliable scales that assessed physical self-perceptions, coping strategies, leisure time physical activity, and PPG. Results will be discussed assessing relationships among stress and challenges, self-perceptions, and PPG as a test of a positive psychological growth model. In particular, individuals who engage in physical activity experience PPG and this relationship is mediated by mechanisms of physical self-perceptions and stress and coping.

## #123

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

### RELATIONSHIP BETWEEN PHYSICAL ACTIVITY AND RISK FOR PSYCHOPATHOLOGY

Margo C Watt, Saint Francis Xavier University

Physical inactivity is associated with medical pathology (e.g., obesity, high blood pressure) and psychopathology (e.g., elevated anxiety, depression), and a risk factor for both (e.g., anxiety sensitivity, AS). AS refers to the fear of arousal-related bodily sensations arising from beliefs that these sensations have harmful physical, psychological, and/or social consequences (Reiss, 1991). Participants in the present study were 245 (163F, 82M) undergraduate students. Preliminary findings indicate that 20% of participants (24M, 25F) reported meeting the recommended guidelines for physical activity ( $> 30$  minutes moderate exercise,  $> 5$  times a week). These participants reported lower AS scores overall and significantly fewer AS-social concerns in particular when compared to more sedentary participants ( $< 30$  minutes moderate exercise,  $< 2$  times a week) who comprised 18% of sample (11M, 33F). More active participants were significantly less apt to report panic attacks, and revealed lower anxiety and stress levels as measured by the Depression, Anxiety, Stress Scales (DASS; Lovibond & Lovibond, 1995). These participants described current health as better than their more sedentary counterparts and reported improved health over past year. Results are discussed in terms of importance of physical activity for general well-being.

2009-06-13 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – CHAUDIÈRE

#### Symposium

*Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle*

#### ENGINEERING THE STUDY OF TEAMS OVER TIME

Natalie Allen, University of Western Ontario

The proposed symposium describes a program of research, conducted over 3 years, that examines relations among input, processes and outcome variables in approximately 200 student engineering project teams. Done in collaboration with a Faculty of Engineering, the research is characterized by design features that, collectively, help overcome many challenges associated with team research. First, the teams carried out comparable and consequential work in the same professional and organizational context, thus facilitating cross-team comparisons. Second, we collected data at individual, and group, levels of analysis and from team members, teammates, and those who evaluated the teams' work, thus enabling multi-level analyses and minimizing some method variance concerns. Finally, the research was longitudinal in nature. We collected data several times throughout the 7 months each

team was together, enabling us to monitor changes in team membership and to examine the emergence of team properties and the patterns of relations among key variables over time. Our current research focuses on team composition and emergent properties. Three presentations examine the impact of compositional variables on outcome variables (e.g., contextual performance, viability, cohesion, conflict) over time and the fourth examines when, in the teams' time together, team-level properties appear to "emerge".

**A** **SELF-MONITORING IN TEAMS: A POTENTIAL MODERATOR OF DISSIMILARITY?**

Joy D Klammer, Canadian Defence Academy

Does "being different" from one's teammates influence how you treat them? Does self-monitoring matter? The impact of self-monitoring on relations between dissimilarity, with respect to both surface- and deep-level variables, and citizenship behaviours directed at individuals (CBI) and teams (CBT) was examined. It was hypothesized that among high self-monitors negative relations between both surface- and deep-level dissimilarity and citizenship would be weakened. Over 300 members of 68 teams participated in the study. Before team formation, they provided surface-level data (gender, ethnicity, first language), deep-level variables (goal orientation: GO) and self-monitoring. Subsequently, at weeks 8 and 25, team members rated each other with respect to CBI/T. Overall, findings showed some direct dissimilarity effects and mixed support for the moderator hypothesis. First language dissimilarity was negatively related to CBI and CBT, and dissimilarity in mastery-avoid GO and performance-avoid GO were significantly related to CBI. In addition, negative dissimilarity effects (first language, mastery-approach GO) on CBT were stronger for low, than high self-monitors. This study advances dissimilarity/team composition research in that it is longitudinal, introduces dissimilarity with respect to goal orientation and first language, and evaluates the self-monitoring moderator hypothesis.

**B** **PERSONALITY DISSIMILARITY AMONG TEAM MEMBERS: EFFECTS MAY VARY**

Allison Boyd, University of Western Ontario

Does having a different personality from one's teammates matter? Although many studies have examined the impact of team member dissimilarity, few focus on personality traits and, among those that do, results are inconsistent. This study focused on the potential impact of "personality dissimilarity" on individual perceptions of team viability. In a sample of approximately 300 members of student engineering teams, we examined relations between team members' dissimilarity with respect to two Big Five traits (Conscientiousness; Extraversion) and perceptions of team viability taken at two points in the teams' time together (8 weeks; 25 weeks). It was hypothesized that absolute Conscientiousness and Extraversion scores would moderate relations between personality dissimilarity (on the respective traits) and viability. Results generally supported these predictions. Team members high in Conscientiousness who worked with "similar" (high-Conscientious) teammates, saw their team as more viable than did those who worked with "dissimilar" (low-Conscientious) teammates. A similar pattern was observed for Extraversion. Does personality dissimilarity matter? It may depend on one's own personality. Implications for individuals, team development, and teamwork are discussed.

**C** **TOWARD AN UNDERSTANDING OF HOW "TIME COMPOSITION" AFFECTS TEAMWORK**

Erin Marcotte, University of Western Ontario

Individuals differ greatly in terms of how they deal with the passage of time, how they structure or plan their time, and how they allot time to tasks. Although one might expect that such variables influence how well team members work together, little is known about the links between team composition, conceptualized with respect to time-related individual differences, and team outcomes. This is despite many calls for research that incorporates time and despite the prevalence of team-based work, in which, arguably, coordinating time use is of considerable importance. Thus, in the present longitudinal study of 75 engineering project teams, we explore relations between different group-level operationalizations (mean, variance, minimum, maximum) of time-related variables (time urgency, polychronicity, pacing) and emergent states (group conflict, viability, cohesion). Outcome measures were taken across three time periods, representing the "newly formed" through to the "experienced" stages of teamwork. The overall pattern of results indicates that these team-level time variables had differing, and complex, relations with outcomes and that these fluctuated somewhat over time. We see this exploratory research as an important first step in understanding how individual differences in time use contribute to the coordination necessary for complex, knowledge-based teamwork.

**D** **TEAM MEMBERS INTERACTING OVER TIME: DO EMERGENT STATES ACTUALLY EMERGE?**

Thomas A O'Neill, University of Western Ontario

Team emergent states are attitudes, cognitions, and motivations that team members share. Theoretically, they result from ongoing team member interactions that cause members to develop a common interpretation of information/events. In this study, we consider the length of time needed for emergent states to become "shared" and the criterion-related validity of these constructs measured at different times. Data were collected from 283 students in 69 teams. Team-level performance ratings were made by instructors after 7 weeks (Time 1) and 7 months of teamwork (Time 2). Further, a host of emergent state variables were collected after 1, 6, and 8 weeks of teamwork. Initial measures of these variables (at one week) were unrelated to both team performance scores. Criterion validity was observed, however, for emergent states measured after 6 and 8 weeks on both Time 1 and 2 team performance. This suggests that emergent state ratings were not yet meaningful after only one week, although they were by week 6. Moreover, if emergent states are expected to become increasingly shared over time, there ought to be larger between-group heterogeneity and within-group homogeneity at later time periods. Various interrater agreement/consistency statistics supported that premise. Thus, our results conform to what theory on emergent states would predict — yet is rarely tested empirically.



**2009-06-13 – 1:00 PM to 2:55 PM – 13 h 00 à 14 h 55 – BERSIMIS****Workshop/Atelier****PSYCHOLOGY'S UPDATE 2009 ON ACTIVITIES OF THE MENTAL HEALTH COMMISSION OF CANADA (MHCC)**Karen Cohen, Canadian Psychological Association; John C Service, John Service Consulting

In this session, we will update the membership on recent MHCC activities and CPA's involvement and responses. These include the MHCC national stigma consultations and initiatives, the depression consensus statement, and the framework for a national mental health strategy.

**2009-06-13 – 1:00 PM to 2:55 PM – 13 h 00 à 14 h 55 – SAINT-CHARLES****Workshop/Atelier***Students in Psychology/  
Étudiants en psychologie  
psychologie***GRADUATE SCHOOL: HOW TO GET IN AND WHAT TO EXPECT**Anoosha Aghakhani, University of Alberta; Andrea M Lee, University of Manitoba; Grace P Lau, University of Waterloo

So you've decided to take the plunge and apply to graduate school, but you may have a lot of questions about the application process...and what to do once you actually begin graduate studies. The purpose of this workshop is to provide a general overview of the application process to three types of graduate programs within psychology: clinical, experimental, and counselling. While there are many commonalities among these areas, each area emphasizes different types of experiences. Doctoral students in clinical, experimental, and counselling psychology will discuss the do's and don'ts of the application process, as well as how to get the most out of your graduate school experience. The speakers will also address relevant issues pertaining to their own area of study (i.e., clinical, experimental, and counselling).

**2009-06-13 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – YAMASKA****Committee Business Meeting/Réunion d'affaires****CP EDITORIAL BUSINESS MEETING**John Hunsley, University of Ottawa**2009-06-13 – 1:30 PM to 3:25 PM – 13 h 30 à 15 h 25 – HARRICANA****Workshop/Atelier***Psychology and Religion/  
Psychologie et religion***INTRODUCTION TO CARES: CONTEMPLATIVE ARTS FOR THE REDUCTION OF STRESS**Kimberly van Walsum, Peterborough Regional Health Centre; Christine Korol, Tom Baker Cancer Centre

CAREs is a transformative curriculum that integrates simple arts practices with cognitive techniques for cultivating equanimity, compassion, and fearlessness in the face of stress, pain and illness. CAREs was originally a psychoeducational intervention developed to teach coping strategies to pediatric patients facing chronic musculoskeletal conditions. CAREs co-developers have since applied the practices in psycho-oncology, outpatient mental health, and in teaching artists to contact and enhance their basic creativity. CAREs is based on principles from mindfulness based stress reduction (MBSR) as developed by Jon Kabat Zinn at the University of Massachusetts School of Medicine. CAREs was designed to re-vision MBSR for participants who struggled with the abstraction and the anxiety provoking nature of many of the classic mindfulness practices. This workshop will introduce participants to the psychological theory and research underpinning the effectiveness of contemplative arts interventions for enhancing creativity and reducing the suffering associated with pain and perceived stress; the workshop will provide examples from clinical practice; finally, the workshop will introduce participants to a range of contemplative arts practices used by the CAREs co-developers in their work with patients and artists.

**2009-06-13 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – PÉRIBONKA****Symposium***International and  
Cross-Cultural  
Psychology/Psychologie  
internationale et  
interculturelle***A CELEBRATION OF THE UNIVERSAL DECLARATION OF ETHICAL PRINCIPLES FOR PSYCHOLOGISTS**Carole Sinclair, The Hincks-Dellcrest Centre

This symposium is co-sponsored by the CPA Committee on Ethics, the CPA International Relations Committee, and the Canadian National Committee of the National Research Council for the International Union of psychological Science (IUPsyS), in celebration of the completion and adoption of the Universal Declaration of Ethical Principles for Psychologists. The first presentation will provide an overview of the history and process of developing the Declaration, as well as of its contents. In the second presentation, the Declaration will be discussed from the point of view of its significance to international psychology organizations. This will be followed by a discussion of the Declaration from the perspective of cross-cultural psychology, particularly with reference to the concepts of universalism, absolutism, and relativism. The final presenter will discuss the Declaration's potential impact on Canadian psychology, including the Canadian Code of Ethics for Psychologists. A discussant will provide comments and lead the symposium discussion. Please join us to learn about and celebrate this important achievement.

**A** **THE ORIGIN, DEVELOPMENT, AND ADOPTION OF THE UNIVERSAL DECLARATION OF ETHICAL PRINCIPLES FOR PSYCHOLOGISTS: AN OVERVIEW**

Janel Gauthier, Université Laval

In 2002, as a Canadian delegate to the General Assembly of the International Union of Psychological Science (IUPsyS) and as a new member of the Board of Directors of the International Association of Applied Psychology (IAAP), I moved that IUPsyS and IAAP create a working group to develop a universal declaration of ethical principles for psychologists. The motion was adopted unanimously and I was appointed by both organizations to lead this international joint initiative. In 2008, the working group submitted a draft document to IUPsyS and IAAP entitled "Universal Declaration of Ethical Principles for Psychologists" for approval. The document consisted of a preamble followed by four sections, each relating to a different ethical principle (Respect for the Dignity of Persons and Peoples, Competent Caring for Persons and Peoples, Integrity, Professional and Scientific Responsibilities to Society). Each section included a statement defining the principle and outlining ethical values contained in the principle. The proposed Declaration was adopted unanimously by both IUPsyS and IAAP. This unconditional support for the Declaration was the result of a six-year process of careful research and broad international consultation. My presentation will describe and comment on the development of the Universal Declaration, as well as on the spirit in which it was developed.

**B** **THE IMPACT OF THE UNIVERSAL DECLARATION OF ETHICAL PRINCIPLES FOR PSYCHOLOGISTS: COMMENTS FROM AN INTERNATIONAL ORGANIZATION PERSPECTIVE**

Michel Sabourin, Université de Montréal

The recent adoption (July 2008) by the International Union of Psychological Science (IUPsyS) of the Universal Declaration of Ethical Principles for Psychologists will provide psychological organizations, both at the international and national levels, with a guiding framework to enable them, in their activities, to try to reach "the highest ethical ideals" based on shared human values as described by the four principles of the Universal Declaration and the values that derive from them. At the international organization level, this means that concrete measures need to be adopted to insure and promote the respect for the ideals of the Universal Declaration in all activities related to psychology. At the national level, efforts should be made, where relevant, to create or adapt codes of ethics (either already existing or in the developmental stage) to the principles and values shared by psychologists in the different regions of the world.

**C** **A UNIVERSALIST PERSPECTIVE ON THE DECLARATION OF ETHICAL PRINCIPLES FOR PSYCHOLOGISTS**

John W Berry, Queen's University

The theoretical position of universalism in cross-cultural psychology is one that postulates the existence of basic psychological communalities at a deep level of meaning, while at the same time exhibiting surface variation in expression. This position is contrasted with that of absolutism and relativism. The universalist position is based on the widely-held distinctions in psychology between process, competence and performance. In contrast to the universalist position, absolutism sees little need to consider cultural variations in experience or settings; comparisons of performances are thus made directly. And relativism sees little worth in the postulate of shared, species-wide basic processes. I see the Universal Declaration of Ethical Principles for Psychologists in these universalist terms. It is a document that accepts basic principles as common to all human interaction; it proposes that differential cultural experiences will generate variability in the development of these principles; and the culturally-defined professional and research roles of psychologists will further differentiate the expression of these principles in the relevant setting. By so doing, the Declaration avoids the twin dangers of over-prescribing or constraining (absolutism), or over-tolerating variations (relativism) in the world-wide practice of psychology.

**D** **THE POTENTIAL IMPACT ON CANADIAN PSYCHOLOGY OF THE UNIVERSAL DECLARATION OF ETHICAL PRINCIPLES FOR PSYCHOLOGISTS**

Jean L Pettifor, University of Calgary

The Universal Declaration of Ethical Principles for Psychologists is intended to guide psychologists in the development and revision of national codes of ethics that reflect a universal moral foundation yet are consistent with local cultural beliefs and values. The moral framework of the Declaration supports the maintenance of high standards world wide. I will discuss the potential impact of the Declaration on Canadian psychology generally, and specifically on the Canadian Code of Ethics for Psychologists (2000). Some similarities and differences between the Declaration and the Code will be highlighted in the context of the objectives of the two documents, including implications relative to education, practice, teaching and research. The experiences of the various psychology associations in using the Declaration will provide evidence of its lasting value and its specific contribution to Canadian psychology. Psychologists can be proud of the Canadian leadership provided in developing this historic document.

**E** **DISCUSSANT**

Thomas Hadjistavropoulos, University of Regina

The discussant will provide comments and lead the symposium discussion.

2009-06-13 – 1:30 PM to 1:55 PM – 13 h 30 à 13 h 55 – GATINEAU

**Theory Review/Examen théorique***Substance Abuse/  
Dependence/  
Toxicomanies***SUBSTANCE ABUSE AND RECIDIVISM: A MULTI-SITE STUDY OF THE WOMEN OFFENDERS SUBSTANCE ABUSE PROGRAM**Flora I Matheson, St. Michael's Hospital/Correctional Service Canada/University of Toronto; Sherri Doherty, Correctional Service of Canada; Brian A Grant, Correctional Service of Canada

Correctional Service Canada has developed and implemented a multi-stage programming model for women offenders to address the issue of substance abuse among this population. Women Offender Substance Abuse Programming (WOSAP) offers a continuum of interventions including Engagement and Education (E & E), Intensive Therapeutic Treatment (ITT), and Relapse Prevention and Maintenance (RPM). The purpose of this project was to compare recidivism (return to custody) among women who participated in the Intensive Therapeutic Treatment module of WOSAP to recidivism among women who participated in other aspects of programming and with women from an historical period. Findings show that women who participate in WOSAP (ITT, E&E and/or RPM) and who successfully complete community Relapse Prevention and Maintenance (RPM) are less likely to be returned to custody within a 12-month follow-up period. Those women who do not complete community RPM or drop-outs of the program are at significantly greater risk of being returned to custody.

2009-06-13 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – SAINT-FRANÇOIS

**Symposium***Criminal Justice Psychology/  
Psychology/Psychologie et  
justice pénale***TREATING THE MENTALLY DISORDERED OFFENDER: A MODEL AND GUIDE FOR EMPIRICALLY SUPPORTED PRACTICE**Daryl G Kroner, Southern Illinois University Carbondale

This program is designed to provide participants empirically informed and innovative correctional and mental health strategies for working with mentally disordered offenders (MDOs). Specifically, this symposium will summarize prevalence rates and population estimates of MDOs in the criminal justice system, present a theoretical model for working with MDOs, as well as specific assessment and treatment strategies for effectively intervening with this population. The first presenter will set the tone for the symposium by presenting the current state of affairs for MDOs, including epidemiological data of MDOs in criminal justice settings. The focus of the introduction will be to highlight the need for mental health professionals to attend to this underserved group of offenders. The second speaker will present a theoretical model, the Bi-Adaptive Model, for treating MDOs. The model targets the mental health needs and criminalness of MDOs, and is adaptive in that it aims to provide MDOs with the knowledge and skills to adapt and function in society. The third and fourth presenters, respectively, will present the mechanics of a comprehensive intervention with MDOs including an assessment phase (presentation three) and treatment targets as well as recommended critical treatment components (presentation four).

**A****ESTIMATING MENTAL DISORDERS AND MENTAL HEALTH NEEDS IN THE CRIMINAL JUSTICE SYSTEM**Daryl G Kroner, Southern Illinois University Carbondale; Rebecca Bauer, Texas Tech University; Jeremy F Mills, Bath Institution; Robert D Morgan, Texas Tech University

The prevalence of severe mental disorders has increased among offenders in the criminal justice system, including those incarcerated in correctional facilities, as well as those supervised in the community. Mentally disordered offenders (MDOs) may have difficulty functioning in prison settings, and may evidence an increase in psychiatric symptoms, as well as criminal thinking and attitudes, along with poor behavioral adjustment. Additionally, MDOs on probation or parole are more likely to fail in supervision compared with their non-disordered counterparts (Dauphinot, 1996; Porporino & Motiuk, 1995). Intervention strategies need to be implemented that target both mental illness and criminalness among this population.

**B****ESTIMATING MENTAL DISORDERS AND MENTAL HEALTH NEEDS IN THE CRIMINAL JUSTICE SYSTEM**Rebecca Bauer, Texas Tech University

The prevalence of severe mental disorders has increased among offenders in the criminal justice system, including those incarcerated in correctional facilities, as well as those supervised in the community. Mentally disordered offenders (MDOs) may have difficulty functioning in prison settings, and may evidence an increase in psychiatric symptoms, as well as criminal thinking and attitudes, along with poor behavioral adjustment. Additionally, MDOs on probation or parole are more likely to fail in supervision compared with their non-disordered counterparts (Dauphinot, 1996; Porporino & Motiuk, 1995). Intervention strategies need to be implemented that target both mental illness and criminalness among this population.

**C****A BI-ADAPTIVE MODEL FOR TREATING MENTALLY DISORDERED OFFENDERS**Daryl G Kroner, Southern Illinois University Carbondale

An overview of the Bi-Adaptive model for treating offenders with mental disorder is presented. The unique combination of having a criminal past and a mental disorder provides an opportunity to integrate various strategies that have independently been successful. Grounded in cognitive-behavioral theory, and integrating mental illness and criminalness issues, the modules of mental illness and criminalness awareness, medication adherence, coping with mental illness and criminalness, problematic thinking, at-

titudes and cognitive processes, problematic associates, skill development, emotional management, and substance abuse use the same, simple heuristics for change throughout.

**D THE ROLE OF ASSESSMENT IN THE BI-ADAPTIVE MODEL**  
Jeremy F Mills, Bath Institution

For the most part the development of risk assessment instruments and strategies have developed apart from the development of intervention targets and strategies. We will review two instances where the assessment of dynamic/changeable factors has been linked with treatment and intervention for sexual and violent offenders. We propose a similar model, the dynamic-actuarial approach to the assessment for risk, for the assessment and intervention with Offenders with Mental Illness. This model includes screening for initial treatment targets and assessment of actuarial risk, pre- and post- assessment for individual modules and total intervention, and finally assessment of risk management domains during pre-release for targeted follow-up.

**E CHANGING LIVES AND CHANGING OUTCOMES: TREATMENT TARGETS AND SPECIFIED MECHANISMS**  
Robert D Morgan, Texas Tech University

Changing Lives and Changing Outcomes was developed as an integrated model designed for the treatment needs of individuals suffering from mental illnesses and criminalness. The intervention includes eight therapeutic modules, each empirically shown to impact mental health or criminal justice outcomes (within jail, prison or community placements). Thus, the uniqueness of this intervention is in the integration of best mental health practices and best correctional rehabilitation practices in each module. Notably, each module was developed for relevance to both mental health and criminalness issues. Specifically, each module was designed to facilitate change in both mental health and criminalness domains.

**2009-06-13 – 2:00 PM to 2:25 PM – 14 h 00 à 14 h 25 – DULUTH**

**Theory Review/Examen théorique SHOULD WE SCREEN FOR DEPRESSION IN SPECIALTY MEDICAL SETTINGS? A REVIEW OF SCREENING BASICS**  
Health Psychology Brett D Thombs, McGill University and SMBD-Jewish General Hospital  
*Psychologie de la santé*

Increasingly, practice guidelines for physicians recommend that screening for depression be done regularly in specialty medical settings, such as cardiovascular or perinatal care settings. However, these recommendation statements have not examined evidence of whether screening would likely benefit patients. An important question is whether the implementation of screening programs is an efficient use of psychologists in medical settings that would benefit patients. Alternatively, should more attention be focused on health behavior change paradigms, such as increasing exercise and healthy diet and decreasing behaviors such as smoking? This session will review basics of screening in medical settings, including a review of the necessary elements that must be in place for preventative services to have a positive impact and evidence of whether implementation of screening would likely benefit patients in medical settings. For instance, are screening tools sufficiently accurate for screening to benefit patients? Do the types of treatments that would likely be made available to patients in these settings have strong enough effects for screening to work? A recent systematic review of depression screening in cardiovascular care (Thombs et al., JAMA, 2008) will be used as a basis to illustrate key points that must be considered in evaluating the potential utility of a screening program.

**2009-06-13 – 2:00 PM to 3:55 PM – 14 h 00 à 15 h 55 – MACKENZIE**

**Workshop/Atelier YOUTUBE AND GOOGLE IMAGE AS PSYCHOLOGY TEACHING RESOURCES: POWER POINT FOR INTERNET SCAVENGERS**  
Teaching of Psychology/ Enseignement de la psychologie Genevieve Johnson, Grant MacEwan College

Reportedly, students obtain approximately 80% of cognitive information from visual input. Commonly, instruction in higher education involves 80% oral delivery of course content. The Internet provides a wealth of free visual resources including images and video. In the teaching of developmental psychology, for example, YouTube provides free brief clips such as, to mention but a few, Harry Harlow's monkey demonstration (<http://video.google.com/videosearch?q=harlow&emb=0#>) and original footage of John Watson and Little Albert (<http://www.youtube.com/watch?v=y1URoX4QaMc>). The Internet also provides freeware to modify images and video necessary to utilization in Power Point presentations. Bring one of your death-by-powerpoint presentations and you laptop to this hands-on workshop and, next time, dazzle your psychology students with enhanced visual output. (While all are welcome, this workshop targets psychology instructors who frequently use PowerPoint and the Internet.)

**2009-06-13 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – MATAPÉDIA**

**Symposium NEW DIRECTIONS IN INDIVIDUAL DIFFERENCE RESEARCH ON ANTISOCIAL BEHAVIOUR**  
Social and Personality Psychology/Psychologie sociale et de la personnalité Paul F Tremblay, Centre for Addiction and Mental Health

This symposium examines individual differences in antisocial behaviour from four diverse perspectives. Tremblay will present a recent study investigating the overlap between early maladaptive schemas and trait aggressiveness and will discuss how concepts from cognitive models of depression can help develop new hypotheses about aggressive dispositions. Ashton will discuss the validation of a measure of status-driven risk taking, a construct that has previously been proposed as an important cause of violent and reckless behaviour. Hodson and colleagues introduce a new individual difference variable tapping cavalier attitudes toward joke-telling, providing evidence that this orientation is predicted by outgroup prejudice and contributes to such prejudice. Lee will discuss the relations of the major personality dimensions with the willingness to engage in unethical business practices, as assessed by responses to short vignettes involving trade-offs between profit and social responsibility.

**A** **INVESTIGATING THE UNDERLYING DIMENSIONS OF TRAIT AGGRESSIVENESS FROM THE PERSPECTIVE OF COGNITIVE MODELS OF PSYCHOPATHOLOGY**  
Paul F Tremblay, Centre for Addiction and Mental Health; David J A Dozois, University of Western Ontario

While acknowledging the central role of biologically-based factors at the root of trait aggressiveness, the literature in human aggression has witnessed an exciting accumulation of etiological models based partly on social-cognitive principles. Most of these models have either directly or indirectly included concepts of aggressive dispositions in relation to specific learning experiences or knowledge structures. Knowledge structures such as schemas also play an important role in cognitive models of psychopathology. For example, early maladaptive schemas (EMSs) are dysfunctional pattern of memories, emotions, cognitions, and bodily sensations about oneself and relationships with others developed in childhood or adolescence and elaborated throughout life (Young 1990, 1999). We present the results of a recent study on the associations between trait aggressiveness and EMSs. The Aggression Questionnaire (AQ; Buss & Perry, 1992) and EMSs from the Young Schema Questionnaire-Short Form (YSQ-SF; Young, 1998) were completed by a large sample of first year university students. The EMSs most strongly and uniquely related to trait aggressiveness after controlling for gender and depressive symptoms were Mistrust, Entitlement, and Insufficient Self-Control. We discuss how concepts such as EMSs can provide directions for testing new hypotheses about trait aggressiveness.

**B** **EXPLORING WHEN A JOKE IS NOT JUST A JOKE: CAVALIER ATTITUDES TOWARD HUMOUR AS A FACILITATOR OF ANTI-OUTGROUP ANTAGONISM**  
Gordon Hodson, Brock University; Cara MacInnis, Brock University; Jonathan Rush, University of Victoria

Humour, especially in the form of disparaging jokes, can be used as a form of aggression against others. Given that "a good sense of humour" is highly valued in most cultures, expressing pleasure toward disparaging jokes may therefore mask antagonistic intergroup biases in ways that appear socially justifiable. At present, surprisingly little is known about how jokes contribute to and perpetuate prejudice. The authors introduce and explore the Cavalier Humour Attitudes (CHA) scale, an individual difference measure tapping the extent to which people hold a casual orientation toward humour (i.e., "a joke is just a joke") that downplays harm toward others resulting from joke-telling. Those high in social dominance orientation reacted favourably toward disparaging outgroup humour indirectly through elevated CHA (Studies 1-3), but only toward a low (vs. high) status outgroup (Study 2). Experimental evidence suggests that personal prejudices not only facilitate the endorsement of these seemingly harmless cavalier humour attitudes but are generated from them (Study 3), resulting in a cycle of prejudice perpetuation. Implications for the role of humour as a form of interpersonal and intergroup aggression are explored.

**C** **PERSONALITY CORRELATES OF WHITE-COLLAR ANTI-SOCIAL BEHAVIOURS**  
Kibeom Lee, University of Calgary; Michael C Ashton, Brock University

Much research attention has focused on workplace anti-social behaviours that are typically committed by workers of lower status within an organization (e.g., theft, vandalism, etc.). In contrast, white-collar crimes and other unethical behaviours that are mainly committed by persons of higher organizational status have rarely been investigated, despite the massively harmful effects of such behaviours. In the present research, we examined the personality correlates of unethical decision making using a series of hypothetical vignettes involving ethical dilemmas in business settings. In these vignettes, participants were asked to indicate their willingness to make a decision that poses serious threats to public safety and health while maximizing organizational or personal profit. Among the six major dimensions of personality, Honesty-Humility (H) was the strongest (negative) predictor of unethical decision making, a finding that is consistent with previous research on more common forms of workplace delinquency. However, unethical decision making was also associated with low Openness to Experience (O); this result contrasts with previous findings for common anti-social acts in the workplace, which are usually associated with low Conscientiousness (C) and low Agreeableness (A). Speculations regarding why O is related to ethical decision making in business contexts are provided.

**D** **VALIDATION OF THE STATUS-DRIVEN RISK TAKING SCALE**  
Michael C Ashton, Brock University; Kibeom Lee, University of Calgary

Rates of accident and homicide vary according to gender, age, and social inequality. Evolutionary psychologists suggest that this reflects a tendency for young, unmarried men in hierarchical societies to take great physical risks in pursuit of status and wealth. The construct of status-driven risk taking has not previously been operationalized as an individual difference variable, but it presumably represents a personality disposition that differs both within and between demographic groups. In a series of studies, we evaluate the construct validity of a self- and observer report personality scale measuring status-driven risk taking. Self-reports on the Status-Driven Risk Taking (SDRT) scale showed the expected pattern of sex differences (men averaging about 1 SD higher than women) and age differences (men over 25 averaging about 0.5 SD lower than men under 25). Agreement between self-

reports and observer reports from close acquaintances was fairly high ( $r \approx .45$ ). The SDRT scale was negatively correlated ( $r \approx -.40$ ) with the personality dimensions of Honesty-Humility and Emotionality, and also showed modest positive associations with social attitudes favouring intergroup dominance and inequality.

2009-06-13 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – RICHELIEU

**Symposium**  
*International and  
Cross-Cultural  
Psychology/Psychologie  
internationale et  
interculturelle*

**CHALLENGES OF APPLIED COMMUNITY PSYCHOLOGY (PART 1): WORKING AT THE NEXUS OF THEORY AND PRAXIS**

Frances Cherry, Carleton University

This symposium examines the interface of culture, theory and practice. Beginning with an overview of theoretical issues as applied to cultural and community psychology this session continues with a detailed account of applied community psychology in multicultural Canada. Throughout this session there will be an emphasis on the theoretical, methodological and practical implications of applied research across cultural groups. The second part of this symposium will continue with these themes as taken to the international field.

**A HISTORICAL AND THEORETICAL ISSUES IN APPLIED COMMUNITY / CULTURAL PSYCHOLOGY**

Randal G Tonks, Camosun College

This paper examines issues around community based research and practice against the backdrop of the dialectics of Cultural and Cross-Cultural psychology. In considering the scientific worldviews behind these areas of applied psychology, issues around epistemology, ontology, politics and praxis are examined. In providing an overview of these theoretical issues, historical and everyday cases are presented to illustrate some of the myriad possible perspectives and courses of action that are available to psychologists involved in community cultural psychology. These case examples are presented from the theoretical framework of hermeneutics based upon the traditional views of scholars like Dilthey, Erikson, Habermas and Harding.

**B MATCH MADE IN HEAVEN? OR STRANGE BED-FELLOWS? REFLECTIONS ON THE REWARDS, CHALLENGES, AND BARRIERS TO ACADEMIC-COMMUNITY RESEARCH PARTNERSHIP**

Gira S Bhatt, Kwantlen Polytechnic University

Social context is integral to human beings. As such human behavior does not occur in isolation. Yet, most academic psychologists are expected to remain entrenched within their empirical, quantitative research aimed at “isolating” variables. They are also expected to extend their research that would allow “giving psychology away”. In fact most social science funding agencies routinely make this a requirement. The buzzwords are “Knowledge Dissemination”, “Knowledge Mobilization”, “Knowledge Translation” and the like which imply that the academic research must reach and impact the community. This goal requires an active involvement of the community in the research process. Within this frame, the presentation will highlight the process of creating an academic-community partnership for a project on youth violence in Surrey, BC. In particular it will examine the challenges of bringing together a team of 7 academic researchers, 3 community researchers, and 11 community organizations. The theoretical and practical implications of attempting the ideal of a community-focused research involving mixed methodology; quantitative and qualitative, as well as a mixed blend of researchers (academic and community members) will be examined. This will be concluded with reflections on the many curves, detours, uphill, downhill, and backtracks of a journey on a path of community-focused research

**C DEATH IS THE DEPENDENT VARIABLE: LESSONS ABOUT THEORY, RESEARCH AND PRAXIS FROM CAMBODIA**

Ian Lubek, University of Guelph; James Lui, Victoria University; Henderikus Stam, University of Calgary; Lorraine Radtke, University of Calgary

“You get sick, you go home, you die in a week or two” (Personal communication, male, Feb., 1999). In 2000, an HIV/AIDS prevention program was begun in Siem Reap, Cambodia, to try and decrease the spread of HIV/AIDS in the Siem Reap community and lower mortality rates. Psychologists, unlike some medical practitioners, rarely work in community situations where progress against an epidemic and the success of an intervention may be measured with prevalence, incidence and mortality rates as the “dependent variable”. In 1975, Chris Argyris had already warned psychologists of the “dangers” of accepting psychological findings developed in the constricted, artificial, controlled (depopulated), positivist domain of the laboratory (“Model I”) and then trying to apply them to real world social environments, where it would be better to use more open, collaborative and participatory research (“Model II”). The researcher, rather than controlling variables, offers methodological suggestions or resources while it is the stakeholders whose perspective grounds the “reality” of local events and determines the research questions to be asked and the local problems to be solved. Reports of such field research may not fit with the perspectives of some mainstream journals; if so, how can such projects combining theory, research and practice, be described and their details disseminated?

2009-06-13 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – GATINEAU

**Symposium**  
*Rural and Northern  
 Psychology/Psychologie  
 des communautés rurales  
 et nordiques*

**ETHICS IN ACTION: HOW WHERE YOU WORK AND WHO YOU WORK WITH  
 IMPACTS YOUR PRACTICE**

Becki L. Cornock, University of Manitoba

Despite the best laid plans and intentions ethical dilemmas occur in most everyone's psychological practice. Ethical codes and guidelines, such as those outlined in the Canadian Code of Ethics for Psychologists (CPA, 2000), are an excellent frame of reference to help guide decision making. Unfortunately, ethical situations often are not straightforward and may vary by practice setting. To highlight some of the challenges of putting ethical guidelines into action, psychologists from diverse training backgrounds and clinical practices will reflect on their work with clients of varying ages, cultures, and presenting issues (i.e., discussing experiences from generalist rural and northern practices to more specialized urban practices that also serve clients from rural and remote regions). Topics will include how to balance competing challenges such as confidentiality, dual relationships, cultural sensitivity, and limits of professional competency in a way that respects clients' rights, while at the same time providing the best possible service. The audience will then be invited to share ethical dilemmas which we will discuss as a group, using the CPA Code of Ethics four main principles and 10 steps to ethical decision making as a reference.

**A BALANCING CLIENT AND SERVICE NEEDS WITH LIMITS OF COMPETENCY**

Melissa Tiessen, University of Manitoba

Working within high-demand psychological services settings in both urban and rural areas presents some unique challenges to ensuring ethical practice. Drawing on her personal experiences in such settings, the presenter will first review definitions of competence – as applied to oneself as a professional, as well as to other service providers and to a service. The presenter will then discuss the limits/bounds of competence that must be considered in various settings, and the specific ethical considerations that arise as related to each of CPA's key ethical principles. Some of these considerations include: what you as a provider can offer, regarding both expertise and time/resources; what a service can offer/what you can offer within a service; what services other providers can offer; issues in putting limits on competence/services offered; and issues in increasing competence – for oneself, other professionals, as well as for the service.

**B INSTITUTIONAL PRESS, COMMUNITY PRESSURE, & MULTICULTURAL  
 CONSIDERATIONS FOR WORK IN A FIRST NATIONS COMMUNITY**

Judi L. Malone, Charles Sturt University

The presenter will review her experience of ethical practice considerations for working in a First Nations health centre. In this small rural Cree community the members of the multidisciplinary health team are predominantly community members creating an embedded service environment. As the psychologist travelling to the community I balance multicultural sensitivity, the institutional press of a government contract, and community pressure on service delivery for work with this vulnerable population. In this setting, in consideration of the Principle of Respect for the Dignity of Persons, there is enhanced need for non-discrimination, particularly as most clients and the community at large are vulnerable persons. Also, the context of small community clinics issues highlight privacy and confidentiality concerns. Responsible Caring in this kind of general practice also raises ongoing questions of competence and the need for daily risk/benefit analysis. Integrity in Relationships becomes key in such embedded environments. Finally, Responsibility to Society is also an overarching consideration given the conditions of this and other First Nations communities in our country.

**C CONFIDENTIALITY IN CLINICAL TREATMENT WITH ADOLESCENTS**

Jennifer L. Ducharme, University of Manitoba

Our CPA code of ethics highlights obtaining informed consent and confidentiality as key ethical issues within the Respect for the Dignity of Persons principle. Of the many ethical issues that arise in clinical practice with adolescents, those surrounding the issue of confidentiality are arguably the most serious and most often encountered by psychologists (Pope & Vetter, 1992). Particularly salient are our ethical obligations, including the confidentiality protections and limitations afforded to adolescent clients and their parents, in working with youth who engage in risk-taking behaviour (including suicidal or self-harm behaviour, risky sexual activity, and drug and alcohol use). Within this context, using both clinical case material as well as empirical research, guidelines for approaching and resolving the ethical dilemma inherent in breaking confidentiality, and the implications of these ethical issues for clinical work with adolescents, will be discussed.

**D ETHICS AND THE DUAL RELATIONSHIP IN CONTEXT**

Shelley Rhyno, University of Manitoba

Standard III.33 of the Canadian Code of ethics states, "avoid dual or multiple relationships...that might present a conflict of interest or that might reduce the ability to be objective and unbiased." As an ideal, this standard makes sense when contextualized within an urban framework. However, as some practitioners argue, in the small town rural and northern setting, it appears easier said than done. The purpose of this dialogue is three-fold. First, the presenter offers a comprehensive definition of dual or multiple relationships. Second, an overview of the concerns and problems associated with dual relationships are discussed followed by some of the "realities" of dual relating in small town practice. Finally, factors that make multiple relationships problematic are presented.

The presenter offers some of her own perspectives from her practice within rural and northern communities about how awareness of and effective communication about multiple relating can be helpful.

**2009-06-13 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – YAMASKA**

**Committee Business Meeting/Réunion d'affaires**

**CJEP EDITORIAL BOARD MEETING**  
Simon Grondin, Université Laval

**2009-06-13 – 2:30 PM to 4:25 PM – 14 h 30 à 16 h 25 – JOLLIET**

**Workshop/Atelier**  
*Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle*

**BEHAVIOUR-BASED STRUCTURED INTERVIEWING: A TRAINING WORKSHOP**  
Troy Rieck, University of Guelph; Stephen Risavy, University of Guelph; Tom Oliver, University of Guelph

Meta-analytic research has demonstrated that structured interviews not only reduce bias in the interview process but also predict performance significantly better than unstructured interviews (Wiesner & Cronshaw, 1988). Furthermore, based on the understanding that past behaviour is the best predictor of future behaviour, behaviour-based structured interviews have been found to demonstrate more predictive validity than other interview techniques. The purpose of this workshop is to train attendees on how to effectively administer a behaviour-based structured interview. The workshop will begin with an overview of behaviour-based structured interviews and their development. With this foundation, the workshop will then discuss specific skills (e.g., probing, note-taking, rating, dealing with roadblocks) that can be applied during interview administration. Drawing on a behavioural-based structured interview that was developed by the authors for use in the selection of research assistants, the workshop will also provide an opportunity for skill development through both applied breakout sessions and group discussion.

**2009-06-13 – 2:30 PM to 4:25 PM – 14 h 30 à 16 h 25 – CHAUDIÈRE**

**Workshop/Atelier**  
*Psychologists in Education/Psychologues en éducation*

**THE CANADIAN JOURNAL OF SCHOOL PSYCHOLOGY: INTRODUCTIONS; PAST, PRESENT, AND FUTURE DIRECTIONS**

Joseph Snyder, Concordia University; Donald H Saklofske, University of Calgary; Nancy L Heath, McGill University; Ingrid E Sladeczek, McGill University; Jeffrey L Derevensky, McGill University; Linda S Pagani, Université de Montréal; Judith Wiener, Ontario Institute for Studies in Education at the University of Toronto; A. Lynne Beal, Private Practice; Barry Mallin, University of Manitoba; Elizabeth Church, Mount Saint Vincent University; Ester Cole, Private Practice; Allyson Harrison, Queen's University; Juanita Mureika, NBSD 18 Education Centre; Louise Alexitch, University of Saskatchewan; Martin Mrazik, University of Alberta

This symposium/workshop is organized under the joint auspices of the CPA Psychologists in Education section and the Canadian Association of School Psychologists (CASP). The symposium will focus on the journal, the Canadian Journal of School Psychology (CJSP) that was created to serve the membership of CASP and the Canadian school psychology community. Past and current editors, members of the editorial review board, and recent reviewers will describe the history of the journal and their views and experiences associated with this school psychology journal in Canada. As well, several of the Montréal-based members of the CJSP editorial board will showcase their current research and describe how CJSP can serve as a forum for dissemination of their work. We will also present an outline of the current aims and scope of CJSP and its articles. Some key elements for the preparation of submissions and the sequence leading to acceptance of a paper will be offered by editors and reviewers alike. Now that CJSP is published by SAGE Publications and the status of CASP is under consideration, discussion of the needs and direction of CJSP – including the content and intended audience (e.g., school-practice or research orientation; school or educational psychologists, etc.) – will lead to recommendations for the future of the journal.

**2009-06-13 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – DULUTH**

**Workshop/Atelier**  
*Criminal Justice Psychology/Psychologie et justice pénale*

**THE ACTUARIAL ASSESSMENT AND COMMUNICATION OF DOMESTIC VIOLENCE RISK**

Grant Harris, Mental Health Centre Penetanguishene; Marnie E Rice, Mental Health Centre Penetanguishene; N. Zoe Hilton, Mental Health Centre Penetanguishene

This workshop teaches an evidence-based assessment skill. Attendees will learn to score and interpret the 13-item Ontario Domestic Assault Risk Assessment (ODARA; Hilton et al., 2004, 2008; Hilton & Harris, 2008). The ODARA indicates, among men who have physically assaulted a female partner, the likelihood of recidivism; it also is associated with the severity and frequency of domestic violence recidivism. The ODARA is used in criminal justice, offender treatment programs, victim services, child protective services, and public policy development in Canada and the United States. Our research has shown it is scored with high reliability, and brief training improves scoring accuracy (Hilton et al. 2007). There will be an introduction to actuarial assessment, including recent findings from meta-analysis of the comparative predictive accuracy of actuarial methods compared to informal or blended approaches. The empirical research used to develop the ODARA and conduct its three subsequent replications will be



presented. The remaining time will be spent describing the scoring of each ODARA item and practicing with feedback using standard training videos. The workshop will conclude with procedures for score interpretation and the empirically-based method of risk communication.

**2009-06-13 – 3:00 PM to 3:25 PM – 15 h 00 à 15 h 25 – PÉRIBONKA**

**Theory Review/  
Examen théorique**

*Clinical Psychology/  
Psychologie clinique*

**PERINATAL ANXIETY DISORDER PREVALENCE: REVIEW OF CURRENT EVIDENCE**

Nichole Fairbrother, University of British Columbia; Martin M Antony, Ryerson University

Anxiety disorders are the most common of all psychiatric conditions and affect close to 20% of the population in any given year (almost twice as common as depression at 9.5%). In addition to the distress associated with these conditions, people with anxiety disorders also suffer from impaired social, emotional and physical functioning as a result of their condition. Further, women are almost twice as likely (relative risk of 1.6) to suffer from an anxiety disorder compared with men. Maternal perinatal anxiety has been associated with several negative outcomes for mothers and their infants such as preterm delivery, low birth weight, postpartum depression and compromised mothering and impaired adaptability in the newborn. There is some evidence that the postpartum early postpartum period may represent a time of increased risk for the onset or exacerbation of maternal anxiety disorders. Despite this, little attention has been given to perinatal anxiety disorders and to date, the prevalence of these conditions among pregnant and postpartum women is unknown. During this presentation I will review the evidence with respect to the prevalence of perinatal anxiety disorders. I will also briefly review the literature pertaining to correlates and consequences of maternal perinatal anxiety. Our own ongoing research in the area of anxiety disorder prevalence will also be presented.

**2009-06-13 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – SAINT-CHARLES**

**Workshop/Atelier**

*Health Psychology  
Psychology/Psychologie de  
la santé*

**BUILDING CAPACITY AMONG HEALTH CARE PROVIDERS TO ADDRESS PSYCHOSOCIAL ISSUES IN EMERGENCY MANAGEMENT**

Maggie Gibson, St. Joseph's Health Care London; Margaret Gillis, Health Canada; Simone Powell, Public Health Agency of Canada; Michelle Langill, London Clinical Psychology Internship Consortium; Karen Cohen, Canadian Psychological Association; Lisa Votta-Bleeker, Canadian Psychological Association

The Public Health Agency of Canada has responded to the international call for action to enhance emergency preparedness and disaster management through numerous initiatives. One of the identified priorities is to expand capacity within health and social care to appropriately address the distinct needs of vulnerable populations in emergency situations. Distinct psychosocial needs arise from a confluence of cognitive, psychological, physical and socio-demographic factors. Capacity-building will require a multi-faceted approach, including both individual and organizational efforts to develop the necessary knowledge and skill base within available health human resources. Participants in this workshop will: 1) discuss how psychosocial issues influence both vulnerability and resilience in emergency situations; 2) explore strategies for knowledge and skill acquisition appropriate to one's own role as a health care provider for responding in emergency situations; 3) identify challenges and opportunities for capacity-building on this issue; and 4) brainstorm, network and strategize towards the goal of further collaboration and progress on this issue. This workshop will be of interest to health care providers with experience in emergency management as well as those who would like to develop their skills in this area.

**2009-06-13 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – SAINT-FRANÇOIS**

**Workshop/Atelier**

*Traumatic Stress/  
Stress traumatique*

**STRATEGIES FOR ASSESSING AND TREATING ACTIVE MILITARY AND VETERANS WITH OPERATIONAL STRESS INJURIES**

Norman Shields, National Center for Operational Stress Injuries; David Ross, National Center for Operational Stress Injuries; Isabelle Cornell, Sainte-Anne's Veterans Hospital; Jennifer C Laforce, Department of Clinical Health Psychology, University of Manitoba

The risk associated with military service sometimes includes persistent psychological difficulty resulting from service. These conditions are referred to as operational stress injuries (OSIs). In 2008, the number of veterans pensioned for psychiatric conditions is five times what it was in 2002. More than half of these individuals suffer from posttraumatic stress disorder and other comorbid conditions (e.g., chronic pain, cognitive deficits, addiction, etc.). Veterans Affairs' National Centre for OSIs partners with operational stress injury clinics across the country to answer the treatment needs of individuals with complex OSI conditions. Treatment requires a comprehensive assessment strategy and knowledge of the complex profile of these individuals. This workshop will provide an overview of the current challenges that confront psychologists who evaluate active military and veterans who are suffering from operational stress injuries. By the end of this workshop, psychologists will be able to: 1) list common conditions related to OSIs; 2) know the pros and cons of select psychological assessment instruments to diagnose and plan treatment, 3) identify pertinent family input in the assessment process, 4) consider basic treatment principles when trying to adopt best practices; and 5) be able to identify key stakeholder agencies involved in the care of these individuals.

2009-06-13 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – YAMASKA

**Committee Business Meeting/Réunion d'affaires**

**CJBS EDITORIAL BOARD MEETING**  
Greg Irving, Wilfrid Laurier University

2009-06-13 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – MATAPÉDIA

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

**THE RELATION BETWEEN CANADIAN POLITICAL ATTITUDES, VOTING BEHAVIOUR, AND VIEWS OF SELF AND WORLD**  
Paul J Conway, University of Western Ontario

Political attitudes and behaviour have important implications—not only for determining the makeup of democratic governments, but also for shaping the way people view themselves and the world in which they live. This session will explore the causes and consequences of Canadian political attitudes and voting behaviour. First, Mandel will outline the relation between political affiliation and perceptions of war. His findings indicate that people of different affiliations vary in their perceptions of why Canada went to war in Afghanistan and how long Canadians should remain there. Next, Conway will present data from the 2008 Federal Election demonstrating that the extent to which people thought the electoral process was fair depended to some extent on the outcome of their preferred party. The forecasting of emotional responses to the election will then be examined by Cheung. She found that supporters of the Conservative Party were quite accurate in predicting their post-election happiness, whereas supporters of other parties over-estimated how devastated they would feel in the immediate aftermath. Finally, Maxwell-Smith will present data indicating that people who are highly committed to their beliefs report engaging in more election-related behaviours. Commitment to beliefs also interacted with other variables to predict intention to vote and perceptions of the election outcome.

**A** **WAS JUSTICE SERVED IN THE 2008 CANADIAN FEDERAL ELECTION? IT DEPENDS ON WHO YOU VOTED FOR**

Paul J Conway, University of Western Ontario

Although justice theorists distinguish between procedural justice (a focus on fair decision-making processes) and distributive justice (a focus on fair outcomes), in reality these constructs may often be connected. For example, the perception that legal outcomes were unfair retrospectively reduces the perceived fairness of the court procedures used to reach those outcomes (Mullen & Skitka, 2006). The current work examined a similar process in the context of the 2008 Canadian Federal Election. 286 participants indicated how fair they thought the election was before it happened (i.e., procedural fairness), and 160 completed a follow-up survey afterward (55.9% of the original sample). Satisfaction and elation with the election outcome (which implies distributive fairness) correlated with perceived election fairness after the election (.30 and .47, respectively) but not with perceived fairness beforehand (-.01 and .10, respectively). Moreover, participants who voted for the successful Conservative Party showed a significant increase in perceived election fairness after the outcome was determined compared to those who voted for other, less successful parties. Results suggest that favourable distributive justice outcomes can retrospectively increase perceptions that the procedures leading to those outcomes were fair.

**B** **HAPPINESS AND THE OUTCOME OF THE 2008 CANADIAN FEDERAL ELECTION**

Irene Cheung, University of Western Ontario

Affective forecasting research shows that individuals have a tendency to overestimate the intensity and duration of their emotional reactions to future events (e.g., Buehler & McFarland, 2001). These affective forecasting errors have also been shown to occur for a variety of events and outcomes (e.g., Gilbert et al., 1998). The present study examined individuals' affective predictions within a Canadian context, the outcome of the 2008 Canadian Federal Election. Participants were asked to indicate their level of happiness prior to the election and to predict how happy they would feel one week and three months after the election. They were also asked to indicate their experienced level of happiness one week and three months following the election. Given the likelihood of a Conservative victory, voters who supported the Conservatives forecasted no change in happiness one week and three months after the election. In contrast, voters who did not support the Conservatives predicted a significant decrease in happiness one week after the election and then a significant increase in happiness three months after the election. Participants' experienced level of happiness one week after the election showed that voters were accurate in predicting their happiness after their candidate won, whereas voters overestimated how unhappy they would feel after their candidate was defeated.

**C** **COMMITMENT TO BELIEFS IN THE POLITICAL DOMAIN: THE INFLUENCE OF INDIVIDUAL DIFFERENCES IN COMMITMENT TO BELIEFS ON PEOPLE'S ATTITUDES, FEELINGS, AND BEHAVIOURS RELATED TO THE 2008 CANADIAN FEDERAL ELECTION**

Matthew Maxwell-Smith, University of Western Ontario; Clive Seligman, University of Western Ontario

The Commitment to Beliefs (CTB) framework (Maxwell-Smith & Esses, 2007, 2008) proposes that there are individual differences in the extent to which people follow their beliefs that are perceived to be a reflection of their values. The CTB scale was developed to assess these differences by asking respondents to indicate the extent to which they consider their beliefs to be important for

their identity, their behavior, and important to follow irrespective of the consequences. The current research was designed to test the hypothesis that individual differences in commitment to beliefs can influence people's thoughts, feelings, and behaviours when they are presented with an opportunity to express their beliefs, such as the 2008 Canadian federal election. As expected, people who scored highly on the CTB scale reported engaging in a relatively higher number of activities that were specifically related to the election. In addition, an interaction between the perceived importance of the election, and scores on the CTB scale predicted respondent's intentions to vote. Finally, an interaction between the perception of compatibility with people's personal beliefs and the policies promoted by a political party, and scores on the CTB scale predicted people's satisfaction with the outcome of the election, as well as their feelings about Stephen Harper as the Prime Minister.

**2009-06-13 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – HARRICANA**

**Symposium**

*Clinical Psychology/  
Psychologie clinique*

**EMERGING RESEARCH IN PERSONALITY AND PSYCHOPATHOLOGY**

Andrew G Ryder, Concordia University

Mental illness, especially personality disorder, has traditionally been conceptualized as discrete diagnostic categories. An increasing body of research, however, suggests that it is more fruitful to see these conditions as extremes of dimensional personality traits. These four papers present research linking specific forms of psychopathology to higher- and lower-order trait dimensions from the Five-Factor Model of Personality (FFM). Quilty and colleagues show that broad domains and specific facets of the FFM can be used in combination to differentiate unipolar and bipolar depression. Ring and colleagues use structural modeling techniques to show that two aspects of openness-to-experience (OE) have inverse relations with schizotypal personality. Lavigne and colleagues show that openness, one aspect of OE, partially mediates the relation between schizotypal personality and creativity. Finally, Dunkley shows that specific components of perfectionism predict future levels of stress more effectively than does general trait neuroticism. Results converge on the idea that psychopathology relates to the FFM across the entire range of the trait hierarchy.

**A**

**HIERARCHICAL PERSONALITY TRAITS AND THE DISTINCTION BETWEEN UNIPOLAR VS. BIPOLAR DEPRESSION**

Lena C Quilty, Centre for Addiction and Mental Health; Jennifer L Tackett, University of Toronto; Michael Bagby, Centre for Addiction and Mental Health

Mania and depression have long been recognized as clinically relevant syndromes (see Mondimore, 2005); critics have argued that an alternative to the current differentiation between bipolar and unipolar disorders is the conceptualization of mania and depression as separate but related disorders. Dimensional personality traits can contribute to the delineation of common and specific elements of psychopathology, and may provide nosologically useful information (Watson, 2005). We investigated how affective diagnoses and symptoms compare and associate with traits at successive levels of the personality hierarchy (DeYoung et al., 2008; Tackett et al., in press). Participants (N = 275; 63% women; mean age 42.95 years) with major depressive disorder (n = 139) and bipolar disorder (n = 136), as assessed by the SCID-I/P (First et al., 1995), completed the Hamilton Depression Rating Scale, Young Mania Scale, Revised NEO Personality Inventory and Big Five Aspect Scales. Results support the hypothesis that successive levels of the personality hierarchy provide additional differentiation of affective pathology. Further, as compared to the widespread association of depressive symptoms with traits across the personality hierarchy, manic symptoms demonstrated more specific associations with traits at lower levels of the personality hierarchy.

**B**

**OPENNESS, INTELLECT, AND SCHIZOTYPAL PERSONALITY: TESTING A STRUCTURAL MODEL IN TWO SAMPLES**

Angela J Ring, Concordia University; Michael Bagby, Centre for Addiction and Mental Health; Andrew G Ryder, Concordia University

The five-factor model of personality can characterize many personality disorders, but a dimensional understanding of Schizotypal Personality Disorder (STPD) remains elusive. DeYoung and colleagues (2007) have demonstrated that openness-to-experience (OE) can be decomposed into two lower-order aspects, openness and intellect. We predicted that these aspects have inverse relations with STPD; specifically, that openness predicts higher levels of STPD whereas intellect predicts lower levels. STPD and OE measures were administered to 331 university students and 264 clinical outpatients. Confirmatory factor analysis supported the division of OE into openness and intellect, in both samples. Structural equation modeling demonstrated that the best-fitting models in both samples allow openness to positively predict, and intellect to negatively predict, STPD. Results suggest that STPD and the five-factor model can be reconciled, but only if lower-order aspects of personality are considered. STPD can be described as receptivity to wide range of environmental stimuli (high openness) coupled with an impaired capacity to organize this information (low intellect).

**C**

**EXPLORING THE LINK BETWEEN CREATIVITY AND ECCENTRICITY: OPENNESS PARTIALLY MEDIATES THE RELATION BETWEEN CREATIVE ACHIEVEMENT AND SCHIZOTYPAL PERSONALITY**

Katie M Lavigne, Concordia University; Angela J Ring, Concordia University; Andrew G Ryder, Concordia University

The belief in a link between creativity and eccentricity dates back to antiquity. Empirical research on subclinical psychopathology has picked up on this theme in recent years, focusing primarily on schizotypal personality (SZP). Although studies have linked

SZP to creativity, it is unclear whether SZP and creativity share underlying common features or whether SZP traits directly enhance creative thinking. This study assessed creative achievement (CA) and openness-to-experience (OE) in 135 students with varying levels of SZP. We predicted that SZP would be positively related to CA, and that this effect would be driven by the cognitive-perceptual component of SZP. Moreover, we anticipated that these relations would be mediated by the openness aspect of OE, and not by the intellect aspect. Results showed a positive relation between CA and SZP ( $r = .22$ ), specific to both cognitive-perceptual ( $r = .28$ ) and disorganized ( $r = .38$ ) components of SZP, all  $ps < .05$ . These relations were partially mediated by openness, but not intellect. Results suggest that creativity and eccentricity are linked in part by their shared relation with openness, but also have additional connections that await investigation.

**D** **PERSONAL STANDARDS AND SELF-CRITICISM DIMENSIONS OF PERFECTIONISM VERSUS NEUROTICISM IN PREDICTING DAILY STRESS GENERATION AND STRESS REACTIVITY SIX MONTHS LATER**

David M Dunkley, SMBD - Jewish General Hospital

This study of community adults (66 men, 132 women) compared the personal standards (PS) and self-criticism (SC) dimensions of perfectionism, versus the broader personality domain of neuroticism, in predicting daily stress generation, stress reactivity, and depressive symptoms over a 6-month period. Participants completed measures of perfectionism at Time 1 and then six months later completed questionnaires at the end of the day for 14 consecutive days. Regression analyses examining the relative predictive utility of PS, SC, and neuroticism, controlling for Time 1 depressive symptoms, demonstrated that SC was the most robust predictor of aggregated daily hassles, negative social interactions, avoidant coping, and depressive symptoms six months later, whereas PS was a unique predictor of problem-focused coping. Multilevel modeling analyses showed that neuroticism strongly moderated reactivity to both cumulative hassles and stressfulness of most bothersome daily events six months later, and PS, but not SC, moderated reactivity to low perceived control and social hindrance over and above the neuroticism-based diathesis-stress model. As well, avoidant coping was ineffective for both high PS and neurotic adults, whereas other coping strategies (e.g., positive reinterpretation, problem-focused coping) were effective for neurotic adults. Clinical implications will be discussed.

**2009-06-13 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – RICHELIEU**

**Symposium**  
*International and*  
*Cross-Cultural*  
*Psychology/Psychologie*  
*internationale et*  
*interculturelle*

**CHALLENGES OF APPLIED COMMUNITY PSYCHOLOGY (PART 2): MAKING ACTION & UNDERSTANDING**

Christopher A Peet, King's University College

This symposium continues with the themes of examining theoretical and applied aspects of community cultural psychology. In particular the focus is on the application of Participatory Action Research to serious social and health challenges such as HIV/AIDS in Cambodia. Past and current research is examined and presented on the development and practice of community research and social program development.

**A** **PYGMALION IN THE CAMBODIAN CLASSROOM: TRANSFORMING WOMEN'S LIVES WITH A COMMUNITY-BASED PROGRAM OF HEALTH PROMOTION, LITERACY AND JOB-APPRENTICESHIP TRAINING**

Gabe Pollock, University of Guelph; Sarath Kros, SiRCHESEI NGO Cambodia; Nathalie Lim, University of Melbourne; Vanna Ma, SiRCHESEI NGO Cambodia; Kris Sokhoung Houn, SiRCHESEI NGO Cambodia; Noeun Pring, SiRCHESEI NGO Cambodia; Virakboth Huot, Siem Reap Provincial Health Department; Houl Hav, Siem Reap Provincial Health Department; Neela Griffiths, Australian Volunteers International; Brett Dickson, Australian Volunteers International; Prem Sophiap, SiRCHESEI NGO Cambodia; Scott McNeill, SiRCHESEI NGO Cambodia; Chris Winkler, McQuarie University; Mee Lian Wong, National University of Singapore; Ian Lubek, University of Guelph

Since 2000, a Cambodian NGO, has conducted a series of research-guided community health interventions, primarily for women at risk for HIV/AIDS and "alcohol overuse". Women selling international beer brands in unsafe workplace environments had high rates of HIV/AIDS due to coerced over-drinking with customers, chronic underpayment by global breweries, and reduced condom use when impaired by alcohol. Beginning in November, 2006 and August, 2007, a total of 25 women enrolled in the two 24 month cohorts to transform their careers and lives from beer-sellers at risk in beer gardens to hotel workers, in safe, better paying tourist hotels. SiRCHESEI partnered with 8 hotels and for 8 months, students studied English and Khmer literacy, health, social and life skills every morning at SiRCHESEI's school, and trained in mentored hotel jobs each afternoon on 9 hour shifts. For 16 months, they continued with regular job contracts at the hotels. Through a series of interviews, school and workplace evaluations, and job satisfaction and self-esteem evaluations, each cohort is followed for 2 years. A sample of these indicators is presented to document their life-career transformations, as sex-work and drinking ends, and self-esteem is raised.

**B** **VIGOROUS COMMUNITY GRASS-ROOTS EFFORTS VS TIMID GLOBALIZED INDUSTRY RESPONSES : REDUCING THE RISKS FROM ALCOHOL AND AIDS IN CAMBODIA**

Suzanne Kiani, University of Guelph; Gabe Pollock, University of Guelph; Katie Obrien,

University of Guelph; Stacy Niemi, university of Guelph; Ellyn Braun, University of Guelph; Nathalie Lim, University of Melbourne; Elizabeth Kirkwood, McQuarie University; Shelly , Burton University of Guelph; Trisha Pagnutti, University of Guelph; Tim Tra, SiRCHEsi NGO Cambodia; Sophea Phaal, SiRCHEsi NGO Cambodia; Lakshmi Ganapathi, National University of Singapore; Mee Lian Wong, National University of Singapore; Helen Lee, Staffordshire University; Tiny van Merode, University of Maastricht; Roel Idema, University of Staffordshire; Jillian Schuster, University of Guelph; Sabina Bashir, University of Guelph; Sarah Kros, SiRCHEsi NGO Cambodia; Bun Chem Dy, Siem Reap Provincial Health Department; Ian Lubek, University of Guelph

As part of health promotion workshops and peer-educator outreach to almost 7000 community members, the NGO SiRCHEsi has also collected questionnaire data and workplace breathalyzer samples beginning in 2004. After publication of results of the dangers of the beerselling environment, the international brewery industry imposed a Code of Conduct for Beer-sellers in Nov. 2006. Comparing various indicators of danger to women's health, we found no reduction in alcohol abuse among women beer-sellers, between the period 2004-6 (before the industry intervention) and 2007-8 (afterwards.) Little deviation from nightly drinking levels while the BSIC CODE prohibited drinking in the workplace. Industry has been slow to provide adequate health education, continues to create extreme economic pressures on its beer-sellers by paying only 50% of the women's monthly family support costs, and steadfastly refusing to provide free anti-retrovirals (HAART) to positive workers, although it is the policy of several companies to do so (e.g., Heineken). In order to pressure profitable beer companies to care more for the health, HAART, workplace safety and financial security of their beer-sellers in Cambodia, we have begun informing shareholders groups and the press, and a documentary film is in preparation for 2009. We provide information on 6 related websites, e.g., www.fairtradebeer.com.

## C

### REVIEW AND DISCUSSION OF THE SITUATIONS PRESENT

Frances Cherry, Carleton University; Gira S Bhatt, Kwantlen Polytechnic University; Ian Lubek, University of Guelph; Lorraine Radtke, University of Calgary; Henderikus Stam, University of Calgary; Gabe Pollock, University of Guelph; Christopher A Peet, King's University College; Randal G Tonks, Camosun College

All participants will continue the discussion of research and practice as presented in the preceding papers.

#### 2009-06-13 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – PÉRIBONKA

##### Workshop/Atelier

*Psychology and Religion/  
Psychologie et religion*

##### SPIRITUALLY-BASED MINDFULNESS THERAPY FOR DEPRESSION

Rodolfo Nolasco, Providence Theological Seminary; Robert V MacDonald, Providence Theological Seminary

Studies done on the effects of mindfulness practices in treating various cognitive, affective, and somatic disorders are steadily increasing. Interestingly, there have not been any research conducted on using a "spiritually-based mindfulness practice" (SMP) in the treatment of psychological disorders and enhancement of well being nor have they made explicit the spiritual nature of these meditative practices in their presentations. The workshop extends the conversation in two ways. First, it explores the spiritual foundation of mindfulness based on Judeo-Christian tradition and utilizes its attendant spiritual resources as integral to mindfulness practices. Specifically, the spiritually-based mindfulness model we have developed brings together basic mindfulness practice found in these studies and the rich tradition of contemplative spirituality. It is holistic in nature in that it targets in an integrated fashion the body, mind, and spirit as facilitative in the experience of well being and transformation. Second, this model will then be contrasted and compared with the Buddhist tradition that underlie some of the research and practice of mindfulness meditation as explored by psychologists. These diverse perspectives offered by psychologists on the spiritual dimensions of mindfulness will be noted.

#### 2009-06-13 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – BERSIMIS

##### Symposium

*Perception, Learning and  
Cognition/Perception,  
apprentissage et  
cognition*

##### TRACES MNÉSQUES : FORMATION ET RÉCUPÉRATION NORMAL OU DÉFICITAIRE

Remy Versace, Université Lyon 2

Suivant une approche fonctionnelle de la mémoire, les connaissances émergent de la réactivation de traces mnésiques d'expériences passées. La trace est définie comme une synchronisation d'activations au sein de multiples structures neuronales codant les nombreux composants des expériences, principalement des composants sensoriels, moteurs et émotionnels. Les mécanismes étudiés sont : a) l'activation multimodale de représentations sensorielles, motrices, spatiales ; b) les mécanismes d'intégration et de synchronisation en mémoire de travail et dans l'émergence des connaissances. Compte tenu des liens entre ces deux mécanismes, on suppose que la récupération (consciente ou non) d'une connaissance (spécifique ou non) se ferait par l'intégration au niveau mnésique de différentes activations. Concernant plus spécifiquement la maladie d'Alzheimer, une des originalités de nos travaux, est de rendre compte de l'origine des troubles de la mémoire non plus à partir de dysfonctionnements touchant des systèmes mnésiques, mais par une description fonctionnelles des mécanismes que l'on sait efficaces chez les sujets sains et donc déficitaires dans la pathologie. Les troubles mnésiques observés dans cette pathologie résulteraient donc d'une difficulté d'intégration, c'est-à-dire la capacité à former ou à récupérer une représentation cohérente à partir des différentes activités.

**A** **ÉTUDE DES MÉCANISMES INTÉGRATIFS MULTI-SENSORIELS CHEZ DES PATIENTS ALZHEIMER**

Mathieu Lesourd, Université Lyon 2; Lionel Brunel, Université Lumière Lyon 2; Remy Versace, Université Lyon 2; Guillaume Vallet, Université Lumière Lyon 2

Dans une modélisation fonctionnelle de la mémoire, les mécanismes d'intégration jouent un rôle central dans la formation et la récupération de la trace. Il s'agira donc de tester l'hypothèse d'un déficit d'intégration multisensorielle (IMS) initiale comme explicatif d'un trouble de formation de la trace (e.g. Amnésie antérograde). Dans cette étude, nous avons testé l'IMS chez des patients atteints de la maladie d'Alzheimer au travers une tâche de discrimination simple d'informations sensorielles, soit visuelles, soit auditives, soit audio-visuelles. A l'aide du Race Model, nous avons comparé les distributions de temps de réponse dans les conditions auditives (A), visuelles (V) et audiovisuelle (AV). On parle de violation du modèle lorsque la fonction de répartition des temps de réponse AV est, pour un intervalle de temps  $t$ , significativement plus petite que la courbe théorique (A+V) définie par la somme des fonctions de répartition des temps de réponses A et V. Une telle violation permet ainsi de rejeter l'hypothèse d'un traitement indépendant des modalités sensorielles et permet d'observer un gain d'IMS. Les résultats montrent que les patients ne présentent pas de gain dû à la présentation simultanée d'informations dans différentes modalités sensorielles.

**B** **ACTIVATION SENSORIELLE DES CONNAISSANCES : AMORÇAGE SENSORIELLE DÛ À L'ACTIVATION DE TRACE EN MÉMOIRE**

Lionel Brunel, Université Lumière Lyon 2; Mathieu Lesourd, Université Lyon 2; Remy Versace, Université Lyon 2

Dans le cadre d'une approche fonctionnelle de la mémoire, la trace mnésique est de nature sensorimotrice. L'activation en mémoire de connaissances se fait en lien avec l'activation de traces mnésiques de nature sensorielle. Il s'agira de montrer que les composant sensoriels de la trace sont issus de l'expérience perceptive et que l'ensemble de ces éléments est automatiquement réactivés lorsque le sujet est confronté à un de ces composants. Nous avons pour cela utilisé un paradigme original en deux phase. Une première phase associative, où le participant était confronté à une association systématique entre une forme géométrique et un bruit-blanc. Une deuxième phase reposant sur le paradigme d'amorçage à court terme où les liens entre amorces (formes géométriques associées ou non à un son en première phase) et cibles (des sons ou des images d'objets) sont de nature auditive. Nous avons montré que la catégorisation des stimuli cibles (sons et objets typiquement associés à du son) est uniquement influencée par la présentation préalable de l'amorce qui était associé à du son en première phase. Nos résultats ont permis de mettre en évidence que la présentation visuelle d'un stimulus entraîne l'activation des composants auditifs qui lui ont été associées, et ce uniquement pour des formes issues d'une association audiovisuelle et pour des connaissances typiquement sonores.

**C** **ACTIVATIONS DES CONNAISSANCES SENSORIELLES EN MÉMOIRE : ETUDE DIFFÉRENTIELLE DE L'EFFET D'AMORÇAGE CROSS-MODAL**

Guillaume Vallet, Université Lyon 2; Lionel Brunel, Université Lumière Lyon 2; Remy Versace, Université Lyon 2

Les modèles fonctionnels de la mémoire unique postulent que nos connaissances sont modales. Par conséquent, l'amorçage cross-modal peut être expliqué par l'activation automatique des différentes modalités associées à la trace mnésique. Le but de cette étude est de tester la modalité de nos connaissances en mémoire via un paradigme original d'amorçage cross-modal à long terme associé à un masque sensoriel. Dans une première phase, les participants (sujets jeunes/âgés et patients Alzheimer) ont catégorisé 40 sons. Pour la moitié des items, un masque visuel fut présenté simultanément aux sons. Puis, dans la phase test, les participants devaient catégoriser 60 images. Un tiers des items était « nouveau » (absence de son associé en première phase), un tiers était « ancien » (associé aux sons en première phase) et enfin le dernier tiers était « ancien masqué » (associé aux sons simultanément présentés avec un masque visuel en première phase). Les résultats montrent que le masque sensoriel interfère dans la catégorisation des images associées aux sons entendus chez l'ensemble des sujets sauf pour les patients Alzheimer. Par conséquent, nos connaissances en mémoire seraient bien de nature sensorielle. Le déficit d'amorçage cross-modal chez les patients Alzheimer serait alors le signe d'un trouble d'activation à long terme et d'intégration des dimensions encodées au sein de la trace.

2009-06-13 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – GATINEAU

**Symposium**

*Women and Psychology/  
Femmes et psychologie*

**WOMEN'S HEALTH: TROUBLING MARGINALIZATION**

Colleen MacQuarrie, University of Prince Edward Island

This symposium explores the theory and practice that inform research approaches with at risk populations that can make a real difference in women's health. Ideas for authentic engagement of vulnerable populations are explored together with the creation of community-university alliances that support social justice and collaborative practices. Four papers included in this symposium explore collaborative partnerships based on equity and trust that can inform research with community. They provide insights into the authentic engagement of a vulnerable population over the course of a 1 year longitudinal project examining the transition to mothering for pregnant adolescents and the function of tobacco in that transition. We report findings from that project, explicating the narratives and norms associated with a pregnant adolescent's mothering transition and the role of tobacco in that life narrative. We include a Participatory Action Research project with teens involved in a critical appraisal of resources used for smoking cessation and harm reduction. As a whole this symposium will give insights into the intricate details of creating knowledge with marginalized communities and in so doing maximize the impact of knowledge exchange and uptake so that women's health can be enhanced.

**A** **FROM THE INSIDE LOOKING OUT: EVALUATION OF SMOKING CESSATION PROGRAMS FROM THE PERSPECTIVE OF YOUNG MOTHERS WHO SMOKE**

Heather Hunter, University of Prince Edward Island; Colleen MacQuarrie, University of Prince Edward Island

Previous evaluations of smoking cessation programs for pregnant women have used standards for determining 'success' such as biochemical confirmation of quit status and analysis of cost effectiveness (Windsor et al., 1998; Donatelle et al., 2000). These standards may be problematic as they demonstrate a fetus-centric and economically-minded approach, viewing women only by their reproductive potential and showing disregard for how such programs make the women feel who use them. As a departure from this approach, the current study employs a qualitative Participatory Action Research (PAR) model wherein the 'experts' evaluating the programs are a sample of young mothers who smoke from Prince Edward Island. Five members of a teen advisory group for an ongoing research program about the function of tobacco in the transition to mothering participated in two focus groups to evaluate two conceptually different smoking cessation programs. This research provides insight into what aspects of existing programs are effective as well as empowering for young women. This work will be used to inform the development of more equitable and effective smoking cessation programs for pregnant adolescents.

**B** **LONGITUDINAL ASSESSMENT OF A COMMUNITY-UNIVERSITY RESEARCH PARTNERSHIP**

Philip Smith, University of Prince Edward Island; Rosemary Herbert, School of Nursing; Colleen MacQuarrie, University of Prince Edward Island; Lorraine Begley, University of Prince Edward Island

Participatory approaches to community-university collaboration will be explored in this paper which address a range of issues surrounding power relations in community-university partnerships. The empirical assessment of the partnership across the three year project will be explicated according to thematic areas and used to illustrate praxis. Topics will include partnership and project governance, contexts for collaboration, foundational values that support partnerships, searching for common language, negotiation of competing interests, avoiding and resolving conflicts and concerns, influencing public policy, and measuring success. Implications for creating equitable partnerships will be discussed with a view to celebrating successes and learning from our challenges.

**C** **GOODWILL METHODS: ACCESS, RECRUITMENT, AND RETENTION OF SENSITIVE POPULATIONS IN LONGITUDINAL HEALTH RESEARCH**

Colleen MacQuarrie, University of Prince Edward Island; Lorraine Begley, University of Prince Edward Island

This paper synthesizes our research journals, field notes, observations, reflections, and research group discussions over the span of three years in working with pregnant adolescents. The procedure for documenting our approach was to note lessons learned along the way and to create a file of better practices for future research with our study population. These process notes formed the data for this paper. Our purpose is to provide a deeper understanding of the issues in the recruitment of vulnerable populations and the retention of the same population over a one-year transition period, in this case the transition to mothering. It includes the lessons learned in the maintenance of community contacts to assist with the access and recruitment efforts. With our focus on improving our approach, we have found promising practices that add to our pool of knowledge around how to engage and sustain work with vulnerable populations. When we began our project we looked to the published literature for guidance on how to authentically engage with sensitive populations over a qualitative longitudinal project. The dearth of writing in this area and our rich experience with this project has motivated our reflection and analysis for this paper.

**D** **DISCOVERING THE FUNCTIONAL MEANINGS OF SMOKING FOR PREGNANT ADOLESCENTS: PRENATAL TO POSTPARTUM TRANSITIONS**

Colleen MacQuarrie, University of Prince Edward Island; Lorraine Begley, University of Prince Edward Island; Philip Smith, University of Prince Edward Island; Rosemary Herbert, School of Nursing

This health research project explicates the natural history of smoking for pregnant/mothering girls, a heretofore under-researched group. Twenty-nine pregnant adolescents between the ages of 14 and 19 who smoke(d) or who started smoking during their pregnancy participated in a collaborative research project about the transition to mothering and the function of tobacco in their lives. Girls first attended a focus group launch event where the purpose of the research and their importance to it were discussed. Next they chose how they wished to express their ideas through journal entries or collage assemblies to portray their experiences which were followed up in a series of 4 semi-structured interviews and focus groups. The emergent understandings from the interviews and focus groups were analysed using complementary processes that seek both overarching thematic descriptions as well as narrative stories of lived experiences. Both the narratives and themes were critically analysed using a gender based focus on opportunities for intervention across the layers of a social ecological framework. By illuminating the meanings and functions of smoking at the nexus of gender, poverty, and age and by critically analysing the findings in a format conducive to knowledge utilization, the potential for the research to make a difference in the health of girls and their babies is enhanced.

2009-06-13 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – MACKENZIE

**Symposium**  
*Environmental Psychology/  
Psychologie de  
l'environnement*

**PSYCHOLOGICAL BARRIERS AND GOALS THAT HINDER SUSTAINABLE BEHAVIOUR**

Robert Gifford, University Of Victoria

Most research and theory concerned with sustainable, pro-environmental, or green behaviour has focused on factors such as attitudes, values, and demographics that predict the increased number or frequency of appropriate actions and choices by individuals. However, clearly many individuals still do not engage in those actions, even when they agree that they should. Why not? This symposium's presentations explore the barriers, obstacles, motivations, and goals that most frequently are offered by individuals as reasons for not doing what they believe, ideally, to be the most advisable courses of action, given the environmental problems of which they, and everyone, are aware.

**A** **WHY DON'T WE DO WHAT WE SHOULD? A MOTIVATIONAL APPROACH TO UNSUSTAINABLE MINDSETS AND BEHAVIOURS**

Frederick Grouzet, University of Victoria

Why does knowing what's good for the environment not lead to doing good for the environment? Why don't we reduce consumption, recycle, re-use, eat locally grown food? To explain this motivation gap, Pelletier et al. (1999) proposed a taxonomy of environmental amotivation, based on helplessness beliefs. However, unsustainable behaviour can also be explained by the motivation toward other goals that may conflict with, or be more important than, environmental goals. Therefore, a better understanding of individuals' goal systems can help to explain the development of unsustainable mindsets and behaviours. Results from recent correlational and longitudinal studies indicate that environmental goals may conflict with goals such as having a comfortable material life or hedonistic goals. In turn, the relative importance of environmental goals is related to pro-environmental attitudes, consumption, sustainable behaviours, and ecological footprint. Suggestions about how to reduce conflict will be made based on theoretical models in the psychology of goals, as well as recent research on the role of higher education in the development environmental goals.

**B** **ENVIRONMENTALLY (IR)RESPONSIBLE BEHAVIOUR: A MEASURE OF PSYCHOLOGICAL JUSTIFICATIONS**

Fabio Iglesias, University of Victoria; Jaclyn Casler, University of Victoria; Robert Gifford, University Of Victoria

Pro-environmental behaviours often depend on the context of a person's life. However, it is important to investigate how people justify their tendency to not act pro-environmentally when doing so depends on simple behaviour change. This study reports the development of scale that combines two relevant theoretical approaches: the mechanisms of moral disengagement (Bandura et al., 1996) and the barriers to pro-environmental behaviour (Gifford, 2008). 288 participants completed the scale. Factor analysis revealed two reliable factors with good psychometric properties: 1) 'denial of the problem,' including items that question the existence of environmental problems; 2) 'priorities and relevance,' including items that relegate the environment to secondary importance in terms of time and the effort to change. Males and younger respondents held the strongest justifications, independent of the particular behaviour change. The two factors correlated negatively with measures of pro-environmental orientation (rNEP), reported ecological behaviour (GEB), and perceived environmental threat (EAI). No significant correlations were found between the scale and a measure of impression management (BIDR). Besides contributing a new, valid, and reliable measure to the field, the results might be used to increase pro-environmental behaviour through educational programs and social campaigns.

**C** **THE PSYCHOLOGICAL BARRIERS TO SUSTAINABLE BEHAVIOUR**

Angel Chen, University of Victoria; Robert Gifford, University Of Victoria

Commons dilemmas refer to the overuse of limited, valuable resources that regenerate more slowly than people can harvest them. Harvesters tend to favour resource-destructive, short-term, self-interested harvesting over restrained, long-term public-and resource-oriented harvesting. Ten psychological barriers to sustainable choices have been identified: uncertainty, environmental numbness, lack of perceived control, denial, conflicting goals and aspirations, perceived inequality or injustice, reactance, denial, lack of identification with one's community, tokenism, and habit. These barriers were investigated using Fish 3, a microworld that recreates situations faced by real fishers as they choose between sustainable and unsustainable harvesting. Participants wrote explanations of their decisions and completed the Barriers to Cooperation Scale, comprised of the ten psychological barriers. Lack of perceived control was expected to be the biggest psychological barrier to cooperation. Fishers also may be hampered when they believe that other fishers do not cooperate, that their cooperation will not change other fishers' behaviors, and that their cooperation will not improve the sustainability of the fish stock. The research will contribute to understanding the challenges individuals face when choosing a behavior that can either alleviate or exacerbate the endangered resources.

**D** **FACTORS THAT INFLUENCE WILLINGNESS TO INCREASE SUSTAINABLE TRANSPORT BEHAVIOUR**

Christine Kormos, University of Victoria; Robert Gifford, University Of Victoria, Frederick M.E. Grouzet, University of Victoria; Jutta Gutberlet, University of Victoria.



This study evaluates how a decrease in private car use affects quality of life, and whether or not social normative information may be used to reduce any associated adverse quality of life effects and to increase sustainable transport behaviour. In addition, this study will explore which of the ten barriers to sustainable behaviour are most problematic within the transport domain. Ninety participants are presented with varying social normative information about others' transport behavior. They complete transport journals for one month, as well as scales that assess their quality of life, social normative beliefs, and perceived barriers to alternative transport. Mid-way through the study, they are asked to attempt to reduce their private vehicle use. I predict that those who expect a greater reduction in quality of life due to decreased private vehicle use will be less likely to decrease that behaviour. However, we predict that those in the high social norm condition will anticipate less negative quality of life changes, and will be more willing to decrease their private vehicle use, because of the perception that many are sharing the personal costs of sustainable transport. Social-norms marketing campaigns may be useful in facilitating cooperation in transport behaviour, and so findings may be applied to increase public acceptability of sustainable transport policies.

**2009-06-13 – 4:30 PM to 4:55 PM – 16 h 30 à 16 h 55 – JOLLIET**

**Theory Review/Examen théorique**

*Criminal Justice Psychology/ Psychology/Psychologie et justice pénale*

**CORRECTIONAL REHABILITATION MEETS NEUROPSYCHOLOGICAL REHABILITATION: HOW BRAIN INJURY AND SCHIZOPHRENIA RESEARCH MAY FACILITATE IMPROVED OFFENDER PROGRAMMING**

Erin H Ross, University of Western Ontario; Peter N S Hoaken, University of Western Ontario

Correctional Service of Canada (CSC) has dedicated considerable effort towards the creation of offender rehabilitation programs that reduce recidivism. During the last three decades the cognitive skills program has been the base correctional program offered to federally incarcerated offenders. Recidivism reductions following cognitive skills programming ranges from 0 to 58%. One possible explanation for these varied results is that deficits in offenders' executive cognitive functioning (ECF), a constellation of abilities including planning, inhibition, and thought flexibility, is not being adequately addressed. The documented ECF deficits of offenders mirror the deficits experienced by individuals with brain injury or diagnosed with schizophrenia. The body of literature addressing rehabilitation efforts of these two distinct populations provides innovative and empirically supported behavioural treatment strategies that may enrich current offender rehabilitation. Three recommendations are discussed: 1) Individualized functional assessment of ECF deficits; 2) Individualized functional rehabilitation of ECF deficits; and 3) Opportunities for relevant application and transfer of skill.

**2009-06-13 – 4:30 PM to 4:55 PM – 16 h 30 à 16 h 55 – CHAUDIÈRE**

**Theory Review/Examen théorique**

*Psychologists in Education/ Psychologues en éducation*

**LES PRINCIPES FONDAMENTAUX DE L'APPRENTISSAGE : THÉORIES ET APPLICATIONS PÉDAGOGIQUES DANS LE DOMAINE DE L'ÉDUCATION**

Khaled Taktek, Laurentian University

Cet article offre une analyse conceptuelle du terme 'apprentissage' et traite de sa nature polysémique. Tout d'abord, une perspective globale/multidisciplinaire de l'apprentissage est proposée impliquant le développement intégral de l'apprenant. Ensuite, les principes fondamentaux de plusieurs théories classiques (béhavioristes, cognitivistes, etc.) et contemporaines (interactionnistes, humanistes et écologiques) de l'apprentissage sont discutés donnant lieu à des mises en œuvres pédagogiques pour les enseignants. Ces mises en œuvres touchent six principaux plans d'intervention inhérents au domaine de l'éducation, soit les conceptions de : l'enseignement ; l'apprentissage ; l'environnement ; l'enseignant ; l'apprenant; et l'évaluation. Finalement, cet article spécifie les qualités requises d'un enseignant stratégique et le rôle prépondérant que peuvent jouer les Facultés d'Éducation et les Fédérations d'Enseignants dans le développement des habiletés pédagogiques. Cela suppose des expertises individuelle et collective au cours desquelles coexistent de bonnes volontés d'engagement dynamique de la part des enseignants et des élèves dans des situations didactiques assez bien organisées. De telles situations devraient être créées sur la base des principes théoriques de l'apprentissage, de la recherche scientifique, et surtout du niveau de développement intellectuel des apprenants.

**2009-06-13 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – MATAPÉDIA**

**Theory Review/ Examen théorique**

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

**SUBJECTIVITY AND OBJECTIVITY IN NEUROPSYCHOANALYSIS: SOLMS VERSUS WUNDT**

Sébastien Adam, Université de Montréal

According to Solms, psychoanalysis and neuroscience do not investigate different but the same object, only from different perspectives. The former studies the mental apparatus as "subjective awareness", while the latter studies it as "material object". We have everything to gain, says Solms, by merging these complementary perspectives. We will criticize the idea that psychoanalysis is distinctively subjective while neuroscience is distinctively objective. Solms overstates the importance of psychoanalysis by describing it as a unique subjective perspective, complementary to neuroscience. We will use Wundt's distinctions between "immediate experience" and "mediate experience", psychological and natural science, and subjectivity and objectivity. According to Wundt, every science starts with the scientists' entire psychological experience. The main difference between psychology and

natural science is that the latter tries to abstract from the subject and describe the world in non-experiential (i.e. theoretical) terms. As far as these criteria are concerned, psychoanalysis is no less "objective" than neuroscience. Conversely, neuroscience is no less "subjective" than psychoanalysis. We conclude that psychoanalysis holds no special place in psychology when considering the experiential dimension of existence.

**2009-06-13 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – CHAUDIÈRE**

**Theory Review/  
Examen théorique**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**STRENGTH-BASED TREATMENT APPROACHES: RELEVANCE TO ADOLESCENT  
SUBSTANCE ABUSE**

James N R Brazeau, Centre of Excellence for Children and Adolescents with Special Needs

The positive psychology movement has become increasingly prominent in clinical work in the past decade (Duckworth, Steen, & Seligman, 2005). This reflects a paradigm shift that emphasizes the strengths of the individual and goes beyond curing disorders to promoting optimal functioning. These strengths, the positive characteristics and competencies of each individual, can be integrated into treatments to enhance clinical outcomes (Duckworth et al., 2005). Very few reports have discussed the use of strength-based interventions for substance abuse, especially in adolescent populations. The current presentation will review the defining characteristics of strengths and how these can be applied to at-risk children and adolescents with emphasis on adolescents with substance abuse issues. Furthermore, we will introduce a novel strength-based intervention that has been developed and implemented at The Sister Margaret Smith Centre (Thunder Bay, ON). The five-week program uses a cognitive-behavioural approach to substance abuse treatment. The emphasis is to help youth recognize and make use of individual strengths to meet personal goals. The program uses a harm reduction model and includes group therapy, individual counseling, education sessions, life skills development, leisure and recreation opportunities, and introduction to self-help groups and relapse prevention work.

**2009-06-13 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – HARRICANA**

**Theory Review/Examen  
théorique**

*Clinical Psychology/  
Psychologie clinique*

**REVUE DE LA LITTÉRATURE SUR LES DIFFÉRENTES MODALITÉS  
D'INTERVENTIONS AUPRÈS DES ADOLESCENTES PRÉSENTANT UN TROUBLE  
DE LA CONDUITE ALIMENTAIRE DE TYPE ANOREXIE**

Dominique Meilleur, Université de Montréal

L'intervention auprès des adolescentes qui présentent un trouble de la conduite alimentaire de type anorexie fait l'objet de nombreuses études. Les défis associés à l'intervention auprès de cette clientèle sont nombreux. Les modalités d'interventions proposées doivent tenir compte à la fois des particularités entourant cette problématique, des spécificités liées à l'âge des clientes, de l'implication des parents dans l'intervention, des ressources professionnelles disponibles et des données de recherche sur la question. Les données probantes demeurent restreintes sur ce sujet. À l'heure où les modalités d'intervention sont de plus en plus orientées vers des traitements ambulatoires, qu'en est-il pour cette clientèle ? De plus, certaines études rapportent un nombre croissant d'anorexie à début précoce (pré-pubères) ce qui suscite aussi un questionnement quant aux modalités d'interventions proposées à cette jeune clientèle. Les modèles d'interventions proposés et appliqués auprès des adolescents sont-ils appropriés à la clientèle pré-adolescente ou doivent-ils être différents? Nous nous proposons de présenter un relevé de la littérature pertinente sur le sujet dans le but de dégager les principales recommandations qui en découlent.

**2009-06-13 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – RICHELIEU**

**Committee Business  
Meeting/Réunion  
d'affaires**

**CONVENTION COMMITTEE BUSINESS MEETING**

Peter Graf, University of British Columbia

**2009-06-13 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – BERSIMIS**

**Theory Review/Examen  
théorique**

*Psychology and Religion/  
Psychologie et religion*

**FROM PAIN TO SUFFERING:TOWARD A PSYCHOLOGY OF SACRIFICE**

Josh Noble, King's University College

Scientific understanding, technological advance, humanitarian reforms, institutionalized health care, and ongoing research have made the medical capacity for the treatment of pain, illness, and disease incomparably greater in our modern era than at any earlier historical time. In some of the obvious senses of the word, we suffer less; and in precisely those senses, there is no arguing with progress. This paper takes as its focus the theme of suffering, and therefore will critically engage the medical understanding of pain as described in the health discourse in the process of exploring some of the less obvious senses of suffering. It tries to argue differences between understanding our afflictions in terms of a health discourse of pain and understanding our afflictions as suffering potentially laden with meaning. In so doing it deals with the existential and psychological senses of suffering, and ultimately, aims to retrieve some of the sense of the religious valorization of suffering as sacrifice. Drawing on the work of Charles Taylor, who outlines the historical emergence of our contemporary naturalistic discourses (such as that of health), this paper explores the implicit background presupposed by such discourse through a psychology of religion focus.

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**Theory Review/  
Examen théorique***International and  
Cross-Cultural  
Psychology/Psychologie  
internationale et  
interculturelle***THE SOCIETAL AND CULTURAL FACTORS THAT INFLUENCE THE  
MANIFESTATION OF DISORDERS IN NORTH AMERICA: “ARE NORTH  
AMERICAN DISORDERS CULTURALLY-BOUND?”**Shafik Sunderani, McMaster University; Maneet Bhatia, McGill University; Faria Sana,  
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Kleinman (1992) has pushed for a greater understanding of culture-bound syndromes in the DSM-IV-TR. Overtime, increased research has been allocated towards a greater understanding of how social and cultural factors play a key role in the manifestation of specific disorders across the world (e.g. Castillo, 1997). What is overlooked is that these same processes used to understand culture-bound syndromes are influencing the expression of disorders common in North America. It is well known that the societal value of thinness may in part explain why eating disorders primarily impact white females (e.g., Winstead & Sanchez-Hukles, 2008) yet other cultural and social values, and their influence on disorders are not as well understood. For example, contradictory social messages such as ‘the nail that sticks out gets pounded down’ (a sentiment reflecting Asian cultural values) versus ‘the squeaky wheel gets the grease’ (a sentiment reflecting American cultural values) may be a factor in the increased presence of ADHD in our society in comparison to other countries (e.g., Frick & Kimonis, 2008). Specifically, we will discuss how societal values shape the experience of: 1) Attention-Deficit/Hyperactivity Disorder, 2) Post-Traumatic Stress Disorder, 3) Eating Disorders, 4) Psychoses and/or dissociative states, and 5) various personality disorders within our North American cultural climate.

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