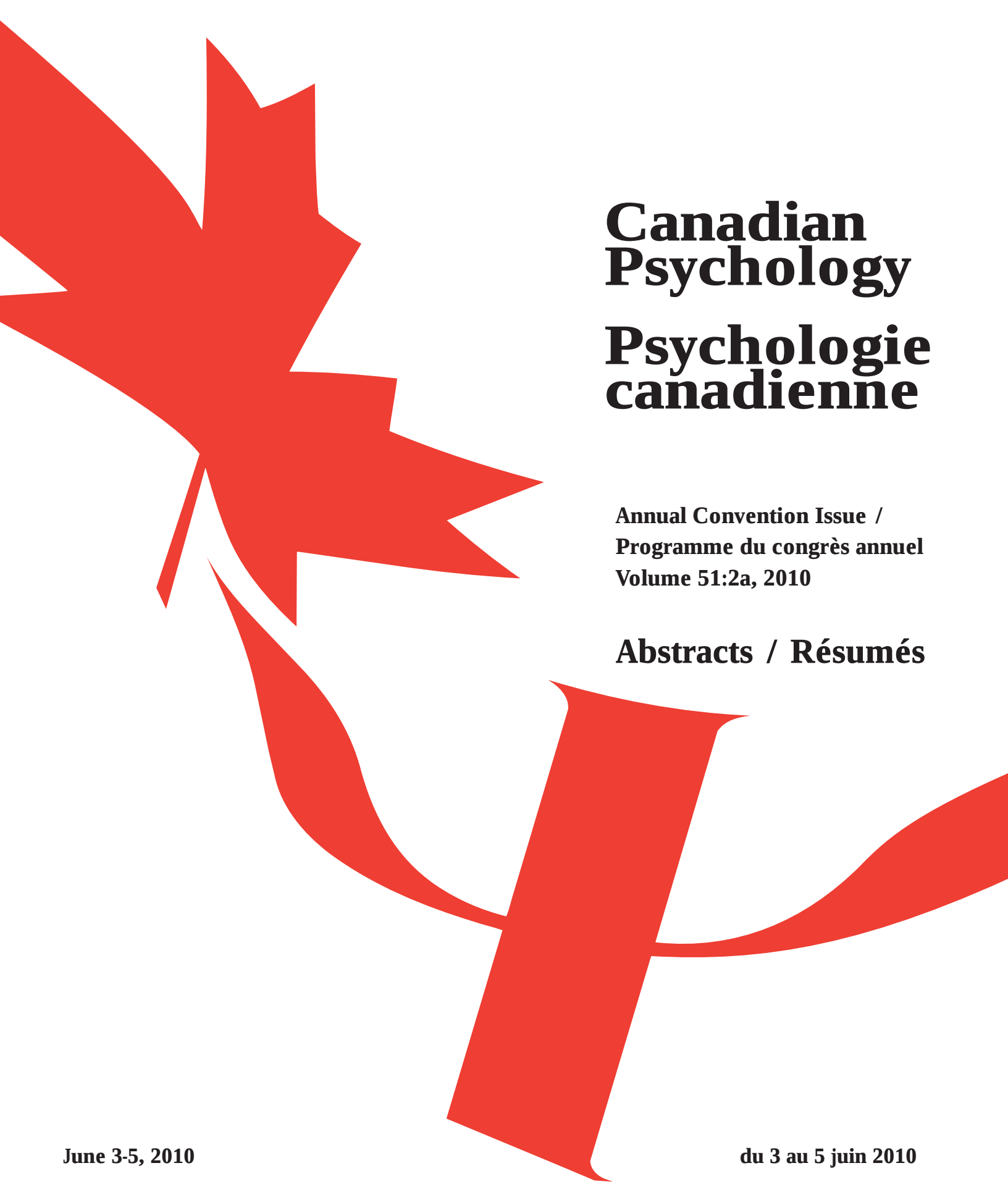

Canadian Psychology

Psychologie canadienne

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Programme du congrès annuel
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Abstracts / Résumés

June 3-5, 2010 **du 3 au 5 juin 2010**

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Winnipeg, Manitoba

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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).

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

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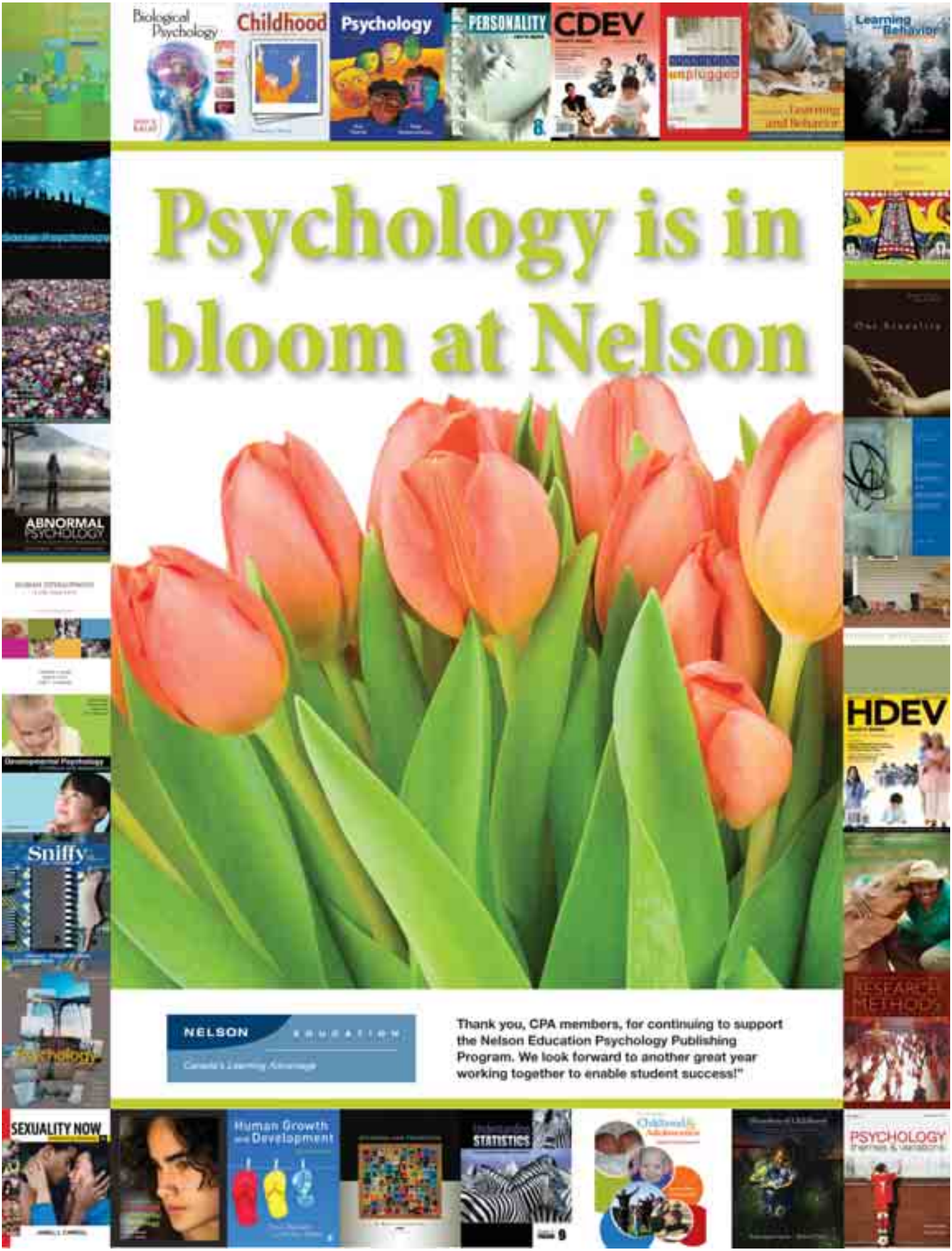
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AT-A-GLANCE: THURSDAY, JUNE 3 – MORNING / COUP D'OEIL: JEUDI 3 JUIN – MATIN

TIME	GRAND BALLROOM Delta Winnipeg - Second Floor Exhibits and Posters	CAMPAIGN A Delta Winnipeg - Second Floor 60 Theatre	CAMPAIGN B Delta Winnipeg - Second Floor 140 Theatre	KILDONAN Delta Winnipeg - Second Floor 60 Theatre	ALBERT Delta Winnipeg - Concourse Level 130 Theatre
7:00 AM	**SUNRISE CEREMONY / CÉRÉMONIE DE L'AUBE** Led by Elder Charlie Nelson, Roseau River First Nation / Dirigée par l'Aîné de la Bande de la rivière Roseau, Charlie Nelson MEETING ROOM 2H Winnipeg Convention Centre 7:00 AM - 7:55 AM				
8:00 AM	14322 **FIRST TIME PRESENTER'S BREAKFAST** (By Invitation Only) **PETIT-DÉJEUNER À L'INTENTION DES CONFÉRENCIERS QUI PRÉSENTENT LEUR PREMIÈRE COMMUNICATION** (seulement sur invitation) MEETING ROOM 2G Winnipeg Convention Centre 8:00 AM - 8:55 AM				
9:00 AM 9:30 AM	14321 **WELCOMING CEREMONY / CÉRÉMONIE DE BIENVENUE** Honoring our Best / Hommage au mérite MEETING ROOM 2E-F Winnipeg Convention Centre 9:00 AM - 9:55 AM				
10:00 AM 10:30 AM	14241 **CPA PRESIDENTIAL ADDRESS / ALLOCUTION PRÉSIDENTIELLE** Recent Advances in the Treatment of Anxiety Disorders *Martin Antony* MEETING ROOM 2E-F - Winnipeg Convention Centre 10:00 AM - 10:55 AM				
11:00 AM	14313 **POSTER SESSION 'A' / PRÉSENTATION PAR AFFICHAGE** Adult Development and Aging Brain and Behaviour Clinical Neuropsychology Developmental Psychology Substance Abuse / Dependence 11:00 AM - 12:55 PM GRAND BALLROOM Delta Winnipeg	13568 **WORKSHOP** *Clinical Psychology* Cognitive-Behavioral Treatment for Death Anxiety *Patricia Furer, John Walker* 11:00 PM -12:55 PM	13747 **SYMPOSIUM** Townhall Session: The Advocacy of Psychology and the Psychology of Advocacy *Catherine Lee, Bob McIlwraith, Karen Cohen* 11:15 AM - 12:55 PM	13439 **WORKSHOP** *Sexual Orientation and Gender Identity Issues* Same-Sex Domestic Violence: Similarities and Differences *Jane Oxenbury* 11:00 AM - 12:55 PM	13473 **WORKSHOP** *Health Psychology* Psychologists' Role in End-Of-Life-Decision-Making *Jo-Anne Willment, Sharon Cairns* 11:00 AM - 12:55 PM
11:30 AM					
12:00 PM					
12:30 PM					

TIME	VICTORIA Delta Winnipeg - Concourse Level 130 Theatre	COLBOURNE Delta Winnipeg - Third Floor 65 Theatre	MEETING ROOM 5 Winnipeg Convention Centre 65 Classroom	MILLENNIUM SUITE Winnipeg Convention Centre Round-tables	TALBOT Delta Winnipeg - Second Floor 20 Boardroom	WESTMINSTER Delta Winnipeg - Second Floor 20 Boardroom
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9:00 AM 9:30 AM	14321 **WELCOMING CEREMONY / CÉRÉMONIE DE BIENVENUE** Honoring our Best / Hommage au mérite MEETING ROOM 2E-F Winnipeg Convention Centre 9:00 AM - 9:55 AM					
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11:00 AM 11:30 AM	14061 **WORKSHOP** *Psychologists in Education* College Edition Learning and Memory Battery *Allyson Harrison, Alana Holmes* 11:00 AM - 12:55 PM	13616 **WORKSHOP** *Traumatic Stress* EMDR and the Psychologist *Barbara Horne* 11:00 AM - 12:55 PM	13643 **WORKSHOP** *Psychoanalytic and Psychodynamic Psychology* Bio-Emotive Therapy: A New Framework for Understanding Emotions and Their Primary Role in Psychopathology *Douglas Tataryn* 11:00 AM - 12:55 PM	13517 **WORKSHOP** *Students in Psychology* Where do Psychologists fit? Exploring Career Opportunities for Psychologists. *Rana Pishva, Annie Drouin* 11:00 AM - 12:55 PM	13319 **SECTION BUSINESS MEETING /** *Teaching of Psychology* SECTION PROGRAM *Nicholas Skinner* 11:00 AM - 11:55 AM	14283 **SECTION BUSINESS MEETING /** *Aboriginal Psychology* SECTION PROGRAM *Dana Bova* 11:00 AM - 11:55 AM
12:00 PM 12:30 PM					14272 **SECTION BUSINESS MEETING /** *Psychopharmacology* SECTION PROGRAM *David Nussbaum* 12:00 PM - 12:55 PM	

AT-A-GLANCE: THURSDAY, JUNE 3 – AFTERNOON / COUP D'OEIL: JEUDI 3 JUIN – APRÈS-MIDI

TIME	GRAND BALLROOM Delta Winnipeg - Second Floor Exhibits and Posters	CAMPAIGN A Delta Winnipeg - Second Floor 60 Theatre	CAMPAIGN B Delta Winnipeg - Second Floor 140 Theatre	KILDONAN Delta Winnipeg - Second Floor 60 Theatre	ALBERT Delta Winnipeg - Concourse Level 130 Theatre
1:00 PM		13172 **INVITED SPEAKER** (CPA) *Extremism and Terrorism* SECTION PROGRAM Replacing Multiculturalism with Omniculturalism to Meet the Challenge of Radicalization, Terrorism, and Fractured Globalization *Fathali Moghaddam* 1:00 PM - 1:55 PM	13268 **INVITED SPEAKER** (CPA / SECTION) *Clinical Psychology / Counselling Psychology* SECTION PROGRAM Beating the Odds: Promoting Self-Recovery from Gambling Problems with Brief Motivational Interventions *David Hodgins* 1:00 PM - 1:55 PM	13174 **INVITED SPEAKER** (CPA) *Sexual Orientation and Gender Identity Issues* SECTION PROGRAM Rewriting the Rules? Non-Monogamies and Other Adventures in Non-Normative Relationships *Meg Barker* 1:00 PM - 1:55 PM	13686 **WORKSHOP** *Teaching of Psychology* An Introduction to Concepts and Techniques in Statistical Mediation and Moderation *Lila McCormick, Kailey Reynolds* 1:00 PM - 2:55 PM
1:30 PM					
2:00 PM		14287 **SECTION BUSINESS MEETING** *Traumatic Stress* SECTION PROGRAM *Alain Brunet, Anne Dietrich* 2:00 PM - 2:55 PM	13186 **INVITED SPEAKER** (CPA) *International and Cross-Cultural Psychology* SECTION PROGRAM Making a River Flow Back Up a Mountain: Survey Research as a Vehicle for Constructive Change in Disadvantaged Cultural Communities *Donald Taylor* 2:00 PM - 2:55 PM	14320 **THEORY REVIEW SESSION 'A'** *Jennifer Veitch, moderator* **Clinical** The Evolution of Codes of Ethics in Psychology: Going International *Janel Gauthier* 2:00 PM - 2:25 PM **Health** Creating Responsive Practice Guidelines for Smoking Prevention & Cessation: Psychology's Contribution and the CAN-ADAPTT Initiative *Cameron Norman* 2:30 PM - 3:00 PM **International and Cross Cultural** A conceptual model of discipline development and the internationalization of psychological research: Do the scientometric data fit the model? *John Adair* 3:00 PM - 3:25 PM	
2:30 PM					
3:00 PM	14311 **POSTER SESSION 'B' / PRÉSENTATION PAR AFFICHAGE** Aboriginal Psychology Community Psychology Family Psychology Psychologists in Education Rural and Northern Psychology Sexual Orientation and Gender Identity Teaching of Psychology Women and Psychology (SWAP) 3:00 PM - 4:55 PM GRAND BALLROOM Delta Winnipeg	13681 **WORKSHOP** What does Psychological Practice look like across Canada? *Ashley Ronson* 3:00 PM - 4:55 PM	13351 **KEYNOTE (SECTION)** *Clinical Psychology* SECTION PROGRAM Flying Blind: The Challenge of Informing Consumers About Treatment Choices for Common Mental Health Problems *John Walker* 3:00 PM - 3:55 PM		14078 **KEYNOTE (SECTION)** *Psychopharmacology* SECTION PROGRAM Integration of Psychopharmacology into Clinical Practice: What Every Psychological Practitioner Should Know *Morgan Sammons* 3:00 PM - 4:55 PM
3:30 PM				13914 **SYMPOSIUM** *Counselling Psychology* Developing Competency in Program Development and Evaluation *Sharon Cairns, Angela Bardick, Jenn Winters, Sarah Mastoras, Emma Climie* 3:30 PM - 4:55 PM	
4:00 PM			13535 **CONVERSATION SESSION** *Psychoanalytic and Psychodynamic Psychology* Psychoanalytic Art Therapy: A Personal History *Paul Jerry* 4:00 PM - 4:55 PM		
4:30 PM					
5:00 PM	14323 **PRESIDENTIAL RECEPTION / RÉCEPTION PRÉSIDENTIELLE** MEETING ROOM 2G - Winnipeg Convention Centre 5:00 PM - 6:55 PM				
5:30 PM					

TIME	VICTORIA Delta Winnipeg - Concourse Level 130 Theatre	COLBOURNE Delta Winnipeg - Third Floor 65 Theatre	MEETING ROOM 5 Winnipeg Convention Centre 65 Classroom	MILLENNIUM SUITE Winnipeg Convention Centre Round-tables	TALBOT Delta Winnipeg - Second Floor 20 Boardroom	WESTMINSTER Delta Winnipeg - Second Floor 20 Boardroom
1:00 PM	13170 **INVITED SPEAKER** (CPA) *Criminal Justice Psychology* SECTION PROGRAM From Flipping Coins to Looking at Both Sides of Them: Assessing Violence Risks and Strengths over the Short-Term *Christopher Webster* 1:00 PM - 1:55 PM	13414 **KEYNOTE (SECTION)** *Environmental Psychology* SECTION PROGRAM Psychology's Contributions to Combating Global Climate Change: The 2009 APA Task Force Report *Robert Gifford* 1:00 PM - 1:55 PM	13614 **WORKSHOP** *Students in Psychology* Doing Thesis and Dissertation Research the Smart Way: How to Establish and Run Your Own Student Research Lab *Carlton Duff, Robinder (Rob) Bedi* 1:00 PM - 2:25 PM	14326 **ROUND-TABLE CONVERSATION SESSION 'A'** **Brain and Behaviour** *Heath Matheson* **Community** *Andrea M Lee* **Counselling** *Paul Jerry, Vivian Lalande, K Jessica Van Vliet* **Developmental** *Niusha Ghazban* **Education** *Laurie Petch* **Religion** *Andrew Hatala* **Rural and Northern** *Kathryn Belicki* 1:00 PM - 1:55 PM	13326 **SECTION BUSINESS MEETING** Social and Personality Psychology SECTION PROGRAM *Sean Moore* 1:00 PM - 1:55 PM	14266 **SECTION BUSINESS MEETING** Adult Development and Aging SECTION PROGRAM *Philippe Cappeliez* 1:00 PM - 1:55 PM
1:30 PM						
2:00 PM	13304 **SECTION BUSINESS MEETING** SECTION PROGRAM Counselling Psychology *Sharon Cairns* 2:00 PM - 2:55 PM	13159 **SECTION BUSINESS MEETING** SECTION PROGRAM Women and Psychology *Teresa Janz* 2:00 PM - 3:55 PM **MOVED** Winnipeg Convention Centre Meeting Room 2E-F		13481 **SYMPOSIUM** Ethics Update 2010 *Jean Pettifor, Carole Sinclair, Cannie Stark, Maria Helena Canizares Garcia, Denise Larsen* 2:00 PM - 3:25 PM	13397 **SECTION BUSINESS MEETING** Psychoanalytic and Psychodynamic Psychology SECTION PROGRAM *Paul Jerry* (2:00 PM - 2:55 PM)	13222 **SECTION BUSINESS MEETING** Clinical Psychology Section SECTION PROGRAM *Mark Lau* 2:00 PM - 2:55 PM
2:30 PM						
3:00 PM	13508 **WORKSHOP** *Clinical Psychology* Ethical Issues in Working with Third Parties: Prototypical Cases *Brian Chartier, W. James Arnold* 3:00 PM - 4:55 PM	13426 **WORKSHOP** *Students in Psychology / Scientific Affairs* Show Me the Money: Tips on Applying for and Obtaining External Scholarships and Grants. *Pamela Seeds, Philip Jai Johnson, David Dozois* 3:00 PM - 4:55 PM	13695 **WORKSHOP** *Clinical Psychology* Treatment of Social Anxiety Disorder and Social Isolation: Helping Clients to Improve Friendships and Social Life *Carrie Lionberg, Rehman Abdulrehman* 3:00 PM - 4:55 PM		13273 **SECTION BUSINESS MEETING** Extremism and Terrorism SECTION PROGRAM *Ian McKenzie* 3:00 PM - 3:55 PM	13233 **SECTION BUSINESS MEETING** Sport and Exercise Psychology SECTION PROGRAM *Peter Crocker* 3:00 PM - 3:55 PM
3:30 PM						
4:00 PM				14327 **ROUND-TABLE CONVERSATION SESSION 'B'** **Clinical** *Julie Beaulac, Naomi S. Berger* **Counselling** *Vivian Lalande* **I / O** *Blake Jelley, Peter Hausdorf* **International Cross Cultural** *Rehman Abdulrehman, Shafik Sunderani, Amanda L. Baldwin* **Traumatic Stress** *Patrice Keats* **Accreditation Panel** *Peter Henderson, Heather MacIntosh* 4:00 PM - 4:55 PM	13272 **RECEPTION** Extremism and Terrorism SECTION PROGRAM *Ian McKenzie* 4:00 PM - 4:55 PM	13234 **RECEPTION** Sport and Exercise Psychology SECTION PROGRAM *Peter Crocker* 4:00 PM - 4:55 PM
4:30 PM						
5:00 PM	14323 **PRESIDENTIAL RECEPTION / RÉCEPTION PRÉSIDENTIELLE** MEETING ROOM 2G - Winnipeg Convention Centre 5:00 PM - 6:55 PM					
5:30 PM						

AT-A-GLANCE: FRIDAY, JUNE 4 – MORNING / COUP D'OEIL: VENDREDI 4 JUIN – MATIN

TIME	GRAND BALLROOM Delta Winnipeg - Second Floor Exhibits and Posters	CAMPAIGN A Delta Winnipeg - Second Floor 60 Theatre	CAMPAIGN B Delta Winnipeg - Second Floor 140 Theatre	KILDONAN Delta Winnipeg - Second Floor 60 Theatre	ALBERT Delta Winnipeg - Concourse Level 130 Theatre	VICTORIA Delta Winnipeg - Concourse Level 130 Theatre
8:00 AM						
8:30 AM						
9:00 AM	13189 **HONORARY PRESIDENT'S ADDRESS / ALLOCUTION DE LA PRÉSIDENTE D'HONNEUR** A Professional , Public, and Personal Life in Moods *Kay Redfield Jamison* MEETING ROOM 2E-F - Winnipeg Convention Centre 9:00 AM - 9:55 AM					
9:30 AM						
10:00 AM		13176 **SYMPOSIUM** *Industrial and Organizational Psychology* Emerging Research on Workplace Aggression *Sandy Hershcovis, Laurie Barclay, Kara Arnold, Arla Day, Tara Reich* 10:00 AM - 11:25 AM	13703 **SYMPOSIUM** *Clinical Psychology* Registration / Licensure / Professional Mobility: What Students Need to Know *Joseph Rallo, Stephen Demers, Jack Schaffer* 10:00 AM - 11:25 AM	14172 **SYMPOSIUM** *Psychopharmacology* Towards a Systematic Approach to Brain-Behaviour Relationships *David Nussbaum, Melanie Douglass, Matthew Keough, Wade Deamond* 10:00 AM - 11:25 AM	13312 **SYMPOSIUM** *Environmental Psychology* Understanding Pro-Environmental Behaviour and Environmental Inaction: Theory and Research *Loraine Lavallee, Frederick Grouzet, Amanda McIntyre, Loraine Lavallee, Robert Gifford* 10:00 AM - 11:25 PM	14253 **SYMPOSIUM** *Aboriginal Psychology* Indigenous Community Success Stories: Suicide Prevention from the Inside *Ed Connors, Michael Kral, Dave Masecar, Lori Idlout, Brenda Restoule* 10:00 AM - 11:25 AM
10:30 AM						
11:00 AM						
11:30 AM	13190 **THE FAMILY OF PSYCHOLOGY KEYNOTE ADDRESS / CONFÉRENCE "LA FAMILLE DE LA PSYCHOLOGIE"** Why so Many Leaders in Society are Rotten and What We Can Do about It, If We Really Want To *Robert Sternberg* MEETING ROOM 2E-F Winnipeg Convention Centre 11:30 AM - 12:25 PM					
12:00 PM						

TIME	COLBOURNE Delta Winnipeg - Third Floor 65 Theatre	MEETING ROOM 5 Winnipeg Convention Centre 65 Classroom	MILLENNIUM SUITE Winnipeg Convention Centre Round-tables	TALBOT Delta Winnipeg - Second Floor 20 Boardroom	WESTMINSTER Delta Winnipeg - Second Floor 20 Boardroom	CABINET Delta Winnipeg - Second Floor 14 Boardroom
8:00 AM				14270 **SECTION BUSINESS MEETING** *Clinical Neuropsychology* SECTION PROGRAM *Grant Iverson* 8:00 AM - 8:55 AM	14274 **SECTION BUSINESS MEETING** *Family Psychology* SECTION PROGRAM *Ranjana Jha* 8:00 AM - 8:55 AM	14328 **COMMITTEE BUSINESS MEETING** Canadian National Committee of the National Research Council for the International Union of Psychological Science Business Meeting *Janel Gauthier, Jennifer Veitch* 8:00 AM - 8:55 AM
8:30 AM						
9:00 AM	13189 **HONORARY PRESIDENT'S ADDRESS / ALLOCUTION DE LA PRÉSIDENTE D'HONNEUR** A Professional , Public, and Personal Life in Moods *Kay Redfield Jamison* MEETING ROOM 2E-F - Winnipeg Convention Centre 9:00 AM - 9:55 AM					
9:30 AM						
10:00 AM	14318 **ORAL PAPER SESSION** *History and Philosophy of Psychology* Theoretical Explorations in Psychology *Jason Goertzen, Colin Bakker, Marissa Barnes, Christopher Lepine* 10:00 AM - 11:25 AM	13352 **SYMPOSIUM** *Social and Personality Psychology* What's Love got to do with it? New Directions in Relationship Science *John Holmes, Beverley Fehr, Jessica Cameron, Geoff MacDonald* 10:00 AM - 11:25 AM	14025 **SYMPOSIUM** *International and Cross-Cultural Psychology* International / Cross-Cultural Student Symposium Part 1: Attitudinal and Emotional Processes in Diverse Contexts *Maya Yampolsky, Andy Ng, Chang Su, Jessica Dere* 10:00 AM - 11:25 AM	14252 **CONVERSATION SESSION** The 5th Revision of the Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology *Peter Henderson, Heather MacIntosh* 10:00 AM - 11:25 AM	14260 **SECTION BUSINESS MEETING** *Criminal Justice Psychology Section* SECTION PROGRAM *Mark Olver* 10:00 AM - 11:25 AM	13365 **SECTION BUSINESS MEETING** *Students in Psychology* SECTION PROGRAM *Philip Johnson* 10:00 AM - 10:55 AM
10:30 AM						
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12:00 PM						

14242 **SYMPOSIUM**
Extremism and Terrorism – Understanding Terrorism
Wagdy Loza, David Nussbaum, Anna Gray, Lianne McLellan
1:00 PM - 2:25 PM
Meeting Room 2E – Winnipeg Convention Centre

AT-A-GLANCE: FRIDAY, JUNE 4 – AFTERNOON / COUP D'OEIL: VENDREDI 4 JUIN – APRÈS-MIDI

TIME	GRAND BALLROOM Delta Winnipeg - Second Floor Exhibits and Posters	CAMPAIGN A Delta Winnipeg - Second Floor 60 Theatre	CAMPAIGN B Delta Winnipeg - Second Floor 140 Theatre	KILDONAN Delta Winnipeg - Second Floor 60 Theatre	ALBERT Delta Winnipeg - Concourse Level 130 Theatre	VICTORIA Delta Winnipeg - Concourse Level 130 Theatre
12:30 PM	14309 **POSTER SESSION 'C' / PRÉSENTATION PAR AFFICHAGE** *Social & Personality* 12:30 PM - 2:25 PM GRAND BALLROOM Delta Winnipeg	13974 **WORKSHOP** *Rural and Northern Psychology* A Model for Developing Interprofessional Primary Care Capacity in Managing Chronic Disorders: A Demonstration of the Eating Disorder Interprofessional Community Capacity Building Program Model and Pilot Results *Olga Heath, Tanis Adey, Anna Dominic, Susan Pardy, Pamela Button* 12:30 PM - 2:25 PM	13889 **WORKSHOP** *Teaching of Psychology* CAPSI: A Tool for Teaching, Training, and Therapy *Joseph Pear, Louis Svenningsen, Heather Simister* 12:30 PM - 2:25 PM	14330 **WORKSHOP** The Future of Diagnosis: A Discussion of the Draft Criteria for DSM-5 *Martin Antony, Patrick Baillie, Peter Bieling, David Hodgins* 12:30 PM - 1:25 PM	13358 **WORKSHOP** *Industrial and Organizational Psychology* The Art and Science of Employee Surveys *Peter Hausdorf* 12:30 PM - 2:25 PM	13778 **WORKSHOP** *Clinical Psychology* New Psychosocial Interventions for ADHD Developed at Manitoba's ADHD Service *Michelle Warren, Patricia Kovnats, Lori White, Denise Gunter, Melissa Ancelin* 12:30 PM - 2:25 PM
1:30 PM				13725 **SYMPOSIUM** Practice and Science Directorates 411 *Karen Cohen, David Dozois, Jennifer Frain, John Service, Lorne Sexton, Lisa Votta-Bleeker* 1:30 PM - 2:25 PM		
2:00 PM						
2:30 PM		13370 **KEYNOTE (SECTION)** *Students in Psychology* SECTION PROGRAM Best Practices for New Psychology Teachers *Nicholas Skinner* 2:30 PM - 3:55 PM	14263 **SYMPOSIUM** President's New Researcher's Award / Symposium pour les récipiendaires du prix du nouveau chercheur *Martin Antony, Rebecca Pillai Riddell, Paul Frewen, Patrick Gaudreau* 2:30 PM - 3:55 PM	14325 **THEORY REVIEW SESSION B** *Brian Chartier, moderator* ***Criminal Justice*** How should we Report the Accuracy of Risk Assessments for Crime and Violence? *R. Karl Hanson* 2:30 PM - 2:55 PM ***Family*** Career Psychology of Ethic Youths: A Relational Exploration *Charles Chen* 3:00 PM - 3:25 PM ***History and Philosophy*** C. G. Jung's Hermeneutics *William Smythe* 3:30 PM - 3:55 PM	13811 **SYMPOSIUM** *Perception, Learning and Cognition* Perception and Cognition: What We Can Learn from Diverse Populations *Alisa McArthur, Jason Leboe, Aimée Surprenant, Jonathan Marotta* 2:30 PM - 3:55 PM	13145 **INVITED SPEAKER** (CPA / SECTION) *Industrial and Organizational Psychology* SECTION PROGRAM The Role of Emotions in Employee and Organizational Health: A Social Exchange Theory Perspective *Lois Tetrick* 2:30 PM - 3:25 PM
3:00 PM	14308 **POSTER SESSION 'D' / PRÉSENTATION PAR AFFICHAGE** Clinical Psychology (3:00 PM - 4:55 PM) GRAND BALLROOM Delta Winnipeg					
3:30 PM						
4:00 PM		13658 **SYMPOSIUM** *Social and Personality Psychology* Partner- and Relationship-Enhancement and Relationship Quality in Romantic Relationships *Susan Boon, Marian Morry, Mie Kito, Kenneth Sheppard* 4:00 PM - 5:25 PM	13317 **KEYNOTE** (Section) *Teaching of Psychology* SECTION PROGRAM Supporting the Development of Critical Thought and Effective Communication: The Pedagogical Power of Peer Assessment via peer Scholar *Steve Joordens, Dwayne Pare* 4:00 PM - 5:25 PM	14148 **SYMPOSIUM** *International and Cross-Cultural Psychology* International / Cross-Cultural Student Symposium Part 2: Multicultural Identity, Prejudice, and Linguistic Processes *Maya Yampolsky, Evelina Lou, Katie Collins* 4:00 PM - 5:25 PM	13399 **SYMPOSIUM** *Health Psychology* Discourses of Responsibility in Depression Talk and Texts *Linda McMullen, Jeffrey Letourneau, Kristjan Sigurdson, Elizabeth Alexander, Agitha Valiakalayil* 4:00 PM - 5:25 PM	14170 **SYMPOSIUM** *Counselling Psychology* Stress and Coping in First Year University Undergraduates Pamela Button, Christopher Duggan, Michael Sornberger 4:00 PM - 5:25 PM
4:30 PM						
5:00 PM						
5:30 PM à / to 7:25 PM	14258 **ANNUAL GENERAL MEETING / ASSEMBLÉE GÉNÉRALE ANNUELLE** MEETING ROOM 2E-F (5:30 PM - 7:25 PM)					

TIME	COLBOURNE Delta Winnipeg - Third Floor 65 Theatre	MEETING ROOM 5 Winnipeg Convention Centre 65 Classroom	MILLENNIUM SUITE Winnipeg Convention Centre Round-tables	TALBOT Delta Winnipeg - Second Floor 20 Boardroom	WESTMINSTER Delta Winnipeg - Second Floor 20 Boardroom	CABINET Delta Winnipeg - Second Floor 14 Boardroom
12:30 PM	13849 **SYMPOSIUM** *History and Philosophy of Psychology* Envisioning the Future of Psychology *Thomas Teo, William Smythe, Jason Goertzen, Angelina Baydala, Frances Cherry)* 12:30 PM - 2:25 PM	13249 **WORKSHOP** *Students in Psychology* Clinical or Counselling Psychology – Which Program Is For Me? *Lara Cross, Anne Wagner* 12:30 PM - 2:25 PM	13167 **KEYNOTE** (SECTION) Women and Psychology SECTION PROGRAM Culture in Psychotherapy: A Perspective from a Multicultural Therapist *Shaké Toukmanian* 12:30 PM - 1:25 PM	14302 **COMMITTEE BUSINESS MEETING** *Education & Training* *Peter Bieling, Sandra Byers, Deborah Dobson, Michel Dugas, Jacqueline Goodwin, Tina Montreuil, Randy Paterson, John Walker, Laurene Wilson, Nicola Wright* 12:30 PM - 1:25 PM		13412 **SECTION BUSINESS MEETING** Environmental Psychology SECTION PROGRAM *Jennifer Veitch* 12:30 PM - 1:25 PM
1:30 PM			13166 **RECEPTION / SOCIAL HOUR** *Women and Psychology* SECTION PROGRAM *Teresa Janz* 1:30 PM - 2:25 PM		14303 **COMMITTEE BUSINESS MEETING** Membership *Aimée Surprenant, Peter Bieling, Jessica Cameron, Christine Chambers, Amanda Lints-Martindale, Martin Provencher, Kelly Smith, William Whelton* 1:30 PM - 2:25 PM	14267 **SECTION BUSINESS MEETING** Section Program Brain and Behaviour *Robert St John* 1:30 PM - 2:25 PM
2:00 PM						
2:30 PM	14227 **KEYNOTE** (SECTION) *History and Philosophy of Psychology* SECTION PROGRAM Teaching the History of Psychology: The Whys and Hows *Joseph Pear* 2:30 PM - 3:25 PM	13742 **WORKSHOP** The Nuts & Bolts of Submitting a Proposal ~ Preparing a Common CV *Lisa Votta-Bleeker* 2:30 PM - 3:55 PM	13146 **KEYNOTE** (SECTION) *Psychologists in Education* SECTION PROGRAM Mental Health Promotion: The (Educational or) School Psychologist's Role *John Walker* 2:30 PM - 3:25 PM	14276 **SECTION BUSINESS MEETING** *Military Psychology* SECTION PROGRAM *Peter Bradley* 2:30 PM - 3:25 PM	14261 **SECTION BUSINESS MEETING** *Sexual Orientation and Gender Identity Issues* SECTION PROGRAM *Todd Morrison* 2:30 PM - 3:25 PM	14273 **SECTION BUSINESS MEETING** *Developmental Psychology* SECTION PROGRAM *Jennifer Sullivan* 2:30 PM - 3:25 PM
3:00 PM						
3:30 PM	13603 **WORKSHOP** *Clinical Psychology* Assessment and Treatment of Co-morbid Anxiety in Individuals with Intellectual Disabilities *Heather Simister, James Ediger, Leslie Thorne* 3:30 PM - 5:25 PM		13148 **SECTION BUSINESS MEETING** *Psychologists in Education* SECTION PROGRAM *Donald Saklofske* 3:30 PM - 4:25 PM	14293 **COMMITTEE BUSINESS MEETING** CPA Foundation Business Meeting *Kenneth Craig, Peter Bieling, Jean-Paul Boudreau, Karen Cohen, David Dozois, Roberta McKay, Linda McPhee* 3:30 PM - 5:25 PM	14297 **COMMITTEE BUSINESS MEETING** *Professional Affairs* *Sexton Lorne, Sharon Cairns, Tavis Campbell, Ester Cole, Jennifer Frain, Mark Lau, Judi Malone, Ian Nicholson, Mark Olver, Tricia Orzeck, Kelly Smith, Don Saklofske* 3:30 PM - 4:25 PM	14279 **SECTION BUSINESS MEETING** *Substance Abuse / Dependence* SECTION PROGRAM *David Teplin* (3:30 PM - 4:25 PM)
4:00 PM		14116 **SYMPOSIUM** *Clinical Psychology* Current Issues in Data Analysis: Mediation, Clinical Significance, and More *Robert Cribbie, Donald Sharpe, Dave Flora, Constance Mara* 4:00 PM - 5:25 PM				
4:30 PM			13147 **RECEPTION** *Psychologists in Education* SECTION PROGRAM *Joseph Snyder* 4:30 PM - 5:25 PM		13366 **RECEPTION** *Students in Psychology* SECTION PROGRAM *Philip Jai Johnson* 4:30 PM - 5:25 PM	
5:00 PM						
5:30 PM à / to 7:25 PM	14258 **ANNUAL GENERAL MEETING / ASSEMBLÉE GÉNÉRALE ANNUELLE** MEETING ROOM 2E-F (5:30 PM - 7:25 PM)					

AT-A-GLANCE: SATURDAY, JUNE 5 – MORNING / COUP D'OEIL: SAMEDI 5 JUIN – MATIN

TIME	GRAND BALLROOM Delta Winnipeg - Second Floor Exhibits and Posters	CAMPAIGN A Delta Winnipeg - Second Floor 60 Theatre	CAMPAIGN B Delta Winnipeg - Second Floor 140 Theatre	KILDONAN Delta Winnipeg - Second Floor 60 Theatre	ALBERT Delta Winnipeg - Concourse Level 130 Theatre	VICTORIA Delta Winnipeg - Concourse Level 130 Theatre
8:00 AM						
8:30 AM						
9:00 AM	13188 **SCIENCE & APPLICATIONS KEYNOTE ADDRESS / CONFÉRENCE " SCIENCE & APPLICATIONS"** First Nations "Psychology" Is Alive and Well *Edward Connors* PAN AM ROOM – Winnipeg Convention Centre 9:00 AM - 9:55 AM					
9:30 AM						
10:00 AM	14314 **POSTER SESSION 'E' / PRÉSENTATION PAR AFFICHAGE** Health Psychology Industrial / Organizational Perception, Learning and Cognition Psychopharmacology Psychophysilogy 10:00 AM - 11:55 AM GRAND BALLROOM Delta Winnipeg	13301 **SYMPOSIUM** *Counselling Psychology* Envisioning Future: Counselling Psychology Students Speak *Kaori Wada, Alexandra Lerner, Emily Kerner, Beheshta Jaghori* 10:00 AM - 11:25 AM	13727 **SYMPOSIUM** *Rural and Northern Psychology* Extending our Reach: Innovative Strategies for Making Psychological Services accessible and Appropriate for Rural and Northern Populations *Karen Dyck, Maxine Holmqvist, Margaret Crossley, Shawnda Lanting* 10:00 AM - 11:25 AM	13446 **SYMPOSIUM** *Psychoanalytic and Psychodynamic Psychology Pychodynamic* Treatment Factors: A look at Theory, Assessment, and Treatment *Michael Sheppard, Trevor Olson, Michelle Presniak* 10:00 AM - 11:25 AM	14312 **CPA DONALD O. HEBB AWARD FOR DISTINGUISHED CONTRIBUTIONS TO PSYCHOLOGY AS A SCIENCE** From GSR to MRI, and Beyond: Four Decades of Research on Psychopathy *Robert Hare* 10:00 AM - 10:55 AM	14246 **SYMPOSIUM** *Extremism and Terrorism* The Role of Psychologists in Understanding and Prevention of Terrorist Attacks *Lianne McLellan, Steven Stein, Wagdy Loza, David Fischman* 10:00 AM - 11:25 AM
10:30 AM						
11:00 AM					14317 **CPA GOLD MEDAL AWARD FOR DISTINGUISHED LIFETIME CONTRIBUTIONS TO CANADIAN PSYCHOLOGY** Early Identification and Intervention to Prevent Reading Failure *Linda Siegel* 11:00 AM - 11:55 AM	
11:30 AM		13784 **SYMPOSIUM** *Developmental Psychology* The Impact of Positive Relationships and Psychological Strengths on Adolescent Depression: Findings from Population-Based Studies *Jennine Rawana, Hien Nguyen, Stephanie Craig* 11:30 AM - 12:55 PM	13280 **SYMPOSIUM** *International and Cross-Cultural Psychology* National Aboriginal Peoples Studies *Dana Bova, Michael Adams, Sonya Kunkel, Teresa Janz, To Be Announced* 11:30 AM - 12:55 PM	13464 **SYMPOSIUM** *Community Psychology* Canadian Epidemiological Research on Mental Health: A Composition of Projects from the Manitoba Centre for Health Policy (MCHP) *Lauren Yallop, Deepa Singal, Janelle de Rocquigny, Brenda Comaskey* 11:30 AM - 12:55 PM		13196 **SYMPOSIUM** *Women and Psychology* Women's Experiences of Intimate Partner Violence: The Meaning of "Risk" *Diane Hiebert-Murphy, Douglas Brownridge, Janice Ristock* 11:30 AM - 12:55 PM
12:00 PM					14316 **CPA AWARD FOR DISTINGUISHED CONTRIBUTIONS TO PSYCHOLOGY AS A PROFESSION** Beyond The Birds and the Bees and Was it Good for You?: *E. Sandra Byers* 12:00 PM - 12:55 PM	
12:30 PM						

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8:00 AM					14271 **SECTION BUSINESS MEETING /** Perception, Learning and Cognition SECTION PROGRAM *James Clark* 8:00 AM - 8:55 AM	13254 **SECTION BUSINESS MEETING** Industrial and Organizational Psychology SECTION PROGRAM *Kibeom Lee* 8:00 AM - 8:55 AM	14301 **COMMITTEE BUSINESS MEETING** Past Presidents' Committee Business Meeting *Martin Antony* 8:00 AM - 8:55 AM
8:30 AM							
9:00 AM	13188 **SCIENCE & APPLICATIONS KEYNOTE ADDRESS / CONFÉRENCE " SCIENCE & APPLICATIONS"** First Nations "Psychology" Is Alive and Well *Edward Connors* PAN AM ROOM – Winnipeg Convention Centre 9:00 AM - 9:55 AM						
9:30 AM							
10:00 AM	14195 **SYMPOSIUM** *History and Philosophy of Psychology* Reframing as a Key Component of Critical Psychological Research *Frances Cherry, Glenn Walsh, Gisell Castillo, Colin Vincent* 10:00 AM - 11:25 AM	14280 **SYMPOSIUM** *Psychologists in Education* Emotional Intelligence: International Perspectives *Donald Saklofske, Tara Semple, Gina Ekermans, Eriko Fukuda* 10:00 AM - 11:25 AM	13432 **WORKSHOP** *International and Cross-Cultural Psychology* Survivors of Torture / War Trauma: Support and Intervention *Jane Oxenbury* 10:00 AM - 11:55 AM		14299 **COMMITTEE BUSINESS MEETING** *International Relations* *Janel Gauthier, John Adair, John Berry, Anthony Dugbartey, Gary Latham, Arnold Muller, Kimberly Noels, Akcali Ozge, Pierre Ritchie, Michel Sabourin, Saba Safdar, Sonia Singh, Peter Suedfeld, Randal Tonks, Marta Young* 10:00 AM - 10:55 AM	13402 **WORKSHOP** *CPA Site Visitor Training Workshop* *Peter Henderson, Heather MacIntosh* 10:00 AM - 1:55 PM	14305 **EDITORIAL BOARD MEETING** *CP* *John Hunsley, Luc Pelletier, Adam Radomsky, Raymond Léveillé* 10:00 AM - 10:55 AM
10:30 AM				13410 **SYMPOSIUM** *Clinical Psychology* Ethical Supervision in Teaching, Research, Practice, and Administration *Donald Stewart, Jean Pettifor, Michelle McCarron, Greg Schoeppt* 10:30 AM - 11:55 AM			
11:00 AM					14296 **COMMITTEE BUSINESS MEETING /** *Ethics* *Carol Sinclair, Kathryn Birnie, Janel Gauthier, Peter Graf, Denise Larsen, Ian Nicholson, Pat O'Neil, Jean Pettifor, Hélène Richard, Pierre Ritchie, Cannie Stark, Tom Strong, Ivan Zinger* 11:00 AM - 12:55 PM		14307 **EDITORIAL BOARD MEETING** *CJBS* *Greg Irving, Michel Claes, Raymond Léveillé* 11:00 AM - 11:55 AM
11:30 AM	14319 **ORAL PAPER SESSION** History and Philosophy of Psychology Studies in the History of Psychology *Jason Goertzen, Angela Bardick, Dane Burns, Laura Ball, John Connors* 11:30 AM - 12:55 PM	13161 **INVITED SPEAKER** (CPA) *Psychologists in Education* SECTION PROGRAM The Place of Evidence in Policy and Programming: How Interacting Belief Systems Influence Decision Makers Strengthening Research-Practice Relationships. *Ben Levin* 11:30 AM - 12:55 PM					
12:00 PM			14031 **WORKSHOP** *Clinical Psychology* Applying Behavioural Principles and Techniques to the Treatment of Children with Autism Spectrum Disorder *Krista Johnston, Robinder Bedi* 12:00 PM - 1:55 PM	14098 **SYMPOSIUM** *Criminal Justice Psychology* Evaluation of Moderate and High Intensity Family Violence Programs *Jeremy Mills, Angela Connors, Andrew Gray* 12:00 PM - 1:25 PM			
12:30 PM						*Continued*	

AT-A-GLANCE: SATURDAY, JUNE 5 – AFTERNOON / COUP D'OEIL: SAMEDI 5 JUIN – APRÈS-MIDI

TIME	GRAND BALLROOM Delta Winnipeg - Second Floor Exhibits and Posters	CAMPAIGN A Delta Winnipeg - Second Floor 60 Theatre	CAMPAIGN B Delta Winnipeg - Second Floor 140 Theatre	KILDONAN Delta Winnipeg - Second Floor 60 Theatre	ALBERT Delta Winnipeg - Concourse Level 130 Theatre	VICTORIA Delta Winnipeg - Concourse Level 130 Theatre
1:00 PM	14310 **POSTER SESSION 'F' / PRÉSENTATION PAR AFFICHAGE** Counselling Psychology Criminal Justice Psychology Environmental Psychology International and Cross-Cultural Psychologpy Military Psychology Psychoanalytic & Psychodynamic Sport & Exercise Psychology Students in Psychology Traumatic Stress 1:00 PM - 2:55 PM GRAND BALLROOM Delta Winnipeg	13289 **SYMPOSIUM** *Industrial and Organizational Psychology* Personality Research in Industrial / Organizational Psychology: Recent Empirical Findings and Theoretical Issues *Leah Hamilton, Pylin Chuapetcharasopon, Stephen Risavy, Thomas Oliver, Thomas O'Neill* 1:00 PM - 2:25 PM	13383 **SYMPOSIUM** *Health Psychology* New Models of Care at the Front Lines of Health Psychology *Lesley Graff, Andrea Piotrowski, Norah Vincent, Jason Ediger, George Kaoukis* 1:00 PM - 2:25 PM	13957 **SYMPOSIUM** *Women and Psychology* From Body Agency to Shame? Delineating Girls Embodied States through Adolescence Carves Paths for Alternative Outcome *Niva Piran, Robyn Legge, Sachiko Nagasawa, Michele Foster* 1:00 PM - 2:25 PM	14099 **SYMPOSIUM** *Perception, Learning and Cognition* Aspects of Human Memory *Douglas Mewhort, Murray Singer, Peter Graf, Joshua Handrigan, Randall Jamieson* 1:00 PM - 2:25 PM	13498 **SYMPOSIUM** *International and Cross-Cultural Psychology* Qualitative and Mixed Methods Approaches in Acculturation Research *Saba Safdar, Kimberly Noels, Randal Tonks, John Berry* 1:00 PM - 2:25 PM
1:30 PM						
2:00 PM						
2:30 PM		13724 **SYMPOSIUM** 2010 Updates on Activity and Initiatives of the Mental Health Commission of Canada (MHCC) *Karen Cohen, John Service* 2:30 PM - 3:25 PM	13255 **KEYNOTE** (SECTION) *Industrial and Organizational Psychology* SECTION PROGRAM Legal Briefs: An Overview of Law for the I / O Psychologist *Erika Ringseis* 2:30 PM - 3:25 PM	13458 **KEYNOTE** (SECTION) *Psychoanalytic and Psychodynamic Psychology* SECTION PROGRAM Dr. Otto Weininger Memorial Award Address *Paul Jerry* 2:30 PM - 3:55 PM	13405 **SYMPOSIUM** *Psychologists in Education* Year 2: The UBC School Psychology Internship Consortium *William McKee, Kenneth Cole, Barbara Holmes, Rashmeen Nirmal* 2:30 PM - 3:55 PM	13243 **SYMPOSIUM** *Perception, Learning and Cognition* Music and Memory: Development, expertise, mental status, and neural activation *Annabel Cohen, James Marsh, Ashley Vanstone, Takako Fujioka* 2:30 PM - 3:55 PM
3:00 PM						
3:30 PM			14324 **THEORY REVIEW SESSION 'C'** **Aboriginal** Honouring their way: Exploring and supporting the work of Indigenous Healers and Elders *Teresa Beaulieu* 3:30 PM- 3:55 PM Cultural Activities of Métis in Canada: Contributions to Cultural Continuity *Teresa Janz* 4:00 PM - 4:25 PM **Psychoanalytic & Psychodynamic** On Transcendence *Jon Mills* 4:30 PM - 4:55 PM **Women and Psychology** Harmonizing Qualitative Inquiry: A Preconceptual Model for Qualitative Data Analysis *Michelle McCarron* 5:00 PM - 5:25 PM			
4:00 PM				13511 **SYMPOSIUM** *Clinical Psychology* Better Information, Better Decisions, Better Care: Helping Parents Navigate Mental Health Treatment Options for their Children *John Walker, Leanne Mak, Charles Cunningham, Kristin Reynolds, Lynn Miller* 4:00 PM - 5:25 PM	13467 **SYMPOSIUM** *Social and Personality Psychology* Exploring 'New' Stereotypes, Prejudice, and Ways of Coping with Discrimination *David Kille, Cindy Ward, Jessica McCutcheon, Leah Funk, Stacey Sasaki* 4:00 PM - 5:25 PM	14138 **SYMPOSIUM** *Developmental Psychology* The Effects of Exposure to Intimate Partner Violence on Children *Caroline Piotrowski, Nicole Letourneau, Ashley Stewart-Tufescu, Kendra Nixon* 4:00 PM - 5:25 PM
4:30 PM		14329 **THEORY REVIEW SESSION 'D'** *History and Philosophy* Merleau-Ponty's Social Ontology and the Alternative to Mediational Cultural Psychology *Cor Baerveldt* 4:30 PM - 4:55PM The Problem with Postmodernism *Jon Mills* 5:00PM - 5:25PM				
5:00 PM						
5:30 PM						

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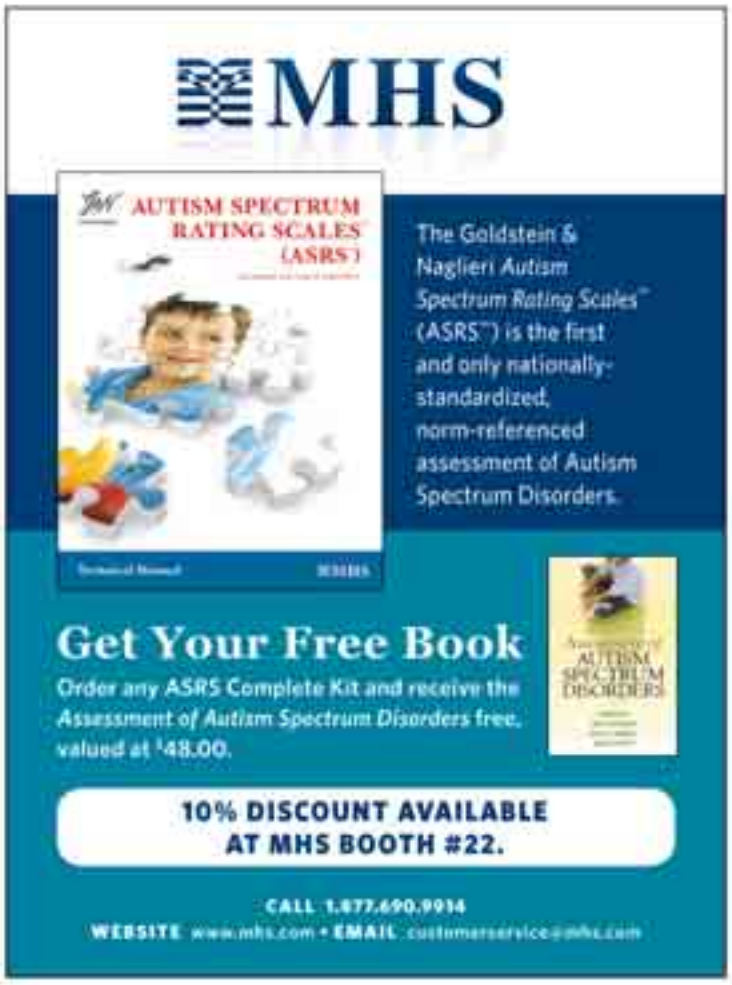
1:00 PM	13442 **SYMPOSIUM** *Rural and Northern Psychology* Developing, Providing, and Supporting Mental Health Services in Rural Communities Overview *Elizabeth Church, Judi Malone, Susan Pardy, Peter Cornish* 1:00 PM - 2:25 PM	14059 **SYMPOSIUM** *Psychologists in Education* Individualized Education Plans for Supporting Students with Internalizing and Externalizing Disorders: Current State and Best Practices *William McKee, Susanna Mathews, Erika Miller, Sarah Husain* 1:00 PM - 2:25 PM	14031 **WORKSHOP** *Clinical Psychology* Applying Behavioural Principles and Techniques to the Treatment of Children with Autism Spectrum Disorder Krista Johnston, Robinder Bedi 12:00 PM - 1:55 PM	14098 **SYMPOSIUM** *Criminal Justice Psychology* Evaluation of Moderate and High Intensity Family Violence Programs *Jeremy Mills, Angela Connors, Andrew Gray* 12:00 PM - 1:25 PM	14228 **SECTION BUSINESS MEETING** History and Philosophy of Psychology SECTION PROGRAM *John Connors* 1:00 PM - 1:55 PM	*Continued from 12 PM* 13402 **WORKSHOP** CPA Site Visitor Training Workshop *Peter Henderson, Heather MacIntosh* 10:00 AM - 1:55 PM	14294 **COMMITTEE BUSINESS MEETING** Scientific Affairs *David Dozois, Ken Craig, Anna-Beth Doyle, Janel Gauthier, Thomas Hadjis-tavropoulos, Jill Jacobson, Wolfgang Linden, Clarisa Markel, Valerie Kuhlmeier, Marian Morry, Morris Moscovitch, Valerie Thompson, Keith Wilson* 1:00 PM - 1:55 PM
1:30 PM				13663 **SYMPOSIUM** *Social and Personality Psychology* Canadian Perspectives on Forgiveness *Susan Boon, Michelle Green, Michael Wohl, Ward Struthers, Kenneth Sheppard* 1:30 PM - 2:55 PM			
2:00 PM			13242 **WORKSHOP / INTERNSHIP FAIR** *Students in Psychology* Preparing For Your Predoctoral Internship *Sandra Clark, Rebecca Mills, Kerry Mothersill, Nancy Link* 2:00 PM - 3:55 PM		14229 **RECEPTION** *History and Philosophy of Psychology* SECTION PROGRAM *John Connors* 2:00 PM - 2:55 PM	14338 **CPA TASK FORCE PUBLIC PRACTICE OF PSYCHOLOGY** *Lorne Sexton* 2:00 PM - 2:55 PM	14269 **SECTION BUSINESS MEETING** *International and Cross-Cultural Psychology* SECTION PROGRAM *Randal Tonks* 2:00 PM - 2:55 PM
2:30 PM	13963 **SYMPOSIUM** *Community Psychology* Exploring Neighborhood and Community Factors that Promote Early Learning and Development *Laurie Ford, Alexandra Percy, Maya Goldstein, Swiya Nath* 2:30 PM - 3:55 PM	13833 **SYMPOSIUM** *Clinical Psychology* What do Young Adults Know and Want to Know About Getting Help for Problems with Anxiety and Depression? *John Walker, Madalyn Marcus, Kimberley Ryan-Nicholls, Don Stewart* 2:30 PM - 3:55 PM					
3:00 PM				13329 **SYMPOSIUM** *Criminal Justice Psychology* Enhancing Responsivity in Forensic Rehabilitation *Jacqueline Cohen, Heather Moulden, Mark Olver* 3:00 PM - 4:25 PM	13155 **SECTION BUSINESS MEETING** *Health Psychology* SECTION PROGRAM Presentation of the Young Investigator Award and Student Award *Tavis Campbell* 3:00 PM - 3:55 PM	14344 **COMMITTEE BUSINESS MEETING** CPA Task Force on Prescriptive Authority *Lorne Sexton* 3:00 PM - 3:55 PM	13347 **SECTION BUSINESS MEETING** *Rural and Northern Psychology* SECTION PROGRAM *Karen Dyck* 3:00 PM - 3:55 PM
3:30 PM							
4:00 PM	13204 **SYMPOSIUM** *Clinical Psychology* Examining Individual Differences in Alcohol and Substance Use: Highlighting Graduate Student Research Contributions to the Addictive Behaviours Literature *Jessica Dere, Sylvia Magrys, Natalie Vilhena, Melanie Adler, Breanne Faulkner* 4:00 PM - 5:25 PM	13361 **KEYNOTE** (SECTION) Counselling Psychology SECTION PROGRAM Accreditation and Internships: Developing the Infrastructure of Canadian Counselling Psychology *Ada Sinacore, Timothy Osachuk, Jennifer Thannhauser, Heather MacIntosh* 4:00 PM - 4:55 PM	14055 **SYMPOSIUM** *Perception, Learning and Cognition* False Memory Phenomena and Theories *James Clark, David Lane, Tammy Marche, Michael Lee* 4:00 PM - 5:25 PM		13156 **RECEPTION** *Health Psychology* SECTION PROGRAM *Tavis Campbell* 4:00 PM - 4:55 PM	14295 **COMMITTEE BUSINESS MEETING /** Convention *Peter Graf, Dana Bova, Chirstine Chambers, Thomas Hadjistavropoulos, Kathy Lachapelle-Petrin, Kelly Smith, Juanita Mureika, William Smythe* 4:00 PM - 4:55 PM	14284 **SECTION BUSINESS MEETING** *Psychology and Religion* SECTION PROGRAM *Marvin McDonald, Mona Abbondanza* 4:00 PM - 4:55 PM
4:30 PM							
5:00 PM		13306 **RECEPTION** *Counselling Psychology* SECTION PROGRAM *Sharon Cairns* 5:00 PM - 5:55 PM					
5:30 PM							



See you next year for the

CPA 72nd

Annual Convention

Toronto 2011

JUNE 2-4 JUIN, 2011

De retour l'an prochain pour le

72nd Congrès annuel de la SCP

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Notes

INTRODUCTION TO ABSTRACT ISSUE

The Special Convention Issue of Canadian Psychology has been prepared as a permanent record of the 71st Annual Convention of the Canadian Psychological Association, in partnership with Manitoba Psychological Society, to be held June 3 – 5, 2010 at The Delta Winnipeg Hotel, Winnipeg, Manitoba. 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 74 and Session "B" 1 to 73, etc. Posters for each day will be on display at the time specified in this publication. The subject index is given according to the "word entry" provided by the author. It can be found, together with the author index, at the back of the book.

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

This special issue was organized, produced and edited by the CPA Convention department: Kathy Lachapelle-Pétrin, Convention Manager; 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 71e Congrès annuel de la Société canadienne de psychologie, en partenariat avec Le Manitoba Psychological Society, qui aura lieu du 3 au 5 juin 2010, au Delta Winnipeg, Winnipeg (Manitoba). 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 74 et « Session B » suivie des numéros 1 à 73. 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-Pétrin, directrice des congrès, Catherine McNeely, adjointe au congrès, et le personnel du siège social.

CPA 71st ANNUAL CONVENTION

In partnership with the Manitoba Psychological Society

71e CONGRÈS ANNUEL DE LA SCP

En partenariat avec Manitoba Psychological Society

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

Venue - WCC: Winnipeg Convention Centre – D: Delta Hotel

MONDAY, MAY 31, 2010 / LUNDI 31 MAI 2010
CPA Board of Directors Orientation Meeting . . . . . D / Campaign A . . . . . 6:00 PM to 8:00 PM

TUESDAY, JUNE 1, 2010 / MARDI 1 JUIN 2010
CPA Board of Directors Meeting . . . . . D / Campaign B . . . . . 8:00 AM to 5:00 PM

WEDNESDAY, JUNE 2, 2010 / MERCREDI 2 JUIN 2010
CPA Board of Directors Meeting . . . . . D / Victoria . . . . . 8:00 AM to 4:00 PM

Pre-convention Workshop # 1 / Atelier précongrès . . . . . D / Campaign A-B . . . . . 8:30 AM to 5:00 PM
Mental, Spiritual, and Emotional Health of First Nations, Métis, and Inuit Peoples: Theory, Research, and Practice
Sponsored by: Women and Psychology, Aboriginal Psychology, Rural & Northern Psychology
Presented by: Teresa Janz, Ph.D., Statistics Canada, Dana Bova, Ph.D.,St. Joseph's Health Centre, Karen Dyck, Ph.D., Interlake Regional Health Authority

Pre-convention Workshop # 2 / Atelier précongrès . . . . . D / Kildonan . . . . . 9:00 AM to 4:30 PM
The Truth About Lies: Using Psychology to Detect Deception
Sponsored by: 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 . . . . . D / Albert . . . . . 9:00 AM to 2:30 PM
Competent to Supervise? How do we Prepare Students for Supervision
Sponsored by: CCPPP (Canadian Council of Professional Psychology Programs)
Presented by: Dr. Elizabeth Church, Mount Saint Vincent University

CCPPP AGM . . . . . D / Albert . . . . . 3:00 PM to 5:00 PM

Pre-convention Workshop # 4 / Atelier précongrès . . . . . D / Talbot / Strathcona . . . . . 8:30 AM to 5:00 PM
Advocating for the Science and Practice of Psychology: The How, What, When, Where and Whys
Sponsored by: Clinical Psychology / Canadian Psychological Association
Presented by:

CPA Section Chairs Meeting . . . . . D / Colbourne . . . . . 4:00 PM to 9:00 PM

Symposium / Reception
Federal Healthcare Partnership
Jeremy Mills, Correctional Service Canada and Elizabeth Sharp . . . . . D / Victoria . . . . . 5:00 PM to 7:00 PM

Clinical Public Lecture . . . . . D / Campaign B . . . . . 7:00 PM to 9:00 PM
Beating the Odds: Promoting Self-Recovery from Gambling Problems with Brief Motivational Interventions
David Hodgins, University of Calgary

THURSDAY, JUNE 3, 2010 / JEUDI 3 JUIN 2010

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 8:00 AM to 8:55 AM
Community Psychology / Psychologie communautaire
Cameron Norman, University of Toronto

Interest Group Business Meeting / Réunion d'affaires du groupe d'intérêt . . . . . D / Westminster . . . . . 8:00 AM to 8:55 AM
Psychophysiology / Psychophysiologie
Alex Vincent, Max Coaching

First Time Presenter's Breakfast (By Invitation Only) / Petit-déjeuner à l'intention des conférenciers qui présentent leur première communication (seulement sur invitation) . . . . . WCC / Meeting Room 2G . . . . 8:00 AM to 8:55 AM

Welcoming Ceremony / Cérémonie de bienvenue . . . . . WCC / Meeting Room 2E-F . . 9:00 AM to 9:55 AM
Honoring Our Best / Hommage au mérite

CPA Presidential Address / Allocution présidentielle . . . . . WCC / Meeting Room 2E-F 10:00 AM to 10:55 AM
Recent Advances in the Treatment of Anxiety Disorders
Martin Antony, President, Canadian Psychological Association

Poster Session 'A' / Présentation par affichage . . . . . D / Grand Ballroom . . . . . 11:00 AM to 12:55 PM
Adult Development and Aging / Développement adulte et vieillissement; Brain and Behaviour / Cerveau et comportement; Clinical Neuropsychology / Neuropsychologie clinique; Developmental Psychology / Psychologie du développement; Substance Abuse / Dependence / Toxicomanies

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 11:00 AM to 11:55 AM
Teaching of Psychology / Enseignement de la psychologie
Nicholas Skinner, King's University College

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Westminster . . . . . 11:00 AM to 11:55 AM
Aboriginal Psychology / Psychologie autochtone
Dana Bova, St. Joseph's Care Group

Symposium . . . . . D / Campaign B . . . . . 11:15 AM to 12:55 PM
Townhall Session: The Advocacy of Psychology and the Psychology of Advocacy
Catherine Lee, University of Ottawa

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 12:00 PM to 12:55 PM
Psychopharmacology / Psychopharmacologie
David Nussbaum, University of Toronto

Invited Speaker (CPA) / Conférencier invité (SCP) . . . . . D / Campaign A . . . . . 1:00 PM to 1:55 PM
Extremism and Terrorism / Extrémisme et terrorisme
"Replacing Multiculturalism with Omniculturalism to Meet the Challenge of Radicalization, Terrorism, and Fractured Globalization"
Fathali Moghaddam, Georgetown University

Invited Speaker (CPA / Section) / Conférencier invité (SCP / section) D / Campaign B . . . . . 1:00 PM to 1:55 PM
Clinical Psychology / Psychologie Clinique; Counselling Psychology / Psychologie du counseling
Beating the Odds: Promoting Self-Recovery from Gambling Problems with Brief Motivational Interventions
David Hodgins, University of Calgary

Invited Speaker (CPA) / Conférencière invitée (SCP) . . . . . D / Kildonan . . . . . 1:00 PM to 1:55 PM
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle
Rewriting the Rules? Non-Monogamies and Other Adventures in Non-Normative Relationships
Meg Barker, Psychology in Social Sciences, The Open University

Invited Speaker (CPA) / Conférencier invité (SCP) . . . . . D / Victoria . . . . . 1:00 PM to 1:55 PM
Criminal Justice Psychology / Psychologie et justice pénale
From Flipping Coins to Looking at Both Sides of Them: Assessing Violence Risks and Strengths over the Short-Term
Christopher Webster, Private Practice

Keynote (Section) / Conférencier de la section . . . . . D / Colbourne . . . . . 1:00 PM to 1:55 PM
Environmental Psychology / Psychologie de l'environnement
Psychology's Contributions to Combating Global Climate Change: The 2009 APA Task Force Report
Robert Gifford, University of Victoria

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 1:00 PM to 1:55 PM
Social and Personality Psychology / Psychologie sociale et de la personnalité
Sean Moore, University of Alberta-Augustana Campus

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Westminster . . . . . 1:00 PM to 1:55 PM
Adult Development and Aging / Développement adulte et vieillissement
Philippe Cappeliez, Université d'Ottawa

Task Force on Supply and Demand for Pyschologists
Business Meeting / Réunion d'affaires . . . . . D / Strathcona . . . . . 1:00 PM to 1:55 PM
Catherine Lee, University of Ottawa

Round-Table Conversation Session 'A' /
Séance de conversation de table ronde . . . . . .WCC / Millennium Suite . . . . . 1:00 PM to 1:55 PM
Brain and Behaviour / Cerveau et comportement; Community Psychology / Psychology communautaire; Counselling Psychology / Psychologie du counseling; Developmental Psychology / Psychologie du développement; Psychologists in Education / Psychologues en éducation; Rural and Northern Psychology / Psychologie des communautés rurales et nordiques

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Campaign A . . . . . 2:00 PM to 2:55 PM
Traumatic Stress / Stress traumatique
Alain Brunet, University Institute of Mental Health Douglas; Anne Dietrich, Private Practice

Invited Speaker (CPA) / Conférencier invité (SCP) . . . . . D / Campaign B . . . . . 2:00 PM to 2:55 PM
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle
Making a River Flow Back Up a Mountain: Survey Research as a Vehicle for Constructive Change in Disadvantaged Cultural Communities
Donald Taylor, McGill University

Theory Review Session 'A' / Session examen théorique . . . . . D / Kildonan . . . . . 2:00 PM to 3:25 PM
Clinical Psychology / Psychologie Clinique; Health Psychology / Psychologie de la santé; International and Cross Cultural / Psychologie internationale et interculturelle

Business Meeting / Réunion d'affaires des sections . . . . . D / Victoria . . . . . 2:00 PM to 2:55 PM
Counselling Psychology / Psychologie du counseling
Sharon Cairns, University of Calgary

Section Business Meeting / Réunion d'affaires des sections . . . . . WCC / Meeting Room 2E-F . . . 2:00 PM to 3:55 PM
Women and Psychology / Femmes et psychologie
Teresa Janz, Statistics Canada

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 2:00 PM to 2:55 PM
Psychoanalytic and Psychodynamic Psychology / Psychologie psychoanalytique et psychodynamique
Paul Jerry, Athabasca University

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Westminster . . . . . 2:00 PM to 2:55 PM
Clinical Psychology / Psychologie clinique
Mark Lau, BC Mental Health & Addiction Services

Symposium . . . . . .WCC / Millennium Suite . . . . . 2:00 PM to 3:25 PM
Ethics Update 2010
Jean Pettifor, University of Calgary

Poster Session 'B' / Présentation par affichage . . . . . D / Grand Ballroom . . . . . 3:00 PM to 4:55 PM
Aboriginal *Psychology / Psychologie autochtone; Community Psychology / Psychologie communautaire; Family Psychology / Psychologie de la famille; Psychologists in Education / Psychologues en éducation; Rural and Northern Psychology / Psychologie des communautés rurales et nordiques; Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle; Teaching of Psychology / Enseignement de la psychologie; Women and Psychology (SWAP) / Femmes et psychologie*

Workshop / Atelier . . . . . D / Campaign A . . . . . 3:00 PM to 4:55 PM
What does Psychological Practice looks like across Canada?
Ashley Ronson, Canadian Psychological Association

Keynote (Section) / Conférencier de la section . . . . . D / Campaign B . . . . . 3:00 PM to 3:55 PM
Clinical Psychology / Psychologie clinique
Flying Blind: The Challenge of Informing Consumers About Treatment Choices for Common Mental Health Problems
John Walker, University of Manitoba

Keynote (Section) / Conférencier de la section . . . . . D / Albert . . . . . 3:00 PM to 4:55 PM
Psychopharmacology / Psychopharmacologie
Integration of Psychopharmacology into Clinical Practice: What Every Psychological Practitioner Should Know
Morgan Sammons, California School of Professional Psychology

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 3:00 PM to 3:55 PM
Extremism and Terrorism / Extrémisme et terrorisme
Ian McKenzie, Correctional Service Canada

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Westminster . . . . . 3:00 PM to 3:55 PM
Sport and Exercise Psychology / Psychologie du sport et de l'exercice
Peter Crocker, UBC School of Human Kinetics

Reception / Réception . . . . . D / Talbot . . . . . 4:00 PM to 4:55 PM
Extremism and Terrorism / Extrémisme et terrorisme
Ian McKenzie, Correctional Service Canada

Reception / Réception . . . . . D / Westminster . . . . . 4:00 PM to 4:55 PM
Sport and Exercise Psychology / Psychologie du sport et de l'exercice
Peter Crocker, UBC School of Human Kinetics

Round-Table Conversation Session 'B' /
Séance de conversation de table ronde . . . . . .WCC / Millennium Suite . . . . . 4:00 PM to 4:55 PM
Clinical Psychology / Psychologie clinique; Counselling Psychology / Psychologie du counseling; Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle; International and Cross Cultural / Psychologie internationale et interculturelle; Traumatic Stress / Stress traumatique; Accreditation Panel / Jury d'agrément

Presidential Reception / Réception Présidentielle . . . . . .WCC / Meeting Room G . . . . . 5:00 PM to 6:55 PM

FRIDAY, JUNE 4, 2010 / VENDREDI 4 JUIN 2010

Canadian National Committee of the National Research Council . . . . D / Cabinet . . . . . 8:00 AM to 8:55 AM
for the International Union of Psychological Science
Business Meeting / Réunion d'affaires
Janel Gauthier, Université Laval

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 8:00 AM to 8:55 AM
Clinical Neuropsychology / Neuropsychologie clinique
Grant Iverson, University of British Columbia

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Westminster . . . . . 8:00 AM to 8:55 AM
Family Psychology / Psychologie de la famille
Ranjana Jha, Private Practice, as a Marriage & Family Counsellor

Honorary President's Address / Allocution de la présidente d'honneur .WCC / Meeting Room 2E-F . . 9:00 AM to 9:55 AM
A Professional, Public, and Personal Life in Moods
Kay Redfield Jamison, The Johns Hopkins Hospital

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Cabinet . . . . . .10:00 AM to 10:55 AM
Students in Psychology / Étudiants en psychologie
Philip Jai Johnson, McGill University

The 5th Revision of the Accreditation Standards and Procedures . . . D / Talbot . . . . . 10:00 AM to 11:25 AM
for Doctoral Programmes and Internships in Professional Psychology
Peter Henderson, The Ottawa Hospital Rehabilitation Centre

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Westminster . . . . . 10:00 AM to 11:25 AM
Criminal Justice Psychology / Psychologie et justice pénale
Mark Olver, University of Saskatchewan

The Family of Psychology Keynote Address /
Conférence "La famille de la psychologie" . . . . . .WCC / Meeting Room 2E-F . 11:30 AM to 12:25 PM
Why so Many Leaders in Society are Rotten and What We Can Do about It, If We Really Want To
Robert Sternberg, Tufts University

Poster Session 'C' / Présentation par affichage . . . . . D / Grand Ballroom . . . . . 12:30 PM to 2:25 PM
Social & Personality / Psychologie sociale et de la personnalité

Workshop / Atelier
The Future of Diagnosis: A Discussion of the Draft Criteria for DSM-5 . . . . . D / Kildonan . . . . . 12:30 PM to 1:25 PM
Martin Antony, President, Canadian Psychological Association

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Cabinet . . . . . 12:30 PM to 1:25 PM
Environmental Psychology / Psychologie de l'environnement
Jennifer Veitch, NRC Institute for Research in Construction

Education & Training Committee
Business Meeting / Réunion d'affaires . . . . . D / Talbot . . . . . 12:30 PM to 1:25 PM
Peter Bieling, St. Joseph's Hospital

Keynote (Section) / Conférencier de la section . . . . . .WCC / Millennium Suite . . . . . 12:30 PM to 1:25 PM
Women and Psychology / Femmes et psychologie
Culture in Psychotherapy: A Perspective from a Multicultural Therapist
Shaké Toukmanian, York University

Workshop / Atelier . . . . . D / Kildonan . . . . . 12:30 PM to 1:25 PM
The Future of Diagnosis: A Discussion of the Draft Criteria for DSM-5
Martin Antony, President Canadian Psychological Association

Workshop / Atelier . . . . . D / Kildonan . . . . . 1:30 PM to 2:25 PM
Practice and Science Directorates 411
Karen Cohen, Canadian Psychological Association

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Cabinet . . . . . 1:30 PM to 2:25 PM
Brain and Behaviour / Cerveau et comportement
Robert St John, Department of Psychology

Membership Committee Business Meeting / Réunion d'affaires . . . . . D / Westminster . . . . . 1:30 PM to 2:25 PM
Aimée Surprenant, Memorial University of Newfoundland

Reception / Réception . . . . . .WCC / Millennium Suite . . . . . 1:30 PM to 2:25 PM
Women and Psychology / Femmes et psychologie
Teresa Janz, Statistics Canada

Keynote (Section) / Conférencier de la section . . . . . D / Campaign A . . . . . 2:30 PM to 3:55 PM
Students in Psychology / Étudiants en psychologie
Best Practices for New Psychology Teachers
Nicholas Skinner, King's University College

Symposium . . . . . D / Campaign B . . . . . 2:30 PM to 3:55 PM
President's New Researcher's Award Symposium / symposium pour les récipiendaires du Prix du nouveau chercheur
Martin Antony, Ryerson University; Rebecca Pillai Riddell, York University; Paul Frewen, University of Western Ontario; Patrick Gaudreau, University of Ottawa

Theory Review Session 'B' / Session examen théorique . . . . . D / Kildonan . . . . . 2:30 PM to 3:55 PM
Criminal Justice / Psychologie et justice pénale; Family Psychology / Psychologie de la famille; History and Philosophy of Psychology / Histoire et philosophie de la psychologie

Invited Speaker (CPA / Section) /
Conférencière invitée (SCP / section) . . . . . .D / Victoria . . . . . 2:30 PM to 3:25 PM
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle
The Role of Emotions in Employee and Organizational Health: A Social Exchange Theory Perspective
Lois Tetrick, George Mason University

Keynote (Section) / Conférencier de la section . . . . . D / Colbourne . . . . . 2:30 PM to 3:25 PM
History and Philosophy of Psychology / Histoire et philosophie de la psychologie
Teaching the History of Psychology: The Whys and Hows
Joseph Pear, University of Manitoba

Workshop / Atelier . . . . . .WCC / Meeting Room 5 . . . . . 2:30 PM to 3:55 PM
Nuts and Bolts of Submitting a Proposal – Preparing a Common CV and the ResearchNet Process
Lisa Votta-Bleeker, Canadian Psychological Association

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Cabinet . . . . . 2:30 PM to 3:25 PM
Developmental Psychology / Psychologie du développement
Jennifer Sullivan, St. Francis Xavier University

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 2:30 PM to 3:25 PM
Military Psychology / Psychologie du milieu militaire
Peter Bradley, Royal Military College of Canada

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Westminster . . . . . 2:30 PM to 3:25 PM
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle
Todd Morrison, University of Saskatchewan

Keynote (Section) / Conférencier de la section . . . . . .WCC / Millennium Suite . . . . . 2:30 PM to 3:25 PM
Psychologists in Education / Psychologues en éducation
Mental Health Promotion: The (Educational or) School Psychologist's Role
John Walker, University of Manitoba / St. Boniface General Hospital

Poster Session 'D' / Présentation par affichage . . . . . D / Grand Ballroom . . . . . 3:00 PM to 4:55 PM
Clinical Psychology / Psychologie clinique

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Cabinet . . . . . 3:30 PM to 4:25 PM
Substance Abuse / Dependence / Toxicomanies
David Teplin, Private Practice

CPA Foundation Business Meeting / Réunion d'affaires . . . . . D / Talbot . . . . . 3:30 PM to 5:25 PM
Kenneth Craig, Canadian Psychological Association

Professional Affairs Committee
Business Meeting / Réunion d'affaires . . . . . D / Westminster . . . . . 3:30 PM to 4:25 PM
Sexton Lorne, St. Boniface General Hospital

Section Business Meeting / Réunion d'affaires des sections . . . . . .WCC / Millennium Suite . . . . . 3:30 PM to 4:25 PM
Psychologists in Education / Psychologues en éducation
Donald Saklofske, University of Calgary

Keynote (Section) / Conférencier de la section . . . . . D / Campaign B . . . . . 4:00 PM to 5:25 PM
Teaching of Psychology / Enseignement de la psychologie
Supporting the Development of Critical Thought and Effective Communication:
The Pedagogical Power of Peer Assessment via peerScholar
Steve Joordens, University of Toronto, Scarborough; Dwayne Pare, University of Toronto, Scarborough

Reception / Réception . . . . . D / Westminster . . . . . 4:30 PM to 5:25 PM
Students in Psychology / Étudiants en psychologie
Philip Jai Johnson, McGill University

Reception / Réception . . . . . .WCC / Millennium Suite . . . . . 4:30 PM to 5:25 PM
Psychologists in Education / Psychologues en éducation
Joseph Snyder, Concordia University

Annual General Meeting / Assemblée générale annuelle . . . . . .WCC / Meeting Room 2E-F . . . 5:30 PM to 7:25 PM

SATURDAY, JUNE 5, 2010 / SAMEDI 5 JUIN 2010

Past Presidents' Committee Business Meeting / Réunion d'affaires . . D / Cabinet . . . . . 8:00 AM to 8:55 AM
Martin Antony, Ryerson University

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 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 . . . . . D / Westminster . . . . . 8:00 AM to 8:55 AM
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle
Kibeom Lee, University of Calgary

Science & Applications Keynote Address /
Conférence "Science et Applications" . . . . . .WCC / Pan Am Room . . . . . 9:00 AM to 9:55 AM
First Nations "Psychology" Is Alive and Well
Edward Connors, Onkwatenro'Shon: 'A Health Planners

Poster Session 'E' / Présentation par affichage . . . . . D / Grand Ballroom . . . . . 10:00 AM to 11:55 AM
Health Psychology / Psychologie de la santé; Industrial / Organizational / Psychologie industrielle et organisationnelle; Perception, Learning and Cognition / Perception, apprentissage et cognition; Psychopharmacology / Psychopharmacologie; Psychophysiology / Psychophysiologie

CPA Donald O. Hebb Award for Distinguished Contributions . . . . . D / Albert . . . . . 10:00 AM to 10:55 AM
to Psychology as a Science / Prix Donald O. Hebb pour
contributions remarquables à la psychologie en tant que science
From GSR to MRI, and Beyond: Four Decades of Research on Psychopathy
Robert Hare, University of British Columbia

CP Editorial Board Meeting / Réunion d'affaires . . . . . D / Cabinet . . . . . 10:00 AM to 10:55 AM
John Hunsley, University of Ottawa

International Relations Committee
Business Meeting / Réunion d'affaires . . . . . D / Talbot . . . . . 10:00 AM to 10:55 AM
Janel Gauthier, Université Laval

Workshop / Atelier . . . . . D / Westminster . . . . . 10:00 AM to 1:55 PM
CPA Site Visitor Training Workshop
Peter Henderson, The Ottawa Hospital Rehabilitation Centre

CPA Gold Medal Award for Distinguished Lifetime . . . . . D / Albert . . . . . 11:00 AM to 11:55 AM
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
Early Identification and Intervention to Prevent Reading Failure
Linda Siegel, University of British Columbia

CJBS Editorial Board Meeting / Réunion d'affaires . . . . . D / Cabinet . . . . . 11:00 AM to 11:55 AM
Greg Irving, Wilfrid Laurier University

Ethics Committee Business Meeting / Réunion d'affaires . . . . . D / Talbot . . . . . 11:00 AM to 12:55 PM
Carole Sinclair, The Hincks-Dellcrest Centre

Invited Speaker (CPA) / Conférencier invité (SCP) . . . . . .WCC / Meeting Room 5 . . . . 11:30 AM to 12:55 PM
Psychologists in Education / Psychologues en éducation
The Place of Evidence in Policy and Programming: How Interacting Belief Systems Influence Decision Makers Strengthening Research-Practice Relationships
Ben Levin, Ontario Institute for Studies in Education of the University of Toronto

CPA Award for Distinguished Contributions to Psychology as a Profession / Prix professionnel pour contributions remarquables à la psychologie en tant que profession . . . . . D / Albert . . . . . 12:00 PM to 12:55 PM
Beyond The Birds and the Bees and Was it Good for You? : Thirty Years of Research on Sexual Communication
E. Sandra Byers, University of New Brunswick

Poster Session 'F ' / Présentation par affichage . . . . . D / Grand Ballroom . . . . . 1:00 PM to 2:55 PM
Counselling Psychology / Psychologie du counseling; Criminal Justice Psychology / Psychologie et justice pénale; Environmental / Psychologie de l'environnement; International and Cross-Cultural Psychology / Psychologie internationale et interculturelle; Military Psychology / Psychologie du milieu militaire; Psychoanalytic & Psychodynamic / Psychoanalytique et psychodynamique; Sport & Exercise Psychology / Psychologie du sport et de l'exercice; Students in Psychology / Étudiants en psychologie; Traumatic Stress / Stress traumatique

Scientific Affairs Committee Business Meeting / Réunion d'affaires . . D / Cabinet . . . . . 1:00 PM to 1:55 PM
David Dozois, The University of Western Ontario

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 1:00 PM to 1:55 PM
History and Philosophy of Psychology / Histoire et philosophie de la psychologie
John Connors, Canadian University College

Publications Committee Business Meeting / Réunion d'affaires . . . . . D / Strathcona . . . . . 1:00 PM to 2:55 PM
Jean-Paul Boudreau, Ryerson University

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Cabinet . . . . . 2:00 PM to 2:55 PM
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle
Randal Tonks, Camosun College

Reception / Réception . . . . . D / Talbot . . . . . 2:00 PM to 2:55 PM
History and Philosophy of Psychology / Histoire et philosophie de la psychologie
John Connors, Canadian University College

CPA Task Force on Public Practice of Psychology . . . . . D / Westminster . . . . . 2:00 PM to 2:55 PM
Lorne Sexton, St. Boniface General Hospital

Workshop / Atelier . . . . . D / Campaign A . . . . . 2:30 PM to 3:25 PM
2010 Updates on Activity and Initiatives of the Mental Health Commission of Canada (MHCC)
Karen Cohen, Canadian Psychological Association

Keynote (Section) / Conférencière de la section . . . . . D / Campaign B . . . . . 2:30 PM to 3:25 PM
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle
Legal Briefs: An Overview of Law for the I / O Psychologist
Erika Ringseis, McCarthy Tétrault

Keynote (Section) / Conférencier de la section . . . . . D / Kildonan . . . . . 2:30 PM to 3:55 PM
Psychoanalytic and Psychodynamic Psychology / Psychologie psychoanalytique et psychodynamique
Dr. Otto Weininger Memorial Award Address
Paul Jerry, Athabasca University

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Cabinet . . . . . 3:00 PM to 3:55 PM
Rural and Northern Psychology / Psychologie des communautés rurales et nordiques
Karen Dyck, University of Manitoba

CPA Task Force on Perscriptive Authority for Psychologists in Canada . . . . . D / Westminster . . . . . 3:00 PM to 3:55 PM
Lorne Sexton

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Talbot . . . . . 3:00 PM to 3:55 PM
Health Psychology / Psychologie de la santé
Tavis Campbell, University of Calgary

Public Policy Committee Business Meeting / Réunion d'affaires . . . . D / Campaign A . . . . . 3:30 PM to 4:25 PM
Martin Antony, Ryerson University

Theory Review Session 'C' / Session examen théorique . . . . . D / Campaign B . . . . . 3:30 PM to 5:25 PM
Aboriginal Psychology / Psychologie autochtone; Psychoanalytic & Psychodynamic Psychology / Psychoanalytique et psychodynamique; Women and Psychology / Femmes et psychologie

Keynote (Section) / Conférencière de la section . . . . . .WCC / Meeting Room 5 . . . . . 4:00 PM to 4:55 PM
Counselling Psychology / Psychologie du counseling
Accreditation and Internships: Developing the Infrastructure of Canadian Counselling Psychology
Ada Sinacore, McGill University

Section Business Meeting / Réunion d'affaires des sections . . . . . D / Cabinet . . . . . 4:00 PM to 4:55 PM
Psychology and Religion / Psychologie et religion
Marvin McDonald, Trinity Western University; Mona Abbondanza, Département de psychologie, UQAM

Reception / Réception . . . . . D / Talbot . . . . . 4:00 PM to 4:55 PM
Health Psychology / Psychologie de la santé
Tavis Campbell, University of Calgary

Convention Committee Business Meeting / Réunion d'affaires . . . . . D / Westminster . . . . . 4:00 PM to 4:55 PM
Peter Graf, University of British Columbia

Theory Review Session 'D' / Session examen théorique . . . . . D / Campaign A . . . . . 4:30 PM to 5:25 PM
History and Philosophy of Psychology / Histoire et philosophie de la psychologie

Reception / Réception . . . . . .WCC / Meeting Room 5 . . . . . 5:00 PM to 5:55 PM
Counselling Psychology / Psychologie du counseling
Sharon Cairns, University of Calgary

SUNDAY, JUNE 6, 2010 / DIMANCHE 6 JUIN 2010
CPA Board of Directors Meeting . . . . . D / Westminster . . . . . 8:00 AM to 2:00 PM

Council of Professional Associations of Psychologists Meeting (CPAP) . . . . . D / Campaign A . . . . . 8:00 AM to 5:00 PM

MONDAY, JUNE 7, 2010 / LUNDI 7 JUIN 2010
Council of Professional Associations of Psychologists Meeting (CPAP) . . . . . D / Campaign B . . . . . 8:00 AM to 5:00 PM

PRE-CONVENTION WORKSHOP REGISTRATION

Delta Winnipeg Hotel, Winnipeg Manitoba

Pre-convention workshop participants may pick up their registration kits at the convention registration desk, on the Conference Level – Second Floor of the hotel.

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

Tuesday, June 1, 2010	7:00 PM - 9:00 PM
Wednesday, June 2, 2010	7:30 AM – 9:00 AM

INSCRIPTIONS AUX ATELIERS PRÉCONGRÈS

Delta Winnipeg, Winnipeg, Manitoba

Les participants pour les ateliers précongrès peuvent obtenir leurs trousses au comptoir d'inscription au niveau des salles de conférence au deuxième étage

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

mardi 1 juin 2010	19 h à 21 h
mercredi 2 juin 2010	7 h 30 à 9 h

CONVENTION REGISTRATION DELTA WINNIPEG

Registration for participants, exhibitors and companions will be located Main Conference Level.

Registration area will remain open from:

Wednesday, June 2, 2010	6:00 PM - 8:00 PM
Thursday, June 3, 2010	8:00 AM - 5:00 PM
Friday, June 4, 2010	7:30 AM - 4:30 PM
Saturday, June 5, 2010	7:30 AM - 1:00 PM

INSCRIPTION AU CONGRÈS DELTA WINNIPEG

L'inscription des participants, des exposants et des personnes qui les accompagnent se déroulera au niveau des salles de conférence.

Les heures d'inscription sont les suivantes:

mercredi 2 juin 2010	18 h à 20 h
jeudi 3 juin 2010	8 h à 17 h
vendredi 4 juin 2010	7 h 30 à 16 h 30
samedi 5 juin 2010	7 h 30 à 13 h

NAME BADGES

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

Lost badges will be replaced for a fee of $5.00

INSIGNES D'IDENTIFICATION

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

Les insignes d'identification perdues seront remplacées au coût de 5 $.

EXHIBITOR SHOW DATE & TIME

Thursday, June 3, 2010	11:00 AM - 5:00 PM
Friday, June 4, 2010	12:00 PM – 5:00 PM
Saturday, June 5, 2010	10:00 AM – 3:00 PM

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

DATES ET HEURES DES EXPOSITIONS

jeudi 3 juin 2010	11 h à 17 h
vendredi 4 juin 2010	12 h 00 à 15 h
samedi 5 juin 2010	10 h à 15 h

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

TRAVEL GRANT

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

SUBVENTION-VOYAGE

Les étudiants qui ont reçu une subvention de voyage SCP / CRSH peuvent en prendre possession au comptoir d'inscription du congrès situé au niveau des salles de conférence.

CONVENTION CAREER POSTINGS

The Strathcona room has been reserved for employers and applicants to meet at the Delta Winnipeg Hotel. Make your way to the Strathcona to book the room between the hours of 9:00AM to 5:00PM

ANNONCE D'EMPLOIS AU CONGRÈS

La salle Strathcona a été réservée pour les employeurs et à d'éventuels candidats de se rencontrer à l'hôtel. Pour réserver la salle, rendez-vous au Strathcona pour réserver celle-ci à compter de 9 h à 17 h.

SOCIAL ACTIVITIES

SUNRISE CEREMONY

Led by Elder Charlie Nelson, Roseau River First Nation
(All welcome)
7:00 – 7:55 AM
Meeting Room 2H
Winnipeg Convention Centre

We invite everyone to join us for a Sunrise Ceremony led by Elder Charlie Nelson of the Roseau River First Nation. During this ceremony, which marks the first event of this year's Convention, we will take time to reflect, give thanks for all that is around us and for what we have been given, and acknowledge the coming day.

FIRST TIME PRESENTERS BREAKFAST

(By invitation)
Thursday, June 3, 2010
8:00 AM TO 8:55 AM
Meeting Room 2G
Winnipeg Convention Centre

PRESIDENTIAL RECEPTION

(All welcome)
Thursday, June 3, 2010
5:00 PM TO 7:00 PM
Meeting Room 2 G
Winnipeg Convention Centre

CPA FUN RUN / WALK

Friday, June 4, 2010, 7:00am - 8:00am
Join us for a run through Winnipeg! The run will begin at the hotel where you will then make your way to the Winnipeg legislative grounds then down the river walk along the Assiniboine river to the Forks then back to the hotel.

AN EVENING AT THE GALLERY

(Ticket holders only)
Friday, June 4, 2010
7:00 PM TO 10:00 PM
Winnipeg Art Gallery

ACTIVITÉS SOCIALES

CÉRÉMONIE DE L'AUBE

Dirigée par l'Aîné de la Bande de la rivière Roseau,
Charlie Nelson,
(Tous sont bienvenus)
7 h à 7 h 55
Salle de réunion 2H – Centre des congrès de Winnipeg

Nous invitons tous les congressistes à se joindre à nous pour une Cérémonie de l'aube dirigée par l'aîné Charlie Nelson de la Bande de la rivière Roseau. Au cours de cette cérémonie, qui marque le premier événement du congrès de cette année, nous prendrons le temps de réfléchir, de remercier pour tout ce qui nous entoure et ce qui nous a été donné, et nous allons reconnaître le jour qui vient.

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

(sur invitation)
jeudi 3 juin 2010
8 h à 8 h 55
Salle 2G – Winnipeg Convention Centre

RÉCEPTION PRÉSIDENTIELLE

(Bienvenue à tous et à toutes)
jeudi 3 juin 2010
17 h -19 h
Salle 2G
Winnipeg Convention Centre

COURSE / MARCHE POUR LE PLAISIR

vendredi le 4 juin 2010 – 7 h 00 à 8 h 00
Joignez-vous à nous pour une course dans Winnipeg! La course débutera à l'hôtel d'où vous vous rendrez jusqu'aux terrains du Parlement de Winnipeg puis le long du sentier qui longe la rivière Assiniboine jusqu'aux fourches puis revenir à l'hôtel.

UNE SOIRÉE AU MUSÉE

(Détenteurs de billet seulement)
vendredi 4 juin 2010
19h 00 h à 22 h
Musée des beaux-arts de Winnipeg.

2009 EXHIBITORS - EXPOSANTS

Booth # 1 & 2 / Stand No. 1 & 2
Canadian Psychological Association
141, avenue Laurier Ave. West, Suite 702
Ottawa, ON K1P 5J3
Tel: 1-888-472-0657
www.cpa.ca

Booth # 3 / Stand No. 3
Scotiabank
10th floor-44 King Street West
Toronto, ON M5H 1H1
Tel: (416) 933-2550
www.scotiabank.com

Booth # 4 & 5 / Stand No. 4 & 5
Pearson Assessment
55 Horner Ave, Toronto, ON M8Z 4X6
Tel: (866) 335-8418
www. pearsonassess.ca

Booth # 6 / Stand No. 6
Department of Clinical Health Psychology
University of Manitoba
PZ328-771 Bannatyne Ave, Winnipeg, MB R3E 3N4
Tel: (204) 787-7168
www.umanitoba.ca

Booth # 7 & 8 / Stand No. 7 & 8
John Wiley & Sons
5353 Dundas St. W, Suite 400,
Etobicoke, ON M9B 6H8
Tel: (800) 567-4797
www.wiley.com

Booth # 9 / Stand No. 9
Purdue Pharma
8 Capston Road, Winnipeg, MB R2J 4C3
Tel: (800) 387-4501
www.purdue.ca

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

Booth # 11 / Stand No. 11
CAN-ADAPTT
175 College Street, Toronto, ON M5T 1P7
Tel: (416) 535-8501
www.can-adaptt.net

Booth # 12 / Stand No. 12
W. W. Norton
500 Fifth Ave, New York, NY 10110
Tel: (212) 354-5500
www.wwnorton.com

Booth # 14 & 15 / Stand No. 14 & 15
Pearson Education Canada
26 Prince Andrew Place, Don Mills, ON M3C 2T8
1-800-263-9965
www.pearsoncanada.ca

Booth # 16 / Stand No. 16
Manitoba Psychological Society
P.O. Box 151 RPO Corydon, Winnipeg, MB R3M 3S7
Tel: (204) 488-7398
www.mps.ca

Booth # 17 / Stand No. 17
Correctional Service of Canada
Alberta/Northwest Territories District Parole
2nd Floor, 9630-101 Avenue,
Edmonton AB T5H 0B3
www.csc-scc.gc.ca

Booth # 18 / Stand No. 18
McGraw Hill Ryerson
300 Water Street, Higher Education
Whitby, ON L1N 9B6
1-800-565-5758
www.mcgrawhill.ca

Booth # 19 & 20 / Stand No. 19 & 20
Boehringer Ingelheim
5180 South Service Rd, Burlington, ON L7L 5H4
Tel: 905-639-0333
www.boehringer-ingelheim.ca

Booth # 21 / Stand No. 21
American Psychological Association
150 First St. NE, Washington, DC 20002
Tel: (202) 336-5570
www.apa.org

Booth # 22 / Stand No. 22
MHS Inc.
3770 Victoria Park Ave., Toronto, ON M2H 3M6
Tel: (416) 492-2627
www.mhs.com

Booth # 23 / Stand No. 23
McFarlan Rowlands Insurance
380 York Street, London, ON N6B 1P9
Tel: (519) 679-5440
www.mcfarlanrowlands.com

Booth # 24 / Stand No. 24
Alcoholic Anonymous
475 Riverside Dr. 11th floor, New York, NY 10115
Tel: (212) 870-3400
www.aa.org

2010-06-03 – 7:00 AM to 7:55 AM – 7 h 00 à 7 h 55 – MEETING ROOM 2H

SUNRISE CEREMONY / CÉRÉMONIE DE L'AUBE
Elder Charlie Nelson, Roseau River First Nation

2010-06-03 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – TALBOT

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

COMMUNITY PSYCHOLOGY / PSYCHOLOGIE COMMUNAUTAIRE
Cameron Norman, University of Toronto

2010-06-03 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – WESTMINSTER

Interest Group Meeting / Réunion d'affaires du group d'intérêt

PSYCHOPHYSIOLOGY / PSYCHOPHYSIOLOGIE
Alex Vincent, Max Coaching

2010-06-03 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MEETING ROOM 2G

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

2010-06-03 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – MEETING ROOM 2E-F

Welcoming Ceremony / Cérémonie de bienvenue

HONORING OUR BEST / HOMMAGE AU MÉRITE

Welcome to the 71st Annual Convention of the Canadian Psychological Association! Our partners, Manitoba Psychological Society, 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 71e congrès annuel de la Société canadienne de psychologie! Nos partenaires de la Manitoba Psychological Society 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 : Linda S. Siegel
- 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 : Garry L. Martin
- CPA Award for Distinguished Contributions to Psychology as a Profession / Prix professionnel pour contributions remarquables à la psychologie en tant que profession : Sandra E. Byers
- 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 : Robert D. Hare
- CPA Distinguished Practitioner Award / Prix pour contributions remarquables à la pratique de la psychologie : Thomas J. Hengen
- CPA John C. Service Member of the Year Award / Prix du membre de l'année John C. Service : Pierre Bérubé
- CPA Award for Distinguished Contributions to the International Advancement of Psychology / Prix pour contributions remarquables à l'avancement international de la psychologie : Nicole Aubé
- CPA Humanitarian Award / Prix pour réalisations humanitaires : Vickie Cammack and Al Etmanski
- New CPA Fellows / Nouveaux fellows de la SCP : E. Kevin Kelloway, Kerry Kawakami, Steven J. Stein, Lawrence M. Ward, Michael Stambrook
- CPA President's New Researcher Awards / Prix du nouveau chercheur décerné par le président : Paul Frewen, Patrick Gaudreau, Rebecca Pilai Riddell

2010-06-03 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – MEETING ROOM 2E-F

CPA Presidential Address / Allocution présidentielle

RECENT ADVANCES IN THE TREATMENT OF ANXIETY DISORDERS
Martin M. Antony, President, Canadian Psychological Association

Over the past several decades, evidence-based treatments have emerged for each major anxiety disorder. These include primarily behavioural, cognitive, and pharmacological approaches. In addition, researchers continue to develop new ways of treating anxiety disorders and to improve upon existing treatments. This presentation will discuss new and emerging treatments for anxiety disorders, including psychological approaches (e.g., mindfulness and acceptance-based strategies, motivational enhancement, attentional training), biological approaches (e.g., deep brain stimulation), and combined approaches (e.g., the use of cognitive enhancers, such as d-cycloserine, to facilitate learning during exposure-based treatment). In addition, recent findings on early intervention and dissemination of anxiety disorders treatments will be discussed. Finally, emerging data that challenge the effectiveness certain popular anxiety treatments will be presented.

2010-06-03 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – GRAND BALLROOM

Poster / Affiche **POSTER SESSION 'A' / PRÉSENTATION PAR AFFICHAGE**

Adult Development and Aging / Développement adulte et vieillissement; Brain and Behaviour / Cerveau et comportement; Clinical Neuropsychology / Neuropsychologie clinique; Developmental / Psychologie du développement; Substance Abuse/Dependence Toxicomanies

#1
Adult Development and Aging / Développement adulte et vieillissement

FACILITATING REASONING LATER IN LIFE: AN EXTENSION OF THE INTERACTIVE-MINDS PARADIGM

Anne Baird, University of Windsor; Jordan Urlacher, University of Windsor; Sara O'Neil, University of Windsor; Omeed Ghandehari, University of Regina; Munazza Tahir, University of Windsor; Vilija Petrauskas, University of Windsor; Joann Arpino, University of Windsor

We investigated measures to improve responses to scenarios related to late-life planning in always-single older adults: external memory aids, imagined consultation with a mentor (Staudinger & Baltes, 1996), and a second chance to respond. Participants were assigned randomly to one condition: Immediate Response No Aids, Delayed Response with Memory Aids, or Delayed Response with Memory Aids and Imagined Mentor. All responded to 2 scenarios in 2 sessions. We adapted training methods and wisdom criteria from Staudinger, Smith, and Baltes (1994) and legal capacity criteria from Grisso and Appelbaum (1998). Two raters 55 and up with leadership experience independently rated all responses on wisdom criteria and 2 similarly-qualified raters evaluated responses on capacity criteria. Following assessment of reliability we calculated average wisdom or capacity-related ratings for each session. Ratings for Sessions 1 and 2 did not differ. Planned contrasts (one-tailed) showed significantly higher wisdom and capacity-related ratings were accorded to responses from participants asked to consult with an imagined mentor compared to those who responded immediately. These results suggest that the interactive minds intervention developed by Staudinger and Baltes may boost wisdom and abilities underlying legal capacity in always-single adults facing late-life planning situations.

#2
Adult Development and Aging / Développement adulte et vieillissement

EFFICACY OF AN EMOTION-FOCUSED GROUP INTERVENTION FOR DEMENTIA CAREGIVERS: PRELIMINARY DATA

Marie-Ève M.E.F. Fortin, Université Laval; Jean J.V. Vézina, Université Laval

Caregiving for people with dementia has been described as a stressfull and burdensome experience. This role is associated with physical health problems, psychological strain and social withdrawal. Because many interventions have failed so far to improve familiy caregivers outcomes, effective treatments are still needed. The aim of this study was to test the effectiveness of an emotion-focused group intervention. During the 13-weekly sessions, caregivers learned emotion-focused strategies (education about emotions, breathing, relaxation and reframing). Preliminary data are available for 12 women assessed at baseline and after the intervention on the following measures: emotion regulation strategies, psychological distress, frequency and reactions to behavioral problems, perceived negative impacts and positive aspects of caregiving. Paired t-tests showed that after the intervention, psychological distress and negative impacts of caregiving decrease significantly. Also, caregivers reported blaming significantly less others. Preliminary results are promising and highlight the value of intervention that focus on emotion for caregivers.This work was supported by grant from Canadian Institutes of Health Research.

#3
Adult Development and Aging / Développement adulte et vieillissement

TELEPHONE-DELIVERED INTERVENTION FOR ALZHEIMER'S DISEASE CAREGIVERS

Marie-Ève M.E.F. Fortin, Université Laval; Jean J.V. Vézina, Université Laval

Providing care for persons suffering from Alzheimer's disease has negative effects on caregivers. A large number of interventional studies have been conducted but little attention was paid to the effectiveness of intervention delivered by telephone. The purpose of this study was to examine the efficacy of a telephone-based cognitive-behavioral intervention for caregivers of Alzheimer's disease relative with behavioral problems. The intervention consisted of 45-minutes weekly telephone sessions for 3 months and focused on management of disturbing behaviors. Fifty dementia caregivers were randomly assigned to receive telephone intervention or waiting list. Outcomes included frequency and reactions to behavioral problems, burden, anxiety, depression and the desire of institutionalization. Repeated measures ANOVAs were used to compare scores at baseline, at the end of the intervention and 3 months after (follow-up). Results showed that caregivers receiving the telephone-based cognitive-behavioral intervention reported lower burden, depression and anxiety. Also, their reactions to the behavioral problems and their desire to institutionalize their relatives decrease. These findings suggest that interventions conducted by telephone appear valuable and produce significant benefits for Alzheimer's disease caregivers.

#4
Adult Development and Aging / Développement adulte et vieillissement

ENHANCING QUALITY OF LIFE THROUGH PERSON-CENTRED CARE: PERSPECTIVES OF LONG-TERM CARE PROFESSIONALS

Paulette V. Hunter, University of Regina; Thomas Hadjistavropoulos, University of Regina

Kitwood (1997) described personhood as, "a standing or status that is bestowed upon one human being, by others, in the context of relationship and social being… impl[ying] recognition, respect, and trust"). The gerontology literature devotes considerable attention to the subject of personhood in dementia, and a variety of frameworks for person-centred care have now been proposed. We wanted to discover how familiar long-term care professionals are with the concept of person-centred care, and how they conceptualize relationships between person-centred care and quality of life. To accomplish this, we examined narrative data from a series of focus groups. The themes that emerged from thematic content analysis indicated that these professionals strive to contribute to patients' quality of life through the following person-centred care strategies: (1) offering choices, (2) considering the unique needs of each patient, (3) ensuring the availability of meaningful day-to-day events and conversations, (4) acquiring an understanding of the patient's history, and (5) striving to understand the meaning of patients' non-verbal communications. These themes have strong relationships to person-centred dementia care frameworks, a fact that is notable given that many of the focus group participants indicated that they had little formal training in the provision of person-centred care.

#5
Adult Development and Aging / Développement adulte et vieillissement

PROBLEM GAMBLING, PHYSICAL HEALTH, AND PSYCHOLOGICAL WELL-BEING IN OLDER ADULTS

Emily J. King, Lakehead University; Emily J. Russell, Lakehead University; Dwight Mazmanian, Lakehead University; John Jamieson, Lakehead University

The associations between gambling behaviour, physical health, and psychological well-being were examined in a sample of 307 adults aged 50 and older (mean age 66.8; 72% female). Participants completed the Northern Opinion Research Centre DSM Screen for Gambling Problems (NODS), the South Oaks Gambling Screen, subscales from the Short-Form Health Survey (SF-36), the Hospital Anxiety and Depression Scale, and the Satisfaction with Life Scale. The sample was divided into three groups using NODS criteria: non-gamblers (n = 40), recreational gamblers (n = 182), and those scoring in the problem or pathological range (designated "problem gamblers", n = 28). Analyses revealed that problem gamblers had significantly higher anxiety and depression scores than recreational gamblers and non-gamblers. Recreational gamblers' scores on the General Health subscale of the SF-36 were significantly higher than those for problem gamblers. Recreational gamblers also scored higher than non-gamblers on the Social Functioning subscale, and were less likely than problem gamblers to report cardiac problems. Finally, recreational gamblers and non-gamblers reported significantly higher life satisfaction than problem gamblers. These findings indicate that serious gambling problems in older adults are associated with increased health problems and decreased psychological well-being.

#6
Adult Development and Aging / Développement adulte et vieillissement

THE CLOCK DRAWING TEST: QUALITATIVE RATINGS AND QUANTITATIVE SCORING BY EXPERIENCED CLINICIANS

Colleen Millikin, Department of Clinical Health Psychology, University of Manitoba, Winnipeg, MB; Lisa Trepanier, Department of Psychiatry, University of Toronto

The Clock Drawing Test (CDT) is widely used for cognitive screening. Many CDT scoring systems exist, yet most clinicians interpret it qualitatively. No previous studies have compared qualitative ratings and quantitative CDT scoring by experienced clinicians. In this study, 55 CDT protocols were selected from records of geriatric patients who completed clinical evaluations. Six experienced geriatric clinicians (backgrounds in nursing, OT, and PT) rated the clocks qualitatively and later scored them using quantitative systems (Freund, Lessig, and Mendez). Ratings were compared to neuropsychological assessment (NPA) results. Qualitative ratings classified varying percentages of the sample as not impaired (16-41%), borderline (7-34%), impaired (20-38%), and severely impaired (9-32%). The Mendez quantitative system required the most time to score (average 2.76 minutes) but showed the highest inter-rater consistency. Most patients showed at least mild impairment on NPA and 80% were diagnosed with brain damage / dementia. NPA results showed little correspondence with qualitative or quantitative CDT ratings. Study findings suggest that standardized CDT scoring (particularly the Mendez system) can improve reliability of clinicians' cognitive screening judgements. The relationship between CDT performance and NPA requires further research in samples with lower rates of cognitive impairment.

#7
Adult Development and Aging / Développement adulte et vieillissement

CAREGIVERS' USE OF PATRONISING SPEECH WHILE INTERACTING WITH PEOPLE WITH ALZHEIMER DISEASE

Tiana Rust, University of Alberta; Sheree Kwong See, University of Alberta; Anna Schwalfenberg, University of Alberta

Research has demonstrated that persons with obvious disabilities and those who live in institutions are more likely to be the recipients of patronizing speech than are persons who do not have obvious disabilities or those who are community dwelling. Patronizing speech is also known as baby talk, accommodative speech, and elderspeak. Some aspects of patronizing speech include the use of tag questions, shorter sentences, and diminutives. The relationship between caregivers' use of patronizing speech while interacting with persons with Alzheimer disease (AD) and their beliefs about AD is being examined in this study. Preliminary results show that mean length of utterance was correlated positively with beliefs about aging in the cognitive domain such that caregivers with more negative beliefs about aging in the cognitive domain used shorter sentences while interacting with persons with AD. By using patronizing speech, staff may be reinforcing dependency and increasing social isolation among the people they provide care to, thereby precipitating physical, cognitive, and functional declines (Ryan, Giles, Bartolucci, & Henwood, 1986).

#8
Adult Development and Aging / Développement adulte et vieillissement

SECONDARY CONTROL STRATEGIES AND PSYCHOLOGICAL WELL-BEING AMONG OLDER ADULTS

Tara L. Stewart, University of Manitoba; Judith G. Chipperfield, University Of Manitoba; Raymond P. Perry, University of Manitoba

Older adults (80+) face increased task restriction (e.g., a once-easy goal of opening a jar may be unattainable for an older arthritic individual). In response to declining primary control over tasks, older adults employ a variety of secondary control strategies to psychologically adjust to age-related constraints. Many qualitatively distinct secondary control strategies exist, prompting the question: which strategy is most predictive of psychological well-being? Older adults (80+) facing considerable task restriction (n = 97) reported their use of four secondary control strategies: downgrading expectations, re-engagement, downward social comparison, and positive reappraisal. A series of regressions (controlling for gender, age, education, physical health status, and functional status) compared the effect of each strategy on three critical indicators of psychological adjustment: life satisfaction, stress, and depression. Relative to the other strategies, downward social comparison was the strongest predictor: it was associated with greater life satisfaction ($\beta = .28$, $p < .05$), lower levels of stress ($\beta = -.46$, $p < .01$), and lower depression at a two-year follow-up ($\beta = -.43$, $p < .01$). This may suggest the particular value of downward social comparison as a foundation for the development of a secondary control-enhancing intervention among older adults.

#9
Adult Development and Aging / Développement adulte et vieillissement

ASSESSMENT OF ANXIETY IN OLDER ADULTS: A RELIABILITY GENERALIZATION META-ANALYSIS

Zoé Therrien, Université d'Ottawa; John Hunsley, Université d'Ottawa

Evidence-based practice from systematically collected data is necessary when providing psychological services. Because assessment is a necessary component of every health care service, it is critical to utilize evidence-based assessment. With the increasing proportion of older adults, and the frequency with which they experience anxiety, it is important to know whether anxiety measures used with them are scientifically sound. This study applies a reliability generalization analysis to examine the reliability of anxiety measures administered to older adults. Literature searches were conducted in PsycINFO and PubMed databases to identify empirical studies published from 1960 to 2009 in which anxiety measures were completed by older adults. From an initial pool of 1428 articles, a total of 250 articles met our inclusion criteria. The goals of this meta-analytic research are a) to determine the five most commonly used anxiety measures with older adults, b) to verify if these measures were created for older adults, c) to estimate their average reliability, d) to examine how reliability estimates are influenced by various factors, and e) conclude if these measures produces reliable scores. The study will focus on the: Hamilton Anxiety Scale, Spielberg State Trait Anxiety Inventory, Hospital Anxiety and Depression Scale, Geriatric Mental State Examination and Beck Anxiety Inventory.

#10
Brain and Behaviour / Cerveau et comportement

SOCIAL DECISION MAKING IN STUDENTS WITH MILD HEAD INJURY

Katie Chiappetta, Brock University; Dawn Good, Brock University

The purpose of this research was to examine decision making in University students who have self-reported mild head injuries compared to those who do not. Specifically, we investigated how incurring a mild head injury (MHI) influences the process of decision-making specifically with respect to social and moral contexts. 47 University students (20 reporting a history of MHI) completed a cognitively challenging task, a self-report questionnaire on styles of social problem solving, and responded to questions of how they would react in 15 different social dilemma scenarios while being measured for physiological changes in their cardiac, electrodermal (EDR) and respiratory responses. Students were equally cognitively capable; however, persons with MHI while reporting using similar social problem solving strategies as those without MHI, also reported morally riskier decisions as being more appropriate. Further, their physiological arousal was significantly lower than their cohorts ($p<.03$) for all types of dilemmas, and, unlike their cohorts, did not different across the various dilemmas such that morally challenging and nonmoral dilemmas were responded to equally. The results are consistent with the view that physiologically emotional signals are less available to persons with MHI and, therefore, cannot provide a somatic marker to influence decision making (Bechara et al, 2000).

#11
Brain and Behaviour / Cerveau et comportement

PSYCHOSOCIAL AND PHYSICAL HEALTH OF UNIVERSITY STUDENTS WITH MILD HEAD INJURY

Angela Dzyundzyak, Brock University; Julie Baker, Brock University; Dawn Good, Brock University

Every year many young adults sustain trauma to the head, the majority of which are mild. We examined individual differences in university students (N = 100) as a function of sustaining mild head injury (MHI) sufficient to produce an 'altered state of consciousness' and its potential impact on overall psychosocial and physical health. Over 1 / 3 of students acknowledged a MHI the majority reporting no associated LOC, most the result of sports-related activities. Despite no differences in reported mental health status, nor seeking treatment for MHI, students with MHI reported significantly more post-concussive-like symptoms (e.g., headache) with greater intensity and for longer durations than students with no history. Students with MHI did not differ from their cohort in terms of social problem-solving skills, but reported significantly higher levels of impulsivity, engaging in riskier behaviors, more physical aggression, and participating in more socially unacceptable behaviours; and while they reported significantly more life stressors (e.g. finances), they did not report feeling more stressed.

Our findings demonstrate long-lasting individual differences in cognitively competent persons with a history of mild trauma to the head which can hinder the success of their social interactions and ultimately overall functioning similar to that of persons with more severe neural trauma.

#12
Brain and Behaviour / Cerveau et comportement

LE RÔLE MODÉRATEUR DE L'ÉTAT COLÉRIQUE DANS LA RELATION ENTRE LE STYLE DE GESTION DE LA COLÈRE EXTÉRIORISÉE ET L'EXPÉRIENCE DOULOUREUSE

Emmanuelle Faubert, Université Laval; Douglas J. French, Université de Moncton

Plusieurs études ont examiné le lien entre le style de gestion de la colère extériorisé (manière inadéquate d'exprimer ce sentiment à autrui) et la douleur. Les résultats sont contradictoires; certaines études ont induit une émotion de colère chez les participants lors de l'évaluation, tandis que d'autres non. La présente étude a pour objectif d'examiner le rôle modérateur de la présence et de l'intensité de l'état colérique ressentie au moment de l'évaluation dans la relation entre le style de gestion de la colère extériorisée et la tolérance maximale à la douleur. Cinquante-huit (n = 58) étudiants universitaires (15 hommes, 43 femmes; âge moyen = 20,8, ÉT = 3,3) compètent la version canadienne-française du State-Trait Anger Expression Inventory, et une tâche expérimentale (une série graduelle de stimulations électrocutannées à l'avant-bras). Les résultats indiquent un effet d'interaction. En effet, les analyses de régression hiérarchique révèlent que la tolérance à la douleur était prédite par le style de gestion de la colère extériorisée seulement chez les personnes ayant un état colérique élevé au moment de l'évaluation. La présente étude souligne l'importance du niveau de l'état colérique de la personne au moment de l'évaluation et joue un rôle important dans la relation entre le mode de gestion de la colère extériorisée et la tolérance à la douleur.

#13
Brain and Behaviour / Cerveau et comportement

GAMBLING, PHYSIOLOGICAL AROUSAL AND MILD HEAD INJURY

Dawn Good, Brock University; Stefon VanNoordt, Brock University

The purpose of this study was to investigate the relationships between self-reported mild head injury (MHI), physiological arousal, and decision-making in order to determine if individuals with milder injuries have limited emotional markers and make riskier decisions. Brock University students (N=44, 41% with MHI) completed tests of executive function, the Iowa Gambling Task (IGT) while electrodermal activity (EDA) was continuously recorded, and provided demographic and health information pertaining to incidence(s) of head injury. Both groups were equally capable in terms of cognitive ability. Unexpectedly, those reporting history of MHI were as successful, overall, in their ability to make long-term advantageous decisions and exhibited comparable learning over the initial trials of the IGT. Remarkably, indicators of injury severity negatively predicted decision-making performance, with 25% of the variance in IGT score being accounted for. While both groups had similar physiological responses to feedback from their decisions (i.e., win / loss), those reporting MHI had significantly lower EDA magnitude when anticipating an upcoming decision. In conclusion, the neurophysiological and neuropsychological profile of MHI can mirror features of more severe injuries in that history of MHI relates to measurable differences in the mechanisms which maintain adaptive decision making.

#14
Brain and Behaviour / Cerveau et comportement

QEEG PROFILES OF NOVICE AND EXPERIENCED MEDITATORS IN CONDITIONS OF MEDITATION ONLY AS WELL AS MEDITATION ACCOMPANIED BY FACILITATIVE AND HINDERING BINAURAL BEATS

Christina Lavallee, Laurentian University

When two tones of a slightly different frequency are presented to each auditory channel, a single tone (the binaural beat) is perceived, which has the potential to alter consciousness through a process called entrainment that can be measured as a frequency following response on the electroencephalograph (EEG). The purpose of the study was to determine the quantitative electroencephalographic (QEEG) profiles of four novice and four experienced meditators in conditions of meditation only, meditation with facilitative binaural beats (7Hz) and meditation with hindering binaural beats (15Hz). The results of this study illustrate that significant interactions occur in the theta (4-8Hz) and delta (0.5-4Hz) clinical bands between experience of the subject, lobe, hemisphere and experimental condition. The primary source of the interaction occurred in the temporal lobe, which could possibly provide insight into the "peak experience" reported by some experienced meditators. Further one Hz analysis in the theta region yielded significant interactions between recording time, hemisphere, experimental condition and experience of the subject within the 5-5.9Hz ranges, which is believed to mediate consciousness. Significant changes in mood (as measured by the Profile of Mood States) were observed for all three conditions of meditation and binaural beat entrainment.

#15
Brain and Behaviour / Cerveau et comportement

THE ROLE OF SOCIOSEXUALITY IN MEN'S PERCEPTIONS OF PREGNANT WOMEN

Shelley Longpre, Department of Psychology, Lakehead University; Kirsten A. Oinonen, Lakehead University; Dwight Mazmanian, Department of Psychology, Lakehead University

Men's mate preferences, relationship goals, and ratings of female attractiveness are influenced by men's sociosexual orientation. Restricted men tend to seek out long-term serious relationships in which they can start a family. We hypothesized that: (a) restricted men have evolved mechanisms that facilitate attraction to pregnant women in order to maintain long-term relationships throughout pregnancy; and (b) unrestricted men have evolved mechanisms that lead to better pregnancy detection abilities and lower attraction to pregnant women,

in order to avoid the risks of copulating with pregnant women. In this study, 155 men rated the attractiveness of photographs of pregnant and non-pregnant women, and indicated whether they believed each woman was pregnant. A strong trend indicated that restricted men were more attracted to the bodies of pregnant women than were unrestricted men. Men who perceived themselves as having a lower mate value were also more attracted to pregnant women. With respect to pregnancy detection ability, unrestricted men were better at detecting pregnancy when recent alcohol and drug use was controlled. Men with a higher number of sexual partners or a higher number of one-night stands were also better at detecting pregnancy. The results suggest that men may have evolved sociosexuality-dependent mechanisms that affect their perception of pregnant women.

#16
Brain and Behaviour / Cerveau et comportement

VERBAL ABILITY, SPATIAL ABILITY, AND MULTITASKING

Adam Mischuk, University of Saskatchewan; Lorin Elias, University of Saskatchewan

Background: Many individuals engage in multi-tasking. It seems plausible that completing concurrent tasks might decrease performance in one or more of the individual tasks, as attention may be divided and different brain regions may compete for resources. In the right hemisphere of the brain, the primary motor cortex is near an area which is essential for tasks of spatial ability. Furthermore, on the left hemisphere of the brain, the primary motor cortex is very near to Broca's area, which is responsible for speech production. Method: 12 right handed males recruited through convenience sampling were used in this study. Each participant completed measures of verbal ability (COWA) and spatial ability (MROT) while simultaneously tapping a finger as a motor distracter task. It was hypothesized that a motor task engaging the left hemisphere of the brain would decrease verbal ability, but not spatial ability, while a motor task engaging the right hemisphere would decrease spatial ability and would not affect verbal ability. Results: A repeated measures ANOVA revealed that the interaction between motor task and verbal and spatial ability scores was non-significant. Trends, however, were observed in the hypothesized directions. Conclusion: Results are discussed in terms of future studies and the relation between verbal and spatial ability.

#17
Brain and Behaviour / Cerveau et comportement

BRAIN REGIONS THAT RESPOND TO SEXUAL STIMULI: A META-ANALYSIS OF fMRI AND PET STUDIES

Debra Soh, Ryerson University; James M. Cantor, Centre for Addiction and Mental Health; Todd A. Girard, Ryerson University

Brain areas activated during human sexual arousal remain under-investigated in cognitive neuroscience. Functional neuroimaging research has produced differing results. This meta-analysis provides a quantitative summary of research findings to date. Results will serve several purposes: to determine the ability of functional neuroimaging to distinguish brain regions involved in sexual arousal, to provide insight regarding how sexual information is processed by the human brain, and to inform neurobiological explanations for sexual orientation, sexual dysfunctions, and paraphilias. A total of 14 functional magnetic resonance imaging (fMRI) and positron emission tomography (PET) studies were included. All studies were published before October 2009, involved healthy heterosexual male subjects, included responses to a sexual stimulus and to a non-sexual control stimulus, and used whole-brain analyses with maxima reported in 3D coordinates. Activation Likelihood Estimation (ALE), a coordinate-based meta-analytic technique, was performed. ALE analyses identified a specific network of brain regions involved in sexual arousal, including the thalamus, hypothalamus, fusiform gyrus, middle occipital gyrus, amygdala, and cingulate gyrus. Future research is needed to elucidate these results and further explore brain areas involved in sexual arousal in heterosexual women and homosexuals.

#18
Brain and Behaviour / Cerveau et comportement

ELECTROENCEPHALOGRAPH RESPONSE TO BODY IMAGE EXPOSURE

Karen Storeshaw, Lakehead University; Ron Davis, Lakehead University

Exposure to images of oneself can be an emotionally aversive experience for some people. In this study, electroencephalogram (EEG) recordings were used to gauge the electrical activity of the brain among participants viewing their own image and that of their romantic partners. These images were presented in the familiar dimension of 2D and the novel 3D. An emotionally aversive experience is known to be associated with relatively greater right-sided frontal EEG alpha band activity compared to left-sided frontal activity. The opposite occurs when people are in a positively valenced emotional state. The findings from 11 right-handed heterosexual couples indicate a statistically significant main effect for rating pictures of their partners as more pleasurable than pictures of themselves and a Sex X Dimension interaction effect in which females rated 3D pictures of themselves as more pleasurable than 2D. EEG analysis revealed that participants exhibited greater left-frontal activity when viewing pictures of their partners. The subjective evaluations of females' preference for 3D pictures of themselves could have implications for using 3D images as an exposure stimulus for treating body dissatisfaction.

#19
Brain and Behaviour / Cerveau et comportement

CHANGES IN BEHAVIOURAL JEALOUSY ACROSS THE MENSTRUAL CYCLE ARE RELATED TO ATTRACTIVENESS

Missy L. Teatero, Lakehead University; Dwight Mazmanian, Health, Hormones, and Behaviour Lab, Lakehead University; Kirsten A. Oinonen, Health, Hormones, and Behaviour Lab, Lakehead University

Women's responses to imagined emotional versus sexual infidelity across the menstrual cycle have been examined in several studies, but the results have been inconsistent. The present study was one of the first to examine different facets of romantic jealousy: cognitive, emo-

tional, and behavioural. Twenty women who met strict post-hoc inclusion criteria completed an on-line questionnaire at each of three menstrual cycle phases. Women reported engaging in more behavioural jealousy, akin to mate retention techniques or relationship vigilance, in the preovulatory and luteal phases than the menstrual phase, while cognitive and emotional jealousy did not significantly change across the cycle. In addition, the difference between participant-perceived self and partner attractiveness moderated the effect of phase on behavioural jealousy. Overall, the results suggest that women who perceive that they are as, or more, attractive than their partner exhibit the aforementioned changes, while those who perceive themselves to be less attractive generally report the same degree of behavioural jealousy across the cycle. High levels of both estrogen and progesterone may facilitate mate guarding, particularly among women who have desirable perceptions of their relative attractiveness within a romantic relationship.

#20
Brain and Behaviour / Cerveau et comportement

ASSOCIATION OF THE DOPAMINE TRANSPORTER (DAT1) GENOTYPE POLYMORPHISMS WITH ADHD SYMPTOMS IN A GENERAL ADULT POPULATION SAMPLE

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Background:Attention Deficit Hyperactivity Disorder (ADHD) is a common psychiatric disorder. Genetic studies have revealed an association between the dopamine transporter gene (DAT1) and ADHD but few have sought to establish the relationship between specific ADHD symptoms and DAT1 polymorphisms in adults. Objective: To examine the association between DAT1 polymorphisms and ADHD symptoms in a general adult population sample. Measures:The sample consisted of 135 participants aged 26-61 years. ADHD symptoms were assessed by the Conners' Adult ADHD Rating Scales (CAARS) (Conners et. al, 1998). DNA was collected via saliva samples. Analysis: A Multivariate Analysis of Variance (MANOVA) was carried-out using the CAARS measures as dependent variables and the DAT1 polymorphisms as independent variables. Results: Significant differences were found for DAT1 and inattention / memory problems ($F(2,85)=3.72$, $p<0.05$) as well as for DAT1 and inattentive symptoms ($F(2,85)=3.95$, $p<0.05$). Post-hoc t-tests revealed individuals with polymorphism 9:9 scored higher on inattention / memory problems than those with polymorphism 9:10 and individuals with polymorphism 9:10 scored lower on inattentive symptoms than those with polymorphism10:10. Conclusion:DAT1 polymorphism 9:9 has been associated with inattention / memory symptoms and polymorphism 10:10 has been associated with inattentiveness.

#21
Brain and Behaviour / Cerveau et comportement

DECISION MAKING, PERSONALITY AND PHYSIOLOGICAL AROUSAL IN PERSONS WITH MILD HEAD INJURY

Julia Williams, Brock University; Tanvi Sharan, Brock University; Jordan Atkinson, Brock University; Dawn Good, Brock University

It is estimated that 80-90% of the 57 million hospitalized persons following a traumatic brain injury can be classified as mild head injury (MHI). This raises serious concerns as MHI can result in neurological impairments which can adversely affect the social competence of individuals. The primary objective of this study was to examine the role of sympathetic arousal on moral decision making in a group of high functioning university students with a history of MHI. Cardiac, electrodermal and respiratory responses were measured while participants with MHI and non-injured cohorts (N=48) were presented with scenarios depicting themselves intentionally or unintentionally committing a violation that results in either physical harm, non-physical harm or non-moral outcomes. Anti-social behaviour, such as erratic lifestyle, callousness, interpersonal manipulation, impulsive antisocial behaviour and reactive aggression, were also measured. MHI participants are more likely to endorse nonconventional choices, as well as more impulsive, aggressive, erratic and antisocial behaviours. They are also more likely to exhibit lower physiological arousal. Together, these findings are consistent with the view that sympathetic feedback influences our social choices (Bechara et al, 2000) and persons with MHI make riskier decisions because of limited physiological arousal (Jung & Good, 2007).

#22
Clinical Neuropsychology / Neuropsychologie clinique

NEUROPSYCHOLOGICAL DEFICITS IN PATIENTS WITH DYSTHYMIA

Adarsh Kohli, Post Graduate Institute of Medical Education and Research; Nitin Gupta, South Staffordshire NHS Foundation; Parmanand Kulhara, Post Graduate Institute of Medical Education and Research; Rohini Thapar, DAV College

The objective of the study was to evaluate the neuropsychological profile of Indian patients with Dysthymia. Using a cross-sectional design, 22 patients with ICD-10, Dysthymia without co-morbid major depression, 20-45 years, with 10 years of completed education, clinically stable for at least three months prior to intake were recruited from the Outpatient Psychiatric Services of Post Graduate Institute of Medical Education and Research, Chandigarh,India. Patients were administered a complete battery of neuropsychological tests (Wisconsin Card Sorting Test,The Set test, Verbal Adult Intelligence Scale, Bhatia Battery of Performance tests, PGI Memory Scale and Bender Visual Motor Gestalt Test). The control sample comprised 28 normal, healthy persons matched on age,gender,education and handedness who were given the same battery of tests.A neuropsychological profile was obtained for the patients with Dysthymia and for

normal controls. Mean age of patients with Dysthymia was 41.50 years, and that of normal controls was 32.89 years. In 22 patients with Dysthymia,there was equal preponderance of males and females. Overall Dysthymics performed poorly on spatial and abstract tests of intelligence,made more perseverative errors on WCST, and had deficits on memory compared to normal controls. On perceptual-motor functions, the two groups were comparable.The implications of the results will be discussed.

#23
Clinical Neuropsychology / Neuropsychologie clinique

CONCUSSION AWARENESS AMONG MINOR HOCKEY COACHES

Andrea Krol, University of Alberta; Martin Mrazik, University of Alberta

Hockey is a popular sport with many children participating at recreational and competitive levels. Findings suggest that younger adolescents may be at greater risk for concussions and for complicated outcomes. This study sought to determine where coaches learn about concussion and management strategies and, how their knowledge translates into practice. 97 peewee coaches completed a questionnaire prior to the start of a concussion information seminar. The 25 item survey examined concussion knowledge and management approaches. Results showed that 48 / 97 (49.5%) of the coaches obtained some of their knowledge of concussion from magazines or newspapers. Other prevalent information sources were family doctors 34 / 97 (35.1%) and the internet 34 / 97 (35.1%). Of the coaches that obtained information from a doctor, 91.2% found it to be either quite or very helpful whereas only 53% and 31% found the internet and magazines / newspapers to be equally as helpful. Results also showed that 12 / 97 (12.4%) of coaches would return athletes back to play after being hit and reporting symptoms of headache and dizziness, 2 / 97 (2.1%) after losing consciousness, and 5 / 97 (5.2%) after forgetting their position. Some coaches are still releasing athletes back into play after sustaining a hit to the head resulting in symptoms. Results indicate that concussion education among minor hockey coaches is imperative.

#24
Clinical Neuropsychology / Neuropsychologie clinique

COGNITIVE IMPAIRMENT IN THREE SUBTYPES OF MULTIPLE SCLEROSIS: A META-ANALYSIS

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Multiple sclerosis (MS) is a degenerative autoimmune disorder with associated demyelination of cerebral cortex that typically results in slow motor and psychomotor speed. Several subtypes of MS have been introduced to differentiate between the progression of the degeneration; a relapsing-remitting, a primary progressive (linear descent), and a secondary progressive variant (a relapse-remitting pattern that evolves into a linear descent). The current study offers a quantitative review of several tests of cognitive status that have been used in MS investigations, with the goal of delineating subtype-specific profiles of cognitive decline. All three variants of MS were associated with cognitive impairment on phonological verbal fluency (VF), the paced auditory serial addition test (PASAT), the symbol digit modalities test (SDMT), the verbal selective reminding test (VSRT), and the Stroop test. The secondary progressive group exhibited more substantial impairments on VF, SDMT, and VSRT than the primary progressive group, which in turn was more impaired than the relapsing-remitting group. The PASAT and Stroop showed less differentiation between groups. Cognitive profiles of the three most common variants of MS may be better differentiated with tests of verbal production speed, visuomotor tracking speed, and verbal learning, than with tests of working memory or response inhibition.

#25
Clinical Neuropsychology / Neuropsychologie clinique

LES FACTEURS DISTINCTIFS D'UN ÉTAT DÉMENTIEL EN PHASE INITIALE PAR RAPPORT À UN ÉTAT DE VIEILLISSEMENT NORMAL CHEZ LES PERSONNES ÂGÉES DE 70 À 80 ANS

Sarah Pakzad, Université de Moncton; Paul Bourque, Université de Moncton; Annie Deschênes, Université de Moncton; David Collette, Université de Moncton; Véronique Fontaine, Université de Moncton; Julie Ringuette, Université de Moncton

L'objectif de la présente étude était de vérifier si des échelles mesurant l'état dépressif (échelle Gériatrique de Dépression), l'état de fonctionnement cognitif (Mini Mental State Examination) et l'état des capacités fonctionnelles (activités de la vie domestique) pouvaient permettre de discriminer chez les personnes âgées un état cognitif démentiel en phase initiale par rapport à un état de vieillissement normal. 97 sujets âgés de 70 à 80 ans ont participé à la présente étude. Ils ont composé deux groupes, soit 47 personnes âgées atteintes de démence de type Alzheimer en phase initiale (groupe expérimental) et 50 personnes âgées sans aucun diagnostic de démence (groupe témoin). Les résultats obtenus mettent en évidence des différences entre les sexes en ce qui concerne les facteurs distinguant les déments en phase initiale des non déments. L'ensemble des résultats ont permis de clarifier plusieurs points et de souligner plus particulièrement l'utilité de certaines échelles de mesure dans la discrimination d'un état cognitif démentiel en phase initiale par rapport à un état de vieillissement normal de même que de mettre en évidence l'influence du facteur sexe sur la valeur prédictive des outils diagnostiques utilisés auprès des sujets de cette étude.

#26
Clinical Neuropsychology / Neuropsychologie clinique

ÉTUDE DES ATTITUDES ET DES PERCEPTIONS DES AÎNÉS ET DES PROFESSIONNELS DE LA SANTÉ FACE AU DIAGNOSTIC APPROPRIÉ DE LA DÉMENCE AU NOUVEAU-BRUNSWICK : PROJET PILOTE

Sarah Pakzad, Université de Moncton; Paul Bourque, Université de Moncton; Véronique Fontaine, Université de Moncton; Julie Ringuette, Université de Moncton

La démence touche une proportion significative et croissante de la population âgée et constitue un problème important de santé publique (Lindsay et al., 2002). Au Nouveau-Brunswick, on estime qu'environ 14 000 individus souffrent d'une forme de démence et 64% des cas de démence sont de type Alzheimer. Cependant, la moitié des cas de démence risque de ne pas être diagnostiqué dans le contexte des soins de première ligne (Boustani, 2003), alors que les outils existent (Helmer, Berr, Joël et Dartingues, (2008), et ce, dans les deux langues officielles. Le but de cette recherche était d'élucider les facteurs qui, de façon générale, influencent le diagnostic approprié de la démence chez les personnes âgées, en examinant notamment l'impact des facteurs géographiques (urbain vs rural / éloigné) et linguistiques (situation linguistique minoritaire anglophone ou francophone). Des entrevues sont menées auprès des personnes âgées (n=20) et des professionnels de la santé (médecins n=10, infirmières n=10 et travailleurs sociaux n=10). Les résultats de cette recherche indiquent une certaine lacune quant à la formation de certains professionnels de la santé, et mettent en évidence certains obstacles concernant le diagnostic approprié de la démence chez les personnes âgées.

#27
Clinical Neuropsychology / Neuropsychologie clinique

PREDICTING DISABILITY AND VOCATIONAL OUTCOMES IN FIRST-EPISODE SCHIZOPHRENIA FROM COGNITIVE INTAKE MEASURES

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Schizophrenia is a neurodevelopmental disorder with significant cognitive deficits associated with severe social and vocational disability. Limitations of working memory and executive skills have been correlated with psychosocial status, but few studies have examined associations between cognitive and clinical measures and vocational outcomes. To assess the relevance of particular cognitive deficits to disability and vocational outcomes, thirty-one first episode schizophrenia (FES) patients completed a series of cognitive tests that provided domain scores for motor, attention, verbal, visuospatial, executive, and memory skills. Disability payments, employment status, and school status were ascertained after one year and binary stratification was applied to each variable. Independent sample t-test comparisons were performed against a global cognitive index and individual cognitive domain scores. Participants who did not attend school one year after the index assessment had greater baseline impairment of general cognitive skills, with particular limitations on executive and verbal skills. Participants receiving disability also exhibited greater impairment of executive skills. Employment status was unrelated to cognitive or clinical status. Cognitive impairment at intake may offer prediction of vocational outcome one year after initiation of treatment.

#28
Developmental Psychology / Psychologie du développement

VERBAL IRONY COMPREHENSION IN CHILDREN AND ADOLESCENTS WITH HIGH-FUNCTIONING AUTISM AND ASPERGER'S SYNDROME IN COMPUTER-MEDIATED COMMUNICATION

Abiola S. Agbayewa, University of Manitoba; Melanie Glenwright, University of Manitoba

Social interactions can be difficult for people with high-functioning autism (HFA) and Asperger's syndrome (AS) and this is particularly pronounced when conversations involve verbal irony (i.e., sarcasm). We examined verbal irony comprehension in children and adolescents with HFA and AS using the Bubble Dialogue program (Cunningham et al., 1992), a form of computer-mediated communication (CMC) consisting of comic strip conversations between two characters. CMC use, including instant messaging, email, and social networking sites (e.g., Facebook, Twitter), is highly prevalent among children and adolescents. Given that typically developing children show improved verbal irony comprehension when provided with information about the ironic speaker (Pexman et al., 2006), we examined how labeling speakers as peers or adults influenced comprehension in children and adolescents with HFA and AS and typically developing controls matched on gender, verbal / mental age, receptive vocabulary, and reading ability. Compared to typically developing controls, children and adolescents with HFA and AS showed poorer verbal irony comprehension but both groups were more accurate when the characters were peers than when one character was an adult and the other was a child. These results will assist in identifying cues to optimize irony comprehension in children and adolescents with HFA and AS.

#29
Developmental Psychology / Psychologie du développement

NORMAL INFANT SLEEP PATTERNS AND MATERNAL PERCEPTIONS OF PROBLEMATIC INFANT SLEEP

Angela Ahlquist, University of Regina; Lynn Loutzenhiser, University of Regina

In infants under one year of age, anecdotal evidence suggests that mothers view their infant's sleep behaviours as problematic. Given the lack of research on sleep problems in infants under the age of 12 months, we know little about factors associated with maternal perceptions of infant sleep problems and the utility of the research criteria in young infants. Using an internet sample of 305 Canadian mothers of infants 6 to 12 months old, this study looked at both maternal perceptions of infant sleep problems and the applicability of the child sleep problem research criteria (Morrell, 1999). Results indicated that mothers identified 24% of the infants as having a sleep problem, yet 61% of the infants met the research criteria for a sleep problem. In terms of factors associated with maternal perceptions of sleep problems, infant sleep variables (i.e., being awake for 20 minutes or more and waking three times a night) as well as maternal variables (i.e., daytime functioning) accounted for a significant amount of variance. Particular criterion proved to be not as applicable to 6 to 12 month-old infants. For example, settling longer than 30 minutes was reported by 12% of mothers and 68% of infants woke five or more nights a week. Thus,

maternal perceptions should be regarded as important. Future studies should modify the research criteria to be more suitable for young infants.

#30
Developmental Psychology / Psychologie du développement

PREDICTIVE RELATIONS BETWEEN SHAME IN EARLY CHILDHOOD AND DEPRESSOGENIC COGNITIONS IN MIDDLE CHILDHOOD

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Shame contributes to adaptive development, but when it becomes a dominant emotion it may be maladaptive. Studies of adolescents and adults show a link between shame and depression. Little is known about the early roots of this link. The current study assessed the prediction of depressogenic cognitions in middle childhood from shame responding in early childhood and exposure to parental shaming. Children (n = 225) and their mothers and fathers were followed longitudinally from age 3-4 (Time 1) to age 5-7 (Time 2) and age 7-9 (Time 3). At Time 1 and Time 2, child shame responding was assessed from observations of emotional responses to failure experiences and parental shaming was measured by parent self reports. At Time 3, shame proneness and depressogenic cognitions (catastrophizing the consequences of negative events, viewing the self as deficient following negative events, dysfunctional attitudes to experiences) were assessed. Girls who showed increased shame responding from Time 1 to Time 2, and boys who were exposed to more mother and father shaming, were more prone to shame at Time 3. Shame proneness at Time 3 was associated with depressogenic cognitions for both girls and boys

#31
Developmental Psychology / Psychologie du développement

YOUTH'S PERCEPTIONS OF CYBER-BULLYING

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Cyber-bullying is a proliferating, pervasive phenomenon which researchers have only begun to study. A sample of 260 grade seven and eight Northern Ontario students were surveyed with regards to their experiences with, and perceptions of seven types of cyber-bullying behaviours: flaming, harassment, cyber-stalking, exclusion, outing / trickery, denigration, and impersonation. The study results support the notion that cyber-bullying is prevalent, with 70% of participants indicating at least one occurrence of cyber-bully perpetration or victimization. For the most part students agreed that cyber-bullying is hurtful; however, participants who self-reported participating in cyber-bully behaviours were significantly less likely to agree that cyber-bullies should be reported and that they should receive consequences for their actions. Furthermore, direct cyber-bully behaviours were perceived as more likely to be reported, and the cyber-bully more likely to receive consequences than indirect cyber-bullying. Results suggest that distinct cyber-bully behaviours are perceived differently but, overall, youth perceive cyber-bullying to be harmful, acknowledge that it should be reported and believe that it should be punished.

#32
Developmental Psychology / Psychologie du développement

THE ROLE OF SITUATIONAL DEPENDENCE IN INFANTS' INITIATION OF BEHAVIOURAL REQUESTS

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Despite recent research in infants' abilities to initiate behavioral requests (IBR), little is known of its developmental trajectory. Within the Early Social Communications Scales (ESCS) (Mundy et al., 2003) IBR is defined as occurring during two time windows: acquisition - onset of inactive toy until infant secures the toy, and retraction - after tester has retrieved the toy until testing resumes. The current study examined the development of infants' IBR within each phase to determine if infants treat them as equivalent. We presented 29 infants monthly with the ESCS (9-12 m.). Sessions were coded for the onsets of the two phases, infants' gazes to experimenter, vocalizations, smiling, and table slapping. Analysis found that for infant behaviors contingent upon the onset of the retraction phase: gazes increased in frequency and probability, and decreased in latency (9-11 m.); vocalizations increased in frequency (10-11 m.) and latency decreased (9-12 m.); smiling decreased in latency (9-12 and 11-12 m.); and table slapping decreased in latency and probability (10-12 and 11-12 m.). In contrast, during the acquisition phase only vocalization decreased in latency (10-11 m). These results suggest that infants respond differentially to the time windows that define IBR. Such findings suggest that greater consideration of context in the definitions of joint attention is needed.

#33
Developmental Psychology / Psychologie du développement

PUTTING THE ACCENT ON DEVELOPMENTAL PSYCHOLOGY IN CANADA: A DISCIPLINE TAKES STOCK

Jean-Paul Boudreau, Ryerson University; Niusha Ghazban, Ryerson University; Danielle Labine, Ryerson University; Rebecca Stein, Ryerson University

In his 2002 Presidential address to APA in Toronto, Philip Zimbardo encouraged Psychologists to make basic psychological research relevant to the public, community, and media. In fact, many of the issues identified by Zimbardo as having had important impact on shaping public understanding (e.g., dynamic development across the life-span, the magic of touch, infants' experience of pain, loss of mental agility in the elderly, etc.) centrally concern developmental psychology. But how is developmental psychology making an impact on Canadian Psychology today? How are developmental science findings from Canadian laboratories changing our understanding of human behavior? We suggest that developmental psychology—and developmental ideas—have been at the vanguard of psychology in North

America and Canada. By using contemporary Canadian research findings from four core areas of infant development (i.e., brain development and early intervention; attention, action, and cognition; bilingualism; and social-emotional relationships) and by focusing mainly on Canada as a case study, we will position developmental research at the international forefront of psychology, while also making a case for how the study of infant development, more specifically, is vital to the future of psychology. This paper ultimately highlights the important ways that our discipline shapes and advances psychology today.

#34
Developmental Psychology / Psychologie du développement

A COMPARISON STUDY OF COGNITIVE DIFFERENCES OF ATTENTION DEFICIT-HYPERACTIVITY DISORDER SUBTYPES TO A CLINIC CONTROL ON THE STANFORD-BINET-FIFTH EDITION

Theodore A. Burrows, Blackgold Regional Schools; Henry L. Janzen, University of Alberta; Hau L. Chow, Centennial Centre of Mental Health and Brain Injury

The cognitive profile of a sample of 118 children (ages 7–17) with Attention Deficit / Hyperactivity Disorders (ADHD) was compared to a sample of 62 non-ADHD clinically referred children using the Stanford-Binet Fifth Edition, based upon an archival study from the Education Clinic at the University of Alberta between the years 2003 and 2007. Classification of ADHD subjects and control was based upon multiple sources of evidence, including the scores from the Behavior Assessment System for Children (first or second editions) or the Conners' Rating Scales-Revised, as well as other clinically relevant information. The ADHD sample was broken into four groups, all ADHD individuals together and the three subtypes. Analysis was completed for between-group and intra-individual differences. Working Memory was the only factor that showed significant differences across all the analysis. Significant findings for Verbal Quantitative Reasoning occurred in the ADHD-inattentive group, differentiating it from the other subtypes in all analysis. Correcting for the number of comorbid conditions resulted in more significant findings at the subtest level. Results from the study also suggest the utility of differentiating subjects based upon severity of ADHD symptoms. Future research comparing the subtypes to each other directly, based upon symptom severity, would be of interest.

#35
Developmental Psychology / Psychologie du développement

APPEARANCE CULTURE INFLUENCES ON BODY DISSATISFACTION AMONG ADOLESCENTS IN CHINA

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Among Western adolescents, body dissatisfaction has been linked to features of an increasingly prominent appearance culture including attractiveness ideals such as ultra-thinness and ultra-muscularity for girls and boys, respectively, and increases in appearance pressure, comparisons and conversations. The salience of appearance culture features to body dissatisfaction in non-Western cultures has received little attention. This study assessed appearance culture experiences of adolescents in China as well as their impact of body dissatisfaction. A sample of seventh grade (376 boys, 457 girls) and tenth grade (329 boys, 353) students from Chongqing completed back-translated measures of body satisfaction demographics, public self-consciousness, and appearance culture features noted above. Independent of BMI and public self-consciousness, most appearance culture experiences remained stable or intensified with age for Chinese girls and remained stable or waned for Chinese boys in the same age groups. After controlling for BMI, age, and public self-consciousness, appearance culture experiences, especially pressure from close social networks and mass media, predicted body dissatisfaction for both sexes. The study highlights how appearance culture experiences contribute to body dissatisfaction among adolescents living in urban China.

#36
Developmental Psychology / Psychologie du développement

2 TXT OR NOT 2 TXT?: AN INVESTIGATION OF CHILDREN'S AND ADOLESCENTS' USE OF DIFFERENT COMMUNICATION MEDIA

Gabriela Corabian, University of Alberta; Connie Varnhagen, University of Alberta

From email and instant messaging (IM) to talking and texting on cell phones, children and adolescents have access to, and make use of, many different types of new media. Communication media is constantly changing and is increasingly being marketed to youth. It is important to investigate what types of media youth are using to communicate, who they are using them with, and what they use them for. In this study, students from grades 5, 8, 11 and first year university (n=224) were surveyed regarding their use of 11 different types of media, such as cell phones and IM. Results showed that older students used more types of media and used them more often; grade 11 and university students had the highest rates of use for most media types. Older students media usage was also more differentiated, in that they used different media for different tasks and to communicate with different people. All students communicated more often with family, friends and acquaintances they had met offline than with those they met online, but notably, grade 8 and 11 students used media to communicate with strangers more than the other age groups. These results help us to better understand communication among youth and to compare media use between age groups. The results also identify possible risks associated with who youth communicate with and through which media, and can help to inform interventions.

#37
Developmental Psychology / Psychologie du développement

AFFECTIVE BEHAVIOURS, EMOTIONAL REGULATION, AND AGGRESSIVE RELATIONSHIPS IN EMERGING ADULTHOOD

Nadia M. D'Angelo, Carleton University; Jennine S. Rawana, York University

Relational aggression has been linked to psychological maladjustment throughout the literature. Individuals who experience relational aggression have more feelings of negative affect and depressed mood. Despite the emphasis on social relationships in emerging adulthood, few studies have examined relational aggression during this developmental stage. The purpose of this study was to investigate the relationship between psychological adjustment, namely negative affect and depressed mood, in emerging adults who experience relational aggression during university. It was hypothesized that relational aggression experienced will increase the amount of negative affect and depressed mood experienced. It was also predicted that the level of psychological adjustment will be affected by the quality of social sharing, and emotional development. Participants answered an online questionnaire that measured their feelings, mood, cognitive beliefs, and quality of their relationships. Using multiple regression, findings demonstrated that relational aggression was significantly associated with depressive mood, $F(3, 62) = 2.46$, $p < .05$, $\Delta R^2 = .096$. The current study did not find any significance between negative affect experienced and quality of romantic relationship; whereas, the quality of closest sibling relationships contributed above and beyond any other variable.

#38
Developmental Psychology / Psychologie du développement

CHILDREN'S UNDERSTANDING OF INCONSISTENCIES IN COMMUNICATION

Amy De Jaeger, University of Manitoba; Alyssa Altomare, University of Manitoba; Melani Glenwright, University of Manitoba

An important development in children's understanding of communication involves recognizing when a speaker's statement and intentions are incongruent. The present study examined children's understanding of white lies, ironic criticisms, and faux pas. 30 5-7-year-olds and 30 9-11-year-olds watched puppet conversations containing white lies, ironic criticisms, and faux pas. Following each conversation children were asked questions concerning the speaker's meaning and the speaker's intentions to convey critical attitude, humour, and politeness. 5-7-year-olds understood the meanings of white lies, but they viewed these statements as being more complimentary, more serious, and more polite than 9-11-year-olds. 5-7-year-olds were beginning to understand the nonliteral meaning and critical attitudes of ironic criticisms, but 9-11-year-olds were more accurate at understanding the speaker's intended humour. For faux pas, the older group was significantly more accurate at comprehending the speaker's meaning and attitude but the younger group found these statements to be significantly more serious and rude. These findings show that children's understanding of inconsistent communication acts becomes refined with age and these skills continue to be refined throughout middle childhood.

#39
Developmental Psychology / Psychologie du développement

PARENTING PRACTICES, EXTERNALIZING PROBLEMS AND CHILDREN'S CALLOUS THEMES IN THE MACARTHUR STORY STEMS BATTERY

Philip A. Desormeau, Concordia University; Marie-Pierre M. Gosselin, Concordia University; Paul D. Hastings, University of California, Davis

The current study examined the link between maternal parenting styles and children's representations of callousness. Participants were 61 boys and 64 girls from ages 4-7 (M=5.59, SD=1.11) and their mothers, predominantly of Caucasian families. Children were divided into two groups based on whether they obtained high or low externalizing scores on the Child Behavior Checklist. Mothers reported on their parenting styles, and children's representations of callous themes were coded in six stories drawn from the MacArthur Story Stems Battery. These themes included active and passive refusal of empathy, blaming and teasing others, and dishonesty. Preliminary analyses demonstrated that children who were high in externalizing problems (EP) and who had mothers who reported more corporal punishment included more themes of passive and active refusal of empathy, and characterized their mothers as disciplinarians in their stories. Children higher in EP and who had mothers who reported more non-reasoning punishment, scolding and overall authoritarianism included more themes of passive refusal of empathy. Children low in EP and who had mothers who used more verbal hostility showed less blaming of others, less anger and less overall callous themes in their stories. These results will be discussed in terms of the importance of parenting styles on the development of callousness.

#40
Developmental Psychology / Psychologie du développement

THE USAGE OF EMOTION TERMS IN MOTHER-CHILD DYADS: DIFFERENCES BETWEEN CHILDREN WITH DEVELOPMENTAL DISABILITIES AND MATCHED CONTROLS

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The present study compared differences in the use of emotion terms during storytelling between a sample of mothers and their children with developmental disabilities (DD) and a sample of matched controls (CO). Both the DD and CO samples had 6 male and 11 female children, ranging in age from 3 to 12 years (M = 6.0, SD = 3.1). The mother-child dyads audio-recorded themselves reading a text-free picture book at home. Transcripts were coded for discrete emotion terms of love, joy, surprise, anger, sadness, and fear. Analyses using paired samples t-tests suggested that mothers in the DD group were more likely than those in the CO group to use emotion terms, such as joy and love, when interacting with their child in the storytelling task. Overall, children in the DD group were less likely to use emotion terms than those in the CO group. These differences did not reach traditional levels of significance, however. Findings for behavioral expression and undifferentiated emotions also are reported, and implications of our findings for understanding maternal emotion socialization in a special population are discussed.

#41
Developmental Psychology / Psychologie du développement

AN INVESTIGATION OF LANGUAGE AND AFFECTIVE CONTENT OF A SELF-PRESENTATION TASK IN CHILDREN WITH SELECTIVE MUTISM

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Children with selective mutism (SM) are persistently silent in certain social settings, such as school, but appear to speak comfortably at home. SM children are shown to have more difficulties with speech and language, but the evidence in this domain is inconsistent. The current study aimed to examine language processes in children with SM during a self-presentation task. We transcribed parent-child interactions of 22 children with SM, between the ages of 5 and 8, and 24 age-matched controls. The affective content of language used by children and parents was also coded using Whissell's Dictionary of affect in language. Children with SM produced less speech overall and exhibited poor linguistic proficiency in comparison to control children. They also exhibited a significant decrease in mean length of turns (words or utterance per turn) suggesting lower pragmatic language abilities. In terms of affective content, children with SM engaged in more passive speech in comparison to control children, whose speech was higher in activation. Parents of children with SM produced significantly more "nasty" words (high activation, low pleasantness), but fewer "sad" words (low activation and pleasantness) than parents of control children. Findings suggest that children with selective mutism may differ in language use and abilities compared with their typically developing peers.

#42
Developmental Psychology / Psychologie du développement

ASSOCIATIONS OF DYADIC AND GROUP-BASED PEER RELATIONS TO WITHDRAWN BEHAVIOUR IN KINDERGARTEN: A TWIN STUDY

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Children with withdrawn behavior (WB) are at high risk of developing major depression and anxiety disorders during adolescence. Evidence from genetically informed research suggests that genetic as well as non-shared environmental factors contribute to the development of WB (Polderman et al., 2005). Nevertheless, few studies have examined specific, nonshared environmental predictors of WB. It has been suggested that relations with peers are among the most important nonshared environmental influences on child development (Harris, 1998). Controlling for genetic and shared environmental influences, this study utilized the Discordant MZ-Twin Method to examine the effects of dyadic peer relationships and group peer relationships on WB. To this end, 139 six-year-old monozygotic twins' pairs were rated on their WB by their kindergarten's teachers. Dyadic friendship relations were assessed by asking each twin to nominate up to four friends in the class. Group peer relations were assessed via sociometric measures of each twin's level of popularity. Controlling for differences in WB in early childhood, regression analyses revealed that problematic dyadic peer relations exerted a significant nonshared environmental influence on increased differences in WB. A similar effect was not found for group peer relations. Theoretical and practical implications of these results are discussed.

#43
Developmental Psychology / Psychologie du développement

CHILDREN'S WORD ACQUISITION AS A FUNCTION OF PHONOLOGICAL SIMILARITY NEIGHBORHOOD AND FREQUENCY OF PRESENTATION

Megan E. Hebert, Mount Saint Vincent University; Jamie Metsala, University of Western Ontario

Adult's spoken word recognition is proposed to be a process in which spoken words are discriminated from similarly sounding words in the listener's lexicon. The role of lexical similarity neighborhoods in children's spoken word processing is less well understood. The current study examined children's acquisition of novel phonological forms as a function of the number of similarly sounding words in the listener's lexicon and the frequency of presentation of the target nonword. Thirty children ranging in age from 4-to-7 years listened to 4 stories, each which presented 8 consonant-vowel-consonant nonwords in context. For each story, lexical similarity neighborhood was crossed with frequency of presentation such that half of the words had many versus few lexical neighbors and half were presented more versus less frequently. Children completed two tasks to measure word learning, as well as a receptive vocabulary measure and a nonword repetition task. Results revealed a lexical neighborhood by frequency interaction, such that target items with more word neighbors were learned better only for the items with lower frequency of presentation. Word learning is also examined as a function of children's prior vocabulary knowledge and phonological short-term memory. The findings are discussed as they relate to models of children's word acquisition.

#44
Developmental Psychology / Psychologie du développement

VALIDATION OF A PARENT QUESTIONNAIRE FOR EARLY IDENTIFICATION OF DEVELOPMENTAL COORDINATION DISORDER: THE LITTLE DCDQ

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Developmental Coordination Disorder (DCD) is characterized by delayed motor skill development or difficulty coordinating movements. The problems lead to impaired performance of activities of daily living such as dressing, feeding, or using playground equipment and can affect social functioning and self-esteem. DCD is often evident at an early age but is not typically diagnosed until children are over 5 years and in school. Early identification of preschoolers at risk for DCD may help to alleviate physical and social-emotional consequences. An assessment tool to identify movement problems in preschoolers is needed. It is cost-effective to revise an established questionnaire, such as the Developmental Coordination Disorder Questionnaire (DCDQ), to include younger ages. The DCDQ is a reliable and valid parent report measure for children aged 5 to 14. A Hebrew version of the DCDQ (Little DCDQ) was revised to include ages 3 to 5. Test-retest reliability, internal consistency and content validity have been assessed. Criterion validity study is underway. This study aims to establish reliability and content validity of an English version of the Little DCDQ. A panel of Canadian experts will assess the face and content validity of the items; 80% reader agreement will be sought. Collaboration with the Israel researchers will ensure as much consistency between versions as possible.

#45
Developmental Psychology / Psychologie du développement

CORRELATES OF FATHERS' PERCEPTIONS OF THEIR SCHOOL-AGE CHILDREN'S SOCIAL BEHAVIORS IN MEXICAN IMMIGRANT FAMILIES

Ziarat Hossain, University of New Mexico

This study examined the relationships between SES and social support variables with fathers' perceptions of their school-age children's social behaviors in Mexican immigrant families. Data were collected from 79 intact families residing in rural towns in the southwestern part of the United States. Whereas fathers' work hours positively but extra-familial support negatively correlated with their perception of children's happy behavior, fathers' age, education, and family size were positively correlated with children's nervous behavior. Regression analyses show that both familial and extra-familial support predicted fathers' perceptions of their children' overall positive behaviors (happy, confident, attentive, popular, cooperation) and fathers' age predicted their perceptions of children's overall negative behaviors (anxious, withdrawn, aggressive, nervous). Findings will be discussed with regard to parent-child interactions in Mexican immigrant families.

#46
Developmental Psychology / Psychologie du développement

CHILDREN AND ADULTS' USE OF LISTENERS' KNOWLEDGE STATES WHEN DETERMINING VERBAL IRONY COMPREHENSION

Vanessa Huyder, University of Waterloo; Elizabeth S. Nilsen, University of Waterloo; Melanie Glenwright, University of Manitoba

Verbal irony (i.e., sarcasm) understanding requires an appreciation that ironic statements are incongruent with the conversational context (e.g., saying "nice job" after someone misses a basketball shot). The present research investigated whether children, aged 8 to 10 (Experiment 1) and adults (Experiment 2) would take into account a listener's knowledge of the context when determining how an ironic statement would be interpreted by this listener. Given that this task required participants to take the perspective of a third party, we were also interested in whether participants would conflate their own knowledge of the context with the listener's. For both experiments, participants watched 12 videos of puppet conversations containing a literal or ironic statement. The listener's knowledge was manipulated so that in half the videos he / she was aware of the context and unaware in the other half. Participants then evaluated the intentions / beliefs of the puppets (e.g., whether the listener thought the speaker was intending to be "mean" or "nice"). Together the results found that children demonstrate an emergence of adult-like interpretation of figurative language in that they recognized that when a listener hears an ironic statement he / she will interpret the statement more literally (i.e., "nice") when unaware of the incongruent context.

#47
Developmental Psychology / Psychologie du développement

GENDER AND CONTEXT AS MODERATORS OF THE LINK BETWEEN PARENTAL CONTROL AND CHILD EMPATHY

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Toddlers' empathic responses have been linked to supportive parenting. Yet, little is known about the role of parental control in child empathy while considering the role of context and child factors. The objectives of this study were to: 1) examine the moderating role of context and gender in the link between parental control and empathy; and 2) test whether effortful control would be positively associated with empathy. Children (N = 85, M age = 41 months, 41% girls) and their primary caregiver (93% mothers) attended two lab visits. Toddler's empathic responses were measured through a parent questionnaire, and during two distress (e.g., finger snap) and two physical assistance (e.g., spill blocks) contexts. Empathy codes included facial concern, prosocial acts and global empathy (m alpha = .87). Parental control was measured through verbal control, threats / punishment, and physical force displayed in two discipline tasks (m alpha = .93). As expected, parents reported more empathy for girls than for boys, and there was a trend for girls to show more concern than boys in a distress context. A context of physical assistance elicited more prosocial acts among children high in effortful control. High parental control was related to low concern in boys in a distress context but not in girls. Implications for socialization are discussed.

#48
Developmental Psychology / Psychologie du développement

COPYCAT: PARENTAL ATTITUDES TOWARDS LIE-TELLING AND CHILDREN'S BEHAVIORS WITHIN A TEMPTATION RESISTANCE PARADIGM

Miriam Kirmayer, McGill University; Kyle Hubbard, McGill University; Shanna Williams, Mcgill University; Victoria Talwar, McGill University

Lying is a prevalent social behavior. Yet we judge liars harshly and lies for self-oriented reasons are not morally sanctioned (Bok, 1978). For this reason, parents directly socialize children about the inappropriateness of lying. The aim of the current study is to examine the impact of parental socialization upon children's lie-telling behaviors. A total of 28 (14 boys) children between the ages of 6 and 9 (M = 7.23, SD = .89) participated in the temptation resistance paradigm (TRP) with adults. During the TRP children are told to avoid peeking at a toy when left alone in a room. Later, children are asked if they peeked at the toy when they were left alone. Overall, 54% of children lied when asked if they peeked at the toy. Parental attitudes concerning deception were surveyed through a socialization of lie-telling questionnaire. The majority of parents (70%) reported occasionally telling a lie, within a one-week period. Of those parents, 77% of their children peeked at the toy when left alone. Furthermore, 81% lied when asked if they peeked at the toy. Ninety percent of those children, who lied, had a parent who reported speaking to their children concerning deception. No significant gender or age differences were found. The findings of the current study will be discussed in terms of the implicit and explicit impact of parents' socialization practices of deception.

#49
Developmental Psychology / Psychologie du développement

MATERNAL SOCIALIZATION OF AFFECTIVE AND COGNITIVE EMPATHY IN GIRLS AND BOYS

Jonathan Kuchiran, Concordia University; Jacob N. Nuselovici, Concordia University; Keeley White, Concordia University; Wai Yen Tang, Concordia University; Brittany Scott, Concordia University; Paul D. Hastings, University of California Davis

Although the contribution of certain maternal socialization techniques on the development of children's empathic concern has been established, little is known as to what effect they may have on the different components of empathic concern (i.e. cognitive and affective empathy) and how they may differ based on different childhood characteristics. To examine such relations, 176 children and their mothers participated in a laboratory based study. Maternal socialization techniques were assessed through open ended responses to a series of hypothetical vignettes and through coding of a mother-child play paradigm. Children's responses to an emotion-induction video were retained as indices of cognitive and affective empathy. Preliminary analyses revealed that relations between maternal use of child focused praise and children's cognitive empathy was moderated by gender ($ß = 0.29$, $p<0.07$), such that boys of mothers who used such praise tended to demonstrate increases in cognitive empathy ($ß = 0.18$, $p<0.07$). Furthermore, the contributions of maternal use of child centered praise on children's affective empathy varied across children's IQ levels, such that children of relatively lower IQ were more likely to demonstrate higher levels of affective empathy when they had mothers who utilized praise ($ß = 0.37$, $p<0.001$). Results will be interpreted within a framework of positive socialization.

#50
Developmental Psychology / Psychologie du développement

HOW DOES VAGAL REGULATION CONTRIBUTE TO THE DEVELOPMENT OF INTERNALIZING PROBLEMS FROM PRESCHOOL TO SCHOOL-AGE?

Catherine Loiselle, Concordia University; Farriola Ladha, Concordia University; Paul D. Hastings, University of California, Davis

Internalizing problems (IP) are thought to be linked to deficits in children's ability to regulate emotion. Emotion regulation (ER) includes how physiological systems facilitate appropriate responses to psychological demands. Effective ER is an important element of children's adaptive functioning. According to the Polyvagal theory, parasympathetic regulation of cardiac arousal is an index of physiological ER. Higher vagal tone (VT) is expected to be associated with adaptive ER, hence less risk for IP. The current investigation examined how vagal regulation in a preschool context predicted the development of IP in preschool-age to school-age children, 5 ½ years later. VT was recorded in 45 female and 32 male children aged 2-5 years during a one-hour free play period with peers. Mothers and preschool teachers reported on children's IPs (CBCL, CTRF) and once again 5½ years later (CBCL, TRF). Mother and teacher reports were aggregated at each time period. Preliminary analyses based on the first 20 children for whom cardiac data have been processed revealed an association between lower VT in preschool and more IP in childhood ($r = -.29$) that was retained in regression analyses controlling for Time 1 IP ($b = -.27$). This supports the Polyvagal theory, and points toward the importance of promoting early ER. Final results including all 77 children will be presented.

#51
Developmental Psychology / Psychologie du développement

THE IMPACT OF SLEEP RESTRICTION AND EXTENSION ON ATTENTIONAL NETWORKS IN CHILDREN WITH ADHD AND CONTROLS

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Background:Children with ADHD have a high prevalence of sleep problems. Though sleep duration may impact attention and executive control, few studies have examined the association between sleep and neurocognitive function in children with ADHD. Objective: To examine the effect of sleep restriction and extension on attentional networks in children with ADHD. Method:25 children with ADHD and 50 Controls (ages 7-11) underwent the Attentional Networks Task (ANT) to test the efficiency of 3 attentional networks: alerting, orienting

and executive control / conflict-resolving. After a baseline week, participants were assigned to either a 1 hour restriction or extension sleep condition. Mixed ANOVAs were run on ANT scores using Sleep Manipulation (Extension or Restriction) and Group (ADHD or Control) as between subject factors and Condition (Baseline or Experimental) as a within subject factor. Results: Children with ADHD increased in alerting and accuracy scores with Sleep Extension and decreased with Sleep Restriction ($p<.05$), whereas no change was found in Controls. Orienting and Executive Control scores decreased from week 1 to week 2 ($p< .05$) regardless of Condition or Group. Conclusion:These findings indicate that sleep duration is differentially related to the alerting attentional network in children with ADHD, suggesting that these children could benefit from sleep intervention.

#52
Developmental Psychology / Psychologie du développement

PREVALENCE AND PREDICTORS OF MULTIPLE VICTIMIZATION DURING YOUNG ADULTHOOD

Craig S. Moore, University of Ottawa; Lyzon K. Babchishin, University of Ottawa; Elisa Romano, University of Ottawa

Recent research indicates that youth who experience victimization often report more than one type during the same time period (e.g., conventional crime, maltreatment). There is a strong association between victimization and negative outcomes (e.g., mental health problems), which speaks to the importance of understanding risk factors for prevention and early identification of vulnerable individuals. Previous findings suggest that certain child (e.g., lower friendship quality) and family (e.g., parental rejection) variables are associated with an increased risk for multiple victimization. This study further examines risk factors (as well as prevalence rates), among young adults from a first year undergraduate population. Approximately 300 17-19 year olds will complete an on-line study on victimization experiences prior to and during the past year as well as on potential child- (e.g., school functioning), family- (e.g., parenting practices), and neighbourhood- (e.g., safety) level risk factors. Multiple logistic regression analyses will examine the predictive power of these variables on victimization (none, 1, 2, 3+types). This study will extend research on multiple victimization beyond children and adolescents, and it also considers predictors that have not been extensively studied (e.g., parenting), thereby helping build a more comprehensive understanding of victimization risk.

#53
Developmental Psychology / Psychologie du développement

ADULT DETECTION OF DECEPTION IN CHILDREN: THE EFFECTS OF COACHING AND AGE ON TRUE AND FABRICATED REPORTS OF INJURIES

Brent S. Mulrooney, Memorial University of Newfoundland; Carole Peterson, Memorial University of Newfoundland

This study explored adults' ability to determine the veracity of children's reports of injuries in situations wherein the children did or did not receive coaching. Reports of injuries were grouped into four categories: True-uncoached, true-coached, false-uncoached and false-coached. The reports came from children in three age groups: 5-6-year-olds, 8-9-year-olds and 11-14-year-olds. All fabricated injuries were yoked to true injuries, and the ages of all children were matched. All coaching was done by the primary caregiver over a period of four days. The mediating effects of adults' demographic factors, relevant experience factors, and confidence are discussed.

#54
Developmental Psychology / Psychologie du développement

CAN ROBOTS HELP US UNDERSTAND CHILDREN'S PROSOCIAL BEHAVIOUR?

Sarah Nugent, Division of Applied Psychology, University of Calgary; Tanya Beran, Community Health Sciences, University of Calgary; Alejandro Ramirez-Serrano, Department of Mechanical & Manufacturing Engineering, University of Calgary; Meghann N. Fior, Division of Applied Psychology, University of Calgary; Roman Kuzyk, Department of Mechanical & Manufacturing Engineering, University of Calgary

With technology continuously advancing, companies have started to invest in the development of robots for the purposes of interacting with humans in daily life (Kanda, Hirano, & Eaton, 2004). Because of this increased interest in social robots, it is important that we understand how children interact with them. This study compared helping behaviour in 64 children aged 5- to 12- years. This was done by observing whether children would help a robot complete a task of stacking blocks after either being primed or not primed to elicit helping behaviour. The priming factor tested was the adult's relationship with the robot (i.e., an adult gives a positive introduction about the robot). Chi square results indicated that children were more likely to help the robot after an adult provides a positive introduction than when given no introduction. Also, boys were more likely to help a robot after being introduced than were girls. Implications for children's prosocial behaviours will be discussed.

#55
Developmental Psychology / Psychologie du développement

EARLIER MENARCHE IS ASSOCIATED WITH LOWER POSITIVE IMPRESSION MANAGEMENT AND HIGHER SOCIAL DETACHMENT

Kirsten A. Oinonen, Department of Psychology, Lakehead University; Meghan A. Richards, Department of Psychology, Lakehead University; Dwight Mazmanian, Department of Psychology, Lakehead University; Brodie Marshall, Department of Psychology, Lakehead University; Nicole Westlund, Department of Psychology, Lakehead University

Early menarche has been linked with higher levels of psychopathology, substance use, and mental distress. However, previous research on age at menarche (AAM) has not attempted to control for response bias or impression management. In the present study, the relationships between AAM, positive impression management, and measures of psychopathology were examined in 154 female university students.

Earlier menarche was associated with (a) higher scores on the Depression and Anxiety scales of the SCL-90-R, the Paranoia and Schizophrenia scales of the PAI, and the Depression scale of the CAPE-42; and with (b) lower scores on the Positive Impression Management (PIM) scale of the PAI. At the risk of removing criterion-related variance, correlations between AAM and the measures of psychopathology were reexamined with PIM scores as a covariate. Only the relationship with the Schizophrenia scale remained significant, and this appeared to be due to the social detachment subscale. The findings suggest that women with earlier menarche engage in less positive impression management strategies, possibly due to their greater social detachment (i.e., social disinterest and lower affective responsivity). Furthermore, the findings of response bias associated with AAM suggest that previous work in the area has overestimated the distress and psychopathology associated with early menarche.

#56
Developmental Psychology / Psychologie du développement

SPORTS INVOLVEMENT AS A PROTECTIVE FACTOR AGAINST INTERNALIZING PROBLEMS IN VICTIMIZED CHILDREN

Andrée-Anne Perron Gélinas, Université du Québec à Montréal; Mara R. Brendgen, Université du Québec à Montréal; Fanny Guimond, Université du Québec a Montréal; Frank Vitaro, Université de Montréal, GRIP; Michel Boivin, Université Laval; Richard E. Richard, Université de Montréal, GRIP

Victims of school bullies often suffer from an increase in internalizing problems (IP), including anxious-withdrawn behavior and depression symptoms. As such, identifying factors that can protect victims against increases in IP is of crucial importance. Research has shown that participation in extracurricular sports activities diminishes anxiety and improves social status, self-esteem, and physical abilities. This study therefore examined whether sports participation could reduce the risk of IP in victimized children and whether this protective effect depends on victimized children's previous levels of IP. Participants were 1121 children, whose level of peer victimization, sports participation, and IP at ages 6-8 years were evaluated by mothers and teachers. IP was evaluated again at age 10. A factorial ANOVA revealed a significant interaction between sports participation and victimization, $F(3,922)=3,879$ $p<.005$, $\eta 2=.014$. Bonferroni-corrected post hoc analyses revealed that victimized children who participated in sports activities showed less IP at age 10 than victimized children who did not participate in sports. This protective effect was evident in victimized children regardless of their prior levels of IP. These findings suggest that sports participation may protect victimized children against increased IP, even if they have a personal vulnerability to develop IP.

#57
Developmental Psychology / Psychologie du développement

DEVELOPMENTAL CHANGES IN STRENGTHS ACROSS CHILDHOOD AND ADOLESCENCE

Chantal Poirier, Lakehead University; James N.R. Brazeau, Lakehead University; Erin O'Brien, Lakehead University; Edward P. Rawana, Lakehead University; Keith Brownlee, Lakehead University

In recent years, there has been increasing interest in the positive characteristics and competencies of individuals and how these relate to optimal functioning (e.g. Seligman & Csikszentmihalyi, 2000). It has been suggested that strengths may act as a buffer when individuals are faced with adversity and may also predict improved outcomes in clinical populations (e.g. Duckworth, Steen, & Seligman, 2005; Seligman, Steen, Park, & Peterson, 2005). However, little attention has been paid to how these strengths develop through childhood and adolescent years. The purpose of the present study was to identify patterns of strengths, assessed through the Strengths Assessment Inventory (Rawana & Brownlee, 2009), across age groups as well as differences in strengths between males and females. Our results identified significant differences between age groups on specific domains of strength. In addition, significant differences were also found between males and females on strength scores. We also discuss differences in reliability statistics between age groups, which would suggest that strengths become more stable as children progress into adolescence. These results are discussed in terms of their relevance to the existing literature on the development of strengths across childhood and adolescence.

#58
Developmental Psychology / Psychologie du développement

THE IMPACT OF CHILD SHYNESS AND READING ABILITY ON PARENT MISCUE FEEDBACK DURING SHARED BOOK READING

Kailey Reynolds, University of Guelph; Mary Ann Evans, University of Guelph

While there are few studies of the strategies naturally employed by parents to scaffold children's oral reading, fewer still address what influences strategy choice. The present study investigates the impact of child characteristics such as degree of shyness and decoding ability on parent behaviour. Grade one children and their mothers were observed reading storybooks in the home environment. Children also completed the word attack and word reading subtests of the Woodcock Reading Mastery Test (Woodcock, 1998), and mothers rated their children on the shyness index of the Colorado Child Temperament Inventory (Bus & Plomin, 1984). Complete data were available for 95 dyads. Transcripts of book reading sessions were coded for the initial strategy employed by parents following a child miscue or request for assistance, as well as the average length of feedback chains ending in terminal feedback (i.e., parent providing the word). Coding categories included graphophonemic feedback, contextual feedback, encouragement to re-attempt, and terminal feedback. Multiple regression analyses will be conducted. Given previous research, it is hypothesized that higher levels of shyness and lower reading skill levels will both be associated with more frequent parental use of highly supportive strategies such as graphophonemic and terminal feedback.

#59
Developmental Psychology / Psychologie du développement

POST-MENARCHEAL INITIAL INTOXICATION IS ASSOCIATED WITH HIGHER ALCOHOL USE IN UNIVERSITY AGED WOMEN

Meghan A. Richards, Lakehead University; Kirsten A. Oinonen, Lakehead University

Research has demonstrated that early pubertal development acts as a risk factor for increased substance use in female adolescents (Lanza & Collins, 2002). We have previously presented data suggesting that early menarcheal timing is associated with more frequent alcohol use and a greater amount of alcohol consumption between the ages of 9 and 14 (Richards & Oinonen, 2008). However, further analysis of that data indicates that the timing of initial alcohol intoxication relative to menarche, rather than just the timing of menarche, may be a critical factor in the prediction of alcohol use patterns in female university students. Here, we present these findings based on the retrospective report of 279 women. Results indicated that women whose initial intoxication occurs prior to menarche: (1) consume more alcohol per occasion of drinking, (2) engage in drinking behaviors more frequently, and (3) experience more alcohol-induced vomiting in early adulthood than women whose first intoxication occurs following menarche. However, these women achieved menarche approximately 1.5 years later than women who experienced initial intoxication after menarche. Various explanations for this association between premenarcheal intoxication and adult alcohol consumption are discussed.

#60
Developmental Psychology / Psychologie du développement

MATERNAL CONTRIBUTIONS TO AGE DIFFERENCES IN CHILDREN'S EMPATHIC RESPONSES TO OTHERS

Alessandra S. Rivizzigno, Concordia University; Brittany Scott, Concordia University; Jacob N. Nuselovici, Concordia University; Paul D. Hastings, Concordia University

Empathy encompasses prosocial behaviour and positive responses to others. Many aspects of mothers' positive parenting have been associated with children's empathic responsiveness, but it is not clear whether different parenting behaviours supports distinct aspects of empathic responding. Similarly, it is not clear whether parenting has similar influences across development. The expression of certain maternal behaviours at different points in a child's early life might be necessary to foster children's different empathic-related responding. In this longitudinal study, maternal behaviours towards their children's empathic responses concerning others in distress were examined. Increased maternal warmth, responsiveness and reasoning to children's behaviour were expected to support children's empathy at differing ages. 182 children were observed at 4 years old and at 6 years old and their responses to adults' simulations of injury and distress were assessed. Mothers' socialization practices were assessed via a child-rearing practices questionnaire. Correlational preliminary analysis revealed that mother's use of reasoning significantly predicted children's prosocial behaviour at 4 years old ($r=.30$, $p=.02$). In addition, maternal warmth significantly predicted children's concern for others at 6 years old ($r=.37$, $p=.03$). These results will be further discussed.

#61
Developmental Psychology / Psychologie du développement

SCHOOL READINESS AND LATER ACHIEVEMENT AND SOCIOEMOTIONAL OUTCOMES

Elisa Romano, University of Ottawa; Lyzon K. Babchishin, University of Ottawa; Linda Pagani, Universite de Montreal; Dafna Kohen, University of Ottawa

Early school readiness has emerged as an issue in the forefront of international research and policy. A recent prospective study (Duncan et al., 2007) using six international longitudinal data sets examined the influence of school-entry academics, attention, and socioemotional behaviours on 3rd grade reading and math. One objective of the present study was to replicate Duncan et al. (2007) but use nationally representative prospective Canadian data from the National Longitudinal Survey of Children and Youth. Results from approximately 1,500 children indicated that math skills was the strongest predictor of later achievement; literacy and attention skills predicted later achievement; and socioemotional behaviours (e.g., hyperactivity / impulsivity, prosocial behaviour, anxiety / depression) predicted later achievement. The study's second objective was to extend findings from Duncan et al. (2007) to examine the influence of school readiness on 3rd grade socioemotional outcomes. Findings indicated that kindergarten math significantly predicted socioemotional behaviours. There were also a number of significant relationships between early and later socioemotional behaviours. Our findings support the view that school readiness is multi-faceted and includes not only pre-literacy and pre-numeracy skills but also equally important components such as socioemotional well-being.

#62
Developmental Psychology / Psychologie du développement

DEVELOPMENTAL TRAJECTORY OF UNDERSTANDING PLANTS, ANIMALS, HUMANOIDS, SUPERNATURAL AGENTS, AND INVISIBILITY

Yvan I. Russell, University of Oxford; David F. Bjorklund, Florida Atlantic University; Fernand Gobet, Brunel University; Florian Kiessling, University of Oxford; Harvey Whitehouse, University of Oxford

We investigated the developmental trajectory of beliefs about plants, animals, humans, and supernatural agents among 108 participants (age 4 – adult). Participants viewed a cartoon story wherein an alien (humanoid) interacts with an alien plant, an alien dog, and a supernatural agent. Afterwards, participants were asked a series of questions about each entity's physicality, physiological needs, ability to move around, and ability to think and sense. Next, verbal ability was assessed (using BPVS-2). Finally, the participant had an "invisibility test" to investigate their understanding of invisibility. In our results, we found that people are most certain about things they can see (plants, animals, humans) and uncertain otherwise. Hence, children learned fairly quickly about plants, animals, and humans (although they tended to anthropomorphise the animals and at younger ages regarded the plant more like an inanimate object). Regarding supernatural

agents, there was considerable confusion that persisted into adulthood. However, for the supernatural, there was a conspicuous bias toward regarding them as being able to move and understand. The idea of animacy and cognition seemed to go together. Also, there was an unexpected bias towards assuming that the supernatural agent needs to eat. Regarding invisibility, we found that children understand the concept by age 5.

#63
Developmental Psychology / Psychologie du développement

PARENTS COUNT TOO: RELATING THE HOME NUMERACY ENVIRONMENT TO CHILDREN'S SKILLS DEVELOPMENT

Sheri-Lynn Skwarchuk, University of Winnipeg; Carla Sowinski, Carleton University; Jo-Anne LeFevre, Carleton University; David Willoughby, University of Winnipeg

Parents and the home environment that they provide clearly have a role in supporting the acquisition of children's numeracy and literacy knowledge before school. In this research we explored specific factors (i.e., parental attitudes, expectations, interests, knowledge; frequency of children's exposure to numeracy and literacy activities) as predictors of 5-year-olds' numeracy and literacy performance. In previous research, parents were asked to recall home experiences retrospectively, thus relying their memory of activities enjoyed during the preschool years. In this study, approximately 100 parents completed questionnaires on the home numeracy experiences they currently provided for their preschoolers. Children's early numeracy and literacy skills were assessed one year later. Families were recruited from all geographic areas of a large urban Canadian centre, and represented a more diverse sample than those included in previous research. Preliminary results indicate relations between home environment variables and children's numeracy and literacy scores; these findings replicate and extend previous research. Ultimately, this work will provide useful information about how home activities and parents' behavioural expectations are related to children's numeracy development.

#64
Developmental Psychology / Psychologie du développement

INFANTS' RESPONSE TO DECLARATIVE AND QUESTION INTONATION UNDER LOW-PASS FILTERED CONDITIONS

Melanie Soderstrom, University of Manitoba; Uliana Nevzorova, University of Manitoba; Eon-Suk Ko, SUNY Buffalo

Using a habituation / preference paradigm, we examined infants' sensitivity to the prosodic characteristics of speech that differentiate declarative sentences from questions. In a first experiment, infants were habituated to a set of declarative sentences or the same sentences produced as an uninverted yes / no question. Despite habituating to these stimuli, both groups then significantly preferred to listen to novel sentences with question intonation to the same novel sentences as declaratives, suggesting an overall preference for questions that is immune to habituation effects. No correlation was found with age of infant. In a follow-up study, we low-pass filtered these stimuli to remove the lexical information, leaving only the prosodic contours of the sentences. Under these conditions, infants showed differing preferences depending on their habituation group. Surprisingly, there was an overall significant preference for the within-group test stimulus, with the group habituated to questions preferring the novel low-pass filtered sentences as questions, and the group habituated to declaratives preferring declaratives at test. We are currently comparing infants' preferences to low-pass filtered wh-word questions compared with declarative sentences.

#65
Developmental Psychology / Psychologie du développement

CHANGES IN DEPRESSIVE SYMPTOMS AND RELATED PREDICTOR VARIABLES DURING FIRST YEAR AND SUBSEQUENT YEARS OF UNIVERSITY

Elizabeth D. Wachala, York University; Maxine Wintre, York University

Depression can manifest throughout the life cycle, but evidence suggests emerging adults (EA: 18-25 years) show the highest prevalence, with up to 25% affected. Researchers examining depression in EA found that optimism and high self-esteem predict fewer depressive symptoms. Also, when social support is high and as parent-child relationships become more reciprocal, well-being in EA improves. Few have examined how these factors and symptoms change over time. Under a developmental systems perspective, the present study explores changes that EAs pursuing Bachelor degrees report in depressive symptoms over four years of school, predicted by: gender, optimism, self-esteem, parental reciprocity, social support, and stress. The data come from a longitudinal sample of 2,913 students at six diverse Canadian universities. Multiple regression techniques will trace depressive symptoms, as well as transformations in predictor variables, in each year. The findings are hypothesized to elucidate personal and environmental risk and protective factors affecting depression in EAs undertaking postsecondary studies. The results will contribute to our limited understanding of the high prevalence of depression during EA, as well as inform students, parents, and clinicians how certain factors can be promoted to enhance both well-being and the success with which EAs transition through university.

#66
Developmental Psychology / Psychologie du développement

"SO, YOU WANT TO PLAY ALONE?": A COMPARISON OF THE SOCIO-EMOTIONAL CORRELATES OF SHYNESS VERSUS UNSOCIABILITY IN GRADES 4-6

Murray Weeks, Carleton University; Robert J. Coplan, Carleton University; Linda Rose-Krasnor, Brock University

Shy children withdraw from peers because of social wariness and anxiety, despite a desire for social interaction. In contrast, unsociable children appear to prefer playing alone. Although shyness in childhood is associated with social maladjustment, unsociability appears to be a comparatively benign form of social withdrawal, particularly in early childhood. Unsociable children may experience more difficulties

with age, due to the increased importance of the peer group. However, few studies have examined unsociability in older children. In the current study we validated a new self-report measure of child unsociability, and examined the differential correlates of unsociability and shyness in later childhood. Participants included n=221 children (117 boys, 104 girls; Mage = 10.17, SD = .95 yrs) in grades 4-6. Measures included parent and child reports and playground observations. The new measure of unsociability demonstrated very good psychometric properties, and parent reports and observations provided evidence of convergent and divergent validity. Hierarchical regressions indicated that shyness was more strongly related to self-reported internalizing problems (i.e., anxiety, depression), whereas unsociability was also associated with social self-competence and depression (girls only). Results show the importance of the continued differentiation of these constructs.

#67
Developmental Psychology / Psychologie du développement

COMMUNICATIVE TRANSITIONS IN REQUESTING OBJECTS IN 9-12 MONTH OLD INFANTS

Tyler J. Wereha, Simon Fraser University; Maximilian B. Bibok, Simon Fraser University; Ruby Grewal, Simon Fraser University; Timothy P. Racine, Simon Fraser University

Although much attention has been paid to infants' use of pointing to request items, less attention has been paid to its precursors. The purpose of this study was to trace the development of infant communicative requests for objects. We administered the Early Social Communications Scales (Mundy et al., 2003) to 29 infants at 9, 10, 11, and 12 mos of age. Sessions were videotaped and coded for the onsets of a) active object spectacle, b) infant gaze to experimenter, c) infant vocalization, d) table slap, and e) infant reach toward object. Analysis of the data found that the frequency of table slaps contingent upon the onset of an active object increased from 9-10 mos, yet decreased between 10-12 mos. Variability in the timing of contingent table slaps decreased over months. Gaze and table slapping became increasingly paired between 9-10 mos. The decrease in table slaps coincided with increased reaching between 9-11 mos. Vocalizations became shorter in duration and variability in the onset of contingent vocalizations decreased over months. These findings suggest that the decrease in table slapping may be due to (a) increased coordination of joint attention skills between 9-12 mos, particularly in the use of vocalizations, and (b) increased reaching. Such transitions point to a need for a broader conception of joint attention beyond pointing to include earlier communicative forms.

#68
Developmental Psychology / Psychologie du développement

HOME NUMERACY EXPERIENCES AND CHILDREN'S NUMERACY PERFORMANCE: A COMPARISON OF INNER-CITY AND SUBURBAN CHILDREN

David Willoughby, University of Winnipeg; Sheri-Lynn Skwarchuk, University of Winnipeg; Carla Sowinski, Carleton University; Jo-Anne LeFevre, Carleton University

Children vary in the numeracy skills that they bring to kindergarten and these early skills predict later performance. Research in the US suggests that children from less affluent backgrounds are particularly disadvantaged. In this research with Canadians, we asked whether children from less privileged backgrounds would also be less prepared for numeracy acquisition in Kindergarten and whether their experiences at home might be substantially different than their middle-class peers. In work with middle-class children, factors such as the frequency of participation in activities that involve number and quantity are correlated with early skills. Sixty children and their parents participated: 30 who attended inner-city child care centres and 30 (matched on age and gender) from centres outside the urban core. Parents completed a home numeracy questionnaire; children completed a numeracy assessment. It is expected that parents from inner-city neighborhoods provide fewer home numeracy activities and have fewer relevant resources available. These parents may also have lower expectations for their child's numeracy development and less-positive math attitudes than more affluent parents. The findings will be discussed in terms of the role that the home environment plays in preparing children for school, and may have implications for developing interventions for disadvantaged families.

#69
Developmental Psychology / Psychologie du développement

EMERGING ADULTHOOD: A COMPARATIVE ANALYSIS ACROSS VOCATIONAL SETTINGS

Selina Zaluski, University of Saskatchewan; Gerald R. Farthing, University of Saskatchewan

Emerging adulthood, a stage of life between adolescence and adulthood, is the age of identity explorations, instability, self-focus, feeling in-between, and sensing possibilities for the future (Arnett, 2004). Research in this nascent field is growing, yet findings remain largely based on the study of 18-29 year olds in four-year academic colleges, overlooking those following other trajectories after high school. The present study aimed to deepen understandings of this phase of life, through a comparative analysis of emerging adulthood across vocational settings. Questionnaires were completed by 18-29 year-olds from the following Canadian settings: university, vocational college / trade school, and labour force (without a post-secondary credential). Outcome variables were conceptions of what marks adulthood, perceptions of having reached adulthood, and identification with emerging adulthood themes. Results indicated similarities and differences among emerging adults across vocational settings. For example, regardless of vocational setting, criteria reflecting independence were deemed the most important markers of adulthood; comparatively speaking, criteria reflecting role transitions were deemed unimportant. The discussion will focus on emerging adults' experiences of the transition to adulthood amidst vocational settings with missions and policies that may shape development.

#70
Developmental Psychology / Psychologie du développement

DO PARENTS FOSTER THE DEVELOPMENT OF NARCISSISM?

Daniel Zdzieborski, University of Guelph; Karl H. Hennig, University of Guelph; Margaret N. Lumley, University of Guelph

Drawing on competing developmental theories of narcissism, this study examined how parenting factors relate to narcissism among a sample of 130 adolescents. Multiple regressions revealed significant interactions between 1) maternal responsiveness / support and maternal psychological control, 2) paternal and maternal psychological control, and 3) paternal psychological control and maternal responsiveness / support, when predicting narcissism. Simple slope tests indicated that 1) at high levels of maternal psychological control the slope between maternal responsiveness / support and narcissism was negative and approached significance, whereas at low levels of maternal psychological control it was flat, 2) at high levels of paternal psychological control the slope between maternal psychological control and narcissism was positive and approached significance, whereas at low levels of paternal psychological control it was positive and not significant, and 3) at high levels of paternal psychological control the simple slope between maternal responsiveness / support and narcissism was flat, whereas at low levels of paternal psychological control it was significantly negative. In sum, results suggest that less parental responsiveness / support and more psychological control is related to more narcissism. Theoretical and practical implications are discussed.

#71
Substance Abuse / Dependence / Toxicomanies

HELP-SEEKING, PERCEIVED NEED FOR CARE, AND PERCEIVED BARRIERS TO CARE FOR ALCOHOL USE DISORDERS IN A NATIONALLY REPRESENTATIVE SAMPLE

Janine Oleski, University of Manitoba; Natalie Mota, university of manitoba; Brian J Cox, University of Manitoba; Jitender Sareen, University of Manitoba

The aims of the current study are to examine the rates and correlates of help-seeking, perceived need for care, and perceived barriers to care among people with an alcohol use disorder in a large nationally representative sample. Methods: Data were drawn from the National Epidemiologic Survey on Alcohol and Related Conditions (NESARC, 18 years and older, n=43,093). Three main groups were defined, people with help-seeking, people with perceived need for care without help-seeking, and people without perceived need or help-seeking. Results: Almost one third (n=11,843; 28%) of survey respondents met DSM-IV criteria for a lifetime alcohol use disorder. The majority of individuals with an alcohol use disorder (81%) did not report seeking care or perceiving a need for help. Those who were younger, married, had a higher income, a higher education, and the absence of a physical condition were significantly less likely to have perceived need for help or seek help for an alcohol use disorder. Respondents with no perceived need or help-seeking were significantly less likely to have an additional axis I or axis II disorder. Conclusions: Knowledge of the factors which influence perceived need for help could aid in developing interventions directed towards increasing the rates of help-seeking among people with an alcohol use disorder.

#72
Substance Abuse / Dependence / Toxicomanies

AGE AT MENARCHE PREDICTS BOTH EARLY ALCOHOL-USE AND FACTORS CONTRIBUTING TO EARLY ADULTHOOD DRINKING

Meghan A. Richards, Lakehead University; Kirsten A. Oinonen, Lakehead University; Roxanne Sterniczuk, University of Calgary

Previous research has shown that early pubertal timing in women acts as a risk factor for the development of early and increased alcohol use relative to same aged peers (Richards & Oinonen, 2008). The present retrospective investigation: (1) replicates previous findings linking earlier menarche to early and increased alcohol use using a larger sample size (N=395), and (2) seeks to elucidate potential factors responsible for alcohol-use behaviors in women who achieve menarche early versus women who achieve menarche on-time, or late. Bivariate correlational analyses (Pearson) revealed that early menarche is associated with: (a) a higher frequency of alcohol consumption between the ages of 7 and 12, and (b) a greater typical number of drinks consumed between the ages of 7 and 12. Moreover, the data indicate that, as adults, women who achieved menarche early are more likely to consume alcohol as a result of peer pressure, while those who achieved menarche on time or late are more likely to consume alcohol to feel relaxed. These findings indicate that different social forces affect the development of drinking patterns during different developmental periods. Individual preferences may affect alcohol consumption in on-time / late maturers, while group dynamics may affect the same patterns in early maturers. Results are discussed in relation to education and prevention.

#73
Substance Abuse / Dependence / Toxicomanies

ILLICIT DRUG USE AND STREET YOUTH: WHERE DO THE OTHER FACTORS LIE?

Troy Rieck, University of Winnipeg; David Patton, The Addictions Foundation of Manitoba

The use of illicit drugs among street youth is on the rise (van Leeuwen et al., 2004), which continues to bolster the growing concerns of community service providers that many youth are not receiving adequate mental and physical support. Drawing on a sample of 167 street youth from The Addiction's Foundation of Manitoba's (2006) Street Youth Survey, this study sought to examine how fourteen theoretically related factors (e.g., self-esteem, subject and peer deviance, drug and alcohol use, history of abuse, depression, suicidal ideation, psychotic disorders), converge, and diverge, in order to further understand their impact on the lives of street youth. The results suggest than there are four base factors associated with these youth: personal deviance, perceived loss, mental distress, and peer deviance; each of which could prove useful when designing interventions aimed at supporting street-involved youth and reducing illicit drug use.

#74
Substance Abuse / Dependence / Toxicomanies

MORE THAN A QUICK FIX: SOLUTION-FOCUSED BRIEF THERAPY-TECHNIQUES, STRENGTHS, LIMITATIONS AND ITS APPLICATION TO SMOKING CESSATION
Zachary Schnitzer, University of Toronto: OISE: M.Ed in Counselling in Community & Educational Settings

This paper is an examination of Solution-Focused Brief Therapy (SFBT), its strengths, limitations and application to the treatment of smoking cessation. SFBT is a relatively new orientation to therapy. However, as an economical and efficient, strengths-based approach—a helping orientation which would be effective in time-limited environments such as schools, hospitals and treatment centers—very little efficacy research has been conducted regarding the effectiveness of SFBT in the treatment of addictions. Some recent research has been conducted pertaining to SFBT and the treatment of alcohol abuse (Smock et. al., 2008; Pitchot, 2009). With careful attention to well established SFBT philosophies, interventions and research, this paper applies these recent studies on alcoholism and SFBT to the treatment of smoking cessation, an application that is absent from the current literature. A review of the literature and a sample case-study are utilized.

2010-06-03 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – CAMPAIGN A

Workshop / Atelier
Clinical Psychology / Psychologie clinique

COGNITIVE-BEHAVIORAL TREATMENT FOR DEATH ANXIETY
Patricia Furer, St. Boniface General Hospital / University of Manitoba; John R. Walker, 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, acceptance of the reality of death, reduction of safety behaviors, cognitive reappraisal, increased focus on life goals and life enjoyment, and relapse prevention. Opportunity for case discussion will be provided.

2010-06-03 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – KILDONAN

Workshop / Atelier
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle

SAME-SEX DOMESTIC VIOLENCE: SIMILARITIES AND DIFFERENCES
Jane Oxenbury, Edan Counselling Associates

Domestic violence in same-sex relationships occurs as often as it does in heterosexual ones. The purpose of this workshop will be to teach you about the issue of same-sex domestic violence in lesbian and bisexual women's, and gay and bisexual men's relationships, and to educate you about how to break the service barriers facing these individuals and families within your organizations and communities. In this training you will learn all about this destructive problem, including, its prevalence, its similarities and differences to heterosexual domestic violence, its myths, and its dynamics. You will also learn about how to address it in your organizations and communities through specific clinical interventions and preparing your services to be ready to deal with this important and under-reported issue.

2010-06-03 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – ALBERT

Workshop / Atelier
Health Psychology / Psychologie de la santé

PSYCHOLOGISTS' ROLE IN END-OF-LIFE-DECISION-MAKING
Jo-Anne H. Willment, University of Calgary; Sharon L. Cairns, University of Calgary

With an aging population and increasing debate on euthanasia and assisted suicide, the role of psychologists in end-of-life-decision-making becomes a pressing issue to address. Moving towards a position on these types of decisions is dependent on numerous factors such as legislation, social-cultural, political, and personal and professional ethics. We will begin by summarizing the above factors as they exist presently in Canada, the US, Britain, and Europe. Following this summary the focus of the workshop will shift to using the Canadian Code of Ethics Decision Making Model to work through several vignettes that psychologists are likely to encounter in their practice.

2010-06-03 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – VICTORIA

Workshop / Atelier
Psychologists in Education / Psychologues en éducation

COLLEGE EDITION – LEARNING AND MEMORY BATTERY
Allyson Harrison, Queen's University; Alana Holmes, Northern Ontario Assessment and Resource Centre

This workshop introduces the newly normed college edition of the Learning and Memory Battery (C-LAMB). Originally developed for use with adults aged 20-80, this new version offers a downward expansion of age range, and provides clinicians and researchers many advantages over other commonly used memory tests. The C-LAMB provides a uniform format for unambiguous test interpretation and evaluates both learning and retention in individuals aged 16 to 31+ across several dimensions, including initial versus repeated trial learning, immediate versus delayed recall, and free versus cued recognition recall. It also evaluates verbal, visual, and numerical learning and retention. This type of normative data lends itself well to devising accommodations linked to learning versus memory needs. As well, the college version was co-normed with the WAIS-III, to better allow for discrepancy analysis. The C-LAMB is ideal for neuropsychologists as well as school, clinical, vocational and rehabilitation psychologists. Case examples from educational and neuropsychological assessments will be presented. This workshop is designed to help you learn to: 1) Assess the rationale for and methods used to develop the C-LAMB; 2) Describe the scales of the C-LAMB; 3) Utilize the C-LAMB materials and documentation; 4) Interpret C-LAMB results in Neuropsychological and Psychoeducational evaluations.

2010-06-03 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – COLBOURNE

Workshop / Atelier
Traumatic Stress / Stress traumatique

EMDR AND THE PSYCHOLOGIST
Barbara S. Horne MASc, RMFT, Niagara Stress & Trauma Clinic / Fraser Training

This workshop will present an update on the research demonstrating that EMDR is both effective and efficient in the elimination of PTSD. Now established as an evidence-based psychotherapy (Norcross, 2005), EMDR has top-tier status in the Practice Guidelines of many international regulatory bodies (eg APA, 2004). Experts in the neurobiology of attachment and trauma who advocate for EMDR will be cited (van der Kolk, B., Schore, A., Servan-Schreiber, D., Siegel, D.). The basis of this model-informed, phase-oriented psychotherapy will be reviewed, with a description of the Adaptive Information Processing Model and its implications for the therapeutic relationship and specifics about how to implement EMDR with individual clients. Unusual in its ability to dovetail with the full range of conceptual frameworks, EMDR is integrated easily by clinicians from psychodynamic, behavioural, humanistic, systemic and cognitive behavioural backgrounds— EMDR is inclusive rather than exclusive. The implications of the dual-attention / bilateral stimulation component of EMDR (which distinguishes it from exposure therapies) and affect regulation skills will be highlighted. Finally, specific strategies for preparing clients to safely and successfully reprocess traumatic memories will be reviewed and demonstrated. This workshop is suitable for both EMDR-trained and non-trained psychologists.

2010-06-03 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – MEETING ROOM 5

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

BIO-EMOTIVE THERAPY: A NEW FRAMEWORK FOR UNDERSTANDING EMOTIONS AND THEIR PRIMARY ROLE IN PSYCHOPATHOLOGY
Douglas J. Tataryn, Faculty of Medicine, University of Manitoba

Bio-Emotive Therapy includes is a theoretical framework for understanding the emotional system, its inner workings, and its relationship to the body and social environment. The workshop will alternate between power point overviews of theory / technique and experiential exercises of each technique (done in pairs). The major focus of the workshop will be on resolving the unresolved emotional material that may be causing, maintaining, or exacerbating a client's psychological dysfunction, such as depression, anxiety disorders, chronic anger, substance abuse, eating disorders, and interpersonal conflicts. The main tenets of the theory are: 1) there are four primary emotions; anger, fear, happy, sad; 2) there are two types of emotionally-relevant feelings - core feelings and inter-personal feelings. Inter-personal feelings assess and summarize the emotionally salient dimensions of an inter-personal interaction, such as feeling rejected or dismissed. Inter-personal feelings elicit one or more of 18 core feelings, which in turn elicit an emotional reaction. All three must be experienced, articulated, and expressed in order to fully resolve an emotional experience. Techniques include; using the body to help uncover and articulate unresolved feelings; the five steps of emotional expression and resolution; discovering, articulating, and changing long-standing feeling (irrational) beliefs.

2010-06-03 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – TALBOT

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

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

2010-06-03 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – WESTMINSTER

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

ABORIGINAL PSYCHOLOGY / PSYCHOLOGIE AUTOCHTONE
Dana Bova, St. Joseph's Care Group

The business meeting will review the activities of the last year and prepare the activities for the upcoming year. The Aboriginal Psychology section would be interested in hosting the business meeting with other sections as we often collaborate with the Northern and Rural, SWAP, and Cross Cultural sections.

2010-06-03 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – MILLENNIUM SUITE

Workshop / Atelier
Students in Psychology / Étudiants en psychologie

WHERE DO PSYCHOLOGISTS FIT? EXPLORING CAREER OPPORTUNITIES FOR PSYCHOLOGISTS
Rana Pishva, Queen's University; Annie Drouin, University of Ottawa

The goal of this workshop is to educate graduate and undergraduate students about the diverse career opportunities that a degree in psychology can lead to, and share tips for a successful career. Advice on enriching a CV and preparing for job applications will be offered. Presenters will outline the different domains where psychologists are active (academic, research, clinical, education, management, military, international organizations) and explore job opportunities in each area. A panel of psychologists from academia, clinical work, applied psychology and management, as well as various specializations such as education, forensics and international organizations will join in the discussion. The panel will share their career path and advice on ensuring a successful and fulfilling career in psychology. They will also answer questions from the audience. Issues discussed will include: getting ready for a career in a particular domain; facts and myths about psychologists in a particular area, as well as resources and networking. The workshop is meant to be an educational one; nevertheless we will strongly encourage discussion.

2010-06-03 – 11:15 AM to 12:55 PM – 11 h 15 à 12 h 55 – CAMPAIGN B

Symposium/Symposium

TOWNHALL SESSION: THE ADVOCACY OF PSYCHOLOGY AND THE PSYCHOLOGY OF ADVOCACY
Catherine Lee, Karen Cohen, Bob McIlwraith

Psychological science and practice has a tremendous amount to contribute to the well being of society through public policy, education and service delivery. There is growing recognition among Canadian scientists and practitioners of psychology of the need for psychologists to develop their understanding of, and participation in, advocacy activities necessary to making these contributions. This symposium, in the form of a townhall meeting, will address the advocacy of psychology and the psychology of advocacy. Three short presentations will focus on advocacy issues and challenges for the science, practice, and education of psychology. A moderator will field questions, comments and help participants scope out gaps, needs and opportunities for the advocacy of psychology in Canada.

2010-06-03 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – TALBOT

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

PSYCHOPHARMACOLOGY / PSYCHOPHARMACOLOGIE
David Nussbaum, University of Toronto, Scarborough

2010-06-03 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – CAMPAIGN A

Invited Speaker (CPA) / Conférencier invité (SCP)
Extremism and Terrorism / Extrémisme et terrorisme
SECTION PROGRAM / PROGRAMME DE LA SECTION

"REPLACING MULTICULTURALISM WITH OMNICULTURALISM TO MEET THE CHALLENGE OF RADICALIZATION, TERRORISM, AND FRACTURED GLOBALIZATION"
Fathali M. Moghaddam, Georgetown University

Fractured globalization is resulting in enormous challenges for humankind, particularly radicalization, intergroup conflicts, and terrorism. Psychological evidence demonstrates the poverty of both assimilation and multiculturalism as policies for managing diversity and intergroup relations in a more constructive manner. Omniculturalism is presented as a more promising policy, involving a foundational stage of highlighting and celebrating human commonalities and a secondary stage of focusing on group distinctiveness. Results of a recent study on 2,000 Americans suggests strong support for omniculturalism among majority group members.

2010-06-03 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – CAMPAIGN B

Invited Speaker (CPA / Section) / Conférencier invité (SCP / section)
Clinical Psychology / Psychologie clinique
Councelling Psychology / Psychologie des counseling
SECTION PROGRAM / PROGRAMME DE LA SECTION

BEATING THE ODDS: PROMOTING SELF-RECOVERY FROM GAMBLING PROBLEMS WITH BRIEF MOTIVATIONAL INTERVENTIONS
David C. Hodgins, University of Calgary

As casinos, slot machines and other gambling opportunities have become increasingly available in Canada and many other places in the world, these jurisdictions have struggled with the need to prevent and treat gambling disorders. Relatively few problem gamblers choose to attend formal treatment programs so it is important to provide arrange of options to make treatment accessible to the greatest number of problem gamblers as possible. At the same time, it is recognized that the course of gambling problems, which are traditionally considered to be chronic and progressive disorders, is more variable than expected. Non-treatment assisted or "natural" recoveries appear common although often the individual has experienced lengthy and serious gambling-related harm before the recovery occurs. In this presentation, brief treatments are conceptualized as promoting or hastening the self-recovery process. Research from the University of Calgary focused on developing and evaluating brief treatments will be presented and future directions discussed. It is concluded that brief interventions that include a focus on the individual's motivation for change are relatively more effective at promoting recovery from gambling problems.

2010-06-03 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – KILDONAN

Invited Speaker (CPA) / Conférencier invité (SCP)
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle
SECTION PROGRAM / PROGRAMME DE LA SECTION

REWRITING THE RULES? NON-MONOGAMIES AND OTHER ADVENTURES IN NON-NORMATIVE RELATIONSHIPS
Meg Barker, Psychology in Social Sciences, The Open University

Societal shifts, particularly increased recognition of same-sex relationships and moves towards gender equality, have altered the ways in which people understand and experience intimate relationships. Distinctions between sexual and emotional closeness and questions over where lines of exclusivity should be drawn have become of key significance. Openly non-monogamous forms of relationship have been hailed, by some, as potentially feminist, socialist and / or queer ways of relating. However, others have argued that such relationships are apolitical, reproducing and reinforcing various axes of oppression. My research focuses on how non-monogamous people present and manage their relationships. An initial survey of members of an on-line polyamorous community revealed a multiplicity of meanings and stories. Particularly there were tensions over whether polyamory was positioned within or separate to monogamy and whether it was supported by discourses of 'naturalness' or 'choice'. In-depth research has examined how non-monogamous structures link with other experiments in power (SM) and gendered dynamics. This paper also will draw on the wider body of quantitative and qualitative psychological research on openly non-monogamous relationships recently collected together by the author for her edited book 'Understanding Non-monogamies' (Routledge, forthcoming, 2010).

2010-06-03 – 1:00 PM to 2:55 PM – 13 h 00 à 14 h 55 – ALBERT

Workshop / Atelier
Teaching of Psychology / Enseignement de la psychologie

AN INTRODUCTION TO CONCEPTS AND TECHNIQUES IN STATISTICAL MEDIATION AND MODERATION
Lila C. McCormick, University of Guelph; Kailey P. Reynolds, University of Guelph

Mediation and moderation are commonly misconceived throughout the literature. The inconsistent and interchangeable use of these terms too frequently results in the incorrect analysis of data. Mediation and moderation, however, are separate both conceptually as well as statistically and it is crucial that the differences be considered in the analysis of data. The descriptions of both mediation and moderation will be discussed, as will important distinctions between them. This will provide a foundation upon which the subsequent introductory discussion of relevant statistical techniques will build. With regards to statistical analyses, Baron and Kenny's (1986) seminal work has long been accepted as the standard framework under which psychological researchers approach these topics. Their work will be discussed, as will potential pit-falls of their approach and more recent contributions to the literature on mediation and moderation analyses. Discussion will include references to mediation and moderation analyses using multiple regression as well as structural equation modelling.

2010-06-03 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – VICTORIA

Invited Speaker (CPA) / Conférencier invité (SCP)
Criminal Justice Psychology / Psychologie et justice pénale
SECTION PROGRAM / PROGRAMME DE LA SECTION

FROM FLIPPING COINS TO LOOKING AT BOTH SIDES OF THEM: ASSESSING VIOLENCE RISKS AND STRENGTHS OVER THE SHORT-TERM
Christopher D. Webster, Private Practice

Evaluations of violence risk should consider the client's strengths as well as their weaknesses. Although the use of risk-focussed scales, such as the Historical-Clinical-Risk-20 (HCR-20) or the Hare Psychopathy-Checklist (PCL-R), do not preclude an emphasis on client strengths, it is not possible to include preventive factors directly within these scales. Over the past few years, a group of Canadian colleagues have evolved a scheme called the Short-Term Assessment of Risk and Treatability (START). The scheme continues a reliance on historical factors typical in other structured risk tools, but the main emphasis is on dynamic variables. Generally the evaluation is expected to "hold up" for only a limited time period - approximately three months. In the START, 20 items are scored 0, 1, or 2 for "vulnerabilities" (i.e., risks) and evaluators also score the very same items (e.g., insight, material resources, and rule adherence) for strengths on a separate 0, 1, or 2 scale. The START invites assessors to assess possible risks including self-harm, suicide, and unauthorized leave. The initial research on START has found that declines in risk are associated with increases in strength. These findings have major implications for risk management planning.

2010-06-03 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – COLBOURNE

Keynote (Section) / Conférencier de la section
Environmental Psychology / Psychologie de l'environnement
SECTION PROGRAM / PROGRAMME DE LA SECTION

PSYCHOLOGY'S CONTRIBUTIONS TO COMBATING GLOBAL CLIMATE CHANGE: THE 2009 APA TASK FORCE REPORT
Robert Gifford, University of Victoria

Climate change is occurring: where is psychology? The conventional wisdom is that amelioration of the impacts of climate change is a matter for earth and ocean science, economics, technology, and policy-making. However, psychological science is now recognized as a key part of the solution to the problem. Identifying the obstacles that people face as they struggles to align their environmental attitudes with their everyday behaviour is one task. Thirteen such obstacles were identified by the APA Task Force on Psychology and Global Climate Change in 2009. Psychologists can contribute in other ways too, but challenges to these contributions do remain. Minimizing the personal and environmental damage caused by climate change necessarily is a multidisciplinary task, but one to which psychology not only should, but must contribute more than it has so far.

2010-06-03 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – MEETING ROOM 5

Workshop / Atelier
Students in Psychology / Étudiants en psychologie

DOING THESIS AND DISSERTATION RESEARCH THE SMART WAY: HOW TO ESTABLISH AND RUN YOUR OWN STUDENT RESEARCH LAB
Carlton T. Duff, University of Alberta; Robinder (Rob) P. Bedi, Western Washington University

Doing thesis and dissertation research is a time-consuming and complex endeavor, especially when you're a graduate student with very limited resources. But how can you maximize your time and money without maxing yourself out? Establishing a student-powered research lab can be a cost-effective way to reduce your workload while giving undergraduates the opportunity to develop valuable research experience and contribute on research publications. This workshop will give you all the tools you need to set up and run your own thesis or dissertation research lab of volunteer undergraduate students, including tips on recruiting volunteers, assigning duties, establishing deadlines, and managing your team. Participants will be provided with examples of effective and ethically sound volunteer contracts, authorship and confidentiality agreements, and participant and data management spreadsheets. The facilitators of this workshop will also share their first-hand experience as graduate students and faculty in developing and managing effective research teams. Why work harder in grad school than you already do?

2010-06-03 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – TALBOT

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

SOCIAL AND PERSONALITY PSYCHOLOGY / PSYCHOLOGIE SOCIALE ET DE LA PERSONNALITÉ
Sean Moore, University of Alberta-Augustana Campus

Meeting of Section Executive and membership to discuss issues relevant to the Social-Personality section

2010-06-03 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – WESTMINSTER

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

ADULT DEVELOPMENT AND AGING / DÉVELOPPEMENT ADULTE ET VIEILLISSEMENT
Philippe Cappeliez, Université d'Ottawa

2010-06-03 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – MILLENNIUM SUITE

Conversation / Séance de conversation

ROUND-TABLE CONVERSATION SESSION 'A' / SÉANCE DE CONVERSATION DE TABLE RONDE

#1
Brain and Behaviour / Cerveau et comportement

TOWARDS A UNIFIED PSYCHOLOGY: USING MULTIPLE APPROACHES TO INVESTIGATE PSYCHOLOGICAL PHENOMENA
Heath Matheson, Dalhousie University; Jonathan Fawcett, Dalhousie University

One of the major challenges facing contemporary Psychology is the development of a general theory of brain and behaviour. Though some attempts have been made to develop such a theory the field remains largely fragmented. Researchers in diverse topic areas rarely rely on each other to inform their own investigations. For instance, advancements in perception are only rarely applied to social disorders. In this conversational session we plan to address this challenge by discussing the need to conduct research at many levels to broaden our understanding of the diverse number of topics psychology investigates and encourage a dialogue between researchers in different ares. Topics will include: How fragmented is Psychology? Is a unified theory of brain and behaviour possible? How are particular phenomena studied at each level and how can the methods and results instruct each other? What are some examples of investigations that try to bridge extant knowledge gaps? We hope to facilitate and encourage the development of these ideas.

#2
Community Psychology / Psychologie communautaire

WORKING WITHIN A COLLABORATIVE CARE FRAMEWORK
Andrea M. Lee, University of Manitoba; Karen G. Dyck, University of Manitoba; Shanna Trinke, Private Practice; Maxine Holmqvist, University of Manitoba; Shelley Rhyno, University of Manitoba

Psychologists work in a variety of settings. As a result of the mental health needs of patients in primary care settings, psychologists are increasingly included on primary care teams. As part of the team, psychologists collaborate with other disciplines, such as family doctors, nurses, and social workers. There are a variety of service models within the primary care setting and each model involves interdisciplinary collaboration to some degree. A coordinated service model describes a frequent exchange of information across providers in different settings and referral is often the trigger for such an exchange, co-location of services involves psychology located in the same suite of offices with shared office staff and waiting rooms, and an integrated service model involves one treatment plan with both medical and mental health components for each patient. The pros and cons of each of these models, the different roles a psychologist could take on in a primary care setting, the challenges of working in a collaborative care framework, and the training that may be needed to prepare budding psychologists for this type of service delivery will be discussed. Four psychology professionals working within a variety of settings will lead the discussion.

#3
Counselling Psychology / Psychologie du counseling

THE BUSINESS OF PROFESSIONAL PSYCHOLOGY: IDEAS FOR BUILDING A SUCCESSFUL PRIVATE PRACTICE
Paul Jerry, Athabasca University

There have been a number of "how to start a private practice" workshops offered in the past several years. These workshops provide essential basics and are necessary for ethical professional practice as a psychologist. But once you have a practice set up, then what? How do you build a practice so that you can make a living? This Conversation Session focuses on making use of commonly available data to build a successful business. For psychologists, there are several sources of data that we can use to consider our career choices, position our choice of practice activities, and plan our education and training paths. They include the obvious sources like the DSM-IV-TR (for base rates of disorders) and the research literature. They also include less obvious sources such as Stats Canada population pyramids that show generational projections for regions as large as the whole country to as small as a tiny prairie town. Finally, they include "hidden" information that we might not think to tap, such as demographic profiles of membership found in psychology regulators' databases. Attendees of this session will walk away with ideas on how to use this data to make an informed and longer-term projection as to where the need for psychological services will emerge, and thus, where financial success might lie. A variety of current Canadian examples will be used.

#4
Counselling Psychology / Psychologie du counseling

CAREER DEVELOPMENT IN THE WORKPLACE: THE VALUE OF TRAINING MANAGERS TO CONDUCT CAREER CONVERSATIONS
Vivian Lalande, University of Calgary; Lee Butterfield, Adler School of Professional Psychology; Doreen Jacklin, Adler School of Professional Psychology

There is a paucity of career development services available for working adults, however, the utilization of career interventions in the workplace are being recognized as a viable approach to assist workers in managing their careers. The career conversation is one intervention that can be utilized by managers with the intention of supporting employees in managing their careers. This conversation session will include a description of the development, implementation and evaluation of a career conversation training program for managers in small to medium businesses. The advantages and disadvantages of career conversations for managers, employees and businesses will be discussed.

#5
Counselling Psychology / Psychologie du counseling

FUELLING A PASSION FOR RESEARCH: MENTORING UNDERGRADUATE STUDENTS IN COUNSELLING PSYCHOLOGY
K Jessica Van Vliet, University of Alberta

Counselling psychology programs across Canada have a strong track record of mentoring graduate students in counselling psychology research. At the undergraduate level, however, many students have little, if any, exposure to the rich research possibilities within the field. Educators in counselling psychology can do much to mentor undergraduate students and to provide opportunities that can help ignite students' passion for research in the discipline. In this conversation session, we will share perspectives on issues related to increasing undergraduate students' involvement in counselling psychology research, and we will discuss opportunities and strategies for mentorship.

#6
Developmental Psychology / Psychologie du développement

CONVERSATION HOUR: WHY DEVELOPMENTAL PSYCHOLOGY MATTERS IN CANADA
Niusha Ghazban, Ryerson University; Danielle Labine, Ryerson University; Rebecca Stein, Ryerson University

Even a casual glance at the literature in developmental psychology solely from Canadian authors indicates that the field has blossomed during the last decades. Today, over 150 CPA members are a part of the Developmental Section 5. Yet despite this growth of experimental and clinical research with infants and children, students who ultimately represent the future of the field are hesitant to become involved in the section's activities, as evidenced by poor turn-out at recent section activities. What are the benefits of being associated with CPA's Section 5? What are the benefits of disseminating research findings at a conference with a general audience in comparison to a more specialized convention (e.g., SRCD and ICIS)? How can forming affiliations with prominent researchers, fellow students and professionals across Canada prove beneficial to students' careers as future psychologists? Three presenters will discuss a variety of perspectives and potential benefits that can be gained through involvement in Section 5. Our paper ultimately makes a case for why developmental psychology within the CPA matters in Canada today.

#7
Psychologists in Education / Psychologues en éducation

FACTOR ANALYSIS CRITIQUED: THE CASE OF ANXIETY IN SCHOOLCHILDREN
Laurie Petch, University of Sheffield, U.K.; Digby Tantam, University of Sheffield, U.K.

Factor analyses are widely used to discover latent variables pertinent to psychologists in education and their clinical colleagues. Yet, the philosophical basis upon which its truth claims rest are rarely examined. This session will explore and question the ontological and epistemological assumptions on which factor analysis is based, by considering the example of a recently conducted small-scale confirmatory factor analysis that tested whether existential anxiety could be captured as an orthogonal dimension in relation to those reflected in the Multidimensional Anxiety Scale for Children (MASC). To conclude, the implications for assessment and intervention to address anxiety in educational settings will be briefly considered.

#8
Psychology and Religion / Psychologie et religion

RELIGION, SPIRITUALITY AND MENTAL HEALTH: EXPLORING CONCEPTIONS, METHODOLOGIES, RESEARCH OUTCOMES & PHILOSOPHICAL ASSUMPTIONS
Andrew Hatala, University of Saskatchewan

Current research demonstrates powerful correlations among religious, spiritual and mental health variables. When looking across the research field in general, however, there are significant drawbacks specifically regarding: (1) the conceptualization of religious, spiritual and mental health constructs; (2) the methodology and clarity of research findings; and (3) the philosophical assumptions that inform research approaches. The main focus of this conversation session is to raise these contested areas for discussion. Overall it is argued that, due to the complexity of religious, spiritual and mental health constructs, generalized conceptions of these terms render them of little value to advancing the field when considered in isolation. Thus, although this research area is advancing, attention to the specificity of constructs and methodologies within particular religious and cultural traditions should increase, while simultaneously broadening the philosophical grounds by which future research takes place so to embrace an interdisciplinary approach.

#9
Rural and Northern Psychology / Psychologie des communautés rurales et nordiques

FIVE HOURS TO BAGHDAD: LESSONS LEARNED BY TWO PSYCHOLOGISTS ON A MULTIDISCIPLINARY HEALTH CARE MISSION TO IRAQ
Kathryn Belicki, Brock University; Denis Belicki, Queenston Psychological Services

In October 2009 we traveled to the Kurdistan region of Iraq (200 miles north of Baghdad) as part of a 7 member multidisciplinary team (nurse, occupational therapist, physician, physiotherapist, 2 psychologists and a social worker). Our goals included a needs assessment to explore ways of facilitating capacity building. Kurdistan poses unique opportunities and challenges because almost every adult is a trauma survivor, yet this society lacks concepts of psychological trauma and well-being. There are less than 20 psychiatrists and virtually no psychologists or psychotherapists for 5 million people. Widespread, unprocessed trauma may potentially exacerbate the political tensions that exist between Kurdistan and Iraq, tensions that analysts have suggested could ignite into war. Therefore, assisting in the development of mental health resources could have significant benefits. We will discuss and facilitate conversation on several topics: getting involved in this kind of work; what we wished we knew before beginning this project; assessing and managing the risks of visiting and working in a politically unstable, developing country; the challenges and opportunities that come with working on an interprofessional team in this context; and the difficulties in facilitating capacity building, including the tensions between that form of intervention and providing humanitarian aid.

2010-06-03 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – CAMPAIGN A

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

TRAUMATIC STRESS / STRESS TRAUMATIQUE
Alain Brunet, University Institute of Mental Health Douglas; Anne Dietrich, Private practice

The meeting will be conducted in a format of wine & cheese event by the members of the executive committee. During the meeting the following items will be discussed: • Annual report • 2009 year's accomplishments • Financial affairs and the budget for the next year • Affiliate status with ISTSS • Priorities and goals for the next year

2010-06-03 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – CAMPAIGN B

Invited Speaker (CPA) / Conférencier invité (SCP)
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle
SECTION PROGRAM / PROGRAMME DE LA SECTION

MAKING A RIVER FLOW BACK UP A MOUNTAIN: SURVEY RESEARCH AS A VEHICLE FOR CONSTRUCTIVE CHANGE IN DISADVANTAGED CULTURAL COMMUNITIES
Donald M. Taylor, McGill University

Psychology is a discipline whose success has been driven by the laboratory experiment. Nevertheless, for a long time, cultural, social, personality and clinical psychology have been criticized for not addressing social and psychological problems through more real-life field research methods. My own theorizing and research focuses on the challenges confronting disadvantaged groups such as visible minority cultural and Aboriginal groups. I will present our new community based research methodology that is designed to help real people, in real communities, with real personal and social problems.

2010-06-03 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – KILDONAN

Theory Review / Examen théorique

THEORY REVIEW SESSION 'A' / SESSION EXAMEN THÉORIQUE
Jennifer Veitch, Moderator

Clinial Psychology / Psychologie clinique; Health Psychology / Psychologie de la santé; International and Cross Cultural Psychology / Psychologie internationale et interculturelle

#1
Clinial Psychology / Psychologie clinique

THE EVOLUTION OF CODES OF ETHICS IN PSYCHOLOGY: GOING INTERNATIONAL
Janel Gauthier, Université Laval

Like the Canadian Code of Ethics for Psychologists (CPA, 2000), many ethics codes for psychologists have been developed by national psychology organizations. However, psychologists live in a globalizing world where traditional boundaries are fading and, therefore, they increasingly work with persons from diverse cultural backgrounds within their own country or in other countries. It takes a conscious effort to understand the implications for psychology of the cultural differences that exist, especially since most of us have not been nurtured or socialized in the multicultural aspects of today's changing world. The purpose of this presentation will be two-fold: (1) to review formally adopted regional and international ethics documents intended to be applied across national boundaries; and (2) to discuss their meaning in terms of the evolution of ethics in psychology.

#2
Health Psychology / Psychologie de la santé

CREATING RESPONSIVE PRACTICE GUIDELINES FOR SMOKING PREVENTION & CESSATION: PSYCHOLOGY'S CONTRIBUTION AND THE CAN-ADAPTT INITIATIVE
Cameron Norman, University of Toronto; Peter Selby, Centre for Addiction and Mental Health

Introduction: Cigarette smoking is a condition that directly affects one in five Canadians and almost everyone through second-hand smoke (Health Canada, 2009). Psychologists play an important role in the prevention and treatment of tobacco use through the contribution of research and practice experience. The CAN-ADAPTT program is a unique initiative aimed at developing evidence-informed practice guidelines by providing psychologists an opportunity to contribute to a transdisciplinary practice-based research network and a dynamic set of tools relevant to practice. CPA's active participation in this initiative has encouraged the integration of psychology into these guidelines. Method: The CAN-ADAPTT process is a 'bottom-up' collaborative initiative between health researchers and practitioners of different disciplines whereby practice questions drives research aimed at producing clinically relevant and readily usable results. A Web-enabled wiki, discussion board and seed-grant program provides a mechanism for ongoing knowledge exchange. Results: Collaboration through the CAN-ADAPTT practice-based research network informs a dynamic set of cessation guidelines for use in clinical practice and population-based strategies and provides easy access to tools needed to deliver up-to-date evidence-based smoking cessation interventions, ultimately reducing tobacco use and dependence.

#3
International and Cross Cultural Psychology / Psychologie internationale et interculturelle

A CONCEPTUAL MODEL OF DISCIPLINE DEVELOPMENT AND THE INTERNATIONALIZATION OF PSYCHOLOGICAL RESEARCH: DO THE SCIENTOMETRIC DATA FIT THE MODEL?
John Adair, University of Manitoba; Cam-Loi Huynh, University of Manitoba

For some time Adair has researched the indigenization of psychological research, using a scientometric approach to measure the efforts and accomplishments of each country to adapt and transform the imported discipline to achieve a better fit to the adopting culture. Through this research he articulated the process as following a series of stages: importation, implantation, indigenization and autochthonization, or development of a self-perpetuating national discipline of psychology. This research has led us to extend the model through several additional stages of national discipline development toward the goal of the internationalization of the science. For more than a century, psychological research has been dominated by U.S. psychology. By internationalization we mean movement toward mainstream research contributions in the English language coming from a set of countries more evenly distributed from around the world. By further scientometric research tallying national affiliations of authors across three decades and studying their sequential patterns of presentations at international congresses, research publications in 25 journals of various types and specialties, citation counts / impact ratings and collaborations with local, national and international colleagues, the theory-data fit will be explored in this presentation.

2010-06-03 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – VICTORIA

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

COUNSELLING PSYCHOLOGY / PSYCHOLOGIE DU COUNSELING
Sharon L. Cairns, University of Calgary

Members of the Section on Counselling Psychology are invited to attend this Annual General Meeting. Important business will include voting on by-law changes and electing new members to the executive.

2010-06-03 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – MEETING ROOM 2 E-F

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

WOMEN AND PSYCHOLOGY / FEMMES ET PSYCHOLOGIE
Teresa A. Janz, Statistics Canada

2010-06-03 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – TALBOT

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

PSYCHOANALYTIC AND PSYCHODYNAMIC PSYCHOLOGY / PSYCHOLOGIE PSYCHOANALYTIQUE ET PSYCHODYNAMIQUE
Paul Jerry, Athabasca University

Annual business meeting for the Section.

2010-06-03 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – WESTMINSTER

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

CLINICAL PSYCHOLOGY / PSYCHOLOGIE CLINIQUE
Mark Lau, BC Mental Health & Addiction Services

2010-06-03 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – MILLENNIUM SUITE

Symposium / Symposium

ETHICS UPDATE 2010
Jean L. Pettifor, University of Calgary

This year's first update will be on the 2010-2011 review of the Canadian Code of Ethics for Psychologists, outlining the impact of new developments since its last revision (2000), including CPA's ratification of the Universal Declaration of Ethical Principles for Psychologists. This will be followed by presentations regarding three current ethical issues. One specific ethical concern that is old, but still unresolved, will be presented within its current context; namely, the use of self-disclosure as a mandatory course requirement in professional training. The second ethical issue to be presented is a reflection of Canada's increasingly multicultural nature due to the influx of immigrants from many different cultures; namely the ethical dilemmas that arise in counselling today's immigrants. The final presentation will outline research on the phenomenon of "compassion fatigue" that results from the demanding work of caregiving professionals, and the need to support healthy personal and professional boundaries. The CPA Committee on Ethics welcomes input on these and other current issues.

A

COMMITTEE ON ETHICS UPDATE: TOWARD THE NEXT EDITION OF THE CANADIAN CODE OF ETHICS FOR PSYCHOLOGISTS
Carole Sinclair, The Hincks-Dellcrest Treatment Centre

This presentation will provide an update regarding the current process of review and revision of the Canadian Code of Ethics for Psychologists. The Code has been revised twice since its first adoption in 1986, first after five years, and again after nine years. The decade that has transpired since its last revision has brought several changes to the practice, teaching,and research environment, resulting in new ethical issues and challenges. The presentation will outline the steps being taken in the revision process, some of the initial feedback received, and some of the questions that need to be addressed, including those posed by CPA's endorsement of the Universal Declaration of Ethical Participants will be invited to discuss the questions and challenges, and to provide their opinions about the proposed diretcions being taken toward the next revision.

B

SELF-DISCLOSURE AS COURSE REQUIREMENT: ON ENGAGING STUDENTS WITHOUT INVASION OF PRIVACY OR OTHER ETHICS VIOLATIONS
Cannie Stark, University of Regina

A number of undergraduate courses in Psychology are ripe for involving students in disclosing aspects of their lives as part of our courses (e.g., Developmental, Abnormal, Personality, Social, and Psychology of Women). Although there may be educational benefits accrued as a result of requiring self-disclosure on the part of students, there are many ethical issues that ensue from this 'engagement' strategy. In addition to delineating the ethical issues, the focus of this presentation is on alternative strategies for 'engaging' students in the topics in our discipline that relate directly to their lives.

C **ETHICAL CONSIDERATIONS DOING COUNSELING WITH IMMIGRANTS**

Maria Helena Canizares Garcia, Ottawa Immigrant Services Organization

There is a need for a multicultural perspective in unseling / psychotherapy especially in countries such as Canada and the United Sates where the heterogeneity of cultures is prominent. The profession has for a number of years developed competencies and ethical standards for the practice of psychology and counselling (Wing Sue, Arredondo, McDavis, 1992). In this article the author advocates the need for a multicultural approach to assessment, practice, training, and research in counselling and education. This paper explores some multicultural aspects of counselling, in particular, some existing ethical challenges that arise when counseling immigrants. Multicultural counseling / psychotherapy is successful when working with clients from a different ethno-cultural groups. However, there are cases when the client prefers a psychotherapist from different cultural background. A hypothesis for this behavior is that clients that come from countries that are polarized by political, religious,or socio-economical problems fear that the therapist may be judgmental, biased, and not maintain confidentiality. In this paper, I document some cases where this occurs and explore the ethical issues that arise in this context. The paper concludes by proposing ways to deal with the issues that arise when the same culture acts not as a "barrier-breaker" but as a barrier between the psychotherapist and the client.

D **"BEING FULLY PRESENT": COMPASSION FATIGUE AND THE RELATIONAL ETHICS OF PRACTICING PSYCHOLOGY**

Denise Larsen, University of Alberta

Compassion fatigue is understood as disengagement or lack of empathy by care-giving professionals (Austin, et al., 2009). From a relational ethics approach, engagement between client and psychologist is a moral connection that provides a space for ethical practice. According to the Canadian Code of Ethics for Psychologists (2001), responsible caring involves "engag[ing] in self-care activities that help to avoid conditions …that could result in impaired judgement …". Part of a multi-disciplinary study, we present results of a phenomenological study of compassion fatigue amongst nine Canadian psychologists. At the heart of the compassion fatigue experience appear to be challenges to holding one's personal / professional boundaries. Precursors to compassion fatigue included high demands on emotional energy at home, heavy emotional investment in particular outcomes by clients, and excessive workloads within seemingly unresponsive / uncaring institutional contexts. Participants struggled with frustration and anger at particular clients and overwhelming work contexts. The conflict between understanding themselves as compassionate individuals while witnessing their own anger threatened participants' professional and personal identities. Feeling engulfed and unhappy with "negative" reactions toward some clients, they worried about their capacity to provide competent care. Disturbed by the impact of compassion fatigue, participants described attempts to support healthy personal and professional boundaries.

2010-06-03 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – GRAND BALLROOM

Poster / Affiche **POSTER SESSION 'B' / PRÉSENTATION PAR AFFICHAGE**

Aboriginal Psychology / Psychologie autochtone; Community Psychology / Psychologie communautaire; Family Psychology / Psychologie de la famille; Psychologists in Education / Psychologues en éducation; Rural and Northern Psychology / Psychologie des communautés rurales et nordiques; Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle; Teaching of Psychology / Enseignement de la psychologie; Women and Psychology(SWAP) / Femmes et psychologie

#1
Aboriginal Psychology / Psychologie autochtone

KAINAI WORKPLACE HARMONY: STAKEHOLDER ANALYSIS, THEMES AND RECOMMENDATIONS

Gregory A. Chung-Yan, University of Windsor; Shelagh Towson, University of Windsor; Deborah Pace, Kainai First Nation; Lynda Lou Classens, Bkejwanong First Nation

A team of Aboriginal and non-Aboriginal researchers worked with the Blood Tribe (Kainai) Administration (BTA) to develop and administer a culturally-specific quantitative attitude survey completed by 350 BTA employees. The results of this survey, indicating relatively high job satisfaction, were used to develop open-ended questions discussed by 50 BTA employees in seven focus groups. Content analyses of these qualitative data yielded four consistent themes: 1) Is management decision-making consistent and fair? 2) Are job performance criteria adequately communicated? 3) Are developmental opportunities available? 4) Are employee grievance procedures consistent with Kainai values and human rights policies? On the basis of these results, researchers recommended that the BTA: 1) implement a performance management system; 2) review and modify grievance procedures available to employees; 3) increase support for managers responsible for making human resource decisions; 4) create a permanent independent Advisory Committee to monitor recommendation implementation; 5) conduct periodic reviews to assess the efficacy of recommended interventions. This study provides a unique model of the application of organizational psychology theory and methods in a context defined by Kainai values to the evaluation and improvement of workplace harmony in a First Nations work environment.

#2
Aboriginal Psychology / Psychologie autochtone

PREDICTING ACADEMIC SUCCESS IN FIRST NATIONS YOUTH

Alexandra D'Arrisso, McGill University; Megan McConnell, McGill University; Lynda Rochester, McGill University; Marsha Vicaire, McGill University

School retention and well-being are important steps in promoting increased involvement in political, social, medical, and educational institutions by First Nations people. Understanding how to decrease school drop out rates and how to promote youth well-being are therefore essential for the success of First Nations communities in Canada. The goal of this project was to identify the personal, familial, and cultural factors that contribute to the academic success and well-being of students from schools in two First Nations communities in Quebec. A total of 133 students (72 female, 61 male) ranging from 12 to 18 years, took part in the study by filling out a series of questionnaires chosen by the researchers, in collaboration with community leaders and educators from each community's school. The questionnaires touched upon issues of social-emotional well-being, delinquency, drug use, cognitive functioning, attachment and culture. Preliminary results indicate that students who reported a higher identification with First Nation culture also reported more secure attachment to their fathers. Additionally, students who reported less interest in mainstream culture obtained higher grades in school. The results of this project will be used to develop interventions with community members that are aimed at promoting the academic success and well-being of their students.

#3
Aboriginal Psychology / Psychologie autochtone

ABORIGINAL WOMEN WITH CARDIOVASCULAR DISEASE: STORIES OF HEALING THROUGH THE LENS OF CULTURAL CONTINUITY

Kadria E. Fayed, University of Manitoba; Maria I. Medved, University of Manitoba; Judy Morach, Opaskwayak Health Authority

Aboriginal women present with the highest rate of cardiovascular disease (CVD) and related mortality of any population group in Canada. At the same time, very little research is available, particularly with regard to the way in which they perceive and deal with their illnesses. The present qualitative study sought to understand Aboriginal women's lived experiences with CVD through the lens of cultural continuity (CC), and how they make meaning of these experiences. Markers of CC include community practices, such as the availability of culturally rooted education, enforcement, and health services. Community-level research has demonstrated that when people have access to traditional cultural practices, their psychological health improves. Twelve Aboriginal women from two different First Nations, who had presented with CVD for at least five years, participated in thorough interviews that were interpreted using narrative analytic methods. Preliminary interpretation of the transcripts indicates that Aboriginal women with CVD, who told stories of having the opportunities to maintain their traditional cultural roots, reported dealing better with their CVD symptoms and engaging in higher levels of self-care. These findings will be discussed in terms of how CC supports women in their CVD healing and how lack thereof hinders this healing.

#4
Aboriginal Psychology / Psychologie autochtone

THE HEALTH AND DEVELOPMENT OF ABORIGINAL CHILDREN OF TEENAGE MOTHERS

Anne Guevremont, Statistics Canada; Dafna Kohen, Statistics Canada; Rochelle Garner, Statistics Canada

Children born to teenage mothers face certain detriments in terms of long-term health and development. While these findings have been shown in the general population, little to no research has focused on the health and development of Aboriginal children born to teenage mothers. This study uses the 2006 Aboriginal Children's Survey (ACS) to examine the health and development of Aboriginal children born to teenage mothers compared to Aboriginal children not born to teenage mothers. Our sample included 2-5 year old First Nations children living off-reserve (N=2,600), Métis children (N=2,600), and Inuit children (N=1,200). Our results show that Aboriginal children born to teenage mothers faced more difficult circumstances – they were more likely to have mothers who had not graduated from high school, to have lone parents, and to have families with lower incomes. Although Aboriginal children born to teenage mothers had worse outcomes (higher inattention-hyperactivity and conduct problem scores, poorer health status) than Aboriginal children not born to teenage mothers, the majority of these differences were due to their more difficult circumstances. Once mother's education, household income, and lone parent status were controlled for, there were few differences in the outcomes of Aboriginal children born to teenage and non-teenaged mothers.

#5
Aboriginal Psychology / Psychologie autochtone

USE OF INTEGRATED MENTAL HEALTH SERVICES: A DESCRIPTIVE PROFILE OF FIRST NATIONS CLIENTS

Kathryn Amanda Maranzan, Lakehead University; Dana Bova, St. Joseph's Care Group; Brenda Mason, St. Joseph's Care Group

The inclusion of First Nations traditional healing practices as a component of holistic care has been discussed in the literature, yet little is known about the clients who access these services. Mental health agencies in Northwestern Ontario provide services to a high number of First Nations clients, due to the demographics of the area's population. This presentation describes an outpatient mental health program which combines "Western" psychotherapy with First Nations traditional healing practices. A descriptive profile of the clients who access these services is provided including demographic characteristics, presenting concerns, diagnoses, and initial measures of distress. A comparison of clients who access "Western" psychotherapy, traditional healing, and integrated services is also made.

#6
Aboriginal Psychology / Psychologie autochtone

WELL-BEING AND FOOD SECURITY IN GINOOGAMING AND AROLAND FIRST NATIONS

Mirella L. Stroink, Lakehead University; Connie H. Nelson, Lakehead University

First Nations communities in remote parts of the country, such as Northwestern Ontario, experience significant shortfalls in food security. Fresh produce is generally expensive and of low quality and often not available at stores within the community. A holistic health learning intervention called the Learning Garden program was run by local coordinators in two communities. The purpose of the program was to build the knowledge that would support the development of nutritious local food systems that include both cultivated gardening and forest food acquisition. Quantitative analyses with 19 adult participants included measurements of participants' knowledge of traditional food activities, their food choices, the values underlying their food choices (e.g., health, ease, cost, cultural value), social capital, food security, life satisfaction, and health. Qualitative analyses included extensive participant observation throughout the program. Results will be discussed which reveal significant and meaningful linkages among these quantitative variables, as well as qualitative insights into culturally and ecologically rooted perceptions of the garden. Implications of these findings for the development of an online toolkit supporting the development of food security health programs in First Nation communities will be discussed.

#7
Aboriginal Psychology / Psychologie autochtone

BETTER FUTURES FOR BKEJWANONG: FAMILY CHARACTERISTICS AND CHILD WELL-BEING

Shelagh Towson, University of Windsor; Robert Arnold, University of Windsor; Lynda Lou Classens, Bkejwanong First Nation

Bkejwanong First Nation families have participated since 1990 in a longitudinal study of the relationship between community and family functioning and children's well-being. Better Futures for Bkejwanong researchers have gathered data at regular intervals from children born in 1994 and 1995, their parents, and their teachers. The data presented here focus on the relationship between the children's emotional and psychological well-being and family living conditions (marital status, education, financial status, housing, mobility), parental emotional well-being (parental depression, partner intimacy, family functioning, life stress), and social functioning (social support, social activities, neighbourhood involvement). Parents rated their children on a number of dimensions, including depression, oppositional defiance, emotional disorder, hyperactivity, indirect and physical aggression, delinquency and prosocial behaviour. Results indicated significant correlations between these variables and financial stress, satisfaction with housing, parental depression, hostile-ineffective and consistent parenting, family functioning and perceived social support. Consistent with previous research, children's grade repetition was associated with the number of times they had moved in the past year. The implications of these findings for the Bkejwanong First Nation community are discussed.

#8
Aboriginal Psychology / Psychologie autochtone

RISK, RESILIENCE, AND CULTURAL CONNECTIONS IN BKEJWANONG FIRST NATION

Shelagh Towson, University of Windsor; Kathryn D. Lafreniere, University of Windsor; Lynda Lou Classens, Bkejwanong First Nation

As part of an ongoing longitudinal study (Better Futures for Bkejwanong), a sample of 100 Bkejwanong parents responded to an extensive battery of individually-administered survey questions. The correlational data presented here focus on the relationship between the emotional well-being of these parents and potential risk and protective factors, including living conditions (marital status, education, employment, income, housing, mobility, financial status, neighbourhood conditions), social functioning (social support, social activities, neighbourhood involvement) and cultural connections (on- or off-reserve education, Aboriginal language use, participation in traditional Aboriginal activities). Despite the presence of significant risk factors, Bkejwanong parents reported high levels of social support and neighbourhood involvement; these two variables were associated with decreased depression, increased partner intimacy and better family functioning. Participants expressed a strong commitment to the preservation of Aboriginal practices, values and language. Familiarity with cultural practices correlated positively with social functioning, suggesting that cultural connections may contribute to the protective factors that enable Bkejwanong parents to maintain relatively good emotional well-being in the face of objectively difficult life circumstances.

#9
Community Psychology / Psychologie communautaire

FOOD INSECURITY IN RURAL AND URBAN SETTINGS: QUALITATIVE PERSPECTIVES OF RISK FACTORS AND HEALTH

Melissa Calhoun, University of Ottawa; Elizabeth Kristjansson, 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. Individuals who live in food insecure households are more likely to report poorer mental, physical and social health, and to have greater exposure to other risk factors than those in food secure households. Much of our current understanding of the relationship between risk factors, food insecurity and health has been based on urban samples; however, socioeconomic challenges and limited accessibility to food may increase the risk for household food insecurity in rural areas. The purpose of this qualitative study was to explore the relationship(s) between risk factors, food insecurity and health within rural and urban settings. Semi-structured interviews were conducted with food insecure individuals from urban and rural households in Eastern Ontario. Interviews focused on the respondents' perception of risk factors and health to develop their own conceptual models of food insecurity. Grounded theory was used to identify key concepts that emerged, and to compare the similarities and differences between the conceptual models from each setting. The implication of the results for policy development and interventions will be discussed.

#10
Community Psychology / Psychologie communautaire

THE SOCIAL EMOTIONAL WELL-BEING AND MENTAL HEALTH ISSUES OF PREGNANT AND PARENTING TEENAGERS

Patrizia Giampaolo, University of Alberta, Elaine Hyshka, Women and Children Health Research Institute; Maria Mayan, University of Alberta; Laura Fulmer, Terra Centre for Pregnant and Parenting Teens

A community-based organization that works with pregnant and parenting teenagers has seen an increase in the mental health problems experienced by young mothers. Seeking to understand the quality of life of the teenage mothers and their children, and their relationships with their communities and the wider society, a multidisciplinary partnership was formed. This project used qualitative research to study the social and emotional factors in teenage mother's lives that might impact their mental health and ways of enhancing their quality of life. Twenty pregnant and / or parenting young women, aged 14 to 19 participated in the study. The participants took part in 1-2 hour semi-structured interviews. Findings reveal that the majority of the participants had severe difficulties with interpersonal relationships including, familial, friendship, and romantic. In many cases, the only reliable and healthy relationships the participants had were with their school support workers. The social support received from their school support workers is essential and it may ameliorate some of the negative emotions associated with the teenage mother's interpersonal difficulties. However, the short-term nature of the support the teenage mothers receive is problematic. Long-term professional mental health care is necessary for positive long-term mental health outcomes.

#11
Community Psychology / Psychologie communautaire

"I WAS FORTUNATE PEOPLE WOULD TAKE ME IN HERE AND THERE": LIFE HISTORIES OF INDIVIDUALS WHO HAVE EXPERIENCED HIDDEN HOMELESSNESS

Lisa M. Jewell, University of Saskatchewan; Melanie A. Morrison, University of Saskatchewan

The majority of research on homelessness has focused on individuals who are absolutely homeless (i.e., who stay on the streets or in shelters). Hidden homelessness (i.e., temporarily staying with family and friends or "couch-surfing") is thought to be a more common problem in Canada; however, little is known about the experiences and life trajectories of individuals struggling with this form of homelessness. In the present study, open-ended interviews were conducted with 9 individuals (7 women; 2 men) who had experienced hidden homelessness to learn about their life histories. A narrative approach was used to analyze the data, and particular attention was paid to understanding the factors that led to participants' homelessness and their ability to once again become securely housed. The life histories indicated that poverty, abuse (from family members and intimate partners), discrimination, mental and physical health issues, and alcohol and other addictions contributed to participants' relying on family and friends for shelter. Factors such as a desire to be with one's children, deciding to abstain from alcohol and drugs, acquiring stable employment, and finding a roommate to pool resources resulted in participants becoming housed again. The unique aspects of being hidden, rather than absolutely, homeless will be discussed, and directions for future research will be presented.

#12
Community Psychology / Psychologie communautaire

SUICIDE AND PSYCHACHE AMONG THE HOMELESS

Allisha A. Patterson, Queen's University; Ronald R. Holden, Queen's University

Suicide takes the lives of over 3,500 people in Canada each year. Rates of completed suicide among the homeless are 2 to 8 times higher than the national average. Although research has established depression and hopelessness as moderately strong predictors of suicide, neither of these constructs alone, or combined, are able to fully account for suicidality. More recently, a construct known as psychache (psychological pain) has emerged as a promising predictor of suicidality. Homeless individuals completed questionnaires measuring depression, hopelessness, life meaning, psychache, and suicidality. The results of these questionnaires were analyzed allowing us to determine both the relationship between these variables and if these variables are able to predict suicidality. Analyses show that psychache has a higher correlation with suicide ideation and preparation than do the variables of depression, hopelessness, and life meaning. Regressions, including these four variables, reveal that psychache is a unique predictor of suicide ideation, attempt history, and number of life attempts. These results support the hypothesis that psychache is a more important predictor of suicidality among the homeless than are depression, hopelessness, and life meaning. These findings suggest the potential use of the psychache scale as a screening tool among the homeless for suicidality.

#13
Community Psychology / Psychologie communautaire

DEVELOPMENT OF STUDENT-RUN MENTAL HEALTH CLINICS PROMOTING COMMUNITY WELL-BEING AND STUDENT CLINICIAN'S GROWTH

Jaleh Shahin, University of Alberta

Following completion of a needs assessment in 2004, Student Health Initiative for Needs of Edmonton (SHINE) began to operate as the second free student run clinic in Canada. Running out of the Boyle McCauley Health Center, SHINE has been serving the inner city youth of Edmonton since 2005 providing health care using a multidisciplinary team of students supervised by health care professionals. Given the high rate of mental health concerns such as depression and addiction observed among this young population as well as lack of resources exacerbated by recessionary policies, the SHINE Counselling Pilot Project was implemented by University of Alberta Counselling Psychology students in Sep. 2009. The SHINE Counselling program (SCP) is one of the first student run mental health programs in Canada. The purpose of this project is to offer counselling and other mental health resources to the underserved youth population of Edmonton while facilitating the student clinician's learning and growth. The SHINE mental health clinic offers psychologists in education with on-site supervision by registered psychologists within an interdisciplinary team while contributing to the community. This poster will discuss the ongoing evaluation being undertaken to assess the program's effectiveness, and will briefly describe it's implementation, operation and challenges.

#14
Community Psychology / Psychologie communautaire

COMMUNITY RESOURCES AS A BUFFER AGAINST THE EFFECT OF INDIVIDUAL RISK FACTORS ON PARENTING

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

Both individual and contextual factors have been cited as important predictors of parenting practices (Belsky, 1984). However, we have yet to fully understand how contextual factors may be able to buffer the effect of individual factors on parenting practices. The objective of the current study was to examine if the availability of parents' community resources buffered the additive effect of individual risk factors on parenting. Data were analyzed from a nationally representative sample of 3,008 Canadian parents who had at least one child under the age of five. An individual risk index was calculated by assessing the following factors: work stress, life stress, beliefs about the importance of the parenting role, and knowledge about parenting. Using hierarchical multiple regression analyses, we found that: increased risk in multiple domains has an additive negative effect on parenting practices; the availability of community resources buffers the effect of individual risk on parenting practices, and the community resource that provides the strongest buffer is activities for parents and / or children. The results highlight the importance of ensuring there are adequate numbers of resources for parents and children available within a community.

#15
Psychologists in Education / Psychologues en éducation

INFLUENCE OF SELF-BELIEFS, MOTIVATION, AND INSTRUCTIONAL PRACTICES ON SCIENCE ACHIEVEMENT OF ADOLESCENTS

Shaljan Areepattamannil, Queen's University

Using hierarchical linear modelling (HLM), the study examined the influence of motivation, self-beliefs, and instructional practices on the science achievement of 8294 adolescents from 203 schools in Canada. While motivational factors to learn science such as interest in science, enjoyment of science, instrumental motivation in science, science self-concept, and science self-efficacy were the statistically significant predictors of science achievement at the student-level, science instructional practices such as student-led investigations in science, student interactions in science, focus on applications in science, and hands-on activities in science were the statistically significant predictors of science achievement at the school-level. The strong influence of self-concept and self-efficacy provides opportunities for science educators in Canada to support students' developing science self-beliefs. Further, results of the study underline the significant role of science learning environment in student learning and satisfaction in science.

#16
Psychologists in Education / Psychologues en éducation

TRAINING IN ASSESSMENT AND INTERVENTION FOR MENTAL HEALTH ISSUES IN THE SCHOOLS

Joanna Bennett, University of British Columbia; Angela Herle, University of British Columbia; Lynn D. Miller, University of British Columbia

This paper will explore the current issues in training in School and Counselling Psychology graduate students in diagnostic assessment and interventions relating to mental health concerns. In particular, a focus on building competency, gaining experience, and receiving appropriate supervision will be discussed. Graduate program curricula in School and Counselling Psychology will also be discussed, and the presenters will consider the opportunities for graduate students to receive appropriate training. The audience will leave with an understanding of the importance of competency requirements and recommendations in the area of mental health diagnoses and interventions. A description of a training workshop for the Anxiety Disorders Interview Schedule for DSM-IV will be used as an example to demonstrate the process of training students in the assessment of anxiety disorders.

#17
Psychologists in Education / Psychologues en éducation

THE EFFECT OF TWO ACHIEVEMENT INTERVENTIONS ON ATTRIBUTIONS TO LUCK

Gregory D. Boese, University of Manitoba; Tara L. Stewart, University of Manitoba; Raymond P. Perry, University of Manitoba; Allison T. Bate, University of Manitoba; Brenda Poon, University of Manitoba; Steve Hladkyj, University of Manitoba

The transition from high school to college can be a daunting experience for first-year students, and is often accompanied by a decrease in academic performance. Finding ways to assist struggling students is a complex task for instructors and institutions as a whole. Research suggests that the way in which students explain their academic performance (i.e., the causal attributions they offer for achievement outcomes) can impact subsequent motivation. Two treatment interventions were administered (October) designed to encourage students to assume personal responsibility for performance: a motivational treatment (Attributional Retraining) and a skill-building treatment (notetaking training). A post-treatment questionnaire 5 months later (March) asked students to rate the extent to which they believed luck (an uncontrollable attribution) played a role in their academic achievement. Results of an ANOVA revealed students in all three treatment conditions (i.e. AR only; notetaking training only; and AR & notetaking training) were significantly less likely to attribute their performance to luck than were participants in a no-treatment (control) condition (no-AR / no-notetaking training). These findings point to the potential of AR and notetaking training to assist students in assuming personal responsibility for their academic outcomes.

#18
Psychologists in Education / Psychologues en éducation

ASSESSMENT OF LEARNING DISABILITIES: UTILITY OF THE GENERAL ABILITY INDEX AND COGNITIVE PROFICIENCY INDEX

Dawn N. Bremner, University of Calgary; Donald H. Saklofske, University of Calgary

It his been common practice to identify a child as having a learning disability when he / she demonstrates an ability-achievement discrepancy (i.e., his / her performance on a standardized measure of academic achievement in reading, writing, and / or mathematics is significantly below what is expected given his / her age, grade, and intellectual ability; APA, 2000). However, changing definitions of learning disabilities view underlying neurological problems as being the root cause of these achievement deficits (Beal, 2004). Two new index scores (i.e., General Ability Index [GAI] and Cognitive Proficiency Index [CPI]) obtained from the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV; 2003) may provide a means of separating the neurological processing component from general intelligence, thus providing pertinent information in the understanding, assessment and treatment of learning disabilities (Weiss et al., 2006). Data from previous assessments will be collected from a university-based clinic as well as from various school boards across Canada. These data will be compared to data from the WISC-IV Canadian standardization project to determine the utility of the GAI and CPI in the assessment of learning disabilities and whether these scores can offer further information about the nature of the neurological deficits underlying a child's learning disability.

#19
Psychologists in Education / Psychologues en éducation

A QUALITATIVE ANALYSIS OF THE BULLYING PREVENTION SUGGESTIONS OF ELEMENTARY STUDENTS

Charles E. Cunningham, McMaster Children's Hospital / McMaster University; Lesley J. Cunningham, Hamilton Wentworth District School Board; Jenna L. Ratcliffe, McMaster University; Tracy Vaillancourt, University of Ottawa

We used qualitative methods (focus groups) to explore the bullying prevention suggestions of 62 grade 5 to 8 students. They advocated comprehensive programs that increased supervision, organized recess activities, restructured groups to discourage cliques, included isolated students, and required uniforms. Older students could prevent bullying by setting a positive example, making classroom presentations, and establishing supportive alliances with younger students. Strategically located, solution-focused, posters should remind students of prevention strategies, help-seeking options, and the consequences of bullying. Bystanders need to intervene and report incidents and could benefit from training in prevention skills. When bullying is reported or detected, adults need to respond with meaningful consequences. Parents need to improve relationships with their children, limit exposure to media violence, deal effectively with aggressive behavior, and support the school's program. Some students ignore anti-bullying activities, remove posters, bully in response to classroom presentations, and retaliate when reported or disciplined. In the absence of effective consequences, they undermine prevention programs by reducing the willingness of bystanders to intervene or report bullying, and influencing the attitudes of younger students.

#20
Psychologists in Education / Psychologues en éducation

THE USEFULNESS OF PATTERNED SET RECOGNITION SKILLS IN THE DEVELOPMENT OF MATHEMATICAL ABILITIES

Michelle Drefs, University of Calgary; Al Gorewich, University of Calgary; Meghann N. Fior, University of Calgary; Samantha Lewycky, University of Calgary

Within the mathematics education field, increased attention is being given to developing young children's patterned set recognition skills, e.g., the ability to recognize three dots in various configurations as `3`. The general view is that young children use these spatial configurations to build a greater understanding of individual numbers and of the relationships between various quantities. Despite increased instructional emphasis given to pattern set recognition tasks within elementary schools, there is no substantive empirical evidence to suggest that the use of patterned set recognition activities increases the rate or extent to which young children acquire a solid understanding of mathematics. This poster session will provide details of a current study that examines the contributions of patterned set recognition to early mathematics development by comparing kindergarten and grade one students (n=200) scores on patterned set recognition tasks with two mathematics ability scores. This poster session is of particular relevance to school psychologists who are looking to obtain a greater understanding of evidence-based instructional practices and interventions for facilitating math development in the elementary grades.

#21
Psychologists in Education / Psychologues en éducation

EXAMINING THE ROLE OF BODY PERCEPTION IN NON-SUICIDAL SELF-INJURY

Jamie Duggan, McGill University; Emily A. Ormond, McGill University; Michael J. Sornberger, McGill University; Jessica R. Toste, McGill University; Nancy L. Heath, McGill University

Non-suicidal self-injury (NSSI) is the deliberate destruction of body tissue without suicidal intent. Recent findings indicate that 4% to 38% of young adults report engaging in this behaviour at least once. Dysfunctional views of the body, self-derogation, and low self-esteem have been cited as motivators for NSSI. However, research has yet to directly examine body perceptions and NSSI. The current study examined reports of body perceptions among a preliminary sample of first-year university students who report having engaged in NSSI (n = 30; 83% female) and a matched control group of those who have not engaged in NSSI. Participants completed the Body Influence Assessment Inventory (BIAI), which taps body perceptions on four dimensions: suicide related behaviour, positive affect, negative affect, and physical appearance. Multivariate Analysis of Variance revealed a significant multivariate effect, Wilk's $\Lambda = .83$, $F(4,55) = 2.88$, $p = .031$, $\eta 2 = .42$. Specifically, univariate effects revealed higher scores in the NSSI group on the scales of suicide related behaviour (e.g., it would be less painful to die than be stuck with your body) and lower scores on the positive affect (e.g., feel excited about your looks). Discussion focuses on implications for understanding the underlying etiology of NSSI, as emotion dysregulation expressed through negative action on the body.

#22
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FROM THE PARENT'S POINT OF VIEW: DO TYPICALLY-DEVELOPING STUDENTS BENEFIT MORE FROM INCLUSIVE EDUCATION THAN CHILDREN WITH SPECIAL NEEDS?

Marina S. Dupasquier, McGill University; Tara D. Flanagan, McGill University

Today's inclusive classrooms are environments that aim to foster positive outcomes for all students in a variety of domains (e.g., academic, social). Children with and without developmental disabilities seem to benefit from a learning environment that values diversity in its many forms. However, there is also a movement against inclusion education in its current incarnation with the intent of better accommodating students with particular needs in many domains. Parents of children learning in inclusive classrooms have the unique insight required to understand the complexity of this situation. A new questionnaire was developed to tap information on parent's perceptions of the benefits and / or detriments of inclusive education. Data was collected from schools in the Montreal area as well as from parent-oriented conferences. Preliminary analyses indicate a tendency for parents to favour inclusion when discussing typically developing children, articulating that social sensitivity was the largest benefit. Regarding children with developmental disabilities, the results are mixed. All agree that teachers require more resources to be fully prepared to teach an inclusive classroom. The implications of the results are discussed in terms of social and school policy.

#23
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THE RELATIONSHIP BETWEEN GROUP PARTICIPATION AND SELF-EFFICACY IN A COMPUTER SUPPORTED COLLABORATIVE LEARNING ENVIRONMENT

Meghann N. Fior, University of Calgary; Allyson F. Hadwin, University of Victoria

This study examines the relationship between self-efficacy for group work 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 between self and collective efficacy and student participation, and (b) to examine the structure of reciprocal teaching roles, scripts and prompts in moderating the relationship between self-efficacy for group work 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. Participants collaboratively discussed a challenging text in groups of 4 using a text-based chat tool. Findings indicated that collaborative condition moderates the relationship between efficacy and participation.

#24
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AN EXAMINATION OF METACOGNITIVE MEASUREMENT TOOLS IN THE ASSESSMENT OF EARLY MATH LEARNERS

Meghann N. Fior, University of Calgary; Michelle Drefs, university of Calgary; Al Gorewich, University of Calgary; Samantha Lewycky, University of Calgary

This study examines the efficiency of two metacognitive measurement tools applicable in the assessment of early math learners. The two metacognitive measurement tools are: (a) think aloud procedures coded using a metacognitive coding framework, and (b) metacognitive action cards that allow participants to select metacognitive processes in sequence from metacognitive statement cards. The purpose of this study was: (a) to examine current methods of metacognitive assessment in young children, and (b) to provide possible solutions and directions for the future development of valid and reliable metacognitive assessments in young children. Data were collected from 100 grade K-1 students from schools in Calgary, AB. Evidence of metacognitive skills in the young age group was found where students were able to efficiently report their metacognitive skills using the assessment tools.

#25
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SCHOOL REINTEGRATION FOR CHILDREN AND YOUTH WITH ACQUIRED BRAIN INJURY

Dawn Good, Brock University

Independent of injury severity, children who have sustained acquired brain injury (ABI) vary to the extent of their overall productivity and participation in physical, academic, cognitive, emotional, and psychosocial outcomes (e.g. Dawson et al, 2007). Since school is the optimal learning environment for the developing brain, academic settings are integral for ensuring successful academic, social, and community reentry. However, there is little consistency in outcomes for reintegrated students and quantitative factors have not identified the predictors for appropriate support and optimal reintegration, despite much theorizing based on limited qualitative data (e.g. Bruce et al, 2008). This study involves a province-wide multi-centred approach (in cooperation with Ontario's Children's Treatments Centres, School Boards, students with ABI and their family selected through representative sampling) and aims to rectify this oversight. We provide an empirically-based model of the factors that influence a students' reintegration (academic, socioemotional and interpersonal success) and their relative contribution for predicting students' outcomes based on student (injury severity, academic performance pre- / post-injury, neurocognitive and emotional status), the school system (policy of service delivery, teacher knowledge, attitudes, instruction) and the family (support, perspective).

#26
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DEVELOPMENT OF THE TEST OF EARLY NUMBER CONCEPTS (TENC)

Al Gorewich, University of Calgary; Michelle Drefs, University of Calgary; Samantha Lewycky, University of Calgary; Meghann N. Fior, University of Calgary

Many everyday activities in society depend on a solid understanding of number concepts. Research suggests that specific instruction in early number concept results in many long term mathematical benefits (Griffin, Case & Siegler, 1994). For example, young children exposed to such curriculum show an increased ability to use mathematics knowledge flexibly and solve word problems orally. Furthermore, young students who fail to gain a complete understanding of number concept in their initial school years are at risk for future performance deficits (Case & Griffin, 1990; Jordan, 1995). Case (1996) believed that at approximately age five, an integration of previously acquired math schemas takes place and a new representation is formed that constitutes the basis for future math learning. He called this empirically supported structure the mental number line. Little attention, however, has been given to the developmental sequence that occurs between the acquisition of the earliest skills and the formation of the mental number line around ages five to six. A second and related problem is the absence of measures that demonstrate reliability and validity in assessing this developmental sequence. This session presents research designed to revise and test the effectiveness of a new mathematics measure that aims to assess the developmental sequence of number concepts in young children.

#27
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STUDENT OUTCOMES IN INQUIRY LEARNING: TEACHERS' PERSPECTIVES
Petra D. T. Gyles, McGill University

Inquiry-based education underlies many efforts in curriculum reform across North America. Social-constructivism predicts a number of theoretically valuable outcomes from inquiry learning such as student engagement, collaboration, and ownership of learning (Vygotsky, 1978). However, not all hypothesized outcomes have empirical support (Saunders-Stewart, 2008). The present study examines the potential student outcomes from engaging in inquiry, from the perspectives of classroom teachers. Data have been collected through a 32-item questionnaire on student outcomes, derived from a criterion-referenced list of potential inquiry outcomes, both theoretically and empirically based (Saunders-Stewart, Gyles, & Shore, under review) as well as through open dialogue with teachers. Approximately 60 teachers from schools in the Montreal area participated in the study, with approximately 20 teachers in each of three groups: (a) low—not explicitly using inquiry instruction, (b) middle—emerging as inquiry-based schools or classrooms, and (c) high—established in inquiry. Comparisons are made between teachers working in classrooms with differing levels of inquiry and the student outcomes they identify. Some important outcomes for learners in inquiry classrooms include: developing pride in work, learning to self-evaluate, and understanding why they are studying what they are studying.

#28
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A SCHOOL-BASED SCREENING TOOL FOR ASSESSING ANXIETY DISORDERS IN KINDERGARTEN CHILDREN: PILOT RESULTS
Karen Hamill, University of British Columbia; Lynn D. Miller, University of British Columbia; Joanna Bennett, University of British Columbia; Erika Miller, University of British Columbia; Brent F. Olson, University of British Columbia

The purpose of this paper is to report the results of a pilot study that evaluated two brief school-based screening questions for the detection of early childhood anxiety disorders. A group of 845 parents of Kindergarten children from 25 public elementary schools in western Canada were asked two screening questions: 1. Is your child much more shy or fearful than most other children of the same age? and 2. Is your child much more anxious than most other children of the same age? Of the 845 invitations to parents, 100 parents consented to participate and of these, 46 were administered the ADIS-P interview. Forty-eight percent of the parents endorsed their child as being more shy-fearful and / or anxious than their peers. A total of 14 participants met criteria for one or more anxiety disorders on the ADIS-P. Preliminary analysis of the performance of both screening questions revealed a combined sensitivity of 92.9%, and specificity of 71.9%. These results indicate that these two questions could form the basis of a very simple, yet effective means of screening for anxiety disorders in young school-aged children. The utility of school-based screening programs will be discussed and implications for future research and practice will be addressed.

#29
Psychologists in Education / Psychologues en éducation

EDUCATIONAL PSYCHOLOGISTS' CURRENT AND PREFERRED WORK ROLES IN NEWFOUNDLAND AND LABRADOR
Gregory E. Harris, Memorial University; Rhonda Joy, Memorial University

The primary purpose of the current study was to understand educational psychologists' current and preferred roles in the Newfoundland and Labrador school system (i.e., Eastern, Western, Nova Central, and Labrador districts). Educational psychology is an evolving field in Newfoundland and Labrador and there are approximately 36 educational psychologists currently employed in the Newfoundland and Labrador education system. While several studies (e.g., see Reschly, 2000 for a review) have been conducted in the United States, which have examined educational and school psychologists' perceptions and satisfaction with current practice domains, fewer research studies (Corkum, French, & Dorey, 2007; Jordan, Hindes, Saklofske, in press; Thompson, 1983) have been conducted in Canada. In the current study, 26 educational psychologists completed and returned questionnaires. Participants reported a wide range of current and preferred roles. Differences were noted between districts in terms of employment duties as well as direct face to face client contact hours. Additional findings are presented on common assessment procedures employed by the sample participants and implications for the practice of educational psychology are discussed.

#30
Psychologists in Education / Psychologues en éducation

ASSESSING THE COGNITIVE ABILITIES OF GIFTED CHILDREN: THE WISC-IV GENERAL ABILITY AND COGNITIVE PROFICIENCY INDEXES
Breanne Hilles, University of Calgary; Donald H. Saklofske, University of Calgary

There are various approaches to determine who is intellectually and academically gifted; however, IQ scores hold considerable importance for gifted designation and placement in schools. Research suggests that those classified as gifted using the Wechsler Intelligence Scale for Children (WISC-IV) often score higher on the Verbal Comprehension (VCI) and Perceptual Reasoning (PRI) indices compared to Working Memory (WMI) and Processing Speed (PSI) indices. The General Ability Index (GAI) is a score based solely on the verbal and perceptual reasoning indices and may more accurately reflect the abilities of many children classified as gifted. Alternatively the Cognitive Proficiency Index (CPI), comprised of the WMI and PSI, is more likely to have a lowering effect on the Full Scale IQ (FSIQ). In order to examine the use of the GAI in gifted assessment, the scores of children 6 to 16 years of age who obtained a FSIQ above 120 were examined. Sample data were obtained from previous clients of the University of Calgary Applied Psychology and Educational Services clinic and consenting school boards and divisions. Children identified as gifted more often had higher GAI and lower PSI scores than FSIQ.

#31
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POST-SECONDARY TRANSITION PLANS FOR STUDENTS ON INDIVIDUALIZED EDUCATION PLANS (IEPS) IN BRITISH COLUMBIA: CURRENT STATE AND BEST PRACTICE

Sarah Husain, University of British Columbia; Kelly Costain, University of British Columbia; Susanna Mathews, University of British Columbia; Erika Miller, University Of British Columbia

Students with special needs often experience significant challenges that complicate their post-secondary transition process. Research indicates that these students often have a higher rate of school drop-out and unsuccessful employment compared to peers without disabilities (Wagner & Backorby, 1996). As such, since 1990 the Individuals with Disabilities Education Act (IDEA) has mandated that detailed transition plans be included in the Individualized Education Plans (IEPs) for students aged 16 and above. Similarly, in Canada the provincial Ministry of Education guidelines mandate transition planning for grade 12 students who have an IEP. Despite their utility in helping students transition into adult life, research has found these plans are often inadequately detailed (Powers et al., 2005). To date, no study has examined the quality of transition plans for students in BC. This study will examine a sample of IEPs for grade 12 students in BC, across four special needs categories, to investigate 1) the extent to which the plans adhere to provincial guidelines or best practices in the literature, and 2) the differences in the composition and quality of plans for students across different special needs categories. Results will be of interest to school based professionals and members of school-based teams who are involved in individualized planning for students with special needs.

#32
Psychologists in Education / Psychologues en éducation

READING ABILITY AND MORPHOLOGICAL AWARENESS: IS THERE A RECIPROCAL RELATIONSHIP?

Richard Kruk, Department of Psychology, University of Manitoba; Krista N. Bergman, University of Manitoba

This study examined possible reciprocal relationships between morphological awareness (MA), involving deriving and decomposing multimorphemic words, and reading ability, involving word and nonword decoding and word and passage comprehension. A longitudinal study, tracking 171 children across five testing occasions from grades 1 through 3, was conducted to examine relationships between MA and reading ability. Predictive relationships were expected between early MA abilities and growth in reading on the one hand, and early reading abilities and MA on the other. Results of multilevel modeling analyses showed significant predictive relationships between emerging reading and MA abilities. MA, particularly decompose ability, predicted significant variance in initial levels and growth trajectories in reading skills. Early reading abilities, however, did not predict MA growth as strongly. Results are discussed in terms of metalinguistic processes in early MA promoting emerging reading skills, and early familiarity with orthographic patterns in words and root morphemes facilitating development of MA skills.

#33
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RACIAL BULLYING AND VICTIMIZATION IN CANADIAN SCHOOL-AGED CHILDREN: INDIVIDUAL AND SCHOOL LEVEL EFFECTS

Anne-Claire Larochette, Queen's University; Wendy M. Craig, Queen's University

Numerous individual factors, including race, have been identified to date that may place children at risk for bullying involvement. The importance of the school's environment on bullying behaviors has also been highlighted, as the majority of bullying occurs at school. The variables associated with racial bullying and victimization, however, have rarely been specifically examined. The purpose of the current study, therefore, was to determine which individual- and school-level factors are associated with racial bullying and victimization. Canadian records from the 2001 / 2002 Health Behaviors in School-Aged Children Survey (HBSC) were used for the current analyses. Participants included 3,684 students and their principals from 116 schools from across the country. Results indicated that racial bullying and racial victimization were more strongly related to individual factors such as race and sex than school-level factors. African-Canadian students were found to engage in racial bullying as well as report being racially victimized. In addition, school climate did not account for observed differences between schools on racial bullying and victimization, but racial bullying appeared to decrease in supportive schools with higher teacher diversity.

#34
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TEACHERS' SELF-EFFICACY AND THEIR INSTRUCTIONAL PRACTICES IN TEACHING MATHEMATICS

Samantha T. Lewycky, University of Calgary; Drefs Michelle, University of Calgary; Al Gorewich, University of Calgary; Meghann N. Fior, University of Calgary

In order to help students achieve greater mathematical success, it is important that school psychologists evaluate not only students' mathematical abilities, but also the factors that impact their performance. Teachers, and the instructional practices they employ, play a fundamental role in students' academic outcomes (Fan et al., 2008). Since teachers have such an impact, it is important to understand the factors that contribute to the instructional practices they use in the classroom, particularly in the area of mathematics as it is an area of concern for many children. Research has demonstrated that separately, teacher factors such as education, beliefs and attitudes towards mathematics have been linked to the practices employed in the classroom (Barnett, 2003; Kowalski et al., 2001; Wilkins, 2008). To date, however, no study has examined the construct of teacher self-efficacy. Thus, the purpose of this study was to assess the relationship between teachers' self-efficacy (defined as teachers' beliefs about their capabilities at being effective mathematics teachers) and their use of various teaching practices. For this study three components of instructional practices were assessed: frequency of mathematic instruction, modalities used by the teacher, and the frequency of mathematic specific modalities in the classroom.

#35
Psychologists in Education / Psychologues en éducation

THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDES AND THE INSTRUCTIONAL PRACTICES THEY USE IN TEACHING MATHEMATICS

Samantha T. Lewycky, University of Calgary; Michelle Drefs, University of Calgary; Meghann N. Fior, University of Calgary; Al Gorewich, University of Calgary

Many variables have been found to impact the instructional practices used by teachers in elementary school mathematics (Barnett, 2003; Kowalski et al., 2001; Wilkins, 2008). The purpose of this study is to evaluate the relationship between kindergarten and Grade 1 teachers' attitudes towards mathematics and the instructional practices they employ when teaching mathematics. Up until now, studies have focused on attitudes as an overarching construct (Karp, 1991; Wilkins, 2008). This study assessed two separate components of attitudes, teachers' general enjoyment of mathematics and their perception of the value of mathematics. Further, various elements of instructional practices in mathematics were evaluated (frequency, instructional modalities and specific activities). The relationships between the various components of attitudes and instructional practices were investigated in terms of their implication for teacher training and professional development. This area of research is valuable when examining the role that teachers play in a student's academic success. Thus, it is important to understand the factors that contribute to the instructional practices they employ in the classroom, particularly in the area of mathematics.

#36
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COMPARISON OF SELF-PERCEPTIONS IN CHILDREN AND ADOLESCENTS WITH AND WITHOUT ADHD

Shannon-Dell MacPhee, McGill University; Marianne Christie, McGill University; Michael J. Sornberger, McGill University; Jessica R. Toste, McGill University; Nancy L. Heath, McGill University

Students with attention deficit hyperactivity disorder (ADHD) commonly experience academic, social, and behavioural difficulties. Research suggests that these students often have lower self-esteem in comparison to their non-ADHD peers. The present study compared domain-specific self-perceptions between students with and without ADHD, and differences in these perceptions in children versus adolescents. The Self-Perception Profile for Children was completed by children with ADHD (n = 37; 26 male, 11 female) and a matched control group, while the Self-Perception Profile for Learning Disabled Students was completed by adolescents with ADHD (n = 20; 7 male, 13 female) and a matched control group. A separate MANOVA was conducted for each sample; comparison of children with and without ADHD found a significant multivariate effect, $F(6, 63) = 2.92$, $p = .014$, $eta2 = .47$. Examination of univariate effects revealed a difference on the behavioural conduct subscale, with the ADHD group reporting lower self-perceptions than their non-ADHD peers ($M = 2.87$, $SD = .72$; $M = 3.33$, $SD = .56$, respectively). Comparison of adolescents with and without ADHD showed no significant multivariate effect. Discussion focuses on self-perceptions in the behavioural domain, including the changes from childhood to adolescence in students with and without ADHD.

#37
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A CONCEPTUAL MODEL OF SOCIOEMOTIONAL RESILIENCE IN CHILDREN WITH ADHD

Sarah M. Mastoras, University of Calgary; Emma Climie, University of Calgary; Vicki L. Schwean, University of Calgary; Donald H. Saklofske, University of Calgary

Children with Attention Deficit / Hyperactivity Disorder (ADHD) can have a range of short- and long-term outcomes. Although some of these children lead successful lives across multiple domains of well-being, others struggle considerably to form meaningful friendships or achieve academically. Work in the area of resilience suggests that children are influenced by multiple factors on a number of levels, from their own profile of strengths and weaknesses to factors at the family, neighbourhood, school, and societal levels (Masten, 1999). As such, understanding outcomes for any given population requires consideration of the variables that may act as protective or risk factors both singularly and in interaction with one another. Our model adapts and integrates concepts of resilience and thriving to the special population of children with ADHD in hopes of achieving a multifaceted, comprehensive understanding of the implications of the presence or absence of any given factor. This model will serve as a basis for future research in identifying the most salient factors at the individual, family, and community levels that can support competence and well-being in this population. Ultimately, identification of factors at each of these levels will be valuable in informing both assessment and intervention practices in the field.

#38
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EXECUTIVE FUNCTIONS IN ASPERGER'S DISORDER: AN EMPIRICAL INVESTIGATION OF VERBAL AND NONVERBAL SKILLS

Adam McCrimmon, University of Calgary; Vicki L. Schwean, University of Calgary; Donald H. Saklofske, University of Calgary; Janine M. Montgomery, University of Manitoba; Danielle I. Brady, University of Calgary; Keoma J. Thorne, University of Calgary; Yvonne L. Hindes, University of Calgary; Jo-Anne Burt, Portage La Prairie School Division

Researchers have investigated the specific strengths of individuals with Asperger's Disorder (AsD). One construct used in this effort is Executive Functioning (EF). While research has shown that this population performs more poorly than typically-developing matched controls on many EF tasks, there is a lack of consistency in these results (Calhoun, 2006; Hill, 2004). This is likely due to the use of inconsistent diagnostic criteria leading to incomparable studies (Klin, Pauls, Schultz & Volkmar, 2005). The present study investigated EF in AsD using a bottom-up method whereby several EF tasks were administered to 35 adolescents with AsD and 35 age- and gender-matched controls. Cluster analysis was then used to derive subgroups. Diagnostic composition of these subgroups was examined to provide empirical evidence of a performance bias towards verbal EF functioning for the AsD group. Based on research demonstrating differential performance of modality on measures of cognitive intelligence (Klin et al., 1995) and executive functioning (Kleinhans, Akshoomoff & Delis, 2005), it was expected that a subgroup demonstrating high verbal and low non-verbal EF performance would be derived and that the majority of participants with AsD would fall within this group. Results will be discussed in terms of clarification of EF functioning in adolescents and young adults in this population.

#39
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EVIDENCE OF VALIDITY FOR THE PRESCHOOL ANXIETY SCALE (PAS): A PILOT STUDY

Erika Miller, University of British Columbia; Joanna Bennett, University of British Columbia; Christine M. Yu, University of British Columbia; Lynn D. Miller, University of British Columbia

The Preschool Anxiety Scale (PAS; Spence & Rapee, 1999) is a measure of anxiety in preschool children ages three to five years old, which assesses anxiety using a five-factor model including generalized, social, obsessive compulsive, and separation anxiety, and physical injury fears (Spence, Rapee, McDonald, & Ingram, 2001). Few studies have used the PAS to assess symptoms of anxiety in preschool children and even fewer have explored the relationship between PAS scores and those of other measures (Broeren & Muris, 2008). As part of a larger study addressing cross-disciplinary partnerships, researchers examined the convergent validity evidence for the PAS and explored the relationship between subscale scores and total scores of the PAS, the Child Behavior Checklist (CBCL; Achenbach, 2001), and the Anxiety Disorders Interview Schedule for DSM-IV Child Version (ADIS; Albano & Silverman, 1996) for children five to six years of age. Additionally, researchers investigated the relationship between parental stress and anxiety, and parental perceptions of child anxiety using the PAS. Attendees will develop a greater understanding of the use and interpretation of PAS and increased knowledge in how parental stress can impact parental perception of anxiety in young children.

#40
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AN EXAMINATION OF THE USE AND DEVELOPMENT OF INDIVIDUAL EDUCATION PLANS (IEPS) THROUGH MIXED-METHOD ANALYSIS OF IEP DOCUMENTS AND INTERVIEWS WITH CLASSROOM TEACHERS AND CASE MANAGERS

Erika Miller, University of British Columbia; Kelly Costain, University of British Columbia; Sarah Husain, University of British Columbia; Susanna Mathews, University of British Columbia

This poster will present results from an investigation of the involvement of classroom teachers and case managers in the use, development, and implementation of Individualized Education Plans (IEPs). Specifically, it will describe findings from a mixed-method analysis of interviews and IEP documents for students with designated needs including: Physical Disabilities or Chronic Health Impairment, Learning Disabilities, Intense Behavior Intervention or Severe Mental Illness, and Moderate to Profound Intellectual Disability. Mixed-method inquiries offer the advantage of an insider's perspective and more depth and context than what is typically seen in most quantitative studies (Klassen and Lynch, 2007). As part of a larger study examining the use of IEPs in school-aged children, interview questions were designed to capture an understanding of the planning process, resolution of conflicts between team members during the IEP planning process, IEP review processes and transitions, record keeping, and reporting to parents. In addition, the researchers investigated the degree to which the interview responses matched the content of the corresponding IEP documents. Results will be of interest to psychologists, special educators, administrators, and other members of school-based teams who are involved in IEP development for students with individualized needs.

#41
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AN EVALUATION OF CRITICAL ELEMENTS AND BEST PRACTICE IN INDIVIDUALIZED HEALTH CARE PLANS IN BRITISH COLUMBIA

Veronique Nguy, University Of British Columbia; William McKee, University of British Columbia; Sarah Husain, University of British Columbia; Erika Miller, University Of British Columbia

Students with physical disabilities or health impairments often require significant support for successful participation at school. Individualized Education Plans (IEPs) for these students usually include health care plans which outline the health needs and educational implications of their impairments. Although the British Columbia Ministry of Education provides general guidelines for writing education and health care plans for students designated in the Physical Disability / Chronic Health Impairment category, these guidelines provide few details regarding the specific types of information that should be included for students in this category. More detailed guidelines and best practices have been suggested by current reviews in the literature. However, to date, not much research has been conducted on the development and content of care plans for these students. This study examines over one hundred IEPs of students designated with a Physical Disability or Chronic Health Impairment in BC, using a checklist developed by the authors. The paper will present an evaluation of trends, strengths and weaknesses within these plans, and the extent to which they adhere to best practice guidelines in the literature. Results will be of interest to school based professionals and members of school-based teams who are involved in individualized planning for students with special needs.

#42
Psychologists in Education / Psychologues en éducation

EXAMINING COGNITIVE ASSESSMENT TRAINING IN CANADIAN SCHOOL AND CLINICAL PSYCHOLOGY PROGRAMS

Alexandra Percy, University of British Columbia; Juliana Negreiros, University of British Columbia; Laurie Ford, University of British Columbia

Carroll's introduction of Tri-Stratum Theory, similar to Horn & Cattell's Gf-Gc Theory, brought dramatic changes to our understanding of cognitive abilities. 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 cognitive assessment measures address CHC theory (e.g., WJIII COG, KABC-2, WISCIV). While CHC Theory is a framework guiding most current assessment measures, it is not clear how that translates to training and practice. Alfonzo (2000) conducted research indicating that while many tests incorporate CHC Theory, relatively few training programs in the US systematically addressed CHC Theory in cognitive assessment coursework. Further, study of CHC Theory was more common in school than clinical psychology training. This national study is the first to examine cognitive assessment training in Canadian school and clinical psychology programs. While school psychology programs place greater emphasis on CHC Theory than clinical programs and an emphasis on the Wechsler scales continues to dominate cognitive assessment training, this study is the first to examine these training issues in the Canadian context. The findings of the survey are presented along with a discussion of the implications for the future directions in cognitive assessment training and practice in Canada.

#43
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SOCIAL AND EMOTIONAL PROCESSING IN PHYSICAL AND RELATIONAL BULLIES

Gia Pugliese, University of Calgary

Bullying is a type of aggression that is estimated to affect as many as three quarters of all children (Olweus, 2001). Specifically, bullying comes in physical and relational forms (e.g., spreading rumors, manipulating relationships). Current research has investigated characteristics of bullies and victims, as well as consequences of bullying and victimization. However, less research has examined social and emotional processing in bullies that may help better explain such behaviour. In this study, facial affect recognition, empathy, and social competence will be examined in physical and relational bullies by way of self-report measures. It is hypothesized that while both types of bullies will display empathy deficits; physical and relational bullies will differ in their ability to recognize emotions. More specifically, physical bullies are expected to display similar facial affect recognition deficits and social incompetence as aggressive children due to similarities between physical bullying and aggressive behaviour. In contrast, relational bullies are more likely to show superior facial affect recognition abilities and social competence due to their ability to manipulate social relationships. This presentation will overview the theoretical model and associated research relative to the social–emotional processing of bullying.

#44
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EVALUATING MULTIPLE GOAL THEORY IN A CAUCASIAN AND EAST ASIAN SAMPLE

Lavanya Sampasivam, McGill University

According to the trichotomous achievement goal framework, students typically adopt one of three achievement goals: mastery, performance-approach or performance-avoidance. Analytic work has validated the independence of the three goal constructs and the goals have been linked to differential patterns of antecedents and consequences.The multiple achievement goal perspective suggests that students may adopt multiple goals simultaneously. Fifty-eight Caucasian and thirty-eight emigrant Asian students completed measures of their achievement goals. Consistent with the proposed hypothesis, Asian students' endorsement of mastery and performance goals were highly correlated. This is consistent with Asian students' culture which values effort and high achievement simultaneously. These results are consistent with a growing body of research suggesting that there are important cross-cultural differences in present conceptions of the achievement goal theory framework.

#45
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FIFTH AND NINTH GRADE STUDENTS' VIEWS OF UNCERTAINTY IN PRACTICAL AND FORMAL SCIENCE

Meadow Schroeder, University of Calgary

This study investigated fifth and ninth grade students' views uncertainty in science when they have been exposed to constructivist pedagogy. Students were interviewed about uncertainty in their own science investigations (practical science) and their views about uncertainty in professional (formal) science. The first aim was to compare students' views by Grade and Gender. A second aim was to determine if students' views of uncertainty in practical science affect their views of uncertainty in formal science. Students' views were coded to reflect levels of understanding and then examined for developmental trends. Analyses found that ninth grade girls had more sophisticated views of uncertainty than fifth grade girls. There were no differences in boys' views. Developmental trends were seen in students' views of uncertainty in formal science only. There was a positive correlation between students' views of uncertainty in practical and their views of uncertainty in formal science. Implications of the findings are discussed.

#46
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EXAMINATION OF BRIEF SELF-REPORT MEASURES OF ANXIETY IN POSTSECONDARY STUDENTS

Robert Silvestri, Northern Ontario Assessment and Resource Centre; Alana Holmes, Northern Ontario Assessment and Resource Centre; Albert Gouge, Sudbury Regional Hospital

This poster presentation will report the results of a study designed to collect normative data for brief measures of panic disorder, phobias, generalized anxiety disorder, obsessive compulsive disorder, and test anxiety in a postsecondary student population. Also examined will be the relationship between symptoms of anxiety disorders and test anxiety. Method: In group settings, 240 postsecondary students at Cambrian College were administered brief measures of anxiety in a counterbalanced format. Results: we will present descriptive statistics related to the measures of anxiety for this sample. Secondly, multiple regression analyses will be employed to explore the relationship between symptoms of anxiety and a measure of test anxiety. Significance: this study will contribute to the psychometric data of brief measures of anxiety and examine the self-reported experiences of anxiety within a postsecondary population. Additionally, the results of this study will contribute to the limited research examining the relationship between test anxiety and symptoms of anxiety disorder.

#47
Psychologists in Education / Psychologues en éducation

EMPLOYMENT SUCCESS OF GRADUATES WITH LEARNING DISABILITIES FROM ONTARIO'S COLLEGES AND UNIVERSITIES

Robert Silvestri, Northern Ontario Assessment and Resource Centre; Alana Holmes, Northern Ontario Assessment and Resource Centre; Allyson Harrison, Regional Assessment and Resource Centre at Queen's University

The number of students with learning disabilities accessing postsecondary education in Canada has steadily increased. Postsecondary education is a critical factor in obtaining meaningful employment for students with learning disabilities. However, a review of the literature reveals a dearth of Canadian research pertaining to employment outcomes (i.e. success and satisfaction indicators) of learning disabled graduates of postsecondary instuitions and the nature of postsecondary employment transition services to facilitate entry into workplace. This study, through the utilization of survey methodology, will examine and analyze employment success and satisfaction indicators (e.g., type of employment, salary, skills match, relationships with coworkers, job autonomy) of learning disabled graduates of Ontario postsecondary instuitions and the employment transition services (e.g., exploration of career readiness and career values, career maintenance skills) these students were provided with.

#48
Psychologists in Education / Psychologues en éducation

THE POSITIVE ILLUSORY BIAS IN ADOLESCENTS WITH ATTENTION-DEFICIT / HYPERACTIVITY DISORDER (ADHD) IN RELATION TO PERCEIVED SOCIAL SUPPORT

Angela Varma, Ontario Institute for Studies in Education of the University of Toronto; Heather Prime, Ontario Institute for Studies in Education of the University of Toronto; Judith Wiener, Ontario Institute for Studies in Education of the University of Toronto

Considerable research shows a Positive-Illusory Bias (PIB) in children with ADHD, such that they underestimate their problems compared to parent reports. Recent evidence suggests that the PIB persists in male adolescents with ADHD for externalizing behaviours. The goal of the current study was to replicate this finding in female adolescents with ADHD, and to explore the PIB for internalizing symptoms in both genders. Given that a leading explanation for the PIB is to protect self-esteem, we also investigated whether adolescents' perceptions of social support would preserve self-esteem and thus reduce this bias. We compared the self-ratings of adolescents aged 13 to 18 (50 ADHD; 50 Control) to parent ratings on standardized scales. Adolescents also completed a measure of perceived social support. Preliminary analyses (N= 43) indicated that both male and female adolescents with ADHD demonstrate a PIB for internalizing symptoms, but not for externalizing behaviours, relative to controls. Further analyses indicated that higher levels of perceived social support are not associated with a lower PIB, suggesting that hypotheses alternative to self-protection need to be considered. Interestingly, familial social support was correlated with reduced self-reported symptoms of anxiety and depression in youth with ADHD. Theoretical and clinical implications of this research are discussed.

#49
Psychologists in Education / Psychologues en éducation

CROSS DISCIPLINARY TRAINING AND COLLABORATION IN SCHOOL-BASED MENTAL HEALTH

John R. Walker, University of Manitoba

Up to 20% of school age children have a diagnosable mental health (MH) problem (Waddell & Shepherd, 2002). Of these children, only a quarter receive care, with a majority of those receiving services in a school setting (Walker, 2004). One way to address the gap between need and service provision is to strengthen cross-disciplinary training and collaboration for school based MH services. There is a substantial shortage of school MH professionals and trainees across the nation (McIntosh, 2004). Schools are an optimal environment to deliver educational and MH services to children and there is a clear link between academic success and social emotional well-being (Elias, Zins, Graczyk, & Weissberg, 2003). It is crucial for school MH professional trainees to be cognizant of the efficacy and applicability of interventions to specific populations. This symposium involves four papers addressing the topic of cross-disciplinary training and collaboration for the provision of school based MH services. The first paper focuses on training and competencies for School Psychologists trainees in the assessment and treatment of children with MH issues. The second paper explores the validity of a measure of anxiety in preschoolers, and the link between parental stress and child anxiety. The final two papers focus on school-clinical partnerships in addressing anxiety prevention in children.

#50
Psychologists in Education / Psychologues en éducation

THE IMPACTS OF CALLING: INCREASED ENGAGEMENT WITH PEERS

Lyndsay A. Woitowicz, Trinity Western University; Jose F. Domene, University of New Brunswick, Faculty of Education

Emerging psychological research (e.g., Dik & Duffy, 2008) has begun to delineate the role of calling (i.e., individuals' transcendent sense of having a purpose for their career) on students lives, and has revealed that students who have a sense of life calling are more motivated in both work and academia. Research in the area of social engagement in educational settings has revealed that many intrapsychic characteristics (e.g., personality) can influence social participation (e.g., Capsi, Chajut, Saporta, & Beyth-Marom, 2006). Connecting these strands, the current research explored whether there is a relationship between calling and social engagement in post-secondary settings. The sample consisted of 392 post-secondary students from a variety of different certificate, diploma, and degree programs. Data were collected using an anonymous online survey. Hierarchical regression analyses were conducted to examine the nature of the relationships between social engagement and life calling. Results indicated that, after controlling for numerous individual characteristics, there is a significant positive relationship between having a calling and social engagement but no significant relationship between searching for a calling and social engagement. These results will be discussed in terms of implications for student development program planning and policies in post-secondary settings.

#51
Family Psychology / Psychologie de la famille

DADDY DOUBLE: THE EFFECTS OF MALE ROLE MODEL INVOLVEMENT, PATERNAL INVOLVEMENT, AND DIVORCE ON ADULT CHILDREN'S INTIMATE RELATIONSHIPS

Ava D. Agar, University of Saskatchewan; Jan D. Cioe, University of British Columbia - Okanagan; Boris Gorzalka, University of British Columbia Vancouver

Divorce generally leads to a reduction in paternal involvement (PI). Given the father's role in shaping children's intimate relationship beliefs and behaviours, the consequences of low PI are severe. After divorce, however, other male models may be available (e.g., stepfathers or grandfathers). No research has examined the influence of other male model involvement (MMI) on young adults' intimate relationships. Thus, the present study examined the effects of parental divorce, PI, and MMI on 345 (83 men and 272 women) adult children's commitment, intimacy, sexual permissiveness, sexual communion, and risky sexual behaviours. Young adults from divorced families expressed significantly more negative intimate relationship functioning ($\eta 2 = .051$). However, regardless of parental marital status, young adults who reported high PI ($\eta 2 = .034$) or high MMI ($\eta 2 = .065$) expressed significantly more positive intimate relationship behaviours. Moreover, there were no significant differences between young adults reporting high PI and those reporting high MMI. This suggests that MMI may moderate the effects of low PI. Finally, young adults who had involved grandfathers and stepfathers reported the highest and lowest levels of positive intimate relationship functioning, respectively. Potential explanations and the clinical and court implications of these findings will be discussed.

#52
Family Psychology / Psychologie de la famille

PHYSICAL, PSYCHOSOCIAL, AND EMOTIONAL DIFFICULTIES RELATED TO DURATION OF ILLNESS AMONG CAREGIVING PARENTS OF CHILDREN SUFFERING A FIRST EPISODE OF PSYCHOSIS

Bethany L. Gelinas, Alberta Hospital Edmonton; Scot E. Purdon, Alberta Hospital Edmonton - Neuropsychology

Deinstitutionalization displaces responsibility for psychiatric care to family members who may be ill equipped for this novel role. To assess the hypothesis that family caregivers of first episode psychosis patients may be particularly vulnerable to the physical, psychosocial, and emotional complications, 26 parent-caregivers of individuals suffering a first episode of psychosis completed the Experience of Caregiving Inventory and General Health Questionnaire within the first year of onset of their child's illness, and again more than one year after the onset of illness. Within the first year of onset of illness, caregivers reported significantly more concern about their child's difficult behaviors, negative and positive symptoms of psychosis, dependency, as well as greater feelings of loss and diminished health status, compared to their appraisals in subsequent years. Duration of caregiving was not related to perceived stigma, negative effects on the family, or concern about supporting the child. Similarly, caregivers' ratings of positive personal experiences and good aspects of the relationship with their child did not change over time. Caregivers experience more challenges within the first year of caregiving than in subsequent years. This would appear to be the time of greatest need and, therefore, the time at which family support initiatives may offer the greatest benefit.

#53
Family Psychology / Psychologie de la famille

AN EXAMINATION OF SELF-COMPASSION, TRAUMA SYMPTOMS, AND MENTAL HEALTH IN MALTREATED YOUTH

Meghan McPhie, McMaster University; Christine Wekerle, McMaster University; Randall Waechter, McMaster University

Maltreated youth are at increased risk for poor health / mental health and social outcomes across the lifespan (Wekerle et al., 2009). The current study considers the relationship between child maltreatment, self-compassion, and mental health by drawing on data from the ongoing Maltreatment and Adolescent Pathways Longitudinal study. Youth are randomly selected from all the active Child Protection Services case files in a large Canadian urban centre. This study examines data from a sample of 90 youth who participated in the 2-year testing point where the Self-Compassion Scale (SCS; Neff, 2003) is administered. Self-compassion represents a warm and accepting attitude towards those characteristics of oneself and one's life that are disliked (Neff et al., 2006). It is comprised of three components: being kind and understanding with oneself rather than being harshly critical, having a sense of common humanity, and having a balanced awareness of one's emotions. The results of the study indicate that youth who have been physically and emotionally abused / neglected have lower levels of self-compassion. Youth who reported experiencing trauma symptoms and psychological problems also reported lower levels of self-compassion. The results of the study indicate the importance of looking at self-compassion as a possible target for intervention that can address negative mental health outcomes.

#54
Family Psychology / Psychologie de la famille

CHANGES IN PERCEPTIONS OF FATHER ROLES AND RESPONSIBILITIES DURING THE TRANSITION TO PARENTHOOD

Erin E. Summers, University of Regina; Lynn Loutzenhiser, University of Regina

Studies concerning fathers' involvement with children have examined fathers' participation in childcare. However, research has often focussed on parents' general beliefs about how men and women should divide childcare duties as opposed to parents' actual division of duties. The current study will seek to expand the literature on the extent to which prenatal intentions for fathers' roles are related to actual postnatal roles, as well as expanding the definition of roles to include those not traditionally taken into account in the literature. The current study will analyze already collected longitudinal data from a study of 100 mother-father couples during the transition to parenthood. Couples were interviewed and completed questionnaires at 4 time periods. Using the questionnaire data from the prenatal and 6-month postpartum time periods, couples' intentions for the division of childcare duties will be compared to their actual division of childcare duties at 6-months postpartum. Information regarding fathers' perceptions of their roles will be coded from the interviews and used to provide a more thorough understanding of paternal roles. Implications for understanding father involvement with infants and future research directions will be discussed.

#55
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

MISSION ASSURANCE: THE IMPORTANCE OF MISSION ARTICULATION IN NOT-FOR-PROFIT AND FOR-PROFIT ORGANIZATIONS

Cheryl Boglarsky, Human Synergistics, Inc.

In general, a mission statement is a written statement of organizational purpose and its philosophical approach (Schermerhorn, Hunt & Osborn, 2005). Often, the societal contribution of an organization is reflected in its mission statement. However for the not-for-profit organization (NFPO), societal contribution is the sole reason for its existence (Drucker, 1990). Therefore, when an NFPO loses sight of its mission it shows very quickly, much more quickly than for-profit organizations (FPOs) (Drucker, 1990). Because mission and accompanying philosophy can impact an organization's effectiveness, would an understood mission be more important for NFPOs than for FPOs? The current study investigates this question by examining in two NFPOs (one governmental and one private) and one FPO (insurance). We will analyze the effects of the mission articulation on several organizational outcomes. Although significant differences were found between the NFPOs and FPOs, more telling were the significant differences between the NFPOs. Results and implications are discussed.

#56
Rural and Northern Psychology / Psychologie des communautés rurales et nordiques

PROFESSIONAL ETHICS IN RURAL CANADIAN PSYCHOLOGY: UNDERSTANDING THE EXPERIENCES OF PREACTISING PSYCHOLOGISTS NOT-FOR-PROFIT AND FOR-PROFIT ORGANIZATIONS

Judi L. Malone, Charles Sturt University

This poster provides an overview of a qualitative doctoral study examining the unique context and ethical challenges of rural psychological practice. This in-depth interpretive inquiry of the experience of professional ethics involved twenty rural psychologists from across Canada. The main research question was, "what ethical issues arise for you as a practising rural psychologist?" A secondary focus was on ethical development and the current sociohistorical context for professional ethics. The phenomenon is described within the Canadian context outlining dominant sociohistorical considerations and highlighting how demographic and practice characteristics may instigate ethical issues. This doctoral study identified the need for further research, fostered recommendations for the profession, and provided some tangible ideas for rural Canadian professional practice.

#57
Rural and Northern Psychology / Psychologie des communautés rurales et nordiques

A MODEL FOR ACCESSING ASSESSMENT OF SUICIDAL RISK IN A RURAL COMMUNITY

James D. Mendonca, University of Western Ontario; Jeffrey S. Hoch, St. Michael's Hospital; Czednek Cernovsky, University of Western Ontario

This study compares two models of service delivery for handling suicidal emergencies in a rural Ontario community: Standard Care (SC), i.e. assessment in the general hospital Emergency Room plus referral to a psychiatrist if needed, and assessment by an outreach Crisis and Relapse prevention team (CR), trained in cognitive-behavioral approaches to suicidal risk (Rudd, Joiner & Rajab, 2001). The method involved a retrospective file audit of 1240 cases of suicidal risk seen at both sites between June2000 and June2004. On a checklist with problem definitions, we identified the providers of referral, triage, assessment or follow-up in each case; type of suicidal behavior, suicide method, diagnosis and demographic information. Model differences were studied with odds-ratios and regression analyses. The issues studied per model were: 1) predictors of case-completion with a follow-up interview, which is crucial to risk management (Hawton et al 2005) and 2) case complexity (suicide severity and diagnosis). Results: 1) Follow-up care for self-referrals and referred cases was more likely to occur with the CR model 2) Follow-up care was usually conducted by clinicians other than a psychiatrist or psychologist, 3) There was no difference in case complexity between cases assessed by psychiatrists and CR clinicians, 4) inpatient admissions occurred less with the CR model.

#58
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle

ONLINE SEXUAL ACTIVITIES & RELATIONSHIP SATISFACTION: THE ROLE OF PARTICIPATORY CONTEXT

Karen Blair, Queen's University; Caroline F. Pukall, Queen's University

The research on Online Sexual Activities (OSAs) has focused predominantly on the links between OSAs and negative outcomes such as sexually compulsive behaviours and infidelity. Very little research has examined the role that OSAs may play in real-life relationships beyond the potential for the disruption. The current study used a sample of 831 individuals in same-sex and mixed-sex relationships to investigate three main questions. 1) How do the groups differ in their engagement in OSAs? 2) Are there group differences in the frequency with which individuals participate in OSAs either alone, with their partner, or with someone other than their partner (SOTP)? 3) Is the frequency with which an individual participates in OSAs either alone, with their partner, or with SOTP associated with relational outcomes? Results indicate that men participate in OSAs more than women and non-heterosexuals participate more than heterosexuals. Overall, participants were most likely to participate in OSAs alone, followed by with their own partner, and finally with SOTP. Participating in OSAs in these various contexts had differential outcomes for relationship outcomes such that participation in OSAs with one's partner was associated with higher relationship and sexual satisfaction, but participating either alone or with SOTP was associated with lower relationship and sexual satisfaction.

#59
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle

THE EFFECTIVENESS OF THE POSITIVE SPACE INITIATIVE ON SEXUAL PREJUDICE

Hilary Fast, University of Winnipeg; Cherie D. Werhun, University of Winnipeg

Prejudice research supports gay-straight alliances on university campuses. However, the effectiveness of a particular alliance, the Positive Space Initiative (PSI), has not been determined. This project tested the PSI's efficacy on homosexual participant's attitudes after watching a homophobic or neutral video. Cognitive inhibition, cognitive ability, and emotion were also measured. In accordance with stigma research, we hypothesized that coping with an instance of discrimination would be psychologically straining. Therefore, participants presented with the homophobic clip were hypothesized to show decreased cognitive skill in addition to more negative associations with homosexuality. However, the presence of the PSI was hypothesized to counteract these negative consequences, measured by more positive attitudes toward homosexuality compared to when the PSI was absent. Results and implications for stigma-reducing strategies are discussed.

#60
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle

THEORIES ABOUT THE CAUSES OF SEXUAL ORIENTATION AND SUPPORT FOR GAY RIGHTS

Kathleen Fortune, University of Manitoba; Gerald Sande, University of Manitoba

This research examined the link between individuals' theories about the causes of sexual orientation and their support for gay rights. Two-hundred and sixteen undergraduate students (151 females and 48 males) at the University of Manitoba participated in an online survey on

sexual orientation. They described their theories of cause first in an open-ended format and then by indicating their agreement with statements describing three kinds of causes; genetic, experiential, and personal choice. Unlike previous research, participants had the opportunity to attribute cause to various kinds of interactions among these factors. They also completed measures of support for gay rights, social distancing from homosexuals, contact with homosexuals, Right Wing Authoritarianism (RWA; Altemeyer,1981), and Religious Fundamentalism (RF; Altemeyer & Hunsberger, 1992). Results indicate that most participants' beliefs about the causes of sexual orientation involve complex interactions involving two or three categories of explanations. However, participants most strongly endorsed life experiences and personal choice causes. Participants endorsing genetic and experiential causes showed stronger support for gay rights. In addition, higher scores on the RWA and RF scales were significantly correlated with personal choice explanations, greater social distancing, and less support for gay rights.

#61
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle

SEXUAL- AND GENDER-MINORITY INCLUSIVE SEXUAL HEALTH EDUCATION
Stephanie B. Gazzola, University of Saskatchewan; Robb Travers, Wilfrid Laurier University

Sexual-minority youth are more likely than majority youth to have unsafe sex (Saewyc et al., 2006) and to be exposed to a threatening school environment through their peers and institutional policies (Close Conoley, 2008). The present study is based on data from the Toronto Teen Survey (N = 1105) and examines differences in sexual health risk levels and education needs between transgender, sexual-minority, sexual-orientation questioning, and straight youth. Sexual risk behaviours were compared among these groups using a composite Sexual Risk Score. Transgender youth had the highest Sexual Risk Scores, indicating the greatest number of risk behaviours, followed by the sexual-minority youth, followed by the other two groups equally. Participants were asked which sexual health topics they would like to learn about and what sources of this information would be the most trustworthy. Transgender, sexual-minority, and questioning youth prefer learning about interpersonal aspects of sexual health, while straight youth prefer learning about medical aspects. Most participants indicated their preferred sources as friends, parents, and teachers. However, transgender youth preferred more anonymous sources. This research indicates the need for reforms in sexual health education directed at sexual-minority and transgender youth.

#62
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle

HEALTH CONSEQUENCES OF INSTITUTIONAL DISCRIMINATION: GAY MEN SERVING IN THE PRE-1992 CANADIAN ARMED FORCES
Jennifer A. Moore, University of Calgary; Lynne Gouliquer, University of New Brunswick; Carmen Poulin, University of New Brunswick

The present study examines the health implications of the pre-1992 anti-homosexual policies of the Canadian military. These discriminatory policies and practices led to the investigation and discharge of many servicemen for homosexuality. Twelve in-depth semi-structured interviews were conducted with discharged soldiers who self-identified as gay. Data were analyzed using the Psycho-Social Ethnography of the Commonplace (P-SEC) methodology (Gouliquer & Poulin, 2005), which directs the researcher to explore the influence of the relations of ruling on marginalized persons. Participants reported suffering multiple immediate and long-term health consequences that resulted from enduring the humiliation associated with the interrogation and discharge processes: social isolation, trauma, depression, loss of identity, avoidance of intimate relationships, and for two "participants," suicide. Prior to discharge, participants adopted various coping strategies to avoid being outted by the Special Investigative Unit of the military police, such as leading a 'double life'. The discussion includes policy recommendations addressing issues of compensation for these servicemen and the practice of fostering a safer work environment for marginalised groups within the military.

#63
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle

A PSYCHOMETRIC REVIEW OF MEASURES ASSESSING DISCRIMINATION AGAINST SEXUAL MINORITIES
Todd G. Morrison, University of Saskatchewan; Melanie A. Morrison, University of Saskatchewan; Lisa M. Jewell, University of Saskatchewan; Daragh T. McDermott, National University of Ireland Galway

Discrimination against sexual minorities is widespread and has deleterious consequences for targets' psychological and physical wellbeing. However, a review of the psychometric properties of instruments measuring LGB discrimination has not been conducted. The results of this extensive review (70 articles, using 52 different measures) reveal that: 1) many instruments are developed on an ad hoc basis; 2) researchers compute total scores without testing scale score reliability; 3) researchers assume that items form typologies without testing dimensionality; and 4) limited assessments of validity are normative. The absence of "gold standard" measures, the attendant difficulty in formulating a coherent picture of this body of research, and suggestions for psychometric improvements are provided.

#64
Sexual Orientation and Gender Identity Issues / Orientation sexuelle et identité sexuelle

BODY IMAGE INVESTMENT AMONG GAY AND BISEXUAL MEN AGED 40 YEARS OR MORE: TESTING THE EXPLANATORY VALUE OF SOCIAL COMPARISON THEORY AND THREATENED MASCULINITY THEORY

Travis A. Ryan, National University of Ireland, Galway; Todd G. Morrison, University of Saskatchewan

The current research examined body image investment among men who self-identified as gay or bisexual and were aged at least 40 years. The authors investigated the ability of social comparison theory and threatened masculinity theory to predict variance in scores on 3 indicants of investment: muscle-oriented behaviors; the importance of a person's appearance to his sense of self and self-worth; and self-management of one's appearance to ameliorate body image. Results suggested that, compared to threatened masculinity theory, social comparison theory may possess higher explanatory value. Potential meanings of these findings and their possible importance to clinical work with gay or bisexual men are explored. The limitations associated with the current research are discussed and directions for future research are articulated.

#65
Teaching of Psychology / Enseignement de la psychologie

A MOTIVATIONAL INTERVENTION FOR STUDENTS IN A BLENDED LEARNING PSYCHOLOGY COURSE

Steven Hladkyj, University of Manitoba; Raymond P. Perry, University of Manitoba; Tammy L. Ivanco, University of Manitoba; Jason P. Leboe, University of Manitoba; Allison Bate, University of Manitoba; Tara Stewart, University of Manitoba

Blended learning demands greater levels of self-regulated learning, and although most students flourish, some have difficulty adapting and suffer a loss of motivation; particularly those who attribute their performance to uncontrollable factors. Based on a 15-year research program, we developed an on-line intervention (attributional retraining) designed to help students identify their attributional styles and change maladaptive attributions for poor performance (e.g., lack of ability) to adaptive ones (e.g., lack of effort). Prior to the intervention, students in a blended learning psychology course completed an on-line survey to obtain baseline measures of motivation, perceived control, and attributions for test performance. They then viewed a 15-minute video describing the consequences of making external (vs internal) and uncontrollable (vs controllable) attributions for poor performance, wrote an on-line summary of the video, evaluated their attributional styles (by rating several kinds of attributions), and suggested several behaviours they could change to take more control of their future performance. In the second term, students were retested to assess changes in motivation and attributional style, and end-of-course grades were regressed on the changes from baseline to evaluate the efficacy of the intervention. Preliminary analyses suggest support for the intervention.

#66
Teaching of Psychology / Enseignement de la psychologie

GOOD TEACHING: XIII. SUSSING STUDENT STEREOTYPES

Nicholas F. Skinner, King's University College

Little attention has been paid to student stereotypes about academic performance. The present study is intended to identify the content, frequency and power of such stereotypes. A representative sample of undergraduates will complete the Academic Performance Variables Assessment Questionnaire, designed to measure student stereotypes about: (1) personal characteristics, including gender (e.g., female students get higher marks), physical attractiveness (e.g., good-looking students receive higher marks), and rapport (e.g., friendly students earn better grades); (2) demographic variables, such as class size (e.g., students in large classes do less well), classroom seating position (e.g., front / near students score better than rear / far students), and sex differences (e.g., male instructors are more demanding); plus (3) institutional factors, among them grading practices (e.g., large universities are more lenient), academic rank (e.g., junior and part-time faculty award higher grades), and disciplinary focus (e.g., science programs attracts better students than those in arts / education). The predicted demonstration that students hold numerous and strong stereotypes will be important, because of the high probability that these stereotypes can influence student learning potentials and opportunities negatively via Pygmalion effects.

#67
Women and Psychology / Femmes et psychologie

COLLEGE WOMEN'S BODY IMAGE SATISFACTION: THE RELATIONSHIP TO POSITIVE PARENTAL MESSAGES ABOUT WEIGHT AND SHAPE

Andrea DesRoches, University of Saskatchewan; Gerald R. Farthing, University of Saskatchewan

Women's body image satisfaction is influenced by the perceived pressure to achieve a cultural ideal of thinness, and parents play a significant role in communicating the importance of this ideal. Indeed, researchers have shown that body dissatisfaction is related to parents' negative messages, such as criticism about weight and shape (Schwartz, Phares, Tantleff-Dunn, & Thompson, 1999). Conversely, positive messages have the potential to protect against body dissatisfaction by promoting resilience to cultural ideals, but this topic has not been fully investigated. The present study investigated the protective effect of parental messages, and tested the hypothesis that positive messages would be related to women's body satisfaction. It was also predicted that the effect of positive parental messages on body satisfaction would differ depending on parental support, but that positive messages would have the primary effect. A sample of female undergraduate students completed self-report questionnaires, and a multiple regression analysis determined the relationship between positive parental

messages, parental support, and body dissatisfaction. Results of this study have important implications for the role of parents in the healthy development of their daughters' body image.

#68
Women and Psychology / Femmes et psychologie

HOW DO GIRLS RESPOND TO AND COMPARE THEMSELVES TO IMAGES OF PLUS-SIZE WOMEN IN THE MEDIA?

Anna-Liisa Klockars, Algoma University; Linda Sorensen, Algoma University

Generally media depictions of thin images negatively affect female body satisfaction. Little research exists for plus-size images. Adolescent girls (N=114; Mean Age =11.4, SD= 1.08) were shown 10 advertisements in one of three conditions: Thin-Ideal or Neutral (from magazines), or Plus-Size (from internet sources). Pre / Post measures included Body Image States Scale (BISS), Internalization (INT), Upward (UC) and Downward (DC) Comparison, and Physical Appearance Comparison Scale (PACS). The Plus-Size condition did not differ significantly from the other conditions on BISS, UC, DC or PACS. There was an unexpected increase in INT, $t(35) = -4.968$, $p = 0.001$ in the Plus-Size condition while in the Thin condition INT did not increase significantly. Grade 7 and 8 subjects were significantly higher on INT at both pre- and post-testing (Tukey's HSD) than Grade 5 and 6 subjects. Increased sample size and / or decreased age range may clarify the potential beneficial effects of viewing Plus-Size images.

#69
Women and Psychology / Femmes et psychologie

NEGOTIATING AN EXTRAORDINARY LIFE: THE CONSTRUCTION AND CULTURAL POSITIONING OF VOLUNTARILY CHILDLESS EXPERIENCES OF WOMEN AND MEN IN SASKATCHEWAN

Elise J. Matthews, Culture & Human Development Program, Department of Psychology, University of Saskatchewan; Michel Desjardins, Department of Psychology, University of Saskatchewan

Adults who decline the developmental transition to parenthood experience the shadowy side of the positive discourse of pronatalism. Research has found that voluntarily childless individuals resist social stigma and pressure to procreate with counter-cultural, psychological strategies of resistance. This research explored the experiences of women and men in voluntarily childless couples, and considered how they employed narrative to construct the meaning of their partnership, gender, life-course, and reproductive decision-making. Life history and semi-structured interviews with 6 women and men in 3 heterosexual couples in Saskatchewan revealed a shared plot of An Extraordinary Life in a world of ordinary parents. Dramas of the body elucidated disparate gendered experiences, wherein women negotiated the responses of family, colleagues, and health professionals through the substitution of an ill body for the voluntarily childless body, and presented an alternative fertility. Both women and men in voluntarily childless couples demonstrated simultaneous strategies of cultural realignment and cultural transcendence throughout their narratives. These illustrations of the social suffering within voluntarily childless experiences pose new questions for psychologist about alternative conceptions of family, adulthood, generativity, womanhood and manhood in the Canadian context.

#70
Women and Psychology / Femmes et psychologie

MOTHERING IN THE CONTEXT OF INTIMATE PARTNER ABUSE: A DISCOURSE ANALYSIS

Elicia Miller, University of Calgary; Lorraine Radtke, University of Calgary

Intimate Partner Violence (IPV) is a devastating experience for many Canadian women, with incidents of spousal violence representing 15 percent of all police reported violent incidents (Statistics Canada, 2008). Unfortunately many of these victims are also mothers who face unique challenges. Research however has focused primarily on the impact of IPV on the abused woman or on her children and has neglected the impact being a mother has on coping with the experience of abuse. Consistent with the pervasive mother-blaming which exists in our society (e.g. in Canadian policy, media ect) abused mothers are frequently discussed as deficient or unfit. Analyses of the problem of mother-blaming link it to motherhood ideologies that set the standard for good mothering. Because motherhood discourses shape how mothers are evaluated by others they have implications for public policy. This poster will present a study utilizing discourse analysis to study abused mothers' constructions of their identities and their lives and the cultural discourses they draw on in so doing. I will also explore how cultural discourses of mothering operate to restrict or enable how abused women make sense of their mothering.

#71
Women and Psychology / Femmes et psychologie

THE ROLE OF BODY-CENTERED CONCERNS ON ADOLESCENT GIRLS' PHYSICAL ACTIVITY

Sachiko Nagasawa, Ontario Institute for Studies in Education of the University of Toronto; Niva Piran, Ontario Institute for Studies in Education of the University of Toronto

The poster presentation will examine the well-documented, yet worrisome, trend of girls' reduced involvement in physical activities when they enter adolescence. The study involved a life history inquiry with 12 girls of diverse backgrounds, ages 12-15 years old. Physical activities involved engagement in high-energy activities involving sports, make-believe games, team games, explorations indoors and outside, during and after school hours, and organized or spontaneous forms of play. Girls' reduced involvement in physical activities was examined through delineating both facilitators and barriers to girls' involvement. The social domains of the family, school environment, peer relations and body-centered concerns were found to begin as facilitators during childhood and increasingly transform into barriers as the girls entered adolescence. For the purpose of this presentation the social domain of body-centered concerns will be explored. The study suggests that the social construction of femininity is reinforced through multiple social domains such as the body, and the pressure to conform to gender expectations and associated bodily practices increases, as girls get older.

#72
Women and Psychology / Femmes et psychologie

HOW LANGUAGE SHAPES GENDER: A SOCIAL CONSTRUCTIONIST APPROACH
Alexander B. Siegling, University of Calgary

Research examining the way gender is represented in language has focused on overt sexist practices, such as the use of the generic pronoun he, job titles ending in man, or the asymmetry of titles as in using Mrs. or Miss to indicate women's marital status. This study explored if gender is constructed through language in subtle forms, specifically in people's use of interpersonal verbs and adjectives. Variations in participants' (18 women, 10 men) language abstraction across descriptions of a close male and female individual were examined using Semin and Fiedler's (1988) Linguistic Category Model. As well, adjectives participants used were reviewed for their association with gender stereotypes. Participants used significantly more abstract words to describe men compared to women ($p < .05$, $\eta 2 = .23$). However, there were few signs of overt sexist language, as participants' choice of adjectives was unrelated to the gender of the individuals they were describing. The results implicate that language continues to differentiate between women and men, but in less obvious ways. This more subtle differentiation may contribute to the social construction of gender.

#73
Women and Psychology / Femmes et psychologie

MAYBE ABUSE: CHARACTERIZATIONS OF INTIMATE PARTNER VIOLENCE IN AN ONLINE SUPPORT GROUP
Courtney J. Williston, University of Windsor; Linda A. Wood, University of Guelph

Woman abuse is a significant problem in Canada: at least one in five women will be abused by a partner in her lifetime. Recognition of abuse must occur before help can be sought; however, little is known about how this process unfolds. Discursive Social Psychology (DSP) was used to analyse how women come to define their partner as abusive on an internet message board for partner abuse. Eleven discussion threads met inclusion criteria. We found that in the early stages of problem definition, some women express difficulty in defining their partner's behaviours as constitutive of actual abuse. Instead, a number of women constructed their partner's actions as maybe abusive. This was accomplished rhetorically through the use of script formulations that functioned to characterize their partner's abusive behaviours simultaneously as regularized and also as atypical, or not sufficiently extreme to warrant the label of abuse. Responders to women's requests for advice frequently used contrast structures to display skepticism towards a poster's claims. In some cases, these challenges worked to modify women's initial constructions of maybe abuse into more robust constructions of actual abuse. The implications of women's equivocal constructions of their partners' abuse are discussed in relation to the social processes of problem definition as well as the social support needs of women.

2010-06-03 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – CAMPAIGN A

Workshop / Atelier

WHAT DOES PSYCHOLOGICAL PRACTICE LOOK LIKE ACROSS CANADA?
Ashley Ronson, Canadian Psychological Association, Karen Cohen, Canadian Psychological Association, John Hunsley, University of Ottawa

Who are the psychological practitioners in Canada today? What kind of practice do they have? What kinds of clients are they seeing? Discover the results of CPA's PHAC-funded project about the practice and demographic characteristics of Canadian psychologist practitioners and the demographic and clinical characteristics of their clients. Minimal information is currently available about the mental health problems brought to Canada's largest group of regulated mental health care providers and about the services they provide. This project intends to supplement current knowledge by expanding data sources for chronic disease surveillance. Year 1 of this project consisted of two surveys. Five hundred and forty participants from across Canada completed Survey 1, which asked about the practice and demographic characteristics of psychologists. A random sub-sample of 150 psychologists was selected to complete two waves of Survey 2. Survey 2 utilized real-time sampling methodology to inquire about the clinical demographics and characteristics of a specific, randomly selected client. Based on the findings from these surveys, targeted content variations of the survey will be developed for Year 2 of this project. Focus groups or interviews will be conducted with participants to determine how the content of future surveys should be directed.

2010-06-03 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – CAMPAIGN B

Keynote (Section) / Conférencier de la section
Clinical Psychology / Psychologie clinique
SECTION PROGRAM / PROGRAMME DE LA SECTION

FLYING BLIND: THE CHALLENGE OF INFORMING CONSUMERS ABOUT TREATMENT CHOICES FOR COMMON MENTAL HEALTH PROBLEMS
John R. Walker, University of Manitoba

Effective psychological and pharmacological treatments are available for common problems with anxiety and depression in adults and children. The form of treatment offered to clients depends more on the training of the service provider, the setting, and the availability of service than on the informed choice of the person seeking help. Little research exists, however, on the information consumers want in considering treatment choices. While there is a great deal of information available on the Internet, for example, it may not be communicated in ways that can be easily understood. Some information may be erroneous or presented in ways that can be misleading (as in direct to consumer advertising). Information is not available to answer many of the questions that are important to consumers. Further there are

some questions that we do not have adequate scientific information to address. This presentation will discuss our knowledge translation team's work (the Mobilizing Minds Research Group) to understand the information needs of parents, young adults, and other consumers; synthesize evidence to answer their questions; format this information in ways that consumers (and providers) can understand; and disseminate this information to consumers, health service providers, and policy makers. Psychologists have important roles to play in each of these tasks.

2010-06-03 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – ALBERT

Keynote (Section) / Conférencier de la section
Psychopharmacology / Psychopharmacologie
SECTION PROGRAM / PROGRAMME DE LA SECTION

INTEGRATION OF PSYCHOPHARMACOLOGY INTO CLINICAL PRACTICE: WHAT EVERY PSYCHOLOGICAL PRACTITIONER SHOULD KNOW
Morgan T. Sammons, California School of Professional Psychology

This presentation will focus on recent advances in clinical psychopharmacology with the objective of assisting practitioners in understanding how commonly used psychotropics are integrated into clinical practice. The presentation will address the outpatient utilization of antidepressants, mood stabilizers, antipsychotics, and anxiolytics. Although the principal clinical focus will be on outpatient adult work, aspects of the use of certain psychotropics, such as antipsychotics and antidepressants in adolescents and geriatic populations will be covered. The format will be interactive lecture. Objectives: 1. Participants will gain an understanding of the application of newer psychotropics in outpatient (principally adult) populations. 2. Participants will gain an understanding of some of the controversies surrounding the use of antidepressants and antipsychotics in youth and in geriatric populations. 3. Participants will gain an understanding of commonly employed strategies for effective combination of psychopharmacology with psychotherapeutic approaches to common mental disorders.

2010-06-03 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – VICTORIA

Workshop / Atelier
Clinical Psychology / Psychologie clinique

ETHICAL ISSUES IN WORKING WITH THIRD PARTIES: PROTOTYPICAL CASES
Brian Chartier, St. Thomas More College; W. James Arnold, Chartier Arnold Brock

Working with third parties such as insurance companies and Worker Compensation Boards can be fraught with difficulties and stress for both clients and psychologists. The CPA Code of Ethics, as well as a larger literature based on the American experience, addresses some aspects of the ethical issues and processes in dealing with third parties. However, an integrative ethical analysis balancing the rights of third parties with the rights of clients has not been forthcoming. In particular, there have not been clear ethical guidelines specifying under what conditions a psychologist should cooperate with a third party, challenge the third party to provide additional qualifying data before cooperating or possibly refuse to cooperate with the requests of third parties requesting psychological information. Utilizing the principles and standards of the CPA Code of Ethics, a series of prototypical case scenarios involving third parties will be presented and then discussed and analyzed by participants in the workshop. A number of potentially provocative guidelines consistent with the CPA code will be proposed that advocate for greater accountability by third parties and that call for greater caution on the part of psychologists working with third parties.

2010-06-03 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – COLBOURNE

Workshop / Atelier
Students in Psychology / Étudiants en psychologie
Scientific Affaires / Affaires scientifiques

SHOW ME THE MONEY: TIPS ON APPLYING FOR AND OBTAINING EXTERNAL SCHOLARSHIPS AND GRANTS
Pamela M. Seeds, The University of Western Ontario; Philip Jai Johnson, McGill University; David J.A. Dozois, The University of Western Ontario

The purpose of this workshop is to provide students and early professionals with practical tips on how to apply and improve their chances of obtaining external 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: public and private funding sources; the recent changes to the structure of the granting councils; how 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 early professionals with information to enhance their success at obtaining external funding. Handouts will be provided.

2010-06-03 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – MEETING ROOM 5

Workshop / Atelier
Clinical Psychology / Psychologie clinique

TREATMENT OF SOCIAL ANXIETY DISORDER AND SOCIAL ISOLATION: HELPING CLIENTS TO IMPROVE FRIENDSHIPS AND SOCIAL LIFE

Carrie Lionberg, Department of Clinical Health Psychology-University of Manitoba; Rehman Y. Abdulrehman, Department of Clinical Health Psychology-University of Manitoba

Cognitive-behavior therapy is an effective treatment for social anxiety disorder. In spite of the improvement that most people experience with treatment, many are left with continuing deficits in social support and personal relationships. This presentation will briefly review effective elements in CBT for social anxiety disorder. There will also be a consideration of the difficulties in interpersonal relationships that are frequently seen in social anxiety disorder. Social withdrawal, social isolation, and difficulties with relationships are also common in other anxiety disorders and comorbid problems such as depression. In this workshop, we will focus on approaches to assist people in improving the quality of their interpersonal relationships and their social life. In many cases it is important to work on conversation skills, understanding and development of friendships, enhancement of social life, and if appropriate, dating. A detailed description of resource materials that therapists and clients may use in treatment will be provided. There will also be a discussion of how these concerns may be approached in children and adolescents. Common challenges encountered in dealing with these issues will be reviewed.

2010-06-03 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – TALBOT

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

EXTREMISM AND TERRORISM / EXTRÉMISME ET TERRORISME

Ian E. McKenzie, Correctional Service Canada

Business meeting.

2010-06-03 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – WESTMINSTER

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

SPORT AND EXERCISE PSYCHOLOGY / PSYCHOLOGIE DU SPORT ET DE L'EXERCICE

Peter Crocker, UBC School of Human Kinetics

Meeting of the executive and section members

2010-06-03 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – KILDONAN

Symposium / Symposium
Counselling Psychology / Psychologie du counseling

DEVELOPING COMPETENCY IN PROGRAM DEVELOPMENT AND EVALUATION

Sharon L. Cairns, University of Calgary

Scientist-practitioner oriented programs such as counselling, school, and clinical psychology typically strive to develop competency in the core areas of practice and research through a combination of course work, practica, and completion of a thesis. In contrast, program development and evaluation is typically taught at the theoretical / conceptual level, which may or may not result in competence. To address this concern, the University of Calgary developed a program development and evaluation course that engages students in collaborative real-world program evaluations. Over the course of two quarter courses students develop evaluation teams that enter into relationships with key stakeholders of programs that are interested in a free evaluation. They learn about the programs and negotiate the type of evaluation that would be most useful to the program. After obtaining institutional ethics approval the evaluations are carried out, culminating in a formal evaluation report and feedback session. This symposium will present the work of four evaluation teams: 1) a process evaluation of a post-secondary Women's Resource Centre volunteer program; 2) a needs assessment for a post-secondary Multi-Faith Chaplains' Centre; 3) a satisfaction evaluation for a clinical assessment unit; and 4) a satisfaction evaluation of a newly integrated post-secondary Wellness Centre.

A

PROMOTING EQUALITY AND BUILDING COMMUNITY: EVALUATION OF THE VOLUNTEER PROGRAM AT THE WOMEN'S RESOURCE CENTRE, UNIVERSITY OF CALGARY

Angela D. Bardick, University of Calgary; Megan Ferronato, University of Calgary; Shannon Ross, University of Calgary; Stephanie Garrett, University of Calgary; David W. Nordstokke, University of Calgary; Sharon L. Cairns, University of Calgary

This presentation provides an overview of the evaluation of the volunteer program at the Women's Resource Centre (WRC) at the University of Calgary (U of C). The WRC relies heavily on volunteers to facilitate projects and initiatives, and requires extensive recruitment, training, and management of its 50-plus volunteers. There has been strong retention of non-graduating student volunteers, however, the WRC program coordinator observed that new volunteers were reluctant to commit to volunteering. The program evaluation consisted of a qualitative, process approach to evaluation in order to gain further understanding of volunteer's (a) experiences at the WRC, (b) motivations for volunteering, (c) commitment to volunteering, and (d) perceptions of success as volunteers at the WRC. The results and implications for the WRC and the U of C will be discussed.

B

ASSESSING SPIRITUAL NEEDS: A PROGRAM EVALUATION OF THE MULTI-FAITH CHAPLAIN'S CENTRE AT THE UNIVERSITY OF CALGARY

Jenn R. Winters, University of Calgary; Laura E. Thomas, University of Calgary; Sarah A. Vanderveen, University of Calgary; David W. Nordstokke, University of Calgary; Sharon L. Cairns, University of Calgary

There is evidence to suggest that spirituality is an important component of post-secondary student wellness. Together with psychological and physical well being, spirituality has been shown to be essential to personal as well as academic success. Various literatures indicate that in recent years there has been a movement from organized religions to more individualistic and personal beliefs. The University of Calgary (U of C) Multi-Faith Chaplains' Centre (MFCC) has a commitment to providing students with culturally sensitive and relevant services that aim to meet the spiritual needs of students. Given the variable nature of campus communities, it is important to continually assess how, and if, current service provision is meeting the needs of a potentially shifting student body. As the Centre strives to meet an increasingly diverse community, it is beneficial to examine the current religious and spiritual needs of students at the U of C as well to as address how the MFCC is meeting those needs. Using a mixed methods approach this research explored the spiritual experiences and needs of current university students, as assessed by Underwood's Daily Spiritual Experience Scale (DSES) and semi-structured interviews which were analyzed using grounded theory methodology. Implications of evaluation findings will be discussed.

C

UNIVERSITY OF CALGARY APPLIED PSYCHOLOGICAL AND EDUCATIONAL SERVICES (UCAPES): A PROGRAM REVIEW AND EVALUATION

Sarah M. Mastoras, University of Calgary; Jared R. French, University of Calgary; Danielle Droucker, University of Calgary; Kelly D. Schwartz, University of Calgary; David W. Nordstokke, University of Calgary; Sharon L. Cairns, University of Calgary

University-based training clinics have been a long-standing tradition within psychology programs and serve as the central practicum training site for graduate students in clinical, counselling and school psychology programs across North America (Sauer & Huber, 2007). Such clinics have the dual purpose of training burgeoning psychologists and serving the community. However, the success and continued growth of these clinics require that clients feel they have received high-quality services that have adequately addressed their concerns. A review and evaluation of the University of Calgary Psychological and Educational Services clinic (UCAPES) is presented. UCAPES, housed within the Division of Applied Psychology at the University of Calgary, provides psychoeducational assessments for children in and around the Calgary area. This evaluation took a bottom-up approach, focusing on the experience of the parents of children who had received assessments. Using a mixed-methods approach, the primary variables evaluated included global satisfaction as well as satisfaction regarding specific components of the services (e.g., access, professionalism, communication, quality of recommendations). Findings will be discussed as they relate to the hypothesized outcomes. This study provides a model of evaluation that can be implemented with other similar training clinics across Canada.

D

STUDENT UNION WELLNESS CENTER: AN EVALUATION OF CLIENT SATISFACTION WITH THE CENTRE SERVICES AND INTEGRATED RECEPTION AREA

Emma Climie, University of Calgary; Sarah Flynn, University of Calgary; Lauren Stanton, University of Calgary; Michelle Gour, University of Calgary

There is an emerging national movement toward integrative healthcare in Canadian universities, public school systems, and public and private health centers. In November 2008, the University of Calgary (U of C) opened the newly renovated SU Wellness Centre, a one-stop site on campus for students, faculty, and staff to obtain support for health and psychosocial concerns. The Wellness Centre offers an integrated service delivery unit which functions under an integrated reception area and inter-professional collaborative network. A program evaluation was conducted during the time period of January– March 2009 to investigate whether clients are satisfied with the services provided at the Centre. It also assessed if the Centre enhances anonymity and confidentiality as a result of the integrated reception services, and whether the Centre provides services in an efficient and friendly manner. A total of 200 surveys were distributed to clients of the Centre and 89 questionnaires were completed. Results of this program evaluation will be discussed, with a particular focus on key questions identified by the Wellness Center staff and management. Additionally, to assist the Centre in fulfilling its vision of being a leading centre for innovative, collaborative and comprehensive health care, several key recommendations were provided by the researchers.

2010-06-03 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – CAMPAIGN B

Conversation Session / Séance de conversation
Psychoanalytic and Psychodynamic Psychology / Psychologie psychoanalytique et psychodynamique

PSYCHOANALYTIC ART THERAPY: A PERSONAL HISTORY
Paul Jerry, Athabasca University

Sylvia Singer Weininger has been involved in art and therapy for four decades. Her early work, funded by the Ontario government, was to start and support art programs in hospitals and schools. This work led her to art therapy, more programs in schools and private practice. Sylvia evolved method and presence for the creative use of art in therapy through her study of psychodynamic theory, In particular the work of Melanie Klein. Section members will know Sylvia by her long-time marriage to Dr. Otto Weininger, in whose name we offer the Section's Annual Award. This close association hints at the psychodynamic nature of her evolving work. This session will take the form of an interview between the Section Chair and Sylvia, with the intent of recalling the history of this creative and valuable work, highlighting a pioneer in the field. Our hope is to present attendees with an intimate and personal reflection of a skilled clinician.

2010-06-03 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – TALBOT

Reception / Réception
Extremism and Terrorism / Extrémisme et terrorisme
SECTION PROGRAM / PROGRAMME DE LA SECTION

RECEPTION
Ian E. McKenzie, Correctional Service Canada

This will be an opportunity for existing members and new members to mingle and network and talk about the directions our section ought to take.

2010-06-03 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – WESTMINSTER

Reception / Réception
Sport and Exercise Psychology / Psychologie du sport et de l'exercice
SECTION PROGRAM / PROGRAMME DE LA SECTION

RECEPTION
Peter Crocker, UBC School of Human Kinetics

Informal reception of section members attending the conference

2010-06-03 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – MILLENNIUM SUITE

Conversation / Séance de conversation

ROUND-TABLE CONVERSATION SESSION 'B' / SÉANCE DE CONVERSATION DE TABLE RONDE

#1
Clinical Psychology / Psychologie clinique

PSYCHOLOGISTS AS MEMBERS OF SHARED MENTAL HEALTH CARE: WHAT IS OUR ROLE?
Julie Beaulac, University of Manitoba, Department of Clinical Health Psychology, Faculty of Medicine; Sara L. Robillard, St. Joseph's Health Centre; Pamela Cooper, Clinical Psychologist and Neuropsychologist, Shared Mental Health Care, The Ottawa Hospital

Shared mental health care seeks to improve access and continuity of care, and thus, quality of care for consumers. Interest is growing in shared mental health care and collaborations have emerged across Canada as part of primary care reform. A typical Shared Mental Health Care Program in Canada consists of psychiatrists, counsellors, and more recently, psychologists who collaborate with family physicians and nurses in primary health care settings. As such, the role of psychologists within primary care collaborations is a timely topic of discussion. The possible roles for psychologists within shared care range from the direct provision of psychological services, consultation with and training of other health providers, and the development and evaluation of primary care initiatives. We will use our experiences as psychologists within shared care programs in Winnipeg and Thunder Bay to moderate a discussion on the role of psychology within primary care, both in terms of current status and possible future directions.

#2
Clinical Psychology / Psychologie clinique

ORAL EXAMINATION AS PART OF THE REGISTRATION PROCESS IN PROFESSIONAL PSYCHOLOGY: CURRENT TRENDS AND FUTURE DIRECTIONS

Naomi S. Berger, Dr. Naomi Berger Registered Psychologist Independent Practice; James Ediger, St. Amant Centre; Carey D. Mintz, Grace Hospital

This conversation session is intended to stimulate interaction and debate among representatives from the various provinces and territories regarding the status and future of oral examinations as part of the registration process in professional psychology in Canada. Topics to be discussed will include a)the current status of oral examinations in the various jurisdictions; b)the oral examination models used the the various jurisdictions, and their respective strengths and weaknesses; c)the efficacy of oral examinations in discriminating candidates who are prepared for independent practice from those who are not; and d)ways in which the oral examination process could be improved. Representative from the provincial regulatory bodies will be invited to discuss these topics. Discussion will be moderated by the authors, who are presently engaged in restructuring the Manitoba oral examination procedures.

#3
Counselling Psychology / Psychologie du counseling

A FINAL EXIT PROCEDURE FOR A MASTERS OF COUNSELLING PROGRAM: THE PORTFOLIO COURSE

Vivian Lalande, University of Calgary; Shelly Russell-Mayhew, University of Calgar

Professional graduate programs are moving away from traditional forms of final exit procedures such as case studies, research projects and oral or written examinations, however this is not the case in many counselling psychology training programs. The portfolio, a structured collection of evidence of each student's reflections and growth during their graduate program, is increasingly replacing other forms of exit procedures. An innovative final exit credit course utilizing portfolio development for Masters of Counselling students will be described during this conversation session. Issues such as the types, formats and assessment of counselling portfolios will be discussed. Decisions related to the implementation of a portfolio exit procedure will be considered along with advantages and disadvantages of the various options.

#4
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

EVIDENCE-BASED MANAGEMENT: PREACHING TO THE CHOIR AND PREPARING FOR THE CRUSADES!

Blake Jelley, University of Prince Edward Island

Evidence-based management (EBMgt) refers to the use of the best available evidence about what works and what does not work to enhance the quality of organizational decisions and practices (Pfeffer & Sutton, 2006; Rousseau, 2006; Rousseau & McCarthy, 2007). EBMgt is compatible with industrial-organization (I / O) psychologists' mission: "to further the welfare of people by: (a) helping organizations effectively manage their human resources, (b) scientifically investigating human behaviour and cognition at work, and (c) helping individuals realize their work goals, including helping them to maximize job satisfaction and minimize work stress (Canadian Society for Industrial and Organizational Psychology, 2009). An EBMgt session within the CSIOP program may well be "preaching to the choir." I assert that there is nothing wrong with preaching to the choir — it helps restore "faith," build a sense of community, and prepare the "converted" to serve as crusaders. Part of that preparation involves clarifying concepts and taking a hard look at our own beliefs (e.g., what constitutes evidence) and practices. EBMgt is yet only a hypothetical possibility. The purpose of this conversation session is to briefly introduce and then discuss the EBMgt "movement," I / O psychologists' roles therein, and the consequences of EBMgt for teaching, research, and practice in I / O psychology.

#5
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

A DISCUSSION OF PRACTICAL SKILL DEVELOPMENT IN I / O TRAINING: WHEN AND HOW?

Peter A. Hausdorf, University Of Guelph

It is well established that I / O Psychology subscribes to the Scientist-Practitioner model. However, despite this dual focus on science and practice, the curricula of Canadian I / O graduate programs places greater emphasis on training I / O knowledge and research skills. While most programs contain a practical skills component (e.g. through internships or consulting opportunities) these experiences are rarely approached from a pedagogical perspective. In contrast, practical skill training in Clinical Psychology is formalized, specific and pedagogically based. A model of practical skill development for I / O graduate students is proposed for discussion. This model outlines the required skills for practitioners and integrates these skills into a proposed graduate program curriculum. Future implications for the development of pedagogically based practical skill development into Canadian I / O graduate programs will be explored.

#6
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

ARE MINORITIES SHY OF PSYCHOLOGISTS? IMPEDIMENTS ENCOUNTERED BY IMMIGRANTS AND ETHNICALLY DIVERSE INDIVIDUALS IN SEEKING MENTAL HEALTH SERVICE

Rehman Y. Abdulrehman, Anxiety Disorders Program. St. Boniface General Hospital; Saba Safdar, University of Guelph

Recent research suggests that ethnic minority groups (including recent immigrants) are significantly less likely to access both basic and mental health services when compared to those who are North American born and not part of a minority group. Canadian immigrants are two and half times less like likely to access basic health care services, let alone mental health services. Mexican immigrants to the USA use only two fifths of the mental health services used by non-immigrant American populations. An argument could be made that the reason for this may be a "healthy immigrant effect", because immigrants report less psychological distress. On the other hand, it is noted that immigrants' and ethnic minorities' reports of health problems are inaccurately low due to fears of being perceived as problematic, misunderstood, and in some cases fears of deported. In fact, pre and post immigration stressors are noted to have negative effects on overall functioning in immigrants. Interestingly, increased time (i.e., five years) living in North America only slightly increases the immigrant's access to health services. Given these findings, it is vital to discuss reasons for reduced access to mental health services by this group of people and develop methods to remove any impediments they may have in doing so.

#7
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

IT'S A HARD KNOCK LIFE: EXAMINING THE EXPERIENCES AND THE PLIGHT OF SOUTH ASIANS IN THE CANADIAN CONTEXT

Shafik Sunderani, McMaster University; Maneet Bhatia, McGill University; Faria Sana, McMaster University; Christopher MacKinnon, McGill University; Steven Arnocky, McMaster University; Muhammad Ali, Canadian Psychotherapy Centre

The following presentation will examine the obstacles of day-to-day living among South Asians in the Canadian context. South Asians are the largest visible minority group in Canada (Statistics Canada, 2006). According to the multi-national attitudes survey, Canadians felt the least comfortable around South Asians in comparison to any other non-visible and / or visible minority group (Angus Reid Group Inc., 1991). This should highlight the importance of us better understanding this growing population of South Asians. The aim of this oral paper is to bring to the forefront issues that specifically affect the South Asian community and underscore the trials many of them living in Canada struggle with. It is our hope that this presentation will better inform mental health service providers (i.e. clinicians, counsellors, and psychotherapists) in their practice in order to better service clients from this community. In particular, we will focus on the topics of 1) family politics, 2) educational pressures, 3) inter-generational conflicts surrounding arranged marriages, 4) honour killings, 5) violence within the community, 6) obligations experienced towards others, 7) religious tensions, and 8) challenges encountered during the assimilation process.

#8
Traumatic Stress / Stress traumatique

THROUGH AND BEHIND THE LENS: HOW CANADIAN PHOTOJOURNALISTS CAPTURE AND COPE WITH TRAUMA

Patrice Keats, Simon Fraser University

The visual work of photojournalists informs us about events involving disasters, social justice violations, and war. In these conditions, their photographs are taken under significant stress or mortal danger. Working in areas with restricted access, they must quickly see, and capture pivotal fleeting moments of the event. Over extended periods, they witness people in the throes of dying and death, grief and suffering, and are expected to photograph these moments on-demand. In this qualitative study, photojournalists report how the camera acts as a tool that both protects them from, and intensifies the trauma experiences in fast paced assignments. From a thematic analysis of interviews and visual analysis of personally impactful photographs, the results show how the camera and lens act as a mediator that allows a vital means of coping for photographers witnessing trauma. Coping mechanisms include the camera creating a "barrier" between the trauma and photographer that allows disconnectedness and limited emotionality while shooting, the possibility of risk-taking by entering situations that would normally be avoided, and focusing on technical aspects of the camera and composition as a means of ordering chaotic or frightening events. This paper is suited for a conversation session involving different perspectives on the topics of secondary trauma, coping and resilience, or PTSD.

#10
Accreditation Panel / Jury d'agrément

ACCREDITATION CONVERSATION SESSION

Peter R. Henderson, The Ottawa Hospital Rehabilitation Centre; Heather MacIntosh, Canadian Psychological Association

Teacher, trainers, and students are invited to talk about current issues, developments, needs, and concerns regarding training and accreditation of professional psychology programmes. Upcoming changes to the Annual Report submission process, ongoing APA / CPA discussions on accreditation and activities of the Accreditation Panel may be discussed. Please note that a discussion of the 5th Revision of the Accreditation Standards and Procedures will be held at a separate conversation session Friday, June 4, 10:00-11:25 am in the TALBOT room.

2010-06-03 – 5:00 PM to 6:55 PM – 17 h 00 à 18 h 55 – MEETING ROOM H

Reception / Réception **PRESIDENTIAL RECEPTION / RÉCEPTION PRÉSIDENTIELLE**

Notes

2010-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CABINET

Business Meeting / Réunion d'affaires

CANADIAN NATIONAL COMMITTEE OF THE NATIONAL RESEARCH COUNCIL FOR THE INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE BUSINESS MEETING
Janel Gauthier; Jennifer A. Veitch

2010-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – TALBOT

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

CLINICAL NEUROPSYCHOLOGY / NEUROPSYCHOLOGIE CLINIQUE
Grant Iverson, University of British Columbia

2010-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – WESTMINSTER

Section Business Meeting / Réunion d'affaires des sections
Family Psychology / Psychologie de la famille
SECTION PROGRAM / PROGRAMME DE LA SECTION

FAMILY PSYCHOLOGY / PSYCHOLOGIE DE LA FAMILLE
Ranjana Jha, Private Practice, as a Marriage & Family Counsellor

I am welcoming the members of the section.

2010-06-04 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – MEETING ROOM 2E-F

Honorary President's Address / Allocution de la présidente d'honneur

A PROFESSIONAL, PUBLIC, AND PERSONAL LIFE IN MOODS
Kay Redfield Jamison, The Johns Hopkins Hospital

The lecture will focus on the complexities of thirty years of research, teaching, clinical practice, public advocacy, and personal experience in the field of mood disorders, especially manic-depressive disorder (bipolar illness). The difficulties of functioning within a professional world—-especially one with clinical privileges and teaching responsibilities—-and at the same time, early in one's career, experiencing manic and depressive episodes, will be discussed. So too will the predictable and not so predicable consequences of writing a memoir about a psychotic illness while a professor of psychiatry. The advantages and disadvantages of studying and treating an illness that is of personal as well as professional interest will be presented, as will the issues of dealing with impaired clinicians and others in the public trust. Finally, the experience and regrets and pleasures of living a life in moods will be reviewed.

2010-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CAMPAIGN A

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

EMERGING RESEARCH ON WORKPLACE AGGRESSION
Sandy Hershcovis, Asper School of Business

This symposium includes four papers that aim to examine emerging topics in the area of workplace aggression. In the first paper, Barclay and Aquino conduct three studies to investigate the extent to which moral identity and the negative reciprocity norm influence victim responses to hate speech. Drawing on deonance theory, the authors posit that moral identity and the negative reciprocity norm will interact to predict revenge. In the second paper, Arnold examines customer aggression, and in particular, aims to understand the moderating role of meaning of work on the customer aggression-victim well-being relationship. Arnold draws on a sample of funeral directors to begin to develop propositions as to the nature of this relationship. In the third paper, Day and Kelloway examine the interaction between victim and perpetrator personality, or personality clash, as a predictor of aggression towards supervisors. Finally, in the fourth paper, Reich, Hershcovis, and Parker investigate the extent to which power and dependence moderate the relationship between experienced aggression, and enacted deviance. They find that victims of mistreatment engage in deviance both towards the perpetrator, and towards uninvolved others. Following the presentations, the presenters and audience will engage in a discussion related to these emerging topics.

A

EXAMINING TARGET AND THIRD PARTY REACTIONS TO HATE SPEECH: THE ROLE OF MORAL IDENTITY AND THE NEGATIVE RECIPROCITY NORM

Laurie J. Barclay, Wilfrid Laurier University; Karl Aquino, University of British Columbia

We examine the interactive effects of moral identity and the negative reciprocity norm (NRN) in predicting responses to hate speech. Drawing upon deonance theory, we argue that people whose moral identity has high self-importance – and who also endorse NRN (i.e., the tendency to reciprocate negative behavior) – should experience the strongest motivation to seek revenge against a perpetrator of hate speech because revenge allows them to punish the offender and uphold moral principles for how people deserve to be treated. Further, we argue that the type of revenge depends on whether (a) the individual is a target or observer and (b) the perpetrator is a peer or supervisor. Study 1 examines actual revenge behaviors from targets of hate speech originating from a peer. Study 2 and 3 explore hate speech from a supervisor; Study 2 explores revenge intentions from target and third party observers and Study 3 focuses on private versus public revenge intentions from third party observers. Results across all studies generally support our argument that moral identity and NRN interact to predict revenge, however, the type of revenge that is sought depends on the status of the perpetrator and whether one is a target or observer of a violation.

B

CUSTOMER AGGRESSION AND EMPLOYEE WELL-BEING: THE MODERATING ROLE OF THE MEANING OF WORK

Kara A. Arnold, Memorial University

Research on workplace aggression has focused on insider aggression, despite the fact that aggression from customers is more frequent (Grandey, Kern, & Frone, 2007; Hoobler & Swanberg, 2006) and has an equally negative health impact on employees (e.g., Dormann & Zapf, 2004; Grandey, et al., 2007; Jex, Burnfield, & Yugo, 2006). Other than studies of emotional labour and job control, few studies of the effects of customer aggression on employee health investigate moderators of this relationship. In this paper the moderating role of meaning of work on the relationship between customer aggression and employee well-being is explored. Experiencing work as a calling, career or job (Wrzesniewski, McCauley, Rozin, & Schwartz, 1997) is proposed to moderate this relationship such that those who experience work as a calling are buffered from the negative health effects of customer aggression. Interviews with seven funeral directors are used as illustration to support future research propositions and also to delineate underlying reasons for this moderating effect. In occupations where relationships with customers are the main source of meaning for employees, the buffering impact of meaning is argued to be stronger than in those occupations were meaning is derived from other sources. Future research directions are outlined.

C

PERSONALITY CLASH AS A PREDICTOR OF AGGRESSION TOWARD THE SUPERVISOR

Arla Day, Saint Mary's University; E. Kevin Kelloway, Saint Mary's University; Sarah Carroll, Hofstra University

Previous research has documented associations between aggressive behaviors and personality characteristics of the perpetrators (for a review see Barling, Dupre & Kelloway, 2009) and personality characteristics of the victim (e.g., Glaso et al., 2007). Despite a large popular literature that emphasizes the notion of "personality clash" researchers have not examined the interactive effects of victim and perpetrator personalities. In the current study, we examine the notion of personality clash as a predictor of aggression toward the supervisor. Based on data from 264 employees, we find significant interactions between perpetrator personality characteristics (e.g., agreeableness) and their perceptions of their supervisor's personality. Moreover, these findings are largely replicated with a subsample of data comprising reports from both the perpetrator and the victim. Our results lend some empirical credence to the popular notion of personality clash – suggesting that aggression toward the supervisor is more likely when the perpetrator and the victim share certain personality traits. These findings have implications for the management and prevention of workplace aggression.

D

THE MODERATING EFFECTS OF POWER AND INTERDEPENDENCE ON THE RELATIONSHIP BETWEEN AGGRESSION AND DEVIANCE

Tara C. Reich, University of Manitoba; Sandy Hershcovis, University of Manitoba; Sharon K. Parker, University of Sheffield, U.K.

Drawing on the group value model (Lind & Tyler, 1988; Tyler & Lind, 1992) and theories of belongingness (Baumeister & Leary, 1995), we investigated three moderators of the relationship between workplace aggression and employee deviance: (1) perpetrator formal power, (2) perpetrator social power, and (3) task interdependence between the perpetrator and victim. In a sample of adults who had experienced aggression in the workplace, we found these factors influenced both the extent and the direction of deviance. Specifically, our results suggest that although victims of aggression will engage in deviance toward the perpetrator of the initial aggressive experience, they may also engage in deviance toward colleagues who were not involved in the initial transgression. Further, power and interdependence interact to constrain victim deviant responses. This study highlights how employees' deviant responses to aggression are shaped by the social context in which the aggressive act occurs. Implications and future directions will be discussed.

2010-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CAMPAIGN B

Symposium / Symposium
Clinical Psychology / Psychologie clinique

REGISTRATION / LICENSURE / PROFESSIONAL MOBILITY: WHAT STUDENTS NEED TO KNOW

Joseph Rallo, 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 registration, certification or licensure as a psychologist. This symposium includes presentations by psychologists experienced with registration and licensure in Canada and the U.S. that will guide students towards successful preparation for professional credentialing throughout their career. 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. New and evolving developments in the registration / licensure application process will also be discussed.

A — OVERVIEW OF REQUIREMENTS FOR REGISTRATION AND LICENSURE ACROSS CANADA AND THE U.S.

Stephen Demers, 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

Jack Schaffer, Association of State and Provincial Psychology Boards; Joseph Rallo, Association of State and Provincial Psychology; Stephen Demers, 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

Joseph Rallo, Association of State and Provincial Psychology Boards

Problems with registration or licensure happen to experienced practitioners and not just those seeking an initial registration. In fact, the longer the period of time since first becoming registered, 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 registration or certification as a psychologist and the benefits resulting from banking your important credentials early in your professional career, as well as maintaining a voluntary credential or certification that can facilitate your professional mobility throughout your career.

2010-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – KILDONAN

Symposium / Symposium
Psychopharmacology / Psychopharmacologie

TOWARDS A SYSTEMATIC APPROACH TO BRAIN-BEHAVIOUR RELATIONSHIPS

David Nussbaum, University of Toronto, Scarborough

Psychology has developed as a "stand-alone" science since Watson effectively severed psychology from the underlying neurobiology by defining behaviour in the "upward" direction as opposed to the natural sciences that characteristically define phenomena to be explained in terms of precise relationships between lower order constructs. This symposium will present four papers that attempt to reverse this trend through 1) a central set of concepts with application for executive function and decision making in aggression, problem gambling and cognition.

A — A PARSIMONIOUS PSYCHOBIOLOGICAL APPROACH TO EXECUTIVE FUNCTIONS AND DECISION MAKING

David Nussbaum, University of Toronto, Scarborough

The amorphous theoretical and empirical nature of the Executive Function (EF) construct has lead to the questioning of its utility. This talk presents a brain based model of EF positing that much of the confusion emanates from the conflating of Cognitive, Motivational and Emotional regulation. A detailed account of these differences will be presented followed by a proposal for a seven-factor model of decision making (DM) in motivational contexts. This will be contrasted with the essence of Cognitive DM. The utility of these complimentary models for psychobiological and neuropsychological research and practice will be discussed.

B **PREDICTING SEVERITY OF VIOLENT RECIDIVISM BY AGGRESSION TYPE: WHAT DO RISK INSTRUMENTS, COGNITIVE AND PERSONALITY SCALES CONTRIBUTE?**

Melanie D. Douglass, University of Toronto, Scarborough; David Nussbaum, University of Toronto, Scarborough

Different aggression types are processed by different parts of the brain using different neuropharmacological agents. This study provides an initial analysis of how effective commonly used risk assessment and psychological tests are in accounting for the severity of forensic inpatients' index and most severe offenses sample. The study involved a chart review of risk assessment, cognitive and personality measures along with criminological data for 65 patients at St. Joseph's Hamilton Mountain Centre for Mental Health Care. The results found a significant negative correlation between the Wechsler Abbreviated Scale of Intelligence (Wechsler, 1997) and index offense severity. Moreover, an aggression typology (Nussbaum, Saint-Cyr, & Bell, 1997) showed promising signs in differentiating severity by aggression type. The study also suggests that further research is necessary in this area, given the very limited relationship found between existing risk instruments and severity of violence. Although they did not relate to severity of either the index or most severe offenses, existing risk assessment measures did show good concurrent validity, likely related to predicting likelihood of future violent recidivism for which they were designed. Implications for psychobiological mechanisms in regulating violence severity will be discussed.

C **PRELIMINARY EVIDENCE FOR A NOVEL PSYCHOBIOLOGICAL MODEL OF COGNITIVE DECISION MAKING**

Matthew Keough, Department of Psychology, UTSC; Laurence Lai, Department of Psychology, UTSC; Ishpuneet Chhabra, Department of Psychology; David Nussbaum, University of Toronto, Scarborough

This novel psychobiological model of cognitive decision-making (DM) proposes that individuals differ in contextualizing ambiguous contexts as primarily cognitive, emotional or motivational. Sound cognition requires consideration of all relevant facets of an issue implying adequate attention span (AS) referenced to an individual's speed of processing (SoP). Empirical evidence comes from two diverse samples: forensic psychiatric inpatients and undergraduates. Method: IVA SoP and the WAIS-III Digit Span reflected AS in patients while the IVA Attention Quotient was used for student AS. Hypotheses: Combined AS and SoP measures would: 1) predict measures of Cognitive EF (SILS Abstract and WAIS-III), but not scores of Emotional EF (TAS-20& PAI Anger Scales) or Motivational EF (Iowa Gambling Task) and 2) show stronger associations with abstract (e.g. SILS Abstract score) than concrete (e.g. SILS Vocabulary Recognition) cognitive measures. Results: AS and SoP in combination significantly predicted Cognitive EF, showing a moderately large effect size. They did not significantly predict scores on measures of Motivational or Emotional EF. Implications: These findings provide preliminary evidence for the utility of the proposed Cognitive EF model. Implications for future psychopharmacological studies on impulsive and planned aggression will be discussed.

D **A PSYCHOPHARMACOLOGICAL MODEL FOR RISKY DECISION MAKING IN PROBLEM GAMBLING: INITIAL EMPIRICAL EVIDENCE**

Wade Deamond, Department of Psychology, UTSC; David Nussbaum, University of Toronto, Scarborough

Problem Gambling (PG) in Canada has a prevalence of approximately 2%, in young males; approximately 3 times higher than in young females (Huang & Boyer, 2007). This study evaluates a putative causal model involving "teams" of neuromodulators favouring bias to approach, or to avoid, making a risky choice in motivational contexts. It was hypothesized (Nussbaum et al., 2009) that dopamine, testosterone, endogenous opioids and GABAB receptors favour risky decision preferences while serotonin, nor-epinephrine, cortisol and GABAA favour risk avoidance. This study employs the widely used Problem Gambling Severity Index (PGSI) to measure PG traits in a male university sample. Pre-post levels of salivary cortisol and testosterone will be measured as will be Eyeblink Frequency (reflective of central dopamine activity), the Electro-Dermal Response (tapping NE and Cortisol) and left / right alpha (EEG) desynchronization (providing a summary of approach / avoidance tendencies.) Electrophysiological results and implications for the model will be discussed.

2010-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – ALBERT

Symposium / Symposium
Environmental Psychology / Psychologie de l'environnement

UNDERSTANDING PRO-ENVIRONMENTAL BEHAVIOUR AND ENVIRONMENTAL INACTION: THEORY AND RESEARCH

Loraine F. Lavallee, University of Northern British Columbia

National surveys have shown that North Americans view environmental protection as a high priority; nevertheless, we continue to live the most consumptive lifestyles in the world and most people state that they are not prepared to do very much to change their lifestyle. Why don't our actions match our attitudes? In this symposium, four presenters will explore the complex relations between the context surrounding the individual and the individual's values, beliefs and decision making processes to identify barriers to change and possible approaches for increasing conservation. The first speaker will provide an overview of research on aspects of

people's belief and identity systems that are linked to pro-environmental action and will explain how a better understanding of individual differences is needed for developing effective behaviour change strategies. The second presenter will describe a study on individual differences in value orientations. The third presenter will describe research demonstrating that people understand the logic of conservation and are motivated to conserve, but this motivation can be undermined by the environmental inaction of others. The final speaker will provide a broad analysis of the factors that influence pro-environmental behaviour and describe how cognitions and decision-making processes serve as key mediators.

A **PERSONALITY AND SOCIAL PSYCHOLOGY OF HOMO ECOLOGICUS**

Frederick M.E. Grouzet, University of Victoria; Jonathan Rush, University of Victoria

Homo Ecologicus can be defined as someone who cares to protect the environment by valorizing actions and projects of sustainable development. Over decades of research in personality and social psychology several individual differences have been examined to explain sustainable behaviours. More specifically, human values (e.g., universalism), life goals (e.g., intrinsic and self-transcendent goals), the self (e.g., ecological self) and personality traits (e.g., Big Five) predict sustainable beliefs and behaviours. Using McAdams's multi-level model of personality, I propose a review of most recent findings on the individual differences of sustainable behaviours and present a neglected approach to environmental campaigning that is based on human identity. Campaigns based on information and the promotion of social norms and policies are limited if one does not take into account aspects of person's identity that lead them to integrate the information and norms and make people more autonomous in their relation with their natural environment (i.e., Homo Ecologicus). Empirical evidence will also be presented to support the role of human identity (e.g., values and life goals) in predicting sustainable decision-making and behaviours.

B **EXAMINING EGOISTIC AND BIOSPHERIC ENVIRONMENTAL CONCERN: WHAT ARE THE DIFFERENCES?**

Amanda McIntyre, University of Victoria; Robert Gifford, University of Victoria

Today, environmental issues are high among the social issues about which people are concerned. However, not everyone's environmental concern (EC) is the same, nor does it stem from the same set of values about humans and their relation with the natural world. Schultz (2001) found support for three different ECs, based on Stern's (1994) tripartite classification of value orientations. This study explored the differences between two of these concerns, egoistic concern (concern for the self, e.g. my health, my lifestyle) and biospheric concern (concern for the biosphere, e.g. plants and animals). Do these concerns lead to varying levels of pro-environmental behaviour or differing assessments of the psychological barriers to such behaviours? Will individuals find pro-environmental messages mores salient if they are consistent with their dominant concern? An experimental perspective-taking manipulation was used. Participants viewed images of either humans or animals being harmed by environmental degradation to increase EC. Post-manipulation measures assessed the differences between egoistic and biospheric concerns. Based on these results, environmental campaigns may be better able to target and appeal to individuals with differing concerns and values, and subsequently increase pro-environmental action.

C **THE LOGIC OF CONSERVATION AND THE ROLE OF SOCIAL INFLUENCE IN UNDERMINING CONSERVATION**

Loraine F. Lavallee, University of Northern British Columbia; Reuven Sussman, University of Victoria; Fabio Iglesias, University of Brasilia; Robert Gifford, University of Victoria

Most environmental objectives, such as meeting carbon emission targets or sustaining ocean fisheries, depend on the cooperation of many people. People's environmental inaction in these situations has often been attributed to problematic value systems and selfishness. We suggest, instead, that the majority of people understand the logic of conservation and are motivated to achieve environmental goals, but their cooperative inclinations are stifled by contextual factors. Using a computer generated replenishable resource task, we examined people's willingness to conserve a shared resource under circumstances when the majority of group members were using the resource responsibility over time (sustainable-use condition) and when the majority of group members were consistently over-consuming (over-use). Providing evidence that people understand the logic of conservation, we observed high levels of conservation in both experimental conditions. Furthermore, in the sustained-use condition participants' environmental attitudes and values were unrelated to conservation levels suggesting that when the majority of group members are cooperating, most people will do their share. In the more complicated, over-use situation, we observed high levels of conservation initially but, over time, people's willingness to continue to conserve declined.

D **THE CAUSES AND CONSEQUENCES OF SUSTAINABLE BEHAVIOUR: TOWARD A GENERAL MODEL**

Robert Gifford, University of Victoria

Under what conditions or circumstances will people act in a sustainable manner? In the four decades that commons or resource dilemmas have been studied, many antecedent and consequent factors that influence sustainable choices have been identified. Some of these factors are at the psychological level of analysis, and some are not. In terms of categories, these include, suprapsychological, geophysical, political, regulatory, technological, and economic influences. At the psychological level, they include many intraper-

sonal and interpersonal factors. At the heart of the matter are the cognitions and strategies associated with each individual's decision to act in self interest, the community interest, or the environmental interest. These choices, summed across the 6.5 billion people who make them, have crucial direct consequences for the person, the community, and the environment. Subsequently, they have indirect (feedback) influence on the suprapsychological influences, most immediately in the regulatory (policy) domain, but ultimately, in the case of climate change, even in the geophysical domain. In this talk, a general model that incorporates all these factors, including the many elements within each influence category, is described.

2010-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – VICTORIA

Symposium / Symposium
Aboriginal Psychology / Psychologie autochtone

INDIGENOUS COMMUNITY SUCCESS STORIES: SUICIDE PREVENTION FROM THE INSIDE

Edward A. Connors, Okwatenrosohna Health Planners

In this symposium, we will examine the concepts of Indigenism and collective agency / efficacy in the context of Indigenous communities creating their own suicide prevention programs and activities. There is growing evidence that Western based, external government-funded programs and strategies are a cultural mismatch within Indigenous communities. These programs and strategies have been described as a form of cultural proselytization. Millions of federal and provincial dollars have been spent on mental health interventions in these communities, yet the problems persist and suicide rates continue to be high. Alongside this, evidence is also accumulating to show that when communities design their own prevention programs, positive outcomes are seen for youth including the reduction of suicide. Some of these success stories will be described from First Nations and Inuit communities across Canada. Recommendations will be made concerning the initiation and support of such within-community or Indigenous prevention efforts, and the documentation of outcomes.

A — INUIT COMMUNITY AGENCY IN NUNAVUT

Michael Kral, University of Illinois Urbana-Champaign; Lori Idlout, Embrace Life Council

Inuit reclamation and decolonization has taken place at political levels, and the same is beginning to take place at the level of the community. I will describe youth wellness and suicide prevention in Inuit communities in Nunavut, where community action, usually initiated by youth, has resulted in positive outcomes for youth. This includes suicide prevention. Two community case examples will be given, where each community developed its own activities or programs. While these activities were ongoing, suicides stopped in the communities, in one for several years. The activities and programs vary considerably across communities, yet the one feature they have in common is that communities have taken responsibility for creating and running them. Ownership is the key. Collective agency becomes linked to personal well-being.

B — WHAT IS WORKING, WHAT IS HOPEFUL

Dave Masecar,

Our collective approaches to suicide prevention and many social and health challenges are going through radical changes. There is emerging evidence that increasing protective factors, rather than reducing risk factors results in a quicker reduction of suicidal behavior and its impact. This is equally true for communities as it is for individuals. This presentation discusses how adopting a strength's based approach, focusing on what a community has rather than what it does not have can assist in developing effective prevention strategies. This is equally true for a number of health and social challenges across many communities.

C — EMBRACING LIFE: AN INUIT APPROACH TO IMPROVING WELLBEING

Lori Idlout, Embrace Life Council

Nunavutmiut (residents of Nunavut) have been told for the last several decades that they do not have the resources to promote, intervene, treat or provide postvention services when it comes to wellbeing. This presentation will challenge this perspective by addressing different perspectives of wellbeing. Some examples will include mental health, definition of family, foundation for parenting, and the importance of respectful relationships. All of these categories are important to the successful delivery of professional care services in mainstream society; they are, however, the are main guiding principles for decision making for whole communities in Nunavut. By explaining these differences, I hope to create a greater understanding in the need for a shift in language and ideology when resources are being discussed in policy and program development.

D — RETURNING TO THE TRADITION: INDIGENOUS COMMUNITIES CARING FOR ONE ANOTHER

Brenda Restoule, Native Mental Health Association of Canada

There has been significant attention given to Indigenous communities that have experienced significant crises ranging from suicide to homicide. In the past, such crises have resulted in entire communities being paralyzed and numbed by the grief associated with significant losses. However, Indigenous communities throughout Canada have begun to recognize their internal strengths that in-

clude reclaiming their traditions and cultural practices. I will describe a community in northeastern Ontario that are recognizing and reclaiming the roles of youth, adults, elders / healers and leaders as natural helpers to develop a community based crisis response program that intends to have community members caring for each other by utilizing their personal gifts and knowledge. This discussion will highlight learning from other Indigenous communities who are utilizing a similar model, collective empowerment within the community and define the cultural safety embedded in this model.

2010-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – COLBOURNE

Oral Paper Session / Séance de présentation orale
History and Philosophy of Psychology / Histoire et philosophie de la psychologie

THEORETICAL EXPLORATIONS IN PSYCHOLOGY

Jason R. Goertzen, University of Alberta, Augustana Campus

A — CULTURAL HERMENEUTICS OF FAITH IN SECULAR SOCIETY

Colin Bakker, University of Alberta; Cor Baerveldt, University of Alberta

Charles Taylor discusses the emergence of secular society wherein exclusively human moral agency is possible. The presence of possibilities for the moral articulation by which a person's identity is established precludes naïve religious faith. In this secular moral space, a believer is responsible for how one's identity is implicated in one's articulation of faith. This responsibility is a demand for authenticity, so that one's articulation of faith comes out of lived experience, as understood in the cultural context that frames all possibilities for identity and agency. Lacking an absolute ground, any secular articulation of faith is necessarily an interpretive articulation. Precisely this 'groundlessness' opens up the possibility of authenticity in articulations of faith. Authentic articulation of faith, if it is interpretive of lived experience, must remain open to ever further articulation. Identity and agency are implicated in faith; thus, authentic articulation does not limit possibilities for agency by being insensitive to cultural contexts. For psychology to address identity, it must address issues of authenticity in moral articulation, including articulations of faith. I will describe the secular moral space in terms of the possibility of authentic faith, using Taylor's notions of agency and articulation, along with Dilthey's hermeneutics of the human sciences.

B — SOME PROBLEMS WITH PRAGMATISM AS A THEORETICAL FOUNDATION FOR PSYCHOLOGY

Jason R. Goertzen, University of Alberta, Augustana Campus

In light of ongoing critiques of psychology's positivist-empiricist theoretical foundation, and the rise and decline of postmodernism in the humanities and some social scientific fields, pragmatism (or, perhaps, a return to pragmatism) has been recently proposed as a superior theoretical foundation. Pragmatism has many virtues for this purpose, not the least of which is that it is a foundation that is indigenous to the discipline of psychology, which is valuable in that many psychologists have been critical of their discipline for adopting non-indigenous theoretical foundations (i.e., from the natural sciences, especially classical physics). However, there remain some key problems with pragmatism—such as emphasizing local contexts to the relative exclusion of intercontextual relationships—that must be addressed prior to its more widespread adoption. These problems are discussed and possible solutions are introduced.

C — THE ROLE OF EMPATHY IN THE EVOLUTION OF HUMAN MORALITY: PERSPECTIVE

Marissa E. Barnes, York University

The purpose of this paper is to open up a forum for talking about the intersection between the discourse on human morality and the study of primates. Using the work of Frans de Waal as my lens, I will review the work he has written from the 1990s to the present. I will discuss how the word 'empathy' has been extrapolated from a conspecific (e.g., human-to-human, animal-to-animal) to an interspecific (e.g., human-to-animal, animal-to-human) context. Research on human-to-human empathy has been studied in a number of contexts and by a number of multidisciplinary thinkers. The work of David Hume on sympathy and of Theodor Lipps on Einfühlung have historically dominated attempts to clarify what human-to-human empathy is. Animal-to-animal empathy has been targeted by researchers (including de Waal), especially with respect to the recent discovery of mirror neurons; and examinations of cases of human-to-animal empathy can be found in the writings of Donna Haraway (1989) and Daston and Mitman (2005). Animal-to-human empathy remains controversial. Issues addressed during the talk will include anthropomorphism (or anthropodenial); the Machiavellian hypothesis (more recently termed the 'social brain' hypothesis); and the role played by empathy in the evolution of human morality.

D — J.H. VAN DEN BERG'S HISTORICAL PHENOMENOLOGY IN NORTH AMERICA

Christopher Lepine, University of Alberta; Cor Baerveldt, University of Alberta

Despite inspiring a small cadre of respectable psychologists in North America such as Robert Romanyshyn, Eva M. Simms, and Bertha Mook, the works of Dutch psychologist J.H. Van den Berg have went largely unnoticed since the 1970s. In this paper I offer a brief sketch of Van den Berg's "metabletics" or historical phenomenology, with a particular interest in his distinct style of unconcealing modes of being in historical periods. I argue that Van den Berg's metabletics offers an insightful way of tracing the development of the subject in relation to his or her cultural milieu without resorting to a completely diachronic understanding of history as is typically seen in contemporary psychology.

2010-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – MEETING ROOM 5

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

WHAT'S LOVE GOT TO DO WITH IT? NEW DIRECTIONS IN RELATIONSHIP SCIENCE

John G. Holmes, The University of Waterloo

There have been several attempts to describe the concept of love. While defining love may seem like a daunting task, understanding the experience of those in love is just as complex. The aim of this symposium is to sample research on love and romantic relationships being conducted by prominent Canadian researchers. To address the question of "what is love", Beverley Fehr will present validating evidence for Berscheid's typology of love. While Fehr found some overlap between four kinds of love, there was also evidence that each type of love was most strongly correlated with distinct relationship variables. Jessica Cameron will examine how metaperceptions, or beliefs about how one's partner views the self, can influence satisfaction with social support and relationship satisfaction. Cameron will address both positive and negative outcomes of holding exaggerated metaperceptions, depending on self-esteem, and the content of metaperceptions. Geoff MacDonald will discuss the role of ambivalence in anxious attachment style. Ambivalence will be discussed in relation to past romantic partners, commitment to current partners, and perceptions of threat and reward in current relationships. This symposium will highlight new directions in relationship science with particular focus on how to conceptualize love, and on how individual differences impact the experience of romantic relationships.

A

VALIDATION OF THE QUADRUMVIRATE MODEL OF LOVE

Beverley A. Fehr, The University of Winnipeg; Jessica Gouriluk, The University of Winnipeg; Cheryl Harasymchuk, The University of Winnipeg

Berscheid (2006) has proposed that there are four fundamental kinds of love: romantic or passionate love, companionate love (liking), attachment love, and compassionate love. The purpose of this research was to validate this typology, using a sample of participants in dating relationships (N=137). The results indicated that these four kinds of love are moderately to highly inter-related (correlations ranging from .48 - . 77). Romantic love was most strongly correlated with variables such as fascination with other and sexual intimacy. Companionate love was most strongly correlated with enjoyment of other, assistance during times of need, social support, and responsiveness. Attachment love was most highly correlated with exclusiveness, dependency, and compulsive caregiving. Compassionate love was most highly correlated with the belief that "love finds a way" and proximity (psychological and physical accessibility). It was concluded that despite substantial overlap, these four kinds of love can and should be differentiated.

B

A BLESSING OR A CURSE? THE CONSEQUENCES OF EXAGGERATED METAPERCEPTIONS IN CLOSE RELATIONSHIPS

Jessica J. Cameron, The University of Manitoba

Feeling understood has been linked to enhanced relationship quality (e.g., Reis & Shaver, 1988), even when perceptions of how the partner views the self (i.e., metaperceptions) are exaggerated (Murray et al., 2002). But are exaggerated metaperceptions always a good thing? Self-esteem, context and the content of metaperceptions can greatly influence whether exaggerated metaperceptions are a blessing or a curse. In one line of research, we investigated how exaggerating the need for support might lead to disappointment. Results revealed that lower self-esteem participants who had exaggerated their metaperceptions of support needs were less satisfied with the support they received from their partners than individuals with higher self-esteem. In another line of research, we investigated how metaperceptions of one's own self-esteem might influence relationship quality. In several studies, results revealed that lower self-esteem participants who exaggerated the degree to which their own self-esteem was known to their romantic partners, best friends, and mothers reported lower relationship quality. On the flip side, lower self-esteem participants who thought their significant others did not have a clear sense of their self-esteem were happier. In both lines of research, the context and content of metapercpeptions is directly tied to the consequences of exaggerating these perceptions.

C

PUTTING THE AMBIVALENCE BACK IN ANXIOUS AMBIVALENCE

Geoff MacDonald, The University of Toronto; Samantha Joel, The University of Toronto; Stephanie S. Spielmann, The University of Toronto; Kenneth D. Locke, The University of Idaho

Attitudes towards romantic partners can be wildly mixed and conflicting. Attachment theory suggests such internal conflict should especially mark the romantic relationship attitudes of those high in anxious attachment. However, direct evidence for an ambivalent structure to anxious individuals' romantic relationship attitudes is surprisingly scarce. I will discuss 3 lines of work from my lab that support the notion of anxious ambivalence and highlight its value for understanding relational dynamics. The first line of work shows that anxious individuals' feelings for past romantic partners are strongly volatile in response to the availability of new romantic opportunities (Spielmann, MacDonald, & Wilson, 2009). The second line of work shows that the seemingly null relation between anxious attachment and commitment hides two conflicting effects: dependence on the partner promotes higher commitment, whereas fears of rejection simultaneously undermine commitment (Joel, MacDonald, & Shimotomai, 2009). The third line of work shows that anxious individuals perceive similar and intense (i.e., ambivalent) levels of reward and threat in their romantic relationships (MacDonald, Locke, Spielmann, & Joel, 2009). I will conclude with discussion of how understanding of ambivalence developed in the attitudes literature can help inform romantic relationship research.

2010-06-04 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – CABINET

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

STUDENTS IN PSYCHOLOGY / ÉTUDIANTS EN PSYCHOLOGIE
Philip Jai Johnson, McGill University

Business Meeting for the Section of Students. CPA student members are invited to attend and relay any concerns they may have to the executive. Meeting minutes will be reviewed and approved before posting on the Section's webpage. Chair: Philip Jai Johnson.

2010-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – TALBOT

Conversation Session / Séance de conversation

THE 5TH REVISION OF THE ACCREDITATION STANDARDS AND PROCEDURES FOR DOCTORAL PROGRAMMES AND INTERNSHIPS IN PROFESSIONAL PSYCHOLOGY
Peter Henderson, Ottawa Hospital Rehabilitation Centre; Heather MacIntosh, 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.

2010-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – WESTMINSTER

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

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

2010-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – MILLENNIUM SUITE

Symposium / Symposium
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

INTERNATIONAL / CROSS-CULTURAL STUDENT SYMPOSIUM PART 1: ATTITUDINAL AND EMOTIONAL PROCESSES IN DIVERSE CONTEXTS
Maya A. Yampolsky, Univérsité du Québec à Montréal

This symposium presents new cross-cultural research on attitudinal and emotional processes in health, social psychology, and psychopathology. Ng and Hynie demonstrate how cultural differences in attitudinal ambivalence moderate the relationship between attitude ambivalence and attitude pliability in response to persuasive messages, where Euro-Canadians with high attitude ambivalence demonstrated more highly polarized post-condition attitudes compared to East Asians. Su and Hynie examine three dimensions of guilt and shame in collectivist and individualist societies. Their findings reveal cultural differences between Mainland Chinese and Euro-Canadian populations in the experiences of, and responses to, shame and guilt, where the Mainland Chinese participants elicited more private guilt as well as greater self-blame and less withdrawal in shame scenarios. In their study on alexithymia in

Chinese and Canadian contexts, Dere and colleagues' investigation of emotion processes, cultural values, and externally oriented thinking demonstrates that differences in cultural values predicted more externally oriented thinking in Chinese participants. These studies provide further insight into the role played by the cultural context in shaping individuals' emotional, attitudinal, and cognitive processes.

A **CULTURAL DIFFERENCES IN ATTITUDINAL AMBIVALENCE AND AMBIVALENCE-INDUCED ATTITUDE PLIABILITY**

Andy H. Ng, York University; Michaela Hynie, York University

Attitudinal ambivalence has important consequences for North Americans, including increased attitude pliability in response to persuasive messages (e.g., Bell & Esses, 2002). However, attitudinal ambivalence has not received much cross-cultural study. East Asians exhibit naïve dialecticism and thus tolerate inconsistencies (Peng & Nisbett, 1999). We hypothesized that East Asians are more likely to hold and less likely to change ambivalent attitudes. In study 1, we compared attitudinal ambivalence in students of East Asian Canadian (EAC), South Asian Canadian (SAC), and European Canadian (EC) backgrounds. ANOVAs indicated that EACs were significantly higher than ECs and SACs in ambivalence level. In study 2, we examined the moderating effect of culture on the relationship between ambivalence and attitude pliability. EC and EAC participants were randomly assigned to read either a positive or negative persuasive essay about each of two objects (dormitories, silk). Regression analyses demonstrated a significant interaction between culture and ambivalence for three of the four conditions; belonging to the EC group and having high ambivalence toward the attitude object produced the most polarized post-essay attitudes. These results add to the extensive literature on attitudinal ambivalence, demonstrating cultural variability in the exhibition and pliability of ambivalent attitudes.

B **CROSS-CULTURAL STUDY OF EXPERIENCE OF SHAME AND GUILT IN MAINLAND CHINA AND CANADA**

Chang Su, York University; Michaela Hynie, York University

Past research argues that shame and guilt are experienced and responded to differently on 3 main dimensions (public vs. private, self vs. action, and withdrawal vs. repairing). This study examined these dimensions in the experience of Chinese shame and guilt concepts in students from collectivist Mainland China, which sees shame as socially adaptive, and individualistic Canada, which does not. 39 Mainland Chinese (MC) and 34 Euro-Canadians (EC) described their experiences of 5 Chinese shame concepts and 4 guilt concepts. Responses were coded and chi-square analyses compared the frequencies of the 3 dimensions in overall shame and guilt across cultures. For public vs. private, both MC and EC described more private experiences of guilt than shame and more public shame than guilt scenarios. However, MCs elicited more private guilt than ECs. For self vs. action, MCs and ECs blamed their actions more than themselves. However, MC shame scenarios included more self-blame than EC shame scenarios. For action repairing vs. withdrawal, both ECs and MCs focused more on repairing actions in guilt than shame scenarios. However, EC shame and guilt scenarios focused on more withdrawal than MC scenarios, and EC guilt scenarios included more repairing actions than MC scenarios. These findings provide support that cultural background moderates the experience of shame and guilt.

C **THE ROLE OF CULTURAL VALUES IN UNPACKING CROSS-CULTURAL DIFFERENCES IN ALEXITHYMIA: AN EXAMINATION AMONG EURO-CANADIAN, CHINESE-CANADIAN, AND CHINESE STUDENTS**

Jessica Dere, Concordia University; Carl F. Falk, University of British Columbia; Xiaolu Zhou, Hunan Normal University; Yunshi Peng, Hunan Normal University; Steven J. Heine, University of British Columbia; Andrew G. Ryder, Concordia University

Alexithymia refers to a general deficit in the ability to identify emotional states and to describe these states to others (Taylor, 2004). Three main components of alexithymia are difficulty identifying feelings (DIF), difficulty describing feelings (DDF), and externally oriented thinking (EOT). Recent findings suggest that people of Chinese heritage report higher levels of alexithymia than Euro-Canadians, but this difference is explained by group differences in EOT (Ryder et al., 2008). A proposed explanation for this finding is that Chinese cultural contexts may encourage EOT due to a greater focus on social relationships rather than inner emotions. The current study examined the hypothesis that EOT is more strongly shaped by culture than are DIF and DDF, by examining associations between the components of alexithymia and cultural values. Euro-Canadian (n=296), Chinese-Canadian (n=164), and Chinese (n=137) undergraduates completed measures of alexithymia, and Asian and Euro-American values. The Chinese-Canadian and Chinese groups showed higher levels of EOT than the Euro-Canadians (ps<.05). EOT was significantly predicted by cultural values in all groups, while DIF and DDF were not, and cultural values mediated the relationship between group membership and EOT. These results suggest that cultural context should be taken into account in the measurement of alexithymia.

2010-06-04 – 11:30 AM to 12:25 PM – 11 h 30 à 12 h 25 – MEETING ROOM 2E-F

The Family of Psychology Keynote Address / Conférence "La Famille de la Psychologie"

WHY SO MANY LEADERS IN SOCIETY ARE ROTTEN AND WHAT WE CAN DO ABOUT IT, IF WE REALLY WANT TO

Robert Sternberg, Tufts University

Many leaders in society—whether Canadian, American, or wherever—are rotten. People often wonder how these people got into positions of leadership, or even how they live with themselves from one day to the next. What are the forces that create rotten leaders, and what can society do to create much better leaders? In this talk, I will first demonstrate that bad leaders have been and continue to be tremendously costly to the world: They destroy companies and countries, kill careers and even people, and use their positions for self-aggrandizement. Second, I will describe some past theories of bad leadership, including those of Kellerman, Finkelstein, and Lipman-Blumen. Third I will describe my own theory of how leaders go bad. I will discuss the cognitive fallacies that bad leaders commit, why it is that bad leaders tend to act unethically, and why bad leaders often view themselves as good. I will analyze particular leaders in terms of the theory and discuss how organizations and political entities, even countries, inadvertently sometimes reward leaders for their rottenness. I will then discuss what we could do in order to create better leaders.

2010-06-04 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – GRAND BALLROOM

Poster / Affiche **POSTER SESSION 'C' / PRÉSENTATION PAR AFFICHAGE**

Social & Personality / Psychologie sociale et de la personnalité

#1 **HOW DO I LOOK? THE TRUTH ABOUT HOW WOMEN FEEL ABOUT THEIR BODIES**

Social and Personality Psychology / Psychologie sociale et de la personnalité

Taslim Alani, Dalhousie University; Leslie Janes, Brescia University College

The present study investigated whether women distort the level of satisfaction they have with their bodies in order to conform to societal beliefs about happiness and life satisfaction. Body image and self-consciousness were assessed in 30 female undergraduate students using the Body Appreciation Scale, the Self-Consciousness Scale, and the Nine Figure Silhouette Scale. Participants were randomly assigned to 1 of 3 conditions—public, private or self-conscious private—in which they completed their questionnaires. Results confirmed the hypothesis and showed that body appreciation was lowest in the self-conscious private condition ($M = 46$) and highest in the public condition ($M = 52.9$), and that these differences were significant, $F(2, 27) = 3.39$, $p<.05$. The consequences of these findings are discussed in the paper.

#2 **BUOYANCY IN THE FACE OF CHALLENGE AND THREAT**

Social and Personality Psychology / Psychologie sociale et de la personnalité

Katelin Amy, University of Winnipeg; Wendy L. Josephson, University of Winnipeg; Michael C. McIntyre, University of Winnipeg

Buoyancy, an everyday resilience, "is an individual's ability to successfully deal with setbacks and challenges that are typical of everyday life" (Martin & Marsh, 2008). Current literature shows that individuals high in buoyancy experience less anxiety and less uncertain control in threatening situations. The present study examines the buffering effect of buoyancy and cognitive appraisal on anxiety, control uncertainty, and performance. Participants will complete the Academic and Workplace Buoyancy Scale, and then give a speech to an evaluating audience in either a threat condition or a control condition. Consistent with previous research, participants low in buoyancy are expected to experience more anxiety, more uncertain control, and poorer performance on the speech than individuals high in buoyancy. It is also expected that cognitive appraisal of the task will buffer the experience of anxiety, uncertain control, and poorer performance in the challenge condition, but heighten these effects in the threat condition.

#3 **ACTOR-OBSERVER BIAS IN PERCEPTION OF VIOLENCE**

Social and Personality Psychology / Psychologie sociale et de la personnalité

Meiko A. Assoon, Kwantlen Polytechnic University; Gira Bhatt, Kwantlen Polytechnic University; Roger Tweed, Kwantlen Polytechnic University; Arleigh Reichl, Kwantlen Polytechnic University; Stephen Dooley, Stephen Dooley

Violent acts involving young adults are an issue of great concern. Importantly, a certain tendency to discount responsibility for a violent act when it is committed by friends or one's own children raises further concerns. This research was aimed at examining the effect of Actor-Observer bias on causal attributions of young adult violence. It was hypothesized that 1) causal attributions made by young adults and parents would depend on the relationship between the observer and the violent actor and 2) attributional complexity, narcissism, aggression, blame, and social desirability would be associated with levels of Actor-Observer bias. Hypothetical scenarios depicting violent acts and corresponding measures of Actor-Observer bias were presented to 90 young male adults and 90 parents. Participants also completed a questionnaire assessing attributional complexity, narcissism, aggression, blame and social desirability. The results partially supported the hypotheses. The implications of the findings are examined in the context of community involvement in law-enforcement.

#4 **PREDICTORS OF LIFE SATISFACTION AMONG ADULT CANADIANS**

Social and Personality Psychology / Psychologie sociale et de la personnalité

Loretta Blanchette, Lakehead University; Christina Iorio, Lakehead University; Michael Stones, Lakehead University

Evidence indicates that personality traits, which are stable across the lifespan, predict life satisfaction and positive mental health. The personality dimension of internal locus of control and active coping styles are associated with greater life satisfaction (DeNeve & Cooper, 1998; Hamarat et al., 2001). At present, the literature examining predictors of life satisfaction in a representative Canadian sample is lacking. The present study examined internal locus of control, coping, and life satisfaction among Canadians aged 18 and over living as part of a household. Data for the current project was obtained as part of a secondary database from the 'Manulife Survey' which was collected in 2000 and included items measuring quality of life. Participants were 1,005 Canadians recruited through random sampling via phone interviews. A response rate of 60% was obtained. Results of a linear regression analysis indicated that an internal locus of control significantly predicted life satisfaction, $F(1,994) = 69.71$, $p < .001$ and coping significantly predicted life satisfaction, $F(1,978) = 44.59$, $p < .001$. Significant correlations were discovered among locus of control ($r = .256$), coping ($r = .209$), with life satisfaction. Canadians that possess an internal locus of control and active coping are generally satisfied with their lives and this may contribute to positive mental health.

#5
Social and Personality Psychology / Psychologie sociale et de la personnalité

UNDERSTANDING POLITICAL SKILL: AN EXAMINATION OF PERSONALITY CORRELATES OF POLITICAL SKILL AND INFLUENCE ON SUPERVISOR RATINGS OF OCB

Joshua Bourdage, University of Calgary; Babatunde Ogunfowora, University of Calgary; Brenda Nguyen, University of Calgary; Kibeom Lee, University of Calgary; Joseph A. Schmidt, Hay Group Limited

Political skill is a variable which has recently received increased attention in the literature. In general, political skill refers to a person's ability to control, influence, and persuade others. The present study sought to examine the personality correlates of political skill in two different samples. Specifically, using the HEXACO model of personality, this study examined the relationship between personality and political skill within a working student sample ($N = 152$) and a working adult sample ($N = 100$). Self-report ratings were used for the working adult sample, while both self and peer ratings of personality and political skill were obtained for the working student sample. Overall, it appears that across both samples Extraversion is the primary personality correlate of political skill. Other personality correlates of general political skill included high Agreeableness and high Openness to Experience. Overall, personality accounted for a substantial amount of the variance in political skill in both samples. Finally, in the working adult sample, self-ratings of political skill positively predicted supervisor ratings of OCB.

#6
Social and Personality Psychology / Psychologie sociale et de la personnalité

CONCEPTUALISING HYPERSEXUALISATION AMONG YOUNG ADULTS

Audrey Brassard, Université de Sherbrooke; Caroline Caouette, Université de Sherbrooke; Fanie Houde, Université de Sherbrooke; Mélanie Bourassa, Université de Sherbrooke

Parents, government, and practitioners are concerned with the emerging sexualisation of children's behaviours (Lamb & Brown, 2006). According to APA (2007), sexualisation is an important phenomenon in both girls and boys. Current definitions of hypersexualisation in the literature focus mainly on pre-teens or teens. Emerging adulthood, however, would be a critical developmental period for the study of hypersexualisation given young adults' exploration of their identity, intimacy, and sexuality (Arnett, 2000). This qualitative study aimed at formulating a conceptual definition of adult hypersexualisation (among 18-30 year-olds). Young adults (n=23) and practitioners (n=6) agreed to participate in a two-hour semi-structured focus group. Discussions were typed and coded using QDA Miner software. Data were analysed following Braun and Clarke's (2006) six steps thematic analysis procedure. The resulting definition of adult hypersexualisation includes three main themes: 1) hyperavailability of sexual messages; 2) sexual objectification; and 3) sexualised relationship with others. This definition is particularly helpful in understanding hypersexualisation in adulthood as it puts the emphasis on young adults' experience, it includes both genders, and it integrates both the environmental and individual perspectives. Implications for research and clinical work are discussed.

#7
Social and Personality Psychology / Psychologie sociale et de la personnalité

FACILITATORY EFFECTS OF DISGUST ON OUT-GROUP DEHUMANIZATION

Erin E. Buckels, University of Winnipeg

This research explored the hypothesis that disgust facilitates out-group dehumanization. Study 1 examined the relationship between trait disgust sensitivity and explicit ethnocentrism. As expected, a dispositional readiness to respond with disgust was robustly associated with in-group favoritism and out-group prejudice—with disgust sensitivity adding significantly to the prediction of ethnocentrism beyond that explained by other important predictors, including broad (Big Five) personality differences, attributional complexity, empathy, perspective-taking, religiosity, political conservatism, and gender. Study 2 tested a causal relationship between disgust and dehumanization by examining the effects of induced disgust on implicit associations between out-groups and animals. Results showed that although all participants demonstrated dehumanizing biases, disgusted participants showed the strongest associations between animals and an arbitrary out-group created with a minimal-groups procedure. This effect was specific to disgust and was not produced by other negative mood states (i.e., sadness). Taken together, these studies suggest that feelings of disgust strengthen an existing tendency to derogate and dehumanize out-group members. Implications for dehumanization-related violence are discussed.

#8
Social and Personality Psychology / Psychologie sociale et de la personnalité

HOW SELF-ESTEEM IMPACTS ONE'S DESIRE TO BE TRULY KNOWN

Larisa Cornelius, University of Saskatchewan; Jessica J. Cameron, University of Manitoba

Some research demonstrates that people are more satisfied in their relationship when their romantic partner truly knows them. Yet, contrasting research concludes they are more satisfied when idealized by their partner. We investigated this paradox in terms of perceived self-esteem in two studies. In the first study, participants were randomly assigned to receive feedback indicating that their partner knew their self-esteem level, believed their self-esteem was higher, or believed their self-esteem was lower than in reality. In the second study, participants received feedback indicating that their partner either did or did not know their level of self-esteem, whether it was high or low. In both studies, participants completed several indices of relationship quality after the manipulation. Results revealed that in contrast to individuals with lower self-esteem, individuals with higher self-esteem perceive more relationship satisfaction when told their partner knows their level of self-esteem and when told their partner believes they have lower self-esteem. Individuals with low self-esteem gave similar relationship satisfaction ratings in all three conditions in the first study. These results suggest that feeling known might be most beneficial for those who feel good about themselves. The results also suggest that there are limits to the benefits of being idealized.

#9
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE ROLE OF ANXIETY IN UNDERSTANDING A HEALTH LIFESTYLE

Brock Criger, Psychology Department, Queen's University; G Cynthia Fekken, Psychology Department, Queen's University; Farah Altoumah, Psychology Department, Queen's University

Survey research shows that North Americans define "healthy lifestyle" in terms of good food choices and physical activities intended to maintain normal weight and promote positive physical health. Psychological variables, like anxiety, may help unravel the complex relationship among health behaviours and outcomes but they too can contribute complicated patterns of empirical relationships. We hypothesized that conceptualizing anxiety at different levels of specificity would enhance interpretability. For 250 female undergraduates, self ratings of overall health were significantly related to healthy eating and vigorous exercise; additional variance was accounted for by a lack of hypochondriasis and social physique anxiety but the presence of body shape awareness. Regression of Body Mass Index on eating and exercise variables was non significant; significant relationships were obtained for social physique anxiety and a lack of general anxiety. We found no evidence of a curvilinear relationship among variables and argue that different types of anxiety may work in opposite directions. Our findings underscore the importance of a nuanced understanding of psychological variables when looking to relate health behaviours and health outcomes.

#10
Social and Personality Psychology / Psychologie sociale et de la personnalité

JUDICIAL CONSIDERATION OF COMPLAINANT RESISTANCE IN CASES OF CHILD SEXUAL ABUSE

Jasmin Dhillon, University of Regina; Heather L. Price, University of Regina; Deborah A. Connolly, Simon Fraser University; Heidi M. Gordon, University of Toronto

Relatively little literature has explored how judges make decisions in cases of child sexual abuse. In the present study, judicial comments about complainant resistance to the abuse were investigated in relation to verdict. Written judicial decisions were coded for judge's comments related to the complainant's resistance to the offense. Univariate analyses of variance were performed to explore the frequency of judicial comments that ended in conviction and acquittal. Judicial comments about complainant's actions to resist the offense were more common in complaints that ended in conviction, $F(1, 183) = 5.48$, $p = .02$, $\eta p2 = .03$, than in acquittal. Judicial comments on the complainant's affective state when resisting were also more common in complaints that ended in conviction, $F(1, 183) = 9.77$, $p = .002$, $\eta p2 = .05$. Comments made by the judge about the details of the act of resistance and the temporal setting of the act of resistance were unrelated to verdict. Implications for judicial decision-making and perceptions of children's credibility as witnesses will be discussed.

#11
Social and Personality Psychology / Psychologie sociale et de la personnalité

MINDFULNESS AND SENSE OF CONTROL:THE ROLE OF MINDFULNESS IN PRIMARY AND SECONDARY CONTROL

Kate M.A. Dubberley, University of Manitoba

The present study explores the relationship between mindfulness and Rothbaum, Weizs, and Snyder's (1982) primary control and four types of secondary control (vicarious, predictive, interpretive, and illusory control) with Hladkyj's (2009) sense of control (SOC). Participants' levels of mindfulness and SOC were measured using established self-report questionnaires. The first hypothesis predicted that mindfulness mediates primary control and each of the four types of secondary control with SOC; the second hypothesis predicted that primary control and the four types of secondary control mediate mindfulness with SOC. It was found that participants high in interpretive control, primary control, and mindfulness are highest in SOC. Both hypotheses were confirmed: mindfulness was found to partially mediate interpretive control and primary control's relationship with SOC; primary control and interpretive control were found to partially mediate the relationship between mindfulness and SOC. The relationship between primary control and SOC as mediated by mindfulness accounts for the highest amount of SOC's variance in participants. These findings make a

significant contribution to the understanding of a possible self-regulatory mechanism through which individuals are able to regain and sustain a sense of control.

#12
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE APPROACH AND AVOIDANCE MOTIVATED BEHAVIOR SCALES
Stephen Erdle, Huron University College

This study describes the construction and validation of the Approach and Avoidance Motivated Behavior Scales (AAMBS). A sample of 133 undergraduates rated 48 approach and avoidance motivated behaviors. Item analysis yielded two five-item scales; Approach and Avoidance. A sample of 128 undergraduates completed the 10-item Approach and Avoidance Motivated Behavior Scales (AAMBS), measures of the components of the Approach Temperament (extraversion, the behavioral activation system, and positive affect), and measures of the Avoidance Temperament (neuroticism, the behavioral inhibition system, and negative affect). The Approach and Avoidance scales were found to be internally consistent and orthogonal. As expected the Approach scale of the AAMBS correlated positively with the components of the Approach Temperament, whereas the Avoidance scale correlated positively with the components of the Avoidance Temperament. Results are discussed in terms of the measurement of approach and avoidance motivated behavior.

#13
Social and Personality Psychology / Psychologie sociale et de la personnalité

PROFILES OF WELL-BEING AMONG PEOPLE WITH SEVERE MENTAL ILLNESS REGISTERED IN SUPPORTED EMPLOYMENT PROGRAMS
Guillaume Fortin, Université de Montréal; Marc Corbière, Université de Sherbrooke; Tania Lecomte, Université de Montréal

While some models in positive psychology suggest that people's level of well-being is biologically determined and may only temporarily be affected by life circumstances, some researchers have also found that lasting changes in happiness and well-being can be achieved through action or life events. Using a sample of 302 people with severe mental illness registered in supported employment programs, the present study aimed at assessing whether getting competitive employment was associated with changes in their psychological (PWB) and social well-being (SWB). The results revealed an increase between baseline and the 9-month follow-up in both PWB and SWB, but these increases were not related to whether people obtained a job or not. Further analyses indicated that people with lower levels of self-esteem and higher levels of clinical symptoms were more likely to be found in the low-level PWB and SWB clusters at both time points. Job satisfaction and number of accommodations implemented at the workplace were not related to the clusters. In conclusion, levels of well-being in people with severe mental illness were not linked to obtaining a job in our sample, but did differ among those who did obtain a job and were mostly linked to individual characteristics, not environmental ones. The clinical implications of these results will be discussed, as well as the need for future studies.

#14
Social and Personality Psychology / Psychologie sociale et de la personnalité

DIMENSIONS OF DRAMATIC SOCIAL CHANGE: A MONGOLIAN AND KYRGYZ PERSPECTIVE
Laura French, Université de Montréal; Esther Usborne, Université de Montréal; Roxane de la Sablonnière, Université de Montréal

Dramatic social changes are omnipresent and inevitable. Social change is defined as a social transformation resulting from a complete rupture in a social structure (Parson, 1964; Rocher, 1992) as observed through the dismantlement of the Soviet Union or the fall of Apartheid. Previous research in the fields of psychology and sociology has found that three dimensions characterize social changes: speed, number and valence. However, scientists have exclusively adopted a theoretical approach while failing to consider the point of view of the individuals that have experienced dramatic social change first hand. In the present two studies, we predicted that those who have actually lived through social change might have a more clear understanding of it. Specifically, we hypothesized that more than three dimensions of social change would be reported. In a first study conducted in Mongolia, focus groups (N = 30) confirmed that it is essential to consider individuals in the study of social change, as they perceive change namely in the political and social spheres. These results were replicated in a second study in Kyrgyzstan (N=200). The Kyrgyz participants were then asked to innumerate dimensions (a measurable characteristic) of social change. A total of 14 dimensions were retained, a significant increase from the three found while using a theoretical approach.

#15
Social and Personality Psychology / Psychologie sociale et de la personnalité

INDIVIDUALISM, COLLECTIVISM, AND PERCEPTIONS OF CONTROL ASSOCIATED WITH DECISION MAKING
Justin Gates, Lakehead University

Research indicates people experience control related feelings only when their choice has an influence on the outcome. To date, little research has been conducted on cultural influences in choice and control. The present study examines this across cultural dimensions (horizontal / vertical, individualism / collectivism). To examine participant ratings of perceived control, a partial-replication of a study by Langlois, Cramer, and Mohagen (2002) was conducted with the addition of the culture-based covariates. Participants (N = 87) believed they would perform an undesirable task (proofreading medical papers) for either a short (2 minutes)

or long (20 minutes) time period. Proofreading length was determined by the contents of an envelope selected either by the researcher's coin flip (no choice) or directly by the participant (choice). Participants were told the envelopes contained either the same time periods (no control), or different time periods (control). A dependent measures questionnaire addressed control related feelings (control, responsibility, influence and helplessness). Results indicated an illusory control effect with the provision of choice, with no effect of the cultural covariates. Counter to previous findings, participants reported control-related feelings when given a choice even if choosing between two undesirable outcomes, thus indicating an illusion of control.

#16
Social and Personality Psychology / Psychologie sociale et de la personnalité

CROSSING THE LINE: AN IN SITU EXPLORATION OF ADHERENCE TO PLANNED GAMBLING LIMITS

Alexander Guindon, University of Toronto

Problem gambling has a significant social cost that, with the continuing proliferation of gambling paradigms and venues, is destined at least in the near term to become even greater. One important aspect of gambling of which little is known is the planned gambling intentions that gamblers usually form before participating in the activity. Laboratory research is somewhat constrained as the actual gaming experience with realistic sums of real money cannot be recreated in the lab and third party research cannot be conducted in casinos. This study employed a novel paradigm whereby actual gamblers on dedicated casino bound buses were recruited to complete a number of measures both immediately before and immediately after casino gambling sessions. Information was sought as to the nature of intentions formed prior to the sessions and after the sessions participants were asked about their experiences particularly with respect to adhering to their original intentions. Measures of gambling history, personality traits, self-esteem, and delay discounting were also completed as hypothesized correlates to intention forming behaviours. A number of baseline rates and correlational relationships were established. In particular, both problem gamblers and persons high in delay discounting were significantly less likely to form spending plans.

#17
Social and Personality Psychology / Psychologie sociale et de la personnalité

FACTORS ASSOCIATED WITH INTERNET GAMBLING IN UNIVERSITY STUDENTS

Nicholas Harris, Lakehead University; Dwight Mazmanian, Lakehead University; John Jamieson, Lakehead University

Over the past decade the Internet has become a major means of access to gambling, and the number of people gambling on the Internet continues to increase (Wood & Williams, 2007). In order to explore the role of beliefs and other characteristics of university students who gamble on the Internet, an on-line survey was conducted that included the South Oaks Gambling Screen, the Canadian Problem Gambling Index, and questionnaires measuring non-Internet and Internet gambling behaviours, beliefs, and attitudes. Of the 178 students who participated, 46 were non-gamblers, 102 gambled but not on the Internet, and 30 were Internet gamblers. Results showed that Internet gamblers were significantly more likely to be male, consume alcohol, and smoke tobacco than the other two groups. Furthermore, Internet gamblers were significantly more likely to report trusting the Internet in general, trusting the Internet gambling industry (e.g., beliefs that payouts are fair, that they would not be scammed), and to believe that Internet gambling is a legitimate business. Internet gamblers also reported beginning gambling at significantly younger ages than non-Internet gamblers, often below the legal age of 19 years. These results are consistent with previous findings in this area, and also highlight the important role that trust and beliefs about the Internet play in Internet gambling.

#18
Social and Personality Psychology / Psychologie sociale et de la personnalité

ACCOMMODATION VS. DEROGATION: EXPLORING ALTERNATIVE RESPONSES TO WORLDVIEW THREAT

Joseph Hayes, University of Alberta; Jeff Schimel, University of Alberta

Although terror management research has focused extensively on defensive responses to worldview threat (e.g., derogation), scant research to date has assessed alternative, non-defensive responses. One such alternative, termed accommodation, involves accepting and incorporating parts of the threatening information into existing belief-structures. The present research assessed death-thought accessibility (DTA), accommodation, and derogation in response to worldview threat (vs. a no-threat control). Results showed greater levels of all three variables in the threat condition relative to control. Structural equation modeling was then used to examine the interrelationship among these variables, indicating that, in the threat condition, high levels of DTA reduced accommodation which in turn increased derogation. In contrast, there were no relationships among the variables in the control condition. Discussion focuses on responses to threat and implications for terror management theory.

#19
Social and Personality Psychology / Psychologie sociale et de la personnalité

A LONGITUDINAL ANALYSIS OF VIOLENCE IN DATING RELATIONSHIPS

Janie Hébert, Université du Québec à Trois-Rivières; Yvan Lussier, Université du Québec à Trois-Rivières; Carmen Lemelin, Université du Québec à Trois-Rivières

The study of dating violence is still an area underrepresented in the interpersonal violence literature. Nevertheless, studies show that violence is present in half of the young couples recently in relationships (Makepeace, 1986; Sigelman, Berry, & Wiles, 1984).

The purpose of the present study was to examine trajectories of perpetrated psychological and physical violence in dating relationships, using background, personality, and dyadic variables. The sample consisted of 233 young adults in intimate relationships aged between 16 and 20 years old. They completed different questionnaires twice over a three-year period. Correlation coefficients indicated that psychological distress, anxious attachment, angry temperament, alcohol consumption, and neuroticism were associated with perpetrated psychological violence. Analyses shed light on a model consisting of gender, psychological violence, anger expression and drug use measured at time 1 of the study predicting psychological violence at the third year. Results are discussed with respect to gender differences in perpetration of psychological violence in dating relationships.

#20
Social and Personality Psychology / Psychologie sociale et de la personnalité

FIRST IMPRESSIONS BASED ON COMMUNICATION CONTEXT: CAN FIRST IMPRESSION FORMATION IN AN E-MAIL CONTEXT LEAD TO A GREATER TENDENCY TO PERCEIVE OTHERS AS SHY, DISHONEST, AND HAVING LOWER SELF-ESTEEM?

Faren Hochman, University of Winnipeg

In recent years, there have been increasing modes of communication available to connect with others. Media preferences (e.g. e-mail, face-to-face, telephone) are determined by media richness theory (Daft & Lengel, 1986), individual differences, content of message (Joinson, 2004), context of message and channel expansion theory (Carlson & Zmud, 1999). Although media preferences have been documented, little research concerns first impressions based on these choices. The present study examines first impressions based on the use of e-mail or face-to-face (FtF) communication. After reading hypothetical scenarios, 200 university participants rate the likelihood that the depicted hypothetical character is shy, honest, or has high self-esteem. Participants' perceptions are expected to vary by medium (FtF or e-mail), content (apology or request), and context (high or same status). Participants are expected to report increased perceptions of shyness, dishonesty, and low self-esteem in the e-mail condition. Perceptions of shyness should be magnified in the high status, e-mail condition. Perceptions of dishonesty should be magnified in the apology, e-mail condition. Additionally, perceptions are expected to correlate with personal media preferences. Implications for everyday communication are discussed as well as which media choices will result in the most favourable first impressions.

#21
Social and Personality Psychology / Psychologie sociale et de la personnalité

AN INVESTIGATION OF THE SOCIAL PERCEPTIONS OF SELF-ESTEEM

Christine Hole, University of Manitoba; Jessica J. Cameron, University of Manitoba

The term "self-esteem" is a household term. Society believes that high self-esteem is the cure-all to successful living (Brown & Dutton, 1995; Leary, 1999). But how do lay people determine whether someone has high or low self-esteem and what cues are used when making this kind of judgment? The present research addressed these questions by investigating whether people generally believe that self-esteem is a readily discernable trait and what traits and behaviours are associated with high and low self-esteem. Introductory psychology students completed an on-line survey. Overall, results suggest that people associate high self-esteem with positive traits (e.g. positive physical attributes) and low self-esteem with negative traits (e.g. anti-social nature). Even though the results suggest that people have a propensity for stereotypical beliefs about self-esteem traits, they generally believed that they could "hide" their true self-esteem from others. When an individual with low self-esteem lives in a society that has such negative views of low self-esteem, it is not surprising that they, as this study illustrates, try to hide their self-esteem from others. The potentially destructive pattern for lower self-esteem individuals to hide and the ill-effects of stereotyping self-esteem are discussed. The present research has implications for counselling and support provision.

#22
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE NATURE AND EXTENT OF MIDDLE SCHOOL STUDENT'S PERCEPTIONS AND RESPONSE TO CYBER BULLYING

Brett Holfeld, University of North Dakota; Mark Grabe, University of North Dakota

Technological advances have enabled a new form of bullying, cyber bullying, to become problematic. This exploratory research investigated the nature and extent of adolescent's experience of cyber bullying in one large Canadian city. The goals of the current study were to generate descriptive data as well as test hypotheses examining variables thought to influence bullying. 26% of students (N = 281) reported being cyber bullied in the past year, while 15% of these students were repeatedly victimized in the last 30 days. Students are commonly encouraged to report incidents of bullying or cyber bullying to adults. Approximately 59% of students who were cyber bullied reported the incident. Teachers were told less than 9% of the time. Additional Chi-square analyses examined the relationship of 'who was told' relative to the whether or not the cyber bullying behavior stopped. The specific audience with which students shared negative experiences to adults was not associated with the likelihood the negative experience would be terminated. Our data show that parents / adults do not do a good job helping students with cyber bullying as the behavior often continued. This may result in a smaller number of students reporting these experiences to adults. Both implications and intervention strategies for cyber bullying will be discussed.

#23
Social and Personality Psychology / Psychologie sociale et de la personnalité

DEGREE OF SOCIAL SUPPORT AMONG UNIVERSITY STUDENTS

Emily Huey, University of Alberta; Steve Hladkyj, University of Manitoba; Lia Daniels, University of Alberta

Sherbourne and Stewart (1991) identified four types of social support: emotional, tangible, affectionate, and positive social interaction (psi). An investigation was conducted on whether the amounts of social support differed between university students based on gender, culture, and age. In the summer of 2006, 160 students at a large Midwestern Canadian university completed the survey. Results showed that females had significantly more of all four types of social support than males: emotional female M=29.77 vs. male M=25.07, $t(148) = -4.54$, $p<0.05$; tangible M=15.75 vs. M=13.22, $t(147) = -3.96$, $p<0.05$; affectionate M=12.09 vs M=9.35, $t(146) = -5.32$, $p<0.05$; and psi M=16.23 vs M=14.42, $t(146) = -3.23$, $p<0.05$. Significance was found between cultures, with Non-Asians having more tangible M=16.18 vs M=13.95, $t(143) = -2.97$, $p<.05$, affectionate M=11.81 vs M=10.39, $t(142) = -2.26$, $p<0.05$, and psi M=16.37 vs. M=15.0, $t(142) = -2.08$, $p<0.05$ than Asian students. For age, younger students had significantly more emotional support than older, M=29.22 vs M=25.86, $t(129) = 3.03$, $p<0.05$. Results will be discussed in terms of why university students may have different levels of social support. In light of future research I will be examining social support within the realm of sibling relationships and how it predicts behavioural problems.

#24
Social and Personality Psychology / Psychologie sociale et de la personnalité

INFORMATION PROCESSING AND LONELINESS: LOOKING FOR LOVE IN ALL THE WRONG FACES?

Todd Jackson, James Cook University; Karen J. Narduzzi, Brandon Regional Health Centre; Hong Chen, Key Laboratory of Cognition and Personality, Southwest University

Cognitive-behavioural accounts have elaborated how biases in information-processing contribute to common problems in living including social anxiety and depression, yet few investigators have examined the utility of such approaches in elucidating our understanding of loneliness. This study assessed the extent to which loneliness was associated with appraisal and recall biases in a sample of Australian adults. After completing a self-report measure of loneliness, 93 women and 59 men engaged in a series of standardized computer-based tasks requiring them to appraise and accurately recall social words, non-social words, and facial expressions having negative, neutral, or positive emotional valences. While loneliness was unrelated to recall accuracy of any word or facial expression type, lonely respondents were significantly more likely than less lonely peers to provide favorable appraisals of negatively-valenced social words, non-social words, and angry facial expressions. Lonely participants were also marginally more likely to evaluate happy facial expressions as threatening. This pattern of relations was maintained even after statistically controlling for associated individual differences in fear of negative evaluation. Implications of findings are discussed in relation to understanding how experiences of loneliness and worldviews of the lonely might be perpetuated.

#25
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WHEN SELF-DISCLOSURE LEADS TO LIKING: AN INVESTIGATION OF HOW ONLINE MEDIA FORUMS PROMOTE RELATIONSHIP FORMATION

David R. Kille, The University of Waterloo; Beverley A. Fehr, The University of Winnipeg

This study examined whether the type of media forum used by initial acquaintances had an effect on subsequent self-disclosure and liking. Specifically, female participants answered eight questions, about themselves, posed by a confederate over the Internet. The question and answer period took place in a 'public' (open web-board), or 'private' (personal email) Internet forum, or began in public and moved to private. Results indicated that participants interacting over a private forum liked their partner more compared to those interacting over a public forum, and that this relationship was mediated by participants' perceived self-disclosure to their partner. These results highlight that certain media forums seem more conducive to relationship formation.

#26
Social and Personality Psychology / Psychologie sociale et de la personnalité

EXAMINING THE ROLES OF VOCAL CONFIDENCE IN PERSUASION

Maia S. Kredentser, Queen's University; Leandre R. Fabrigar, Queen's University; Laura A. Creighton, University of Western Ontario; Kevin G. Munhall, Queen's University

Remarkably little empirical research has been conducted on how verbal delivery of a message can influence its persuasive impact. Vocal loudness, intonation, and speech rate have all been shown to affect perceived confidence of a speaker; but how these qualities translate into increased or decreased persuasiveness has not been explored extensively. The Elaboration Likelihood Model (ELM) (Petty & Cacioppo, 1986a) provides a framework through which vocal confidence could act as a peripheral cue in persuasion when elaboration likelihood is low. The goal of the current research was to use the ELM to examine the role of vocal confidence in facilitating attitude change. Participants (N = 217) listened to a speech that was manipulated on dimensions of speed, loudness, and intonation to create both a high confidence and low confidence condition. The speech focused on the implementation of senior comprehensive exams. Elaboration was manipulated by either increasing or decreasing relevance of the exams to the participants. In the low elaboration condition, participants also were told to memorize an 8-digit number while listening to the speech. The confidence manipulation was successful; however, participants' judgments of speaker confidence had unexpected effects on post-message attitudes. Implications of this, as well as discussion of several other relevant findings will be explored.

#27
Social and Personality Psychology / Psychologie sociale et de la personnalité

RELATIONSHIP BETWEEN TEMPORAL LOBE PERSONALITY TRAITS AND A MEDITATIVE POPULATION

Christina Lavallee, Laurentian University; Mathew D. Hunter, Laurentian University; Michael A. Persinger, Laurentian University

Previous research has implicated the temporal lobes' involvement in meditative experiences and practices. It was hypothesized that meditators may demonstrate different overt personality traits that have been previously associated with the temporal region. Two hundred fifteen first year psychology students (males = 83 females = 131, mean age 19.96 ± 0.33, 19.77 ±0.40 respectively) completed the Personal Philosophy Inventory (PPI) a validated measure of temporal lobe related personality traits. One question on the PPI required each subject to indicate if they had experience meditating; subsequently identifying them as a meditator / non meditator. Two way analysis of variance was completed on the multiple subscales of the PPI between mediator groups and sex. Multiple significant main effects ($p<0.05$) were demonstrated between meditators including a greater prevalence of auditory and vestibular experiences, creative writing and egocentric tendencies. Two way interaction between sex and meditators revealed that male meditators scored higher on the lying and deception scale than female meditators, and female meditators demonstrated a greater prevalence of paranormal experiences. These results further implicate the role of the temporal regions involvement with meditative practices as well present results distinguishing between male and female meditators.

#28
Social and Personality Psychology / Psychologie sociale et de la personnalité

DECREASED TOTAL MOOD DISTURBANCE, AS MEASURED BY THE PROFILE OF MOOD STATES, FOLLOWING FIFTEEN MINUTES OF MEDITATION

Christina Lavallee, Laurentian University

The Profile of Mood States (POMS) is a validated psychometric test that efficiently measures ones' mood state at the time of administration (McNair, Lorr & Droppleman, 1992). Previous research has indicated that regular meditation practice may affect ones' mood (Cahn & Polich, 2006); thus, the POMS was used to discern whether or not there would be significant differences between subjects' self-report of mood before and after fifteen minutes of meditation. Participants (N=8) had identified themselves as meditators, with an average of 9.3 years of experience meditating. Analysis revealed the Total Mood Disturbance scale significantly decreased following meditation, when compared to the baseline recording. Specific subscales of the POMS, including the Tension-Anxiety, Anger-Hostility, Depression-Dejection and Confusion-Bewilderment scale, all yielded significant decreases after meditation, when compared to the baseline, which was recorded directly before the meditation session began. The decrease in POMS scales associated with negative affect is consistent with the notion that regular meditation practice improves ones' mood and emotional well-being (Kabat-Zinn, 1990). Also, increased reports of Vigour-Activity were significantly higher after meditation, despite the subject being just previously engaged in a meditative state for fifteen minutes.

#29
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE SUCCESS AND FAILURE OF ATTACHMENT ANXIETY IN INITIAL INTERPERSONAL INTERACTIONS

Carolyne E. Lee, University of Windsor; Joy McClure, McGill University; John E. Lydon, McGill University

We tested the hypothesis that attachment anxiety would be associated with interpersonal failure in a relationship initiation situation, specifically that the anxious would experience more negative mood and elicit unfavorable impressions from a confederate. 74 participants interacted with an available, attractive, warm, opposite-sex confederate for approximately 40 minutes. Although anxious individuals began the interaction with more negative affect than secure individuals, contrary to predictions, their mood improved over the course of the interaction. Notably, the anxiously attached were not found to endorse negative social self-evaluations, a feature that typically characterizes this group. It appears that the anxious perceived the interaction to be pleasant and self-affirming, rather than threatening, suggesting that their self-doubt may be neutralized when interacting with a stranger who is particularly warm and agreeable. Nevertheless, other negative social effects of insecurity were still evident: anxiety was negatively correlated with confederates' ratings of participants' attractiveness. Thus, for the anxiously attached, the experience of positive affect could not mitigate interpersonal failure.

#30
Social and Personality Psychology / Psychologie sociale et de la personnalité

MY PREJUDICE, YOUR PREJUDICE, AND YOUR THOUGHTS ABOUT MY PREJUDICE: THE INFLUENCE OF INTERGROUP BIAS PERCEPTIONS ON ANTICIPATED INTERGROUP CONTACT

Cara MacInnis, Brock University; Gordon Hodson, Brock Universit

The present study investigated social projection, self-, other-, and meta- stereotypes in the context of intergroup attitudes. Within this context, social projection refers to perceptions that one's ingroup shares one's intergroup attitudes, self-stereotypes refer to personal intergroup attitudes, and other-stereotypes refer to perceptions that the outgroup holds negative intergroup attitudes. Meta-stereotypes in this context refer the perception that outgroup members view one's ingroup to hold negative intergroup attitudes. These perceptions are related, yet seldom studied together, and rarely manipulated. The current study experimentally manipulated self-, other-, and meta-stereotypes at the level of individual and group, by providing false feedback on attitude measures. Results showed that under conditions of self-concept threat (i.e., feedback indicating that the participant is either biased or viewed by the

outgroup as biased), heightened ingroup projection of intergroup attitudes was evidenced. Self-concept threat conditions also promoted responses consistent with prejudice denial. Additionally, manipulated other- and meta-stereotypes equally impacted negative intergroup contact expectations, with individual meta-stereotype manipulations exerting an additional negative impact on intergroup behaviour. Implications and future directions are discussed.

#31
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE STRENGTHS ASSESSMENT INVENTORY: VALIDITY OF A NEW MEASURE OF PSYCHOLOGICAL STRENGTHS FOR YOUTH

Stewart A. Madon, Lakehead University; Thomas C. Newman, Lakehead University; Loretta Blanchette, Lakehead University; James N.R. Brazeau, Lakehead University; Edward P. Rawana, Lakehead University; Keith Brownlee, Lakehead University

We have recently developed a strength-based assessment tool, the Strengths Assessment Inventory (SAI; Rawana & Brownlee, 2009). This tool was originally generated using a rational approach to test construction and later extended to include additional empirically derived scales. Construct validity of the SAI was assessed using concurrent measures of self-concept (the Piers-Harris Children's Self-Concept Scale, 2nd edition, PH-2; Piers & Herzberg, 2002), strengths (Behavioural and Emotional Rating Scale, 2nd edition, BERS-2; Buckley, Ryser, Reid & Epstein, 2006) and pathology (the Connors Comprehensive Behaviour Rating Scales, Conners CBRS; Conners, 2008). A group of 572 children (271 male; aged 9-18 years) completed the SAI, BERS-2, PH-2 and Connors CBRS. Our results indicate that the SAI correlates positively with both measures of strength and self-concept, $r=.517$, $p<0.001$; strengths, $r=.595$, $p<0.001$, respectively; and negatively with the measure of pathology, $r=-0.399$, $p<0.001$. The current report describes these findings in more detail and discusses correlations between specific scales on the SAI and all three comparative measures. Overall, these results suggest that the SAI is a valid measure of strengths in school-aged children and may have both clinical and research applications.

#32
Social and Personality Psychology / Psychologie sociale et de la personnalité

SEM ANALYSIS OF THE RELATIONSHIP BETWEEN SELF DETERMINATION THEORY AND PROCRASTINATION

Adam J. McCaffrey, Carleton University; Mohsen Haghbin, Carleton University; Timothy A. Pychyl, Carleton University

The purpose of this research is to investigate the relationship between the psychological needs from the Self Determination Theory and procrastination. More specifically, we proposed and tested a hypothetical mediating model that shows the direct and indirect link between needs of competence and autonomy and academic procrastination. Vitality and student's perception about aversiveness of delayed tasks were proposed to mediate the effect of the needs on procrastination. To analyze these relationships, 298 undergraduate students at Carleton University completed a number of measures and structural modeling was used. Based on the Pearson Bivariate correlations, results reveal that all variables (competence, autonomy, vitality, task aversion) show significant relations with procrastination. Using structural equation modeling, we found that the hypothetical model fit the data well. With the exception of the relationship between vitality and procrastination, all of the specified associations in the model were significant. Furthermore, as a proximal causal factor, task aversion partially meditated the effect that the psychological needs had on procrastination. This research suggests that it is possible to reduce procrastination through the fulfillment of autonomy and competence directly or indirectly through lowered task aversion.

#33
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THE INVESTIGATION OF THE ACTIVE COMPONENTS OF THE ASSOCIATION OF SELF-DETERMINED MOTIVATION AND SELF-REGULATION TO INDICES OF WELL-BEING

Vanessa J. McColl, Acadia University; Peter Horvath, Acadia University

Research has shown that self-determination is associated with personal resilience and mental health. According to self-determination theory, individuals high in self-determination exercise freedom and control over their goal selection and decision making (Deci & Ryan, 2000). However, the precise mechanisms by which self-determined individuals acquire well-being are yet to be understood. In line with self-regulation theories (Carver & Scheier, 1998), it is proposed that the sense of freedom or power in self-determined individuals enables them to select goals and activities that increase their chances for successful outcomes and consequently for positive reinforcement. (1) Participants will complete measures of self-determination and well-being. (2) Participants will complete a task of their choice, rate their enjoyment of the task, and indicate their preference and use of feedback. Data analyses will indicate whether self-determined individuals, having a sense of freedom or power to determine their lives, tend to make use of intrinsic self-reinforcement (e.g., enjoyment of the act itself) and / or extrinsic self-reinforcement (e.g., achieving a feeling of success by reaching their goals) to motivate their behaviours more generally. Results will be discussed in terms of how theories of self-determination and self-regulation might be integrated in their explanations of well-being.

#34
Social and Personality Psychology / Psychologie sociale et de la personnalité

EFFECTS OF ASIAN SURNAME AND JOB TYPE ON HIRING DECISIONS

Miea Moon, University of Windsor

This study examined whether evaluations of an Asian job applicant depend on the type of job sought. Due to common stereotypes associated with Asians, résumés with an Asian surname were expected to be positively evaluated for a quantitative job position, and negatively evaluated for a social / verbal-persuasive job position, compared to résumés with a White surname. To test the hypotheses, 73 university students were randomly assigned to a 2 X 2 (Applicant Race X Job Type) between-subjects factorial design, with assessments of the applicant serving as the dependent variables. Results did not support the hypotheses, indicating that common Asian stereotypes were not applied during evaluations of the Asian job applicant. Findings are discussed in the context of current economic conditions.

#35
Social and Personality Psychology / Psychologie sociale et de la personnalité

IS ENVY AT THE CORE? TESTING A MODEL OF NARCISSISM AND ENVY

Darren C. Neufeld, University of Manitoba; Edward A. Johnson, University of Manitoba

In the psychoanalytic tradition and DSM-IV definition, narcissists are presumed to experience intense envy in response to ego threat (Kohut, 1971; APA, 2000). However, empirical evidence on this point is surprisingly sparse. We propose a model relating narcissism and envy, hypothesizing that narcissists' strong sense of entitlement results in feelings of relative deprivation when they lack a desirable outcome / object possessed by another. Particularly for the narcissist, lacking prompts feelings of inferiority characteristic of episodic envy. Following Wink's (1991) distinction, we measured both overt and covert types of narcissism. Participants completed dispositional measures of narcissism (NPI, HSNS), envy (DES, YES), and entitlement (PES). Later, participants completed a problem solving task with a cash incentive, rating their likelihood of winning and intentions. To create an atmosphere of relative deprivation, feedback was manipulated so that all participants were told they met the criterion score, but due to a criterion change only one student (a confederate) was eligible and received the prize. Participants completed a questionnaire to gauge their reactions, including measures of relative deprivation and episodic envy (Episodic Envy Scale). Implications for theories of narcissism and envy are discussed.

#36
Social and Personality Psychology / Psychologie sociale et de la personnalité

DESTINATION STABILITY: ARRIVALS AND DEPARTURES IN SELF-CONCEPT AND IDENTITY

Kimberly J. Nozick, University of Manitoba; Karen O'Brien, University of Manitoba; Edward A. Johnson, University of Manitoba

We define personal stability as a clear and enduring sense of self that helps maintain continuity in the face of change. Drawing on Erikson's psychosocial development theory we posited that stability in the self-concept and identity are similar and regulated by a common set of influences. We looked at how self-concept clarity and identity commitment, as indices of personal stability, were predicted by: Identity style (informational, normative, and diffuse-avoidant), psychological adjustment (self-esteem and self-compassion), defensiveness, self-reflection, and rumination. We hypothesized that self concept clarity and identity commitment would be positively correlated and show similar positive relationships to all variables except diffuseavoidant identity style and rumination, where negative associations were expected. One hundred and fifty-four undergraduates aged 20 or less completed surveys at two points 3 months apart. Moderate associations between identity commitment and self-concept clarity were observed. For both indices, multiple regressions revealed that a diffuse-avoidant identity style reduced stability whereas self-esteem enhanced it. Defensiveness uniquely promoted self-concept clarity cross-sectionally and longitudinally. We discuss how the self concept's developmental priority and centrality relative to identity affects the meaning and regulation of stability.

#37
Social and Personality Psychology / Psychologie sociale et de la personnalité

UNDERLYING FACTOR STRUCTURE AND THE DEVELOPMENT OF EMPIRICALLY DERIVED SCALES FROM THE STRENGTHS ASSESSMENT INVENTORY

Erin O'Brien, Centre of Excellence for Children and Adolescents with Special Needs; Stewart A. Madon, Centre of Excellence for Children and Adolescents with Special Needs; Chantal Poirier, Centre of Excellence for Children and Adolescents with Special Needs; 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; Keith Brownlee, Centre of Excellence for Children and Adolescents with Special Needs

We have recently developed a strength-based assessment tool, the Strengths Assessment Inventory (SAI; Rawana & Brownlee, 2009). This tool was originally generated using a rational approach to test construction. The current report summarizes two factor analyses that were used to assess the underlying constructs of the SAI. The first analysis was used to identify the overall factors contained within the SAI. Results of the factor analysis indicate that, though coherent, the initial subscales used in the SAI may be divisible into smaller components. In order to expand the utility of this measure, a set of empirically derived scales were developed based on a second factor analysis. The current report describes the factor analytical process used to derive these 12 additional subscales and a total strength scale. In addition, we briefly discuss the psychometric properties of these scales, including the reliability and validity. Collectively, these results suggest that the empirical scales may provide additional information related to strengths that would be beneficial in both research and clinical settings.

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GOAL TYPE, GOAL ACHIEVEMENT AND MENTAL HEALTH

Karen O'Brien, University of Manitoba; Kimberly J. Nozick, University of Manitoba; Edward A. Johnson, University of Manitoba

This study materialized from three intersecting issues: (1) that students' adjustment to university is heavily influenced by their first year of study, (2) that goal achievement contributes to feelings of mastery, which is correlated with lower levels of depression; and, (3) that the types of goals people choose to pursue affects their success rate and their level of mental well-being. Previous research indicating that individuals with different goals (sociotropy, autonomy) are vulnerable to depression for different reasons suggests that depression in the present study would be associated with lower levels of success on both social and achievement goals, but not other goals. First-year university students listed their goals for the coming year and completed measures of loneliness and depression. 3 months later they were reminded of their goals, evaluated their success in achieving them and completed measures of depression and loneliness. Not all goal achievement was equal in effects on mental health. Relative success in achieving academic goals, not social, personal or other-achievement, was related to depression levels at time 2. Success in social goals, but not other types, was related to loneliness levels at time 2.These results show that when researching the effects of setting and goal achievement on mental health, it is important to consider the type of goal being pursued.

#39
Social and Personality Psychology / Psychologie sociale et de la personnalité

RISKY DECISION-MAKING AND PSYCHOPATHY IN AN UNDERGRADUATE SAMPLE

Laura Orton, Carleton University; Ian Broom, Carleton University; Adelle Forth, Carleton University

Damasio's Somatic Marker Hypothesis (SMH; 1994) and associated performance on the Iowa Gambling Task (IGT: Bechara, Damasio, Damasio, & Anderson, 1994) has been studied in incarcerated psychopaths with mixed results. Two studies in particular failed to find the expected deficits in performance on the IGT (Lösel & Schmucker, 2004; Schmitt, Brinkley, & Newman, 1999). Explanations for this range from nuances in the administration of the IGT task itself, to the observation that controls may make more risky decisions than non-forensic samples. Indeed, the relationship between IGT performance and psychopathy in non-forensic samples has been more consistent with two published studies pointing to deficient SMH in individuals higher in psychopathic traits (Mahmut, Homewood, & Stevenson, 2008; van Honk, Hermans, Putman, Montagne, & Schutter, 2002). However, both published studies restricted their examination to selection of risky decks, and did not examine anticipatory, or reward / punishment based skin conductance or heart rate changes. The current study builds on the existing understanding of the relationship between SMH and psychopathy assessed using the Self-Report Psychopathy Scale-III (Paulhus, Hemphill, & Hare (in-press) in a non-forensic sample (n=60) with the addition of physiological measures. Findings are discussed in relation to a dual-deficit model of psychopathy.

#40
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WOMEN'S BODY SELF-ESTEEM AND THE ABILITY TO DETECT FACIAL SYMMETRY IN OTHERS

Maggie K. Phillips, Lakehead University; Kirsten A. Oinonen, Lakehead University; Emily Morris, University of Calgary; Krista Graham, Lakehead University

Research suggests a link between body self esteem and the degree of appearance surveillance (McKinley & Hyde, 1996). The more one monitors one's own appearance, the more likely one is to be dissatisfied with what one is seeing. The present study aimed to examine the relationship between women's body self-esteem and their ability to accurately assess correlates of physical attractiveness in others. It was hypothesized that individuals with lower body esteem (who may be more vigilant in appearance monitoring) are better able to detect facial symmetry in others. Participants were shown 60 pairs of male facial photographs and indicated which of two male faces was more symmetrical. Participants completed the Body Esteem Scale (Franzoi & Shields, 1984), and several other questionnaires. Participants who indicated a high ability to 'read facial emotions' were better at detecting facial symmetry than those who indicated a low ability. Contrary to hypotheses, however, body esteem did not predict performance on a facial symmetry task. This suggests that individuals who are sensitive to their own imperfections do not have a heightened ability to detect imperfections in others. This finding fits with evidence that women with anorexia nervosa tend to have disturbances in how they evaluate their own body (Cash & Brown, 1987), but do not show this same disturbance when rating others.

#41
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IS 2D:4D ASSOCIATED WITH HUMOUR STYLES IN WOMEN?

Maggie K. Phillips, Lakehead University; Kirsten A. Oinonen, Lakehead University; Shelley Longpre, Lakehead University

Previous research has suggested a link between sex and aggressive humour. On average, men display more aggressive humour (e.g., sarcasm) than women (e.g., Ziv & Gaddish, 1990). As testosterone has been associated with aggression (Book, Starzyk, & Quinsey, 2001), it was hypothesized that women's prenatal androgen exposure, as assessed by 2D:4D, would be associated with their level of aggressive humour. Prenatal androgen exposure has been shown to be related to "masculinised" brain development and behavioural traits (e.g., sensation seeking; Resnick, Gottesman, & McGue, 1993). Participants' 2D:4D measurements were

taken using electronic vernier callipers. Participants also completed the Humour Styles Questionnaire (HSQ; Martin, Puhlik-Doris, Larsen, Gray, & Weir, 2003), which assess 4 types of humour: aggressive, self-defeating, affiliative, and self-enhancing. Correlational analyses revealed a significant negative relation between aggressive humour and women's right hand 2D:4D ($r = -.321$, $p < .05$), indicating that women exposed to more prenatal testosterone tend to also display more aggressive types of humour. These findings suggest a biological contribution to aggressive humour styles.

#42
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE INFLUENCE OF UNSUPPORTIVE SOCIAL INTERACTIONS ON EMOTIONAL RESPONSES TO SEX DISCRIMINATION

Andrena Pierre, Carleton University; Kathees Anandavel, Carleton University; Kimberly Matheson, Carleton University; Hymie Anisman, Carleton University

Discrimination against women is a potent stressor that may cause emotional distress, but its impact may be influenced by the individual's social environment. Although substantial evidence points to the benefits of social support, less is known regarding the detrimental effects of unsupport. This study investigated the extent to which unsupportive responses from a friend exacerbated negative emotional responses elicited by reading a sex discrimination scenario that was either blatant, ambiguous, comprised microaggressions, or mild conflict. Female undergraduates, N =191, were presented with scenarios illustrating varied degrees of sex discrimination and then completed ratings of their emotions to the scenario (e.g., angry) as well as their responses to hypothetical unsupport received from a same-sex friend to whom they imagine reporting the scenario (e.g., angrier at the situation, discourage). It appeared that when the initial responses to any form of discrimination comprised negative emotions, subsequent unsupport exacerbated anger at the discrimination. In contrast, negative emotions were more likely to elicit discouragement when unsupport followed a non-discriminatory social conflict. It seems that emotional responses to discrimination differ from other types of conflicts, and that this is especially evident depending on the support provided or not from ingroup friends.

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YER SO BAD: TARGET-DEPENDENT FREQUENCY AND PERCEPTIONS OF DESTRUCTIVE RESPONSES TO HURT FEELINGS

Lisa B. Reddoch, University of Manitoba; Kelley J. Robinson, University of Manitoba; Jessica J. Cameron, University of Manitoba

Humans have a fundamental need to belong and be accepted by others (Baumeister & Leary, 1995). Yet, the people by whom we expect to be highly regarded sometimes behave in rejecting or hurtful ways. People can respond to hurt feelings in ways that promote the maintenance of valued bonds, or they can react destructively (Leary et al., 1998; Rusbult, Johnson, & Morrow, 1986). The present study assessed the frequency of individuals' target-differentiated responses to hurt and their perceptions of the extent to which specific types of reactions to feeling hurt are harmful to relationships. Participants rated distancing, critical, and controlling reactions directed towards romantic partners more negatively than the same behaviours directed towards friends or primary caregivers. Clingy reactions were rated more negatively when they were directed towards friends than towards other targets. In comparison to other targets, participants reported engaging in less critical behaviour with their caregivers and more clingy behaviour with their partners following hurtful events. Participants displayed a double standard whereby they evaluated reactions less negatively when they imagined themselves engaging in the behaviours than when they imagined their partners and caregivers behaving in parallel ways. Implications for relationship conflict research and future studies will be discussed.

#44
Social and Personality Psychology / Psychologie sociale et de la personnalité

DOES DESERVINGNESS MODERATE THE EFFECT OF POSITIVE EXPERIENCES FOR HIGH VERSUS LOW SELF-ESTEEM INDIVIDUALS?

Travis Reynolds, University of Calgary; John H. Ellard, University of Calgary

This project was designed to better understand the different reactions that low versus high self-esteem persons have to positive experiences from the point of view of justice motive theory. From this perspective, all people need to believe that they live in a just world where individuals get what they deserve; good people experience good things, while bad things only happen to bad people. It is this concept of deservingness that is the focus of this study. From a deservingness perspective, a person with low self-esteem believes him or herself undeserving of experiencing good things, and when positive life events do occur they are a source of distress because such events threaten his or her belief that the world is just. This study was divided into two sessions. During the first session, participants completed a series of relevant individual difference measures including assessments of implicit and explicit self-esteems, and just world beliefs. The second session was designed to establish the context of a positive life event. The degree to which this event threatened an individual's sense of deservingness was assessed using a modified Stroop task. The study's findings generally support the conclusion that positive life events are differentially experienced by low versus high self-esteem individuals as predicted by justice motive theory.

#45
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE ROLE OF PERSONALITY IN PREDICTING UNSAFE DRIVER BEHAVIOUR IN YOUNG ADULTS

Julie Riendeau, Lakehead University; Michel Bédard, Lakehead University; Bruce Weaver, Lakehead Universi

Traffic-related collisions represent a considerable social and economic burden on our society. In Canada, drivers aged 16 to 19 yrs are overrepresented in traffic collision statistics. While they comprise 5% of the driver population, they represent 10% of fatally injured drivers, and 13% of seriously injured drivers (Canadian Council of Motor Transport Administrators, 2006). Approximately 90% of all crashes are the result of driver characteristics and behaviour (Patil et al., 2006). Research has indicated that personality characteristics are a direct contributor to dangerous driving behaviour among young adults. The current study will investigate which personality features are related to dangerous driving behaviour among young adults. Approximately 60 undergraduate students will be recruited (40 to date) to complete, (1) a series of questionnaires designed to measure aspects of personality and driving habits, (2) two computerized tasks of attention, and (3) a 30-min simulated drive. On the basis of conceptual linkages and prior research, we expect to observe a greater risk of dangerous driving among those low on conscientiousness, high on extraversion, and high on sensation seeking. Implications for the development of education programs aimed at encouraging young drivers to recognize the influence of personality traits on their driving behaviour will be discussed.

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Social and Personality Psychology / Psychologie sociale et de la personnalité

ADULT ATTACHMENT AND THE FIVE FACTORS OF PERSONALITY

Leanne Rigby, University of Saskatchewan; Michael Wm. MacGregor, University of Saskatchewan

Background: In 1987 Hazan and Shaver demonstrated that it is possible to use self-report measures to assess adult romantic attachment. This study investigated the relation between the five factors of personality and adult attachment. Method: 190 undergraduate students completed the Experiences in Close Relationships Inventory (ECRI; Brennan, Clark, & Shaver, 1998) as a measure of attachment and the Big Five Inventory (John et al., 1992) as a measure of the five factors of personality. Results: Avoidance in close relationships was negatively related to Extraversion (r = -.28), Openness (r = - .21), Agreeableness (r = -.22), and Conscientiousness (r = -.25). Anxiety in relationships, however, was positively related to Neuroticism (r = .40) and negatively related to Agreeableness (r = -.26). Conclusion: Results suggest that adult attachment styles are differentially related to the five factors of personality. These findings are discussed in terms of alternative methods of assessing both adult attachment and the five factors of personality.

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Social and Personality Psychology / Psychologie sociale et de la personnalité

PERCEPTIONS OF CAMPUS AND SOCIAL INTEGRATION AMONG FIRST-YEAR STUDENTS

Daniel W. Robertson, University of Saskatchewan; Louise R. Alexitch, University of Saskatchewan

Research suggests that student academic performance, and ultimately, retention is related to social integration on campus. Of interest is how variables of social integration differ among Aboriginals, who have been historically marginalized in education, and non-Aboriginals. There is research suggesting that perceived racism is not only detrimental to minorities, but also adversely effects majority group students. The current study uses a survey methodology to examine the relation between first-year Aboriginal (N=16) and non-Aboriginal (N=32) students' sense of belonging, perceptions of racism and perceptions of the campus climate, looking at how these variables may be related to academic performance. The results suggest that variables of social integration are related to each other but are not generally different between the two student groups. The differences that do exist between the groups' campus experiences, however, serve as an insight into the supportive aspects of campus, potential instances of modern racism and future areas for research.

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Social and Personality Psychology / Psychologie sociale et de la personnalité

PSYCHOMETRIC PROPERTIES, FACTORIAL STRUCTURE, AND MEASUREMENT INVARIANCE OF THE ENGLISH AND FRENCH VERSIONS OF THE MEDICAL OUTCOMES STUDY SOCIAL SUPPORT SCALE

Annie Robitaille, University of Ottawa; Heather Orpana, University of Ottawa; Cameron N. McIntosh, Independent statistical consultant

Objectives: This study reports on the psychometric properties, factorial structure, and measurement invariance of the Medical Outcomes Study social support scale, a 19-item survey that measures four dimensions of functional social support. Method: The internal consistency and composite reliability for congeneric measures model of the dimensions of functional social support were examined. A confirmatory factor analysis and test of invariance across language (English = 2642; French = 489) was also performed. Results: Across both French and English, results indicated good internal consistency (Cronbach's alphas ranged from .90 to .97) and composite reliability (composite reliability estimated ranged from .93 to .97) for all dimensions of functional social support. The confirmatory factor analysis revealed acceptable fit indices for the 4-factor structure similar to the original one. The scale appears to function uniformly across both groups. Conclusion: The MOS social support scale appears to be a psychometrically sound instrument for use in research on social support with samples of French and English speaking older adults.

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Social and Personality Psychology / Psychologie sociale et de la personnalité

THE EXPERIENCE OF UNFORGIVENESS

Rachel W. Ross, University of Calgary; Susan D. Boon, University of Calgary

The forgiveness literature argues that, if a person's negative emotions toward an offender are replaced by neutral feelings forgiveness has occurred. In contrast to this position, our analysis of semi-structured interviews with victims of serious interpersonal offenses indicates that some individuals do not forgive even though they no longer experience negative emotions toward the offender. These victims still retain negative memories or evaluations of the offender that preclude them from forgiving. These individuals report that they no longer wish any harm to come to their offenders but, for them, the offense has become so enmeshed with their views of the offenders as people that it renders forgiveness impossible. Our results also show that victims often perceive pressure to "forgive and forget" the transgressions they have experienced. As a result, they report having nowhere to turn for support, thus feeling further victimized. In our interviews, we also observed variation in whether victims perceived retaining an unforgiving stance toward their offenders the result of a choice (i.e., a decision) or an inability to overcome negative feelings or appraisals of the offender that preclude them from forgiving even though they may want to. This distinction is important, as perceived control over a situation contributes to an individual's ability to cope with stress.

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Social and Personality Psychology / Psychologie sociale et de la personnalité

MEN'S BODY IMAGE EVALUATION AND INVESTMENT: A REVIEW OF KEY THEORETICAL FRAMEWORKS

Travis A. Ryan, National University of Ireland, Galway; Todd G. Morrison, University of Saskatchewan; Cormac Ó. Beaglaoich, National University of Ireland, Galway

Key theoretical frameworks used to account for variations in men's body image evaluation and investment are reviewed, paying particular attention to sociocultural theory. Psychometric limitations associated with commonly used measures are articulated, which we believe may hinder social scientists' ability to grasp fully how various sociocultural agents affect men's attitudes about their physical appearance and relevant behaviors. New measures adhering to recommended practices in scale development are detailed that may be useful for researchers wishing to assess social comparison processes, in general, and media influence, in particular, vis-à-vis male body image. We present a reformulated version of Morrison, Kalin, and Morrison's (2004) sociocultural theory, emphasizing: a) the need to consider family and peers in conjunction with media; b) the multifarious ways in which messages about the body are transmitted; and c) the critical element of internalization of hegemonic standards of appearance. Finally, directions for future research and implications for clinical research and practice are articulated.

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PSYCHOMETRIC PROPERTIES OF THE MUSCLE APPEARANCE SATISFACTION SCALE AMONG IRISH AND BRITISH MEN

Travis A. Ryan, National University of Ireland, Galway; Todd G. Morrison, University of Saskatchewan

The psychometric soundness of the Muscle Appearance Satisfaction Scale (MASS; Mayville, Williamson, White, Netemeyer, & Drab, 2002), a measure of muscle dysmorphia symptoms, was investigated using 2 independent online samples of Irish and British men (Ns = 307 and 306, respectively). Exploratory and confirmatory factor analyses showed that, compared to the original 5-component solution for the 19-item MASS, a 6-item unidimensional version offered better fit to the data. Alpha coefficients for the 6-item MASS were very good and evidence was furnished in support of the scale's convergent validity. Also, scores on the MASS did not correlate significantly with a measure of social desirability bias. The limitations associated with the current research are discussed and directions for future research are articulated.

#52
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INVESTIGATION OF PARTICIPANT SEX, EXTRADYADIC PARTNER SEX, AND QUESTION FRAMING EFFECTS ON JUDGMENTS ABOUT INFIDELITY

Rowan Sciban, University of Calgary; Sarah Watkins, University of Calgary; Susan D. Boon, University of Calgary

This study examined 3 variables that influenced university students' conceptualizations of infidelity. Specifically, researchers examined the influence of sex of the participant, sex of the extradyadic partner (same-sex vs. opposite-sex), and language and framing of the judgments participants were asked to make about infidelity behaviours. Infidelity is a common and often severe relational transgression that can pose significant challenges to both victims of the act as well as the individuals who engage in it. Despite the importance of this topic, previous research examining infidelity has tended to use restricted and inconsistent means. In the current study participants were randomly assigned to an instruction condition (sexual, emotional, both, unspecified) that framed all subsequent questions for each participant, directing their focus to one of the four types of infidelity under investigation, as they evaluated a checklist of 53 emotional and sexual behaviours that ranged in both type and severity (e.g. flirting, dating others, sexual intercourse). Participants rated the severity of the behaviours as if their partner engaged in it with an extradyadic partner of the opposite sex, then same sex. Results will be discussed in terms of whether and how the three variables influenced people's ratings of severity for the infidelity behaviours.

#53
Social and Personality Psychology / Psychologie sociale et de la personnalité

COPING IN RESPONSE TO THE BREAKUP OF NON-MARITAL ROMANTIC RELATIONSHIPS

Kenneth E. Sheppard, University of Calgary; Susan D. Boon, University of Calgary

The dissolution of a romantic relationship can be one of life's most stressful experiences. As a result, researchers have devoted considerable attention to the investigation of factors related to post-dissolution adjustment (Simpson, 1987). Little is known, however, about the ways that coping strategies affect adjustment following non-marital breakups, and the extent to which coping is associated with specific personality dimensions. The present study employed a longitudinal design to examine the association between (a) coping and post-dissolution adjustment; and (b) coping and personality dimensions. Participants were 74 undergraduate students who had experienced the dissolution of a romantic relationship within the past three months. Participants completed the HEXACO (Lee & Ashton, 2004), and measures of coping strategies and post-dissolution adjustment at T1 and T2 (two months later). Adaptive coping at T1 was positively associated with adjustment at T2 but not at T1, while maladaptive coping was negatively related to adjustment at T1 and T2. In terms of personality, agreeableness was positively associated with adaptive coping, whereas emotionality and extraversion were associated with maladaptive coping. Results suggest that personality may facilitate coping strategies, and that coping strategies may be more beneficial at certain points in the dissolution process.

#54
Social and Personality Psychology / Psychologie sociale et de la personnalité

WHO WOULD GO FIRST? UNDERSTANDING EMPLOYMENT TERMINATION DECISIONS FROM THE AVERSIVE RACISM FRAMEWORK

Xiyu Shi, University of Western Ontario; Paula M. Brochu, University of Western Ontario; Victoria M. Esses, Unversity of Western Ontario

While a substantial body of research has examined aversive racism involved in employment selection decisions, few attempts have been made to investigate employment termination decisions in an experimental setting. Such scarcity of evidence calls for greater attention under the current financial crisis that has led to mass layoff. In the present study, 88 participants completed an in-basket exercise in which they were asked to role play a mid-level manager in a real-estate company and respond to a series of business memos. Embedded within these memos was an employment termination scenario in which participants were presented with performance appraisal forms of three employees and were asked to make a layoff decision for each employee. The third employee demonstrated ambiguous job performance and his race (White or Asian) and citizenship status (Canadian Citizen or Landed Immigrant) were manipulated. Results indicated that Canadian citizens were laid off significantly more often than landed immigrants, whereas no effect of race was observed. Implications for understanding termination decisions and for the role of bias and prejudice in these decisions are discussed.

#55
Social and Personality Psychology / Psychologie sociale et de la personnalité

INDIVIDUAL DIFFERENCES IN HOSTILE COGNITIVE PROCESSES BETWEEN HIGH HOSTILE AND LOW HOSTILE INDIVIDUALS

Weronika E. Sroczynski, University of Northern British Columbia; Kenneth M. Prkachin, University of Northern British Columbia

Hostile individuals possess a world view biasing them to evaluate others more pejoratively than non-hostile individuals do. Whether hostile cognitive processes operate differently in high hostile than low hostile individuals was investigated. Hostility was measured using the Aggression Questionnaire for 75 participants. Participants were either primed with hostile words (e.g., loathe) or neutral words (e.g., adhere) then presented with a vignette describing "Daniel" engaging in hostile behaviours. Participants rated Daniel on 12 traits: hostile, unfriendly, aggressive, kind, considerate, thoughtful, boring, conceited, narrow-minded, dependable, sympathetic, and intelligent. Factor analysis yielded 2 interpretable factors, Naughty (aggressive, hostile, narrow-minded, boring, and unfriendly) and Nice (kind, considerate, thoughtful, dependable, and sympathetic). Main effects of Sex and Hostility were found for the Nice factor. Women rated Daniel more positively than men did and high hostile participants rated Daniel more positively than low hostile participants did. A Sex × Condition × Hostility interaction was found for the Naughty factor. High hostile men rated Daniel more negatively when primed with hostile words than neutral ones, whereas low hostile men rated Daniel more positively when primed with hostile words than neutral ones. The opposite pattern was observed in women.

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Social and Personality Psychology / Psychologie sociale et de la personnalité

WHY PEOPLE FORGIVE: TOWARDS THE DEVELOPMENT OF A MEASURE OF REASONS AND MOTIVATIONS FOR FORGIVING

Tammy Stewart, Brock University; Kathryn Belicki, Brock University; Nancy DeCourville, Brock University

The reasons people forgive shape their experiences of forgiveness (Stewart, DeCourville, and Belicki, under review) and possibly their health outcomes (c.f., Huang & Enright, 2000). As part of our ongoing research to develop a measure of why people forgive, 178 university students completed a questionnaire in which they described an injury they had forgiven, responded to an open-ended question asking why they had forgiven, and completed a revised version of our Reasons for Forgiving Questionnaire. In this paper we report content analyses of the open-ended responses. These were conducted to ascertain whether there are reasons for forgiving that have been missed in prior research and to explore the viability of Higgins' Regulatory Focus Theory (Higgins, 1997) as a model of motivation for forgiving. Two raters independently rated whether there was evidence in each answer for either of Higgins' two regulatory systems, one concerned with nurturance needs, the other with security needs. They also independently identified categories of reasons for forgiving. There was considerable agreement on the categories present, and following discussion it was decided to score for 21 categories. These include some not previously identified in research. The results of the ongoing content analysis will be reported, as will the correlation of ratings of reasons to ratings of underlying motivation.

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Social and Personality Psychology / Psychologie sociale et de la personnalité

ATTACHMENT STYLE MATCHING AND RELATIONSHIP QUALITY IN DATING RELATIONSHIPS: SECURITY, SIMILARITY, OR COMPLEMENTARITY

Cailey Strauss, University of Saskatchewan; Marian M. Morry, University of Manitoba; Mie Kito, University of Manitoba

The present study investigated attachment style matching in dating relationships and how matching relates to relationship quality. Eighty-nine dating couples (178 participants in total) completed the questionnaire. We found that individuals held ideals for partners who were lower on anxiety and avoidance than the self, supporting attachment-security hypothesis. Consistent with the similarity theory of attachment matching, self-ratings of anxiety and avoidance predicted preferences for ideals. In addition, although perceptions of the partner's attachment were correlated with ideals, the ideals were rated as more secure than perceptions of the partner. We also found that perceptions of the partner's attachment were predicted by how the perceiver saw himself or herself and the partner's self-rated attachment. However, the perceiver's ideal mediated the relation between self-ratings and perceptions of the partner. The data also indicated that individuals' perceptions of their partners included aspects of both accuracy and projection. Finally, similarity between perceptions of the partner and the ideal partner avoidance predicted relationship quality (satisfaction, trust, perceived partner supportiveness, and feeling understood and validated) even when controlling for self-actual partner similarity and self-perceived partner similarity.

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THE IMPACT OF DIVORCE MEDIATION ON DOMESTIC VIOLENCE

Noreen Stuckless, York University, Dept. of Psychology; Desmond Ellis, York University; Leslie Freedman, York University

Domestic violence is a serious personal and social problem that can lead to the dissolution of a marital relationship. However, the decision to separate often is not sufficient by itself to stop the abuse. As well, there are numerous other issues that must be resolved including child custody, child support, spousal support and property division, before a mutually agreed separation can be finalized. Many couples choose mediation as a means of resolving these conflicts. In an urban mediation centre, two semi-structured interviews, one at the beginning of mediation and one, four-month post mediation, were conducted by mediators with 37 female partners all of whom had children. Paired t-test analysis indicated a significant decrease post mediation in physical violence, $t(14) = 2.103$, $p < .05$, and similarly, a significant decrease in emotional violence, $t(16) = 4.67$, $p < .000$. Seventy-three percent of the respondents said that settlement was reached with their ex-partners with 51.4% reporting that all issues were settled and 13.5 % indicating that some issues were settled.There will be further discussion including participants' qualitative responses.

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AN INTRAINDIVIDUAL EXAMINATION OF FIRST-YEAR UNIVERSITY STUDENTS' DAILY PERCEPTIONS OF CONTROL

Robert H. Stupnisky, Université Laval; Raymond P. Perry, University of Manitoba; Nathan C. Hall, University of Maryland at College Park; Frederic Guay, Université Laval

The present study evaluated the mean level and stability over time in academic perceptions of control (PC; an individual's perceived capacity to influence and predict events in their environment). Intraindividual stability (within-subject fluctuations) in perceived control was assessed daily over a two-week period among 80 first-year university students. Longitudinal CFAs and autoregressive SEMs demonstrated significant PC variability after accounting for measurement error and construct invariance. Unstable PC was more common among younger students and those with lower PC levels. Multiple regressions controlling for PC level showed greater PC instability to predict more negative emotions, greater stress, and poorer course grades. Several PC level by instability interactions indicated that high / stable PC students experienced optimal levels on cognitive, emotional, and achievement outcomes, whereas low / stable PC students showed the poorest levels on these measures. High / unstable PC students were found to be at risk of detrimental outcomes (i.e., fragile PC); alternatively, low / unstable PC students were experiencing more beneficial outcomes than their low-stable PC counterparts. The importance of evaluating both PC level and stability, and the identification of at-risk students on the basis of PC stability assessments is discussed.

#60
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE EFFECT OF VIEWING MOVIE VIOLENCE WITH THE COMMENTARY ON AGGRESSIVE ATTITUDES

Wai Yen Tang, Concordia University; Christopher P. Barlett, Iowa State University; Douglas A. Gentile, Iowa State University

Approaches to attenuate media violence effects on aggression range from parental engagement in children's movie viewing to fostering media literacy, the ability to critically analyze and evaluate media content. The director's commentary, a recent media feature found in DVD movies, provides an informative analysis on the narration and filming process of a movie. Whether viewing a violent movie with the commentary affects viewers' aggression remains uncertain. We predict a negative correlation between the amount of time viewing violent movie commentary and positive attitudes towards violence. Participants (N = 308) rated their ten favorite movies in terms of how much violence was depicted and how often they use extra DVD features, including the commentary and then completed the Revised Attitudes towards Violence Scale. Multiple regression analyses revealed a) violent movie exposure was positively related towards positive attitudes towards violence, and b) that violent movie viewing with the commentary was

marginally positively related to attitudes towards violence even while controlling for movie violence exposure without the commentary. Overall, this suggests that movie commentary is not a sufficient method for attenuating the media violence effect, probably because the content is still violent.

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STRENGTHS ASSESSMENT INVENTORY: RELIABILITY OF A NEW MEASURE OF PSYCHOLOGICAL STRENGTHS FOR YOUTH

Missy L. Teatero, Centre of Excellence for Children and Adolescents with Special Needs, Lakehead University; Jessica L. Franks, Centre of Excellence for Children and Adolescents with Special Needs, Lakehead University; Loretta Blanchette, Centre of Excellence for Children and Adolescents with Special Needs, Lakehead University; James N.R. Brazeau, Centre of Excellence for Children and Adolescents with Special Needs, Lakehead University; Edward P. Rawana, Centre of Excellence for Children and Adolescents with Special Needs, Lakehead University; Keith Brownlee, Centre of Excellence for Children and Adolescents with Special Needs, Lakehead University

The purpose of the present study was to examine the reliability of a unique self-report measure of psychological strengths for youth, the Strengths Assessment Inventory. This instrument includes 121 items across nine core and two supplemental content scales as well as 12 empirically-derived scales. Domains assessed cover family, school, leisure, peer relationships, personality, personal care, community involvement, spiritual and cultural identity, future aspirations, work functioning, and dating. Data was collected from 572 (271 male) students in Northwestern Ontario. Cronbach's alphas for the content scales ranged from .723 to .848. One- to two-week test-retest reliability ranged from .612 to .859 (ps < .01), with the exception of a supplemental "Strengths with Dating" scale ($r = .140$, $p = .18$). Cronbach's alphas for the empirical scales ranged from .601 to .866. Test-retest reliability ranged from ranged from .471 to .853 (ps < .01). Further analyses examined the performance of the SAI by gender and grade. Overall, the SAI demonstrated adequate to good reliability for male and female students between the ages of 9 to 18. In view of the positive psychology movement, the results suggest that the SAI may be a useful measure of strengths with applications in research as well as counseling.

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THE RELATIVE ROLES OF BODY MASS INDEX AND WAIST-TO-HIP RATIO AS DETERMINANTS OF SELF-PERCEIVED ATTRACTIVENESS

Missy L. Teatero, Health, Hormones, and Behaviour Lab, Lakehead University; Dwight Mazmanian, Health, Hormones, and Behaviour Lab, Lakehead University; Kirsten A. Oinonen, Health, Hormones, and Behaviour Lab, Lakehead University

Numerous papers have documented the importance of body mass index (BMI), relative to that of waist-to-hip ratio (WHR), to people's perceptions of female attractiveness. This study, in contrast, examined the impact of these measures on women's self-perceptions, mating strategies, and relationship status. Two-hundred and forty-one women completed measures of attractiveness, mate value, gender identity, sociosexuality, and relationship interest three times. Female researchers took several anthropometric measurements of each participant. The mean BMI and WHR were 25.17 and 0.77. Regression and discriminant function analyses revealed that BMI was the sole predictor of (a) attractiveness ratings, (b) mate value ratings, and (c) relationship status. Masculinity, femininity, and sociosexuality were not predicted by either BMI or WHR Exploratory analyses revealed that that (a) mate value and relationship status were best predicted by weight (positive), (b) attractiveness was best predicted by hip size (negative), and (c) masculinity and interest in a short-term relationship were best predicted by waist size (positive). This study is among the first to suggest that BMI is more important to women's self-rated attractiveness than WHR. However, individual anthropometric variables may also contribute to self- and other-evaluations.

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MEN'S SOCIOSEXUALITY AND PARTNER PREFERENCES ARE RELATED TO SELF-PERCEIVED MASCULINITY AND FEMININITY

Missy L. Teatero, Health, Hormones, and Behaviour Lab, Lakehead University; Dwight Mazmanian, Health, Hormones, and Behaviour Lab, Lakehead University; Kirsten A. Oinonen, Health, Hormones, and Behaviour Lab, Lakehead University

Sex differences in mating strategies have been studied at length, but recent research suggests that there is more within- than between-sex variation. Variance in relationship preferences, strategic pluralism, may be partly attributable to gender identity. The present study examined the relationships between men's self-perceived masculinity and femininity, and their sociosexuality and mate selection criteria. As part of a larger project, 60 male university students completed a questionnaire three times, providing aggregated scores. As expected, masculinity and femininity were inversely related. Men who rated themselves as more masculine, and less feminine, tended to be more sociosexually unrestrictive. Masculinity and unrestricted sociosexuality were positively, while femininity was negatively, associated with the importance placed on attributes such as sex appeal and attractiveness in a short-term partner. In the context of a long-term relationship, faithfulness was rated more important as masculinity increased and femininity decreased. The findings suggest that men's mating strategies and partner preferences are related to gender identity, though to a lesser extent than has been reported for women (see Teatero, Mazmanian, & Oinonen, 2009). Interestingly, masculinity accounted for more variance in sociosexuality than sex when the male and female samples were combined.

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SEX AND GENDER IDENTITY DIFFERENCES IN MULTIDIMENSIONAL JEALOUSY

Missy L. Teatero, Lakehead University; Dwight Mazmanian, Health, Hormones, and Behaviour Lab, Lakehead University; Kirsten A. Oinonen, Health, Hormones, and Behaviour Lab, Lakehead University

Research has consistently shown that men are more upset by sexual infidelity in comparison to women, who are more jealous of emotional infidelity. The purpose of the present study was to examine sex and gender identity differences in general types of romantic, and potentially pathological, jealousy. Three hundred and two (61 male) university students completed the Multidimensional Jealousy Scale and a measure of gender identity three times over one month, providing aggregated scores. Results showed that women reported significantly more emotional and behavioural jealousy than men, whilst there was no sex difference in cognitive jealousy. In addition, women and men who rated themselves as more feminine and less masculine reported higher levels of emotional and behavioural jealousy. Supplementary stepwise regression analyses indicated that gender identity explained more variance in jealousy than sex. Overall, the results suggest that there are substantial between- and within-sex differences such that high femininity (and low masculinity) is associated with two of three categories of romantic jealousy. Given that jealousy is often viewed as a tactic of partner retention, this study supports the strategic pluralism model of mating. Future research should examine the role of gender identity in men and women's responses to sexual and emotional infidelity.

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RELATIVE AUTONOMY, THE TRIANGLE MODEL OF RESPONSIBILITY, AND PERSONAL GOAL FAILURE: DOES HIGH RELATIVE AUTONOMY LEAD TO SELECTIVE EXCUSE-MAKING?

Tara M. Thacher, University of Manitoba; Daniel S. Bailis, University of Manitoba; Gerald Sande, University of Manitoba; Dean Kriellaars, University of Manitoba

Internally regulated and value-consistent goals are autonomous. According to the triangle model of responsibility, prescription-identity excuses deny the personal relevance of goals. Identity-event excuses argue for a lack of personal control of the circumstances. Prescription-event excuses blame unclear procedures. This study is part of a series, which examined little-studied relationships between relative autonomy and excuse-making for personal goal failures. 81 participants received 1 of 4 more or less autonomous primes, remembered a personal exercise goal failure, and responded to excuses. Participants who valued exercise completed measures of responsibility taking, commitment to exercise, and returned 1-week later to report physical activity during the preceding week. All participants engaged in similar amounts excuse-making, a finding contrary to what self-determination theory predicts. Only endorsement of the prescription-identity excuse was lower for the most autonomous prime group. For this group, prescription-identity excuses related to lowered commitment, but identity-event excuses reduced responsibility without harming commitment. The results of this study suggest that relative autonomy causes a selective form of defensiveness, spurring individuals to avoid commitment-reducing excuses while adopting those that reduce responsibility, but leave commitment unharmed.

#66
Social and Personality Psychology / Psychologie sociale et de la personnalité

GRADING, ACADEMIC ORIENTATION, AND ASSOCIATED PERSONALITY CHARACTERISTICS: THE EMERGING NORTH AMERICAN STUDENT?

Gregory K. Tippin, University of Windsor; Kathryn D. Lafreniere, University of Windsor; Stewart Page, University of Windso

Research has suggested that students possess an exaggerated perception of the importance of effort in academic grading. When undergraduate student participants (/ N / = 120) assigned a grade to a hypothetical scenario that varied in its depiction of student effort and performance, effort was heavily weighed in comparison to actual performance. Participants expressed doubt in professors' competence and fairness when grading in situations of conflicting effort and performance (e.g., the inability to assess high effort when performance is low) demonstrating a real desire for effort consideration when assigning grades and giving it weight comparable to actual performance. To examine personality predictors of his mentality, participants completed a measure of academic orientation (LOGO-II; Eison, Pollio, & Milton, 1986), as a measure of learning and grade orientation, and a brief measure of the "big five" personality traits (BFI-10; Rammstedt & John, 2007). Conscientiousness, openness, and age were found to be significant positive predictors of a learning orientation. Inversely, students high in grade orientation were younger and characterized by lower conscientiousness and openness, and higher levels of neuroticism. An emerging North American student mentality is discussed, where grade-oriented students perceive professors as grading unfairly by not adequately accounting for effort.

#67
Social and Personality Psychology / Psychologie sociale et de la personnalité

COMPARING MEASURES OF THE SELF AND OF PERSONALITY

John Tivendell, Université de Moncton

Personality has a long history, from Galton's lexicographic hypothesis, through the years following Michel's work and on to the"five factor" measures of today. Similarly the self has a parallel history, from the ideas of James and Cooley and on to its various measures that we find today. The current research aimes to comparing measures from both literatures. In brief 179 french language participants from a general population of adult employees completed a version of Goldberg's Five Factor model. They also com-

pleted three measures of the self: an adaptation of Marsh's self-description questionnaire as a measure self-concept, a classic measure of self esteem (Rosenberg, 1965) and an adaptation of Bandura's measure of self-efficacy (Brideau-Hachey, 2006). Finally the participants also completed an adaptation of Cheek & Tropp's (2002) AIQIV, as a measure of social identity. The measure of personality and the three part taxonomy of the self are first compared to each other to explore points where these concepts might overlap, and then compared in terms of their "explanations" of the third variable, social identity. The methodological and psychometric limits of our research are underlined and, the results are discussed in terms of our next research project and their potential usefulness to industrial and organisational psychology and other applied social psychology research.

#68
Social and Personality Psychology / Psychologie sociale et de la personnalité

MINDFULNESS MEASURES AND THE FIVE FACTOR MODEL OF PERSONALITY

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

Empirical similarities and differences between two influential measures of mindfulness, the Toronto Mindfulness Scale (TMS) and the Mindful Attention and Awareness scale (MAAS) were evaluated from the perspective of the Five Factor model of personality. Based on similar conceptions of mindfulness (i.e., as open, receptive, present-moment attention and awareness) the TMS mainly taps the awareness, and the MAAS the attention, components of that definition. Despite their similar origins, the two show near zero correlations with each other and both correlate surprisingly weakly with openness to experience, especially MAAS. To clarify these relations, we modified the TMS from state to trait wordings, and included the trait version (TMS-t) and the MAAS in consecutive annual mass testings in which a wide array of openness-related measures were included. In both samples, openness, empathy, reflection, mindful meditation experience and interest, and career interest in psychology, art, or science was very strongly associated with TMS-t, but unrelated to MAAS, and conscientiousness, self-control, and emotional stability was strongly associated with MAAS but unrelated to TMS-t. In both samples, TMS-t and empathy correlated negatively with MAAS, and, as expected, TMS-t correlated so highly with measures of self-reflection and metamindfulness it was nearly indistinguishable from them.

#69
Social and Personality Psychology / Psychologie sociale et de la personnalité

VERTICAL AND HORIZONTAL SPIRITUALITY AND THE SDT CIRCUMPLEX MODEL OF GOALS

Paul Trapnell, University of Winnipeg; Del Paulhus, University of British Columbia

Grouzet et al. (2005) reported a circumplex structure for 11 life goal scales in data from 15 cultures that supported structural hypotheses derived from self-determination theory (SDT). Although cross-culturally generalizable, their results may be limited to the authors' SDT guided selection of life goals, and on their conception of spiritual goals. We tested the generality of the Grouzet et al. goal circumplex in a wider sampling of life goals that included their 11 clusters, additional SDT relevant goal clusters identified by other investigators (e.g., Roberts & Robins, 2000; Schwartz, 1992) and clusters that Grouzet et al. suggested be evaluated in future tests of their circumplex model (e.g., aesthetics). A distinction between vertical and horizontal spiritual goals is introduced and its relevance to the SDT goals circumplex evaluated. The SDT circumplex was not replicated. Vertical and horizontal spiritual goals were associated with vertical and horizontal communion factors, respectively . Circumplex representations of goals closely resembled that of values. Varimax rotated solutions closely corresponded between goals data and values data: two-factor solutions recovered agency and communion superfactors. Three-factor solutions added to them an openness factor. Four-factor solutions corresponded closely to Schwartz' (2001) value quadrants.

#70
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE EFFECTS OF UNDERGRADUATE STUDENT META-PERCEPTIONS OF PROFESSORS ON STUDENT MOTIVATION AND PERFORMANCE

Mary G. Turri, University of Calgary; John H. Ellard, University of Calgary

Recent research examining Canadian post-secondary students' academic performance and approach to learning (Côté & Allahar, 2007) suggests students have become less motivated, and are focused too narrowly on grades. The reported research investigated the role of professors' views about students in this phenomenon and specifically whether there is a relationship between students' perceptions of their professor's perceptions of them (meta-perceptions), and the effect these may have on student performance (GPA, academic motivation, etc.). We hypothesized that students' motivation to excel would be linked to their understanding of how professors perceive them, providing an indirect means of studying the role of professors on student performance. To this end, undergraduate students participating for course credit completed measures of their attitudes about professors generally followed by questions focused on their next class: attitudes about the professor, meta-perceptions, perceptions of teaching behaviours, and a course evaluation. Students then reported their course behavior, extrinsic motivation, GPA, and course success. Findings generally support the conclusion that both student attitudes about professors and their professor meta-perceptions are linked to performance and motivation. Effects of factors moderating this relationship are also discussed.

#71
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE HURT-BLINDNESS EFFECT: EVIDENCE FROM A SCENARIO STUDY

Jennifer Walker, University of Guelph; Ian R. Newby-Clark, University of Guelph; Gillian McFadden, University of Guelph

Given the ubiquity of the self / other discrepancy in social judgement (Pronin, 2007), we hypothesized that people are often unaware of the hurt feelings they cause in others. Participants (N = 120) read one of four scenarios written in the second person. Participants were randomly assigned to be either Sources or Targets. Half of the Sources read that they ostracized a friend and the other half of the Sources read that they accepted a friend. Similarly, half of the Targets read that they were ostracized by a friend and the other half read that they were accepted by a friend. Sources predicted the hurt feelings of the ostracized / accepted person and Targets reported their hurt feelings (items were: hurt, wounded, crushed; alpha = .86). There was a significant Role (Source vs. Target) X Behaviour (Ostracized vs. Accepted) interaction, $F(1, 115) = 5.11$, $p < .05$. Simple effects analyses revealed that, as hypothesized, Targets' hurt feelings were dramatically higher when ostracized (versus accepted), $F(1, 115) = 26.48$, $p < .001$, whereas Sources' predictions of hurt feelings were not reliably different between conditions, $F(1, 115) = 3.46$, ns. Moreover, in the ostracism condition, Sources' predictions of hurt feelings were lower than the hurt feelings reported by Targets, $F(1, 115) = 3.72$, $p = .056$. There was no such discrepancy in the accepted condition, $F(1, 115) = 2.09$, ns.

#72
Social and Personality Psychology / Psychologie sociale et de la personnalité

COMPASSIONATE LOVE AND IMPLICIT AND EXPLICIT PREJUDICE TOWARDS IMMIGRANTS

Wan Wang, University of Winnipeg; Lisa Sinclair, University of Winnipeg; Beverley A. Fehr, University of Winnipeg

Are people high in compassionate love less likely to express prejudicial attitudes towards outgroup members? Compassionate love involves a giving of self for the good of the other (Fehr, Sprecher, & Underwood, 2009). Theoretically, the expression of compassionate love involves valuing others at a fundamental level suggesting that compassionate love should be related to prejudicial attitudes. To test this idea, in Study 1, we had participants complete an individual difference measure of compassionate love and an explicit measure of prejudice towards immigrants. Indeed, people higher in compassionate love showed less explicit prejudice towards immigrants. In Study 2, we are examining whether this relationship will also hold for implicit attitudes. Implications for prejudice reduction will be discussed.

#73
Social and Personality Psychology / Psychologie sociale et de la personnalité

MATERIALISM AND THE SELF

David C. Watson, Grant Macewan University

Materialism is when it is important to acquire and possess material goods or status. This tendency is of consequence to the self as materialism has been related to low subjective well-being in numerous studies. However, the relationship between materialism and concepts surrounding the self has not been explored in the literature. Therefore, the role of several self-related concepts was investigated in relationship to materialism. Specifically, the role of self concept clarity, self-efficacy, locus of control, self-monitoring and materialism was examined using self report measures with a sample of 243 university students. Using a set of structural equation models, the complex relationship between materialism and the self was examined. Self-concept clarity and self-efficacy were negatively related to locus of control and self-monitoring. These variables had a positive relationship to materialism. The resulting final model is that high-self monitoring and control locus from powerful others and chance factors, mediate the relationship between self-clarity / efficacy and materialism.

#74
Social and Personality Psychology / Psychologie sociale et de la personnalité

PSYCHOSOCIAL FACTORS OF VIDEO GAME ADDICTION

Ulric C. Wong, University of Calgary

The Dislocation Theory of Addiction asserts that psychosocial integration is essential to well-being. Addiction is a response to a lack of psychosocial integration. In this study, the Dislocation Theory's assertions were tested through an online survey of 317 video game players. A lack of psychosocial integration, as measured by social connectedness, was found to be a significant predictor of addictive video game play but not engagement with video games. A deficit in well-being, as measured by depression and anxiety, was confirmed to be a significant mediator through which a lack of psychosocial integration affects addictive video game play. These results were interpreted as evidence supporting the relationship between a lack of psychosocial integration and addictive behaviour predicted by the Dislocation Theory. Furthermore, this suggests that the motivation for addictive video game play is similar to the motivation to relieve a dysphoric mood seen in Pathological Gambling.

#75
Social and Personality Psychology / Psychologie sociale et de la personnalité

THE EFFECTS OF TWO EMOTION REGULATION STRATEGIES ON SELF CONTROL STRENGTH

Sarah Yachison, University of Winnipeg

The study investigated the strength model of self control and the depleting effects of two emotion regulation strategies on limited self control strength. Sixty undergraduate students watched an emotion eliciting film, followed by a task of thought suppression.

Participants, who regulated their emotions while watching the film, demonstrated more failures of thought suppression, compared to controls. The greater number of failures was attributed to a depletion in self control strength. Specifically, the strength, that was needed to control one's thoughts, had already been consumed, in order to control one's emotions. Furthermore, participants who used expressive suppression to regulate their emotions demonstrated more failures of thought suppression, compared to those who used cognitive reappraisal. Altogether, the findings support the strength model and suggest that cognitive reappraisal is a more effective way to regulate emotions because it requires and consumes less self control strength and results in fewer failures of self control on subsequent tasks.

2010-06-04 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – CAMPAIGN A

Workshop / Atelier
Rural and Northern Psychology / Psychologie des communautés rurales et nordiques

A MODEL FOR DEVELOPING INTERPROFESSIONAL PRIMARY CARE CAPACITY IN MANAGING CHRONIC DISORDERS: A DEMONSTRATION OF THE EATING DISORDER INTERPROFESSIONAL COMMUNITY CAPACITY BUILDING PROGRAM MODEL AND PILOT RESULTS

Olga Heath, Memorial University; Tanis Adey, Memorial University; Anna Dominic, Memorial University; Susan Pardy, Eastern Health; Pamela Button, Memorial University; Denise English, Centre for Nursing Studies; Joanne Simms, Eastern Health; Pamela Ward, Centre for Nursing Studies; Ashley Walsh, Eastern Health; Natalie Beausoleil, Memorial University

There are numerous conditions which have both physical and psychological components (e.g. PTSD, diabetes, obesity, eating disorders) complex enough to pose significant challenges especially to rural primary care professionals including psychologists. Professionals in rural areas don't have easy access to education, specialist consultation or referral. With appropriate instruction and support from specialists and a local interprofessional network, generalists could confidently manage these patients. This workshop presents a model for educating and supporting professionals in rural areas to increase knowledge, confidence and interprofessional collaboration in the management of eating disorders across the continuum of care from prevention to follow-up after specialized care. An interprofessional team demonstrates the multimedia education and support program developed in consultation with consumers and families to build interprofessional capacity in non-specialized professionals to manage eating disorders especially in rural areas. The success of the model with particular reference to the development of local "champions" in the rural pilot study is highlighted. The potential for applying this model to other complicated and chronic disorders such as PTSD is explored and workshop participants are encouraged to brainstorm potential uses for the model in their communities.

2010-06-04 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – CAMPAIGN B

Workshop / Atelier
Teaching of Psychology / Enseignement de la psychologie

CAPSI: A TOOL FOR TEACHING, TRAINING, AND THERAPY

Joseph J. Pear, University of Manitoba; Louis Svenningsen, University of Winnipeg; Heather D. Simister, University of Manitoba

This workshop introduces attendees to CAPSI, a Web-based program that was initially developed for university teaching and has been extended to staff training and computer-mediated behaviour therapy. Skills that will be acquired from this workshop on the use of CAPSI for teaching at the undergraduate and graduate levels, training staff, or conducting behaviour therapy include being able to: add content to the program, use the questioning features of the program, and navigate the program to monitor and provide effective feedback contingent on student / staff / client performance. Participants will also learn: how to use and monitor the peer-review and computer-feedback features of the program, how to use the program to teach at all six levels of Bloom's Taxonomy, and how to use the program for conducting research in teaching, training, or therapy. CAPSI allows students, staff, or clients to progress at their own pace from easier to more difficult material or exercises, and from lower- to higher-order thinking assignments. They proceed through successive units of material responding in two formats - essay or short answer - receiving feedback from either the instructor / trainer / therapist, from mentors, from peers, or even from the computer itself. The instructor / trainer / therapist oversees all interactions through the system and provides instruction and feedback as appropriate.

2010-06-04 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – KILDONAN

Symposium / Symposium

THE FUTURE OF DIAGNOSIS: A DISCUSSION OF THE DRAFT CRITERIA FOR DSM-5

Martin Antony, Ryerson University; Patrick Baillie, Albert Health Services, Peter Bieling, St. Joseph's Healthcare Hamilton; David Hodgins, University of Calgary

The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) is scheduled to be published in May 2013. On February 10, 2010, the American Psychiatric Association announced draft diagnostic criteria for DSM-5 (http: / / www.dsm5.org), followed by a period (through April 20, 2010) during which the public was invited to comment. Although the draft criteria are likely to change between now and the publication of DSM-5, many of the proposed changes are expected to end up in the final version of the manual. This symposium will review the draft criteria for four proposed sections of DSM-5: (1) Anxiety and Obsessive-Compulsive Spectrum Disorders (Dr. Antony), (2) Personality and Personality Disorders (Dr. Baillie), (3)

Mood Disorders (Dr. Bieling), and (4) Addiction and Related Disorders (Dr. Hodgins). In addition to discussing the major changes planned for these areas, presenters will review the basis for these changes, and will evaluate the relative advantages and disadvantages of the proposed revisions.

2010-06-04 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – ALBERT

Workshop / Atelier
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

THE ART AND SCIENCE OF EMPLOYEE SURVEYS
Peter A. Hausdorf, University Of Guelph

Employee survey use is ubiquitous in organizations. These surveys allow researchers and organizations to collect data on many employee issues, such as: general attitudes (e.g., engagement, commitment, motivation), specific attitudes (e.g., job satisfaction, supervisor satisfaction), organizational climate, change readiness, and employee needs (Dunnington, 1993; Kraut, 1996). Despite the prevalence of this tool for diagnosing organizations, its effectiveness can vary considerably. This workshop will cover the critical issues in the effective design, administration, reporting and interpreting of employee survey programs. These topics will be discussed in the context of using employee survey results to facilitate change in organizations. Best practices in employee surveys from both the research and practice literatures will be discussed. This workshop will be helpful for both researchers and practitioners who are interested in using employee surveys effectively.

2010-06-04 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – VICTORIA

Workshop / Atelier
Clinical Psychology / Psychologie clinique

NEW PSYCHOSOCIAL INTERVENTIONS FOR ADHD DEVELOPED AT MANITOBA'S ADHD SERVICE
Michelle Warren, Manitoba Adolescent Treatment Centre; Patricia Kovnats, Manitoba Adolescent Treatment Centre; Lori White, Manitoba Adolescent Treatment Centre; Denise Gunter, Manitoba Adolescent Treatment Centre; Melissa Ancelin, Manitoba Adolescent Treatment Centre

A new service committed to meeting the needs of Manitoba's children with ADHD opened in November 2007. In addition to medication, our program emphasizes the importance of psychosocial interventions for ADHD given the accumulating evidence that they are more important for maximizing children's functioning than once thought (Antshel & Barkley, 2008). Initially the focus of our service was on the assessment and treatment of younger clientele. Two established interventions How Does Your Engine Run (Williams & Shellenberger, 1996) and the Friends for Life program (Barrett, 2004) were adapted for use with our population. The parenting program Triple P (Sanders et al., 2000) was also used in its original format. Later we developed our own yoga-based program, organization skills group, and girls group. In June 2008 we expanded our mandate to include services for adolescents. A group-based parenting program for the parents of teens with ADHD, and particularly those with co-morbid ODD, was clearly needed but none was readily available. We chose to develop a group therapy program built around Barkley and Robin's (2008) self-help book Your Defiant Teen. Preliminary data about its effectiveness will be described, as will the adaptations we found necessary in order to provide all of the aforementioned psychosocial interventions to children and adolescents with ADHD.

2010-06-04 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – COLBOURNE

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

ENVISIONING THE FUTURE OF PSYCHOLOGY
Thomas Teo, York University

Psychology has changed in the last century with, arguably, the most significant changes in the past few decades. From a critical perspective these changes are not necessarily perceived as progress. The transformations to the conceptualizations of the subject matter of psychology show a tendency to abandon the original topic of psychology, the psyche. There exists a continuous commitment to an empirical-statistical methodology in the discipline, which often has primacy over substantial and ontological questions as well as ethical-political considerations regarding the psyche. As such, one could feel pessimistic about the future of psychology as a meaningful science. However, as historians and theoreticians of psychology, we think that we may have an informed understanding of the trajectory of psychology that not only includes scenarios of concern but also optimism, at least when it comes to the near future of psychology. In this symposium, descriptive, predictive, and normative ideas regarding the future of psychology are discussed. They range and include the future of psychology as fragmented, specialized, pluralistic or unified; the role of outsider approaches, including psychoanalysis and critical psychology in the outlook of the discipline; and the opportunity for reflection and emancipatory practice and engagement.

A **PSYCHOLOGY'S FUTURE AS A PLURALISTIC DISCIPLINE**

William E. Smythe, University of Regina

Disciplinary psychology has lacked a unified conception of its subject matter from the outset, given the diversity among its founding traditions and its historical tendency to fragment into an ever-increasing number of competing schools and research communities. Lacking a coherent theoretical conception of its subject matter, psychology has for nearly a century embraced an alternative, methodological unity based on neo-positivist ideology and statistical techniques. Today, even this loose methodological unity is being challenged by the introduction of qualitative and interpretive methods and the growing influence of other disciplinary perspectives. The resulting "crisis of fragmentation" has led to various responses, from efforts to return to psychology's original subject matter of psyche or agentic personhood, to the suggestion that psychology's fragmented status is somehow inevitable and irreparable. The pluralist alternative seeks a middle course between these two extremes of unification and fragmentation, by encouraging dialogical engagement among psychology's diverse and often incompatible research traditions. Drawing upon recent theoretical work on pluralism in psychology, I will make a case for psychology's future as a pluralistic, dialogically interactive discipline.

B **THE FUTURE OF PSYCHOLOGY'S THEORETICAL-PHILOSOPHICAL FOUNDATION?**

Jason R. Goertzen, University of Alberta, Augustana Campus

Mainstream psychology's theoretical-philosophical foundation has been expounded as a blend of logical positivism and naïve empiricism. Upon this foundation, null hypothesis significance testing (NHST) has served, for decades, as the predominant methodological orientation. In addition, psychology has been continuously preoccupied with presenting itself as a science, based largely on a conception of science that is outmoded from the perspective of contemporary philosophy of science. However, this theoretical-philosophical foundation has also been the subject of extensive criticism. For example, NHST has been the subject of ongoing debate, and psychology's positivist-empiricist orientation has invoked a number of important criticisms, which have led to the development of alternative theoretical-philosophical foundations. In particular, psychology has witnessed the rise of qualitative-methodological perspectives. Unfortunately, important theoretical-philosophical fault lines have served to generate significant friction within the discipline, which indicates that the future of psychology may involve a series of ruptures at the practical-institutional level, but stemming from the, often unexamined, theoretical-philosophical level. Intercontextualism is briefly introduced as an alternative framework that may alleviate psychology's fragmentation.

C **IS THERE A FUTURE FOR CRITICAL PSYCHOLOGY?**

Thomas Teo, York University

In the 1960s the philosopher Jürgen Habermas articulated the relationship between knowledge and interest and identified critical social sciences as one central form of science. A long tradition applied critical thinking to psychology, especially as developed in various strands of critical psychology around the globe. First, I analyze the development of mainstream psychology, which is understood, in a metaphorical way, as displaying moments of borderline personality disorder; I show that recent developments in psychology are endangering the original subject mater of psychology. Second, I reconstruct the development of critical psychology that has provided therapeutic tools by advancing theories, concepts, and methods for a critical self-reflection of the discipline. Third, based on a lack of interaction between the mainstream and its critics, I explore a futuristic scenario, in which the mainstream is not interested anymore in any critical self-reflection and rather remains "neurotic," preferring broad ignorance about the assumptions of psychology. Yet, working without a "patient" also has consequences for the future of critical psychology and raises concerns of legitimacy. Issues regarding the value of critical-theoretical and critical-practical renewals that do justice to the changing and social and disciplinary realities on national and international levels are discussed.

D **CULTURES OF PSYCHOANALYSIS**

Angelina Baydala, University of Regina

The question of whether psychoanalysis is a psychological treatment or a method of critical inquiry has been much debated. Psychoanalysis has been received differently and developed uniquely within diverse cultures. First gaining exposure internationally as part of imperialism, it was not always well received, making universalistic claims and acknowledging cultural differences as inferior or deviant. Nevertheless, cultures of psychoanalysis have developed in distinct geopolitical areas with their own unique understandings and applications: heralded as a medical treatment, blended with religious understandings, taken up as a liberating discourse within oppressive political regimes, or developed as a form of popular culture. In this paper, I will review how psychoanalysis historically has been received in particular geographical areas. The selection is based on the presence of published reports. Then I will consider the possible future of psychoanalysis within the context of US and Canadian Psychology.

E **DISCUSSANT**

Frances Cherry, Carleton University

Discussion of "Envisioning the Future of Psychology"

2010-06-04 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – MEETING ROOM 5

Workshop / Atelier
Students in Psychology / Étudiants en psychologie

CLINICAL OR COUNSELLING PSYCHOLOGY – WHICH PROGRAM IS FOR ME?
Anne C. Wagner, Ryerson University; Lara E. Cross, University of New Brunswick

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 has recently defined its unique image within the Canadian Psychological Association (CPA) and Canadian psychology (Lalande, V., et al. (2008; adopted June 11, 2009). Counselling Psychology in a Canadian Context). With these newly defined parameters, and the marked difference in numbers of applications to clinical versus counselling graduate programs (CPA Graduate Guide 2008-2009), 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 a clinical psychology Doctoral student and a counselling psychology Master's student 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.

2010-06-04 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – CABINET

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

ENVIRONMENTAL PSYCHOLOGY / PSYCHOLOGIE DE L'ENVIRONNEMENT
Jennifer A. Veitch, NRC Institute for Research in Construction

2010-06-04 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – TALBOT

Committee Business Meeting / Réunion d'affaires

EDUCATION & TRAINING COMMITTEE BUSINESS MEETING
Peter Bieling; E. Sandra Byers; Deborah Dobson; Michel Dugas; Jacqueline Goodwin; Tina Montreuil; Randy Paterson; John Walker; Laurene Wilson; Nicola Wright

2010-06-04 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – WESTMINSTER

MOVED TO THURSDAY – 1:00 TO 1:55 PM – STRATHCONA / CHANGÉ À JEUDI – 13 H 00 À 13 H 55 – STRATHCONA

Committee Business Meeting / Réunion d'affaires

TASK FORCE ON SUPPLY AND DEMAND FOR PYSCHOLOGISTS BUSINESS MEETING
Catherine Lee; Elizabeth Church,

2010-06-04 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – MILLENNIUM SUITE

Keynote (Section) / Conférencière de la section
Women and Psychology / Femmes et psychologie
SECTION PROGRAM / PROGRAMME DE LA SECTION

CULTURE IN PSYCHOTHERAPY: A PERSPECTIVE FROM A MULTICULTURAL THERAPIST
Shaké G. Toukmanian, York University

In recent years, a staggering number of publications have emerged on multiculturalism and diversity within the context of counselling and psychotherapy. The focus of much of this literature is on problems arising from discrepancies in culture-specific values between the client and therapist and from factors in the structure of Western-style psychotherapies that are seen as barriers to the effective treatment of culturally, racially, and ethnically different clients. Although rich in detail and informative in many ways, this literature offers relatively little that speaks directly to the actual practice of cross-cultural psychotherapy, especially with regard to the subtleties of cultural expressions that increase the complexity of the dynamic interplay between client and therapist in therapeutic transactions. In this presentation, I describe an experiential model of cross-cultural psychotherapy that draws on my own background, as both an insider and outsider of the Western culture, and then discuss the implications of this approach for cross-cultural psychotherapy research and training.

2010-06-04 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – MEETING ROOM 2E

Symposium / Symposium

EXTREMISM AND TERRORISM / EXTRÉMISME ET TERRORISME
UNDERSTANDING TERRORISM
Wagdy Loza, Kingston Penitentiary (Ret.)

International terrorism has drastically impacted countries, organizations (e.g., airlines), and individuals (travelers) go about their daily lives. This symposium will provide a sense on how terrorism impacts Canada within the global context, concrete steps taken to safeguard Canadians, and a proposal for understanding terrorism with possible ramifications for addressing it.

A **UNDERSTANDING TERRORISM THROUGH AGGRESSION THEORY AND ORGANIZATIONAL HIERARCHIES**
David Nussbaum, University of Toronto Scarborough & Forensic Program

Religious inspired terrorism is a growing concern to the free world including Canada. External and internal terrorism raise concerns for public safety and preservation of the traditional liberal Western way of life. Western society affords the opportunity for benefiting from modernization and change should immigrants to Canada and other Western countries from undemocratic theocracies freely choose that path. Diverse approaches have been developed by psychologists and others to help comprehend and counter the threat of religiously inspired terrorism from both foreign and domestic sources. These include focus on an appreciation of radical ideology (Loza, 2009), perceptions of cultural and developmental deprivation, personality characteristics (notably psychopathy), and structural organizations. Building on Moghaddam's (2005) "Staircase Theory", and Loza (2009), this talk will combine a hierarchical organizational analysis of terrorist organizations with an aggression typology (Nussbaum, Saint-Cyr & Bell, 1997) to demonstrate how motivation for terrorist violence differs at succeeding levels of organization. Implications for addressing terrorism at levels ranging from the ideological visionaries to the suicide bombers will be described.

B **IS THERE A TERRORIST THREAT IN CANADA?**
Anna Gray, DG Strategic Integration & Program Support, RCMP National Security Criminal Investigations

Canada has had a history of individuals and communities that have radicalized to the point of violence, up to and including terrorism. Given the multicultural composition of Canadian society, it is not surprising that radicalization has been observed across a wide variety of socio-economic, ethnic, religious and issue-based sectors. Issue-based refers to those types of issues tied to a specific event or series of events (e.g., Palestinian grievances, native grievances). The Canadian government, largely through CSIS and the RCMP, has learned much about the process of radicalization and has a solid understanding of the various factors in this process. Their findings are consistent with a number of similar studies carried out by both government agencies and researchers in key Western countries. Remaining gaps in knowledge include a baseline of individuals willing to use violence, tipping points, and comparative studies of radicalization across types of violence. In light of several high-profile terrorism cases, the Canadian government has begun to consider counter-radicalization programs and is engaged in gathering best practices across a range of studies, including international ones.

C **SOCIAL-COGNITIVE PROCESSES OF RADICALIZATION AND THE ECONOMIC DOWNTURN**
Lianne McLellan, Defence Research and Development Canada; Chelsea Ferriday, University of Waterloo

2010-06-04 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – KILDONAN

Symposium / Symposium **PRACTICE AND SCIENCE DIRECTORATES 411**
Karen R. Cohen; David Dozois; Jennifer Frain; John C. Service; Lorne Sexton; Lisa Votta-Bleeker

In 2009, CPA formalized its structures to support science and practice activities on behalf of the membership. In this session, we will give an overview of the CPA Science and Practice Directorates focussing on strategic directions, recent accomplishments, current initiatives and future directions. We will also welcome feedback and suggestions from participants about how CPA can best meet the science and practice needs of Canadian psychology.

2010-06-04 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – CABINET

Section Business Meeting / Réunion d'affaires des sections **BRAIN AND BEHAVIOUR / CERVEAU ET COMPORTEMENT**
Robert St John, Department of Psychology

SECTION PROGRAM / PROGRAMME DE LA SECTION

The section currently has approximately 50 non-student and 20 student members, indicating a slow but steady revival from the low numbers from past years. A dozen abstracts were submitted to the section for review for the 2010 conference. This continuing low number likely reflects a somewhat limited interest in using the CPA conference as a major way of disseminating new research in the field of Brain and Behaviour in Canada. It is hoped that continued co-operation and dialogue between CPA and the Canadian

Society for Brain Behaviour and Cognitive Science will encourage cross attendance at the meetings. This may encourage interest in the Brain & Behaviour section of CPA by members of the experimental psychology academic community. The section continues to strongly support the Canadian Journal of Experimental Psychology, encourages members to submit research and papers to this publication and for presentation at the annual conference. The section also supports representation from other Brain and Behaviour organisations within the umbrella organisation of CPA. The continuing possibility of merging Brain and Behaviour with other sections, resulting in the establishment of a single large section encompassing "Experimental Psychology" within the CPA, is on the agenda for the Brain and Behaviour section business meeting at the 2010 convention.

2010-06-04 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – TALBOT

MOVED TO SATURDAY – 1:00 TO 1:55 PM – CABINET / CHANGÉ À SAMEDI – 13 H 00 À 14 H 55 – CABINET

Committee Business Meeting / Réunion d'affaires — **SCIENTIFIC AFFAIRS COMMITTEE BUSINESS MEETING**
David J.A. Dozois; Kenneth Craig; Anna-Beth Doyle; Janel Gauthier; Thomas Hadjistavropoulos; Jill Jacobson; Valerie Kuhlmeier; Wolfgang Linden; Clarisa Markel; Marian M. Morry; Morris Moscovitch; Valerie Thompson; Keith Wilson

2010-06-04 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – WESTMINSTER

Committee Business Meeting / Réunion d'affaires — **MEMBERSHIP COMMITTEE BUSINESS MEETING**
Aimée M. Surprenant; Peter Bieling; Jessica J. Cameron; Christine Chambers; Amanda Lints-Martindale; Martin Provencher; Kelly Smith; William Whelton,

2010-06-04 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – MILLENNIUM SUITE

Reception / Réception — **RECEPTION AND SOCIAL HOUR**
Women and Psychology / Femmes et psychologie
Teresa A. Janz, Statistics Canada

SECTION PROGRAM / PROGRAMME DE LA SECTION

Annual SWAP Social Hour that follows our SWAP Keynote Speaker. All are welcome to attend.

2010-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CAMPAIGN A

Keynote (Section) / Conférencier de la section — **BEST PRACTICES FOR NEW PSYCHOLOGY TEACHERS**
Nicholas F. Skinner, King's University College

Students in Psychology / Étudiants en psychologie

SECTION PROGRAM / PROGRAMME DE LA SECTION

". . . but teach (them) how to tell(our) story . . . ": In Canada (and many other countries), efforts to impart pedagogy to Psychology graduate students and new faculty are at best uneven and at worst woeful. If we are to take up Sharespeare's venerable challenge in Othello (c. 1604), many of us must revolutionize our current approaches to teacher education in Psychology. Based upon nearly 40 years experience at the college lectern, in these remarks I will outline innovative strategies for fostering pedagogical expertise in neophyte teachers: determining what we want our classroom legacy to be; recognizing the centrality of liking and respect for students to teaching success; using humour in the classroom; understanding the contribution of teacher authenticity to classroom communication; mobilizing students' perceptions of teacher attitudes to increase student motivation; encouraging the necessary consonance between the motives and expectations of students and teachers; identifying the variables that enhance student course appreciation; developing functional classroom management practices; and, nurturing caring as the pre-eminent characteristic of the effective teacher.

2010-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CAMPAIGN B

Symposium / Symposium — **PRESIDENT'S NEW RESEARCHER'S AWARD SYMPOSIUM / SYMPOSIUM POUR LES RÉCIPIENDAIRES DU PRIX DU NOUVEAU CHERCHEUR**
Martin M. Antony, Ryerson University

A — **UNDERSTANDING THE UNIQUE CONTEXT OF INFANT PAIN**
Rebecca R. Pillai Riddell, York University

The caregiver-infant relationship during the first year of life is most often the primary milieu for the early acquisition of distress regulation. Moreover, unlike any other stage of the lifespan, the infant's steep developmental trajectory combined with their complete dependence on others to decipher and manage their pain necessitates the utilization of a unique paradigm not one borrowed from older child or adult models. Informed by scientific principles from psychological, biological and social domains and her burgeoning program of research involving the OUCH longitudinal cohort, Dr. Pillai Riddell will discuss a novel model for conceptualizing infant pain the DIAPR Model (The Development of Infant Actions in Pain Responding Model). Among the novel aspects that will be discussed are the differential impact of caregivers on infant pain reactivity versus pain regulation and the hierarchical contributions of both biological and social influences on the pained infant.

B **EMOTIONAL PROCESSING & POSTTRAUMATIC STRESS DISORDER**
Paul Frewen, University of Western Ontario

Individuals with posttraumatic stress disorder often exhibit myriad emotional disturbances including in terms of anger, guilt, shame, anhedonia, and emotional numbing. This presentation will overview our latest neuroimaging research into abnormal emotional processing in women with PTSD, particularly highlighting the significant roles played by altered emotional awareness, self-referential processing, and social emotions. Findings support abnormal functioning of the medial prefrontal cortex, temporal poles, insula, and amygdala during emotional awareness, self-referential processing, and social emotions in PTSD. Future research directions and clinical implications will be discussed.

C **THE 2 X 2 MODEL OF DISPOSITIONAL PERFECTIONISM: EMPIRICAL SUPPORT ACROSS LIFE DOMAINS**
Patrick Gaudreau, University of Ottawa

Perfectionism remains highly controversial with allegations regarding both its benefits (e.g., Stoeber & Otto, 2006) and costs (e.g., Blatt, 1995; Flett & Hewitt, 2006). Despite a relative consensus regarding the multidimensional nature of perfectionism, research has yet to fully investigate how the socially prescribed and self-oriented facets are organized within each individual. This presentation outlines the tenets of a new theoretical model, the 2 x 2 model of dispositional perfectionism (Gaudreau & Thompson, in press). This model posits that the within-person organization of the core facets of perfectionism - rather than the facets themselves - is the key feature needed to fully differentiate four subtypes of perfectionism (non-perfectionism, pure self-oriented perfectionism, pure socially prescribed perfectionism, and mixed perfectionism) and their respective outcomes. This overarching postulate is not entirely new in the literature on perfectionism. Yet, the 2 x 2 model proposes novel hypotheses amenable to empirical test using both variable- and person-centered approaches. This presentation will review studies supporting the 2 x 2 model of perfectionism using distinct, yet complementary, outcome variables across various life domains. Results will be discussed in light of existing theories and research to provide new insights about the adaptive versus maladaptive nature of dispositional perfectionism.

2010-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – KILDONAN

Theory Review / Examen théorique **THEORY REVIEW SESSION 'B' / SESSION EXAMEN THÉORIQUE**
Brian Chartier, Moderator

Criminal Justice / Psychologie et justice pénale; Family Psychology / Psychologie de la famille; History and Philosophy of Psychology / Histoire et philosophie de la psychologie

#1 *Criminal Justice / Psychologie et justice pénale* **HOW SHOULD WE REPORT THE ACCURACY OF RISK ASSESSMENTS FOR CRIME AND VIOLENCE?**
R. Karl Hanson, Public Safety Canada

Psychologists who present risk assessments in adversarial contexts are frequently asked to describe the accuracy and error rate associated with their opinions. Risk assessments are different from diagnoses in that the outcome of interest has not occurred, and may never occur. Consequently, traditional measures of diagnostic accuracy, such as sensitivity, specificity, and positive predictive power, do not fully capture the strengths and weaknesses of risk assessments for crime and violence. In this presentation, I will describe a range of indices that can be used to describe the "quality" of risk assessments. These indices concern a) the replicability of the risk assessment procedure (e.g., rater reliability), b) the association between the risk assessment procedure and the outcome of interest (e.g., indices of relative risk and absolute recidivism rates). Although some of these indices are commonly used (e.g., ICC for rater reliability), psychologists concerned about applied risk assessments could benefit from less familiar indices, such as the 95% confidence intervals for the average base rate estimated by random-effects meta-analysis. Some of the opinions about the quality of the assessment must be non-quantitative as they require judgements about the evidentiary base use to justify the inferences derived from the risk assessment procedure.

#2 *Family Psychology / Psychologie de la famille* **CAREER PSYCHOLOGY OF ETHIC YOUTHS: A RELATIONAL EXPLORATION**
Charles Chen, University of Toronto

As the Canadian society becomes more and more culturally diverse largely due to the steady upsurge of new and recent immigrant populations from non-Western cultures, there has been and will be an increase of young adults of visible ethic minority cultural heritage entering the work would and joining the workforce. Vocational and career psychology, therefore, is called upon to study and enhance the career and vocational wellbeing of this very important group of current and prospective Canadian workers. This presentation attempts to explore the unique career development experience of young ethnic adults. In recognizing an array of intertwined and complicated factors affecting the career wellbeing of this target group, the current presentation focuses on the relational dimension and its impact on the vocational psychology of the target population. In particular, it takes a closer look at some of the key relational and familial influences, mainly parental influences, in these young ethnic adults' life-career exploration that often goes hand-in-hand with their individual experiences and struggles in negotiating a multicultural life-career identity via their cross-cultural adjustment and transition. To integrate relevant career psychology theories and literature, potential implications for career counselling practice and career development research are discussed.

#3
History and Philosophy of Psychology / Histoire et philosophie de la psychologie

C. G. JUNG'S HERMENEUTICS
William E. Smythe, University of Regina

The popular and scholarly interest generated by the recent publication of The Jung-White Letters (Lammers, 2007) and Jung's (2009) Red Book give evidence of the continuing relevance of C. G. Jung's ideas to contemporary thought. In this context, it has become increasingly common to interpret Jung's work hermeneutically, in terms of human science traditions of inquiry; hence it is important to understand Jung's relationship to the hermeneutic tradition. A careful examination of Jung's Collected Works shows this relationship to be ambiguous. Following an early essay in which Jung characterized his method of inquiry as "hermeneutic," in contrast to Freud's more "semiotic" approach, Jung never returned to an explicitly hermeneutic conception of his method, which is thereafter described as "synthetic" or "constructive." Although well aware of human science traditions of inquiry, already well underway during his lifetime, Jung continued to hold to a natural science conception of the psychological. Thus, while hermeneutics has become central to modern understandings of Jung, it is not wholly consistent with the way that Jung understood his own work. Nonetheless, Jung's notion of archetype is rich in hermeneutic implications, when understood as a form of non-conceptual background understanding. Some implications of this hermeneutic understanding of archetypes are briefly considered.

2010-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – ALBERT

Symposium / Symposium
Perception, Learning and Cognition / Perception, apprentissage et cognition

PERCEPTION AND COGNITION: WHAT WE CAN LEARN FROM DIVERSE POPULATIONS
Alisa D. McArthur, Saint Mary's University College

Research in cognition and perception has been investigated utilizing a variety of methodologies and populations. By examining research from these different perspectives we are able to gain a better understanding of the complex nature of cognitive processes in general. The present symposium explores perceptual and cognitive processing in different populations. We will begin with a presentation by Jason Leboe and Jady Wong, investigating transfer appropriate processing in healthy young adults. This will be followed by a discussion of research exploring the inhibitory deficit hypothesis of cognitive aging, in the area of visual word identification. Brittany Faux and Aimée Surprenant will follow this with a discussion of research on the role of sensory decline on memory performance in older adults, addressing the common cause and perceptual degradation hypotheses of cognitive aging. Finally, Jonathan Marotta will present research shedding light on the relationship between visual perception and visual control of action, through an investigation of individuals with posterior cortical atrophy.

A

A UNIVERSAL SOURCE OF COGNITIVE IMPAIRMENT: INAPPROPRIATE TRANSFER
Jason P. Leboe, University of Manitoba; Jady Wong, University of Manitoba

Episodic memory principles were developed to explain causes of success and failure in conscious remembering. In this presentation, we describe more recent efforts to extend these principles to help explain differences in the performance of non-remembering tasks. Using a task-switching methodology, we reveal a role for factors known to impact remembering on the performance of speeded categorization tasks. In particular, we will describe results demonstrating that a recent prior event will determine current performance of a task to the extent that the prior event involved elaborate processing and the two events share common features. We further demonstrate that, when highly accessible from memory, the impact of a prior event in aiding or impairing current performance tends to follow the principle of transfer appropriate processing. According to that principle, it is the compatibility of cognitive processes engaged in during a prior event and the cognitive processes required for completing a current task that determines whether a prior event will facilitate, impair, or have no influence on current performance of a task.

B **THE RELATIONSHIP BETWEEN VISUAL CONTRAST SENSITIVITY AND AGE-RELATED MEMORY LOSS**

Aimée M. Surprenant, Memorial University of Newfoundland; Brittany Faux, Memorial University of Newfoundland

Correlational studies of memory and aging have highlighted a prominent link between memory and sensory decline in older adults. One theory suggests that straining resources to meet sensory demands may result in less effort available for encoding specific features into memory, and can result in a more abstract representation of the stimuli being stored. This view explains why older adults commonly rely on gist based processing. In the present study, older adults completed a number of vision tests, including acuity and contrast sensitivity, and also performed cognitive and memory tasks that compared recall of stimuli that were unrelated to those that were categorically related. This design allows examination of within-subjects performance with meaningful stimuli versus visually similar characters, as well comparisons of cognitive performance in older adults with better and worse vision. The results are discussed in terms of the common cause and perceptual degradation hypotheses of aging and memory.

C **POSTERIOR CORTICAL ATROPHY: INSIGHTS INTO PERCEPTION AND ACTION**

Jonathan Marotta, University of Manitoba

Posterior cortical atrophy (PCA) is a rare progressive neurodegenerative disorder that can target the occipital, temporal and parietal lobes. In early stages, PCA is characterized by impairments in higher level visual processing, while memory, language, and reasoning remain relatively intact. Symptoms can include problems in colour perception, face and object recognition, visually guided action, reading, writing, and problems seeing multiple objects in an array – depending on the location of atrophy. Here we present data from a 75-year-old woman, RB, who has been experiencing progressively worsening visual disturbances. RB shows severe deficits in recognizing faces and line drawings of common objects, experiences colour "hallucinations" and, despite being a talented artist, now has difficulty reproducing even simple line drawings. In particular, her deficits involve problems with integrating factors into a concept of the whole. Combined with MRI cortical analysis, these behavioural results suggest atrophy to the right inferior temporal cortex. Despite these severe perceptual difficulties, RB shows a preserved ability in her visually guided action. This case of "ventral" PCA, along with others that will be presented, reinforces the findings that there are separate visual pathways for visual perception and the visual control of action.

D **HYPOTHESIS TESTING DURING VISUAL WORD IDENTIFICATION**

Alisa D. McArthur, Saint Mary's University College; Christopher R. Sears, University of Calgary; Charles T. Scialfa, University of Calgary; Lorne M. Sulsky, Wilfrid Laurier University

The inhibitory deficit hypothesis of cognitive aging has been investigated in a variety of domains. The present study investigated the role of inhibition in the area of hypothesis testing in visual word identification. Two experiments used the progressive demasking (PD) task from the word identification literature to investigate the role of competing hypotheses in the identification of words as they become increasingly identifiable. In the first experiment both younger and older demonstrated an inhibitory neighbourhood frequency effect (i.e., words with many higher frequency neighbors take more time to identify than words fewer higher frequency neighbous). In the second experiment a prime (related, unrelated, or foil – priming a neighbour of the target) was presented before the PD series in attempts to manipulate hypothesis testing further. Both younger and older adults demonstrated a facilitory effect and younger adults demonstrated an inhibitory effect. However, older adults' error patterns suggested they were influenced by the foil prime. Results are discussed in terms of theories of cognitive aging.

2010-06-04 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – VICTORIA

Invited Speaker (CPA / Section) / Conférencière invitée (SCP / section)
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle
SECTION PROGRAM / PROGRAMME DE LA SECTION

THE ROLE OF EMOTIONS IN EMPLOYEE AND ORGANIZATIONAL HEALTH: A SOCIAL EXCHANGE THEORY PERSPECTIVE

Lois E. Tetrick, George Mason University

Considerable theorizing and empirical research has been done on the employee-organization relationship (EOR). Most of this research has focused on employee outcomes such as performance, satisfaction, and withdrawal behaviors consisting primarily of intention to quit. This is surprising in that Rousseau's redirection of our attention to the EOR and social exchange theory clearly implicated emotions, specifically anger when one's psychological contract was violated. In this presentation, a model of the EOR incorporating the role of emotions will be presented including the implications for both individual and organizational health.

2010-06-04 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – COLBOURNE

Keynote (Section) / Conférencier de la section
History and Philosophy of Psychology / Histoire et philosophie de la psychologie
SECTION PROGRAM / PROGRAMME DE LA SECTION

TEACHING THE HISTORY OF PSYCHOLOGY: THE WHYS AND HOWS
Joseph J. Pear, University of Manitoba

Why teach history? For the eminent historian Peter Stearns, "The answer is … to gain access to the laboratory of human experience." In that light, I will consider the reasons for teaching the history of psychology, which includes the fact that, unlike the histories of other sciences, the history of psychology is part of its own subject matter, in that it deals with human behaviour and thought. Also important to our greater understanding of psychology is relating the past to the present, thus enhancing our ability to plan for the future. Therefore, in this talk, a question that students often ask is also addressed: "Why is psychology so diverse in its subject matter and theories?" In my textbook A Historical and Contemporary Look at Psychological Systems I identified four distinct systems of psychology and described several other broad areas of research and theory as informing the four distinct systems. In this talk I will discuss how these four systems deal with a set of issues that have been fundamental to psychology throughout its history, thus helping to foster an appreciation of our theoretical similarities as well as differences. This talk will also consider some best practices for teaching the history of psychology.

2010-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – MEETING ROOM 5

Workshop / Atelier

NUTS AND BOLTS OF SUBMITTING A PROPOSAL – PREPARING A COMMON CV AND THE RESEARCHNET PROCESS
Lisa Votta-Bleeker, Canadian Psychological Association

Canada's three national granting councils [Natural Sciences and Engineering Research Council (NSERC), Social Science and Humanities Research Council (SSHRC) and the Canadian Institutes of Health Research (CIHR)] represent some of the main funding sources for Canadian students and researchers, particularly those in psychology. There are numerous competitions to which students and researchers can apply with various deadlines and requirements. Increasingly, a commonality in funding applications is the necessity for a CommonCV or the submission of one's proposal through ResearchNet. The CommonCV system has been created so that students and researchers can create a common curriculum vitae (CV) that can be used in dealings with member organizations such as the national funding agencies. ResearchNet currently provides a secure web portal to facilitate the electronic submission of grant proposals, award applications, and peer reviews. This session is meant for students and researchers who are not familiar with either the CommonCV or ResearchNet. Presenters will walk you through the nuts and bolts of setting up a CommonCV and completing all the necessary components required for ResearchNet.

2010-06-04 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – CABINET

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

DEVELOPMENTAL PSYCHOLOGY / PSYCHOLOGIE DU DÉVELOPPEMENT
Jennifer Sullivan, St. Francis Xavier University

The Section on Developmental Psychology will discuss the plan for a Developmental Pre-Conference and a Developmental Theme Convention for CPA 2012. Nominations for Developmental Section Executive positions are welcome. Also, the Elinor Ames award for the best student member presentation will be made.

2010-06-04 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – TALBOT

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

MILITARY PSYCHOLOGY / PSYCHOLOGIE DU MILIEU MILITAIRE
Peter Bradley, Royal Military College of Canada

2010-06-04 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – WESTMINSTER

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
Todd G. Morrison, University of Saskatchewan

2010-06-04 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – MILLENNIUM SUITE

Keynote (Section) / Conférencier de la section
Psychologists in Education / Psychologues en éducation
SECTION PROGRAM / PROGRAMME DE LA SECTION

MENTAL HEALTH PROMOTION: THE (EDUCATIONAL OR) SCHOOL PSYCHOLOGIST'S ROLE
John R. Walker, University of Manitoba / St. Boniface General Hospital

Mental health problems are the most common health problems facing our communities. Recent research suggests that most adults who struggle with mental health problems began to experience these problems during the child and adolescent years. This suggests that there would be great advantages to strengthening the supports available to children and families during this crucial period of development. School psychologists possess the skills and knowledge to take a lead role in helping school systems understand the potential for mental health promotion and to integrate effective approaches into educational practice. Key examples of interventions focused on developing resilience and overcoming problems will be reviewed along with evidence concerning their effectiveness and cost benefits. There will be a discussion of how school psychologists can encourage the development of effective interventions in their work environments and the resources they can draw on in this work.

2010-06-04 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – GRAND BALLROOM

Poster / Affiche
Clinical Psychology / Psychologie clinique

POSTER SESSION 'D' / PRÉSENTATION PAR AFFICHAGE

#1
Clinical Psychology / Psychologie clinique

UTILIZING NORMATIVE COMPARISONS TO EVALUATE TREATMENT INTERVENTIONS FOR ANXIETY
Chantal Arpin-Cribbie, Laurentian University at Georgian College

The efficacy of an intervention is traditionally determined by null hypothesis testing. However, just as important as 'statistical significance' is the effect size of the intervention, termed 'clinical significance'. Given that the goal of most psychological interventions is to return clinical samples to a state of normal functioning on a specific phenomenon (e.g., anxiety), recent methods that evaluate the equivalence of treated and normal comparison groups (dubbed "normative comparisons") contribute much to our understanding of the clinical significance of a treatment. This study applies the equivalence based clinical significance model proposed by Kendall et al., and a revised model proposed by Cribbie and Arpin-Cribbie, to the assessment of treatments for anxiety. Several intervention studies for anxiety were reviewed and the treated samples were compared to matched control samples using the equivalence based methods for assessing clinical significance. The results of the study highlight both the distinction between statistical and clinical significance testing and the advantages of the Cribbie and Arpin-Cribbie method for assessing normative comparisons.

#2
Clinical Psychology / Psychologie clinique

HOW DOES READINESS FOR CHANGE RELATE TO TREATMENT GROUP PREFERENCE AT INTAKE IN WOMEN WITH EATING DISORDERS?
Mollie Bates, University of Manitoba; Michael LeBow, University of Manitoba; Norah Vincent, University of Manitoba; Patricia Fergusson, University of Manitoba

This research investigated the relationship between readiness for change and treatment group preference at intake in individuals with eating disorders. Forty-six women with eating disorders were recruited from the Adult Eating Disorders Program at the Health Sciences Centre in Winnipeg. Participants completed the Readiness and Motivation Interview, the Treatment Group Preference Questionnaire, the Perceived Behavioral Control Questionnaire, a demographic information sheet and a treatment history questionnaire. Logistic regressions were conducted in order to determine whether readiness for change predicted treatment group preference at intake. It was hypothesized that individuals would choose the treatment group that was tailored to their stage of change. Results revealed that the hypotheses of the study were not confirmed, indicating that readiness scores were unable to predict treatment group choice, even after incorporating differences in perceived behavioral control into the model. It was concluded that participants may have been overestimating their readiness for change, and that further investigation into the relationship between readiness for change and treatment preference is warranted.

#3
Clinical Psychology / Psychologie clinique

VICTIMIZATION OUTCOMES IN A NATIONALLY REPRESENTATIVE SAMPLE OF ADOLESCENTS

Tessa Bell, University of Ottawa; Elisa Romano, University of Ottawa; Jean-Michel Billette, Statistics Canada

Adolescents experience victimization frequently and across different life contexts. Research suggests that about 1 out of 6 adolescents experience three or more types of victimization in the span of a year. This study uses a nationally representative, longitudinal study (National Longitudinal Survey of Children and Youth, NLSCY) from Canada to examine victimization outcomes among 13 to 16 year olds. We will use adolescent- and mother-reported data from seven cycles (1994-2007) to establish the prevalence of single and multiple victimization experiences (e.g., discrimination, social exclusion, threat of and actual physical aggression) and to investigate victimization effects on mood and alcohol / substance use over time. Analyses will control for certain variables, including socio-demographics, adolescent, and family variables. Multiple regression analyses will be conducted separately for the two outcomes (mood problems, alcohol / substance use). We anticipate that victimization will be associated with the two outcomes. We also expect adolescents who experience more than one type of victimization to report greater mood and alcohol / substance use difficulties. These hypotheses are based on prior cross- sectional NLSCY analyses, which found multiple victimization (3+ types) to be associated with higher levels of physical aggression, depression, and substance use among 13-16 year olds.

#4
Clinical Psychology / Psychologie clinique

EFFECTS OF SELF-AFFIRMATION AND SELF-COMPASSION ON SELF-ENHANCEMENT AMONG TRAIT NARCISSISTS

Patrick Binne, University of Manitoba; Karen O'Brien, University of Manitoba; Edward A. Johnson, University of Manitoba

Narcissists exhibit excessive self-enhancement which can result in mental rigidity and self-esteem instability (Conger, 1997; Rhodewalt, Madrian, & Cheney, 1998) and lead to difficulties in day-to-day functioning. We set about to explore the malleability of self-enhancement in narcissists, by studying the effects of self-affirmation and self-compassion interventions. We hypothesized that a greater reduction in self-enhancement would occur in those with higher levels of trait narcissism. Subjects completed the Balanced Inventory of Desirable Responding (BIDR) scale to establish a base level of self-enhancement, along with measures of narcissism. Two weeks later, participants recalled a threatening experience and engaged in a self-affirmation exercise (modelled after Cohen, Aronson & Steele, 2000), a self-compassion exercise (modelled after Leary et al., 2007) or a neutral exercise. Participants then rated each BIDR item following a thought-listing exercise designed to elicit non-self-enhancing thoughts related to each BIDR item. The analyses examined whether trait narcissism moderated the effects of condition on change in self-enhancement. We discuss implications of the results for how the automatic tendency of narcissists to self-enhance in response to threat may be modified.

#5
Clinical Psychology / Psychologie clinique

SELF-INSTRUCTIONAL TRAINING WITH UNIVERSITY STUDENTS TO CONDUCT DISCRETE-TRIALS TEACHING WITH CHILDREN WITH AUTISM

Ashley Boris, University of Manitoba; Kendra Thomson, University of Manitoba; Colleen Murphy, University of Manitoba; Alejandra Zaragoza Scherman, University of Manitoba; Lindsay Dodson, University of MAnitoba; Garry L. Martin, University of Manitoba; C.T. Yu, St. Amant

Discrete-trials teaching (DTT) is a valuable tool of applied behaviour analysis that is used to teach skills to children with autism. We evaluated the effectiveness of a revised DTT self-instructional manual for teaching three tasks to children with children with autism. In a modified multiple-baseline across participants design, three university students with no previous experience in DTT: a) attempted to teach three tasks (pointing to named pictures, matching-to-sample, and motor imitation) to a confederate role-playing a child with autism (Baseline); (b) studied the revised self-instructional manual (Training); and (c) attempted to teach the three tasks to a confederate again (Post-training). We scored each participant's DTT performance using the 21-component Discrete-Trials Teaching Evaluation Form. Two out of three students achieved the mastery criterion (80%) during a post-training assessment, which makes them eligible to attempt to teach the same three tasks to a child with autism; Generalization sessions are in progress. The average amount of time for participants to master the manual was 6 hours and 41 minutes. These results indicate that studying the self-instructional manual effectively increased participants' accuracy in conducting DTT.

#6
Clinical Psychology / Psychologie clinique

RESEARCH ACTIVITY OF CANADIAN PSYCHOLOGY DEPARTMENTS WITH GRADUATE PROGRAMMES: A COMPARATIVE ANALYSIS OF PUBLICATION PRODUCTIVITY

Nick Carleton, University of Regina; Daniel Peluso, University of Regina; Gordon J.G. Asmundson, University of Regina

Maclean's magazine provides yearly rankings based on a variety of performance measures such as student characteristics, class size, faculty qualifications, resources, and reputation; however, the report does not include research productivity and has been criticized regarding sampling and response rates. The current investigation offers an assessment of recent research activities within and across all Canadian psychology departments with graduate programmes. The quantity and quality of each department's research activity were measured by peer-reviewed article publication count, citation indexing of those publications, and institutional h-

factors. An index of change in research activity over time, the slope, was also calculated. Data were assessed from 1900-2008 as well as for five year time spans from 1994-1998, 1999-2003, and 2004-2008. Results indicated that the most recent five years have seen a significant increase in article publications across departments and that department rankings are highly dependent on the metric being used. Comprehensive results of the relative comparability of departments are included and implications for future research are discussed.

#7
Clinical Psychology / Psychologie clinique

IMPLICIT TASK PERFORMANCE AND PSYCHOPATHIC TRAITS IN NON-INSTITUTIONALIZED ADOLESCENTS: AN EXPLORATORY STUDY

Richard Coupland, University of Saskatchewan

We examined potential emotional association deficits in the strength of association between the emotion "sad" and the attribute "bad" in non-institutionalized adolescents who presented with psychopathic tendencies. It was predicted that participants with elevated callous-unemotional traits (CU) would show weaker association strength between the emotion "sad" and the attribute "bad" than participants with low CU. Twenty-seven male participants with a mean age of eighteen years were recruited from the University of Western Ontario's psychology participant pool. Participants completed the computer-administered version of the psychopathic personality inventory-revised (PPI-R; Lilienfeld & Widows, 2005), followed by an emotional-implicit association task (IAT). The IAT is a computerized categorization task allowing for calculation of association parameters between paired stimuli. Errors were recorded. Participants' performance were aggregated as a function of coldheartedness subscores on PPI-R. The quad model of implicit task performance was used to calculate group differences (Conrey et al., 2005). The low CU group did not differ significantly from the elevated CU group on the association strength parameter for the emotion "sad" with the attribute "bad". This finding did not support past research. However, a significant difference was found on the discriminability parameter.

#8
Clinical Psychology / Psychologie clinique

DEPRESSION, HOPELESSNESS, AND PSYCHACHE AS PREDICTORS OF SUICIDE IDEATION AND ATTEMPT HISTORY: AN EXAMINATION OF GENDER DIFFERENCES

Mike P. Davis, Queen's University; Talia Troister, Queen's University; Ronald R. Holden, Queen's University

In Canada, suicide takes the lives of over 3,500 people each year, making suicide prevention an important public health concern. Using psychological factors, such as depression, hopelessness and psychache, to predict suicide risk is becoming increasingly more common. Past research has revealed gender differences in rates of suicidality, but gender differences in how psychological variables predict suicidal outcomes have not been examined. Data were collected from 2700 first-year psychology students at Queen's University, who completed questionnaires measuring depression, hopelessness, psychache, suicide ideation, and suicide history. Analyses revealed significant differences in levels of psychological variables and suicidal outcomes between men and women. Moderated regressions showed significant interactions between gender and psychological predictors, suggesting that regression models should be examined separately by gender. Although all three variables are important in the prediction of suicide risk, psychache contributed the most unique variance to the prediction of suicidal outcomes in women, whereas both hopelessness and psychache contributed the most unique variance in the prediction of suicidality in men. Results of the current study support the notion that men and women should be examined separately when researching how we can best predict suicide risk.

#9
Clinical Psychology / Psychologie clinique

CONSIDERING TELEHEALTH AND INTERNET-BASED PSYCHOTHERAPY WITHIN THE CONTEXT OF THE UNIVERSAL DECLARATION OF ETHICAL PRINCIPLES FOR PSYCHOLOGISTS

Theresa G. Dever Fitzgerald, University of Regina; Paulette V. Hunter, University of Regina; Thomas Hadjistavropoulos, University of Regina

The provision of mental health services from a distance, via the Internet or telehealth, is becoming increasingly common. Telehealth and Internet-based psychotherapy offer advantages such as the ability to provide services to populations that would otherwise be unable to access them, including: individuals in distant or remote geographic locations, those unable to afford standard psychological services and those who are unable to tolerate the perceived social stigma associated with visiting a clinic (e.g., Alleman, 2002, Barak, 1999; Young, 2005). Despite these advantages, however, this emerging area raises a number of potential ethical issues regarding informed consent, confidentiality, competence, and responding to emergency situations, such as those involving clients who are at imminent risk of attempting suicide (e.g., Midkiff & Wyatt, 2008). Given the potential global reach of telehealth and Internet-based interventions, international guidelines and policies to regulate these services are required. This presentation is based on an analysis of the ethical concerns associated with telehealth and Internet-based psychological services within the international framework provided by The Universal Declaration of Ethical Principles for Psychologists (International Union for Psychological Sciences [IUPsyS], 2008).

#10
Clinical Psychology / Psychologie clinique

PSYCHOLOGICAL ESSENTIALISM PREDICTS STIGMATIZING ATTITUDES

Heather L. Dyck, Grant MacEwan University; Brittany A. Weikum, Grant MacEwan University; Andrew J. Howell, Grant MacEwan University

Psychological essentialism is defined as the tendency to "(ascribe) a fixed, underlying nature to members of a category, which is understood to determine their identity, explain their observable properties, render them functionally alike, and allow many inferences to be drawn about them" (Haslam, Bain, & Kashima, 2006, p. 64)". Essentialist beliefs have been shown to predict sexist and racist attitudes. No prior research has examined whether essentialist beliefs predict a greater tendency to stigmatize those with mental disorders. In Study 1, essentialist beliefs held by undergraduates (N = 171) predicted stigmatizing attitudes towards people with mental disorders. Study 2 manipulated the type of condition for which stigmatizing attitudes were assessed (mental disorder vs. alcohol dependence). Among undergraduates (N = 270), those higher in essentialist beliefs held more stigmatizing attitudes toward those with mental disorders or alcohol dependence relative to those lower in essentialist beliefs. Results are discussed in relation to anti-stigma programs.

#11
Clinical Psychology / Psychologie clinique

A COMPARISON OF SOCIAL ANXIETY DISORDER SUBTYPES USING A NATIONALLY REPRESENTATIVE SAMPLE

Renée El-Gabalawy, University of Manitoba; Brian J. Cox, University of Manitoba; Ian Clara, University of Manitoba; Corey S. Mackenzie, University of Manitoba

The purpose of this study was to examine and validate social anxiety disorder subtypes using the nationally representative National Comorbidity Survey Replication (N = 9282). Generalized and non-generalized subtypes were defined as fearing at least 8 (i.e., most) and fewer than 7 of 14 possible social situations, respectively, according to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). Results indicate that in those with social anxiety disorder, the odds of having major depression, any anxiety disorder, and suicidal ideations are significantly greater in the generalized subtype. However, differences between these subtypes are no longer significant when adjusting for the number of feared social situations. Results further indicate that the number of feared social situations is significantly associated with comorbid major depression, any anxiety disorder, and suicidal ideation. These findings suggest that clinicians and researchers should view this disorder on a single continuum with greater numbers of feared situations associated with greater clinical severity.

#12
Clinical Psychology / Psychologie clinique

CHRONOTYPE AND SUBJECTIVE / OBJECTIVE MEASURES OF SLEEP IN CHILDREN WITH ADHD AND CONTROLS

Benjamin Elgie, McGill University; Douglas Mental Health University Institute; Julie Carrier, Université de Montréal; Hôpital du Sacré-Coeur de Montréal; Samantha A. Wells, McGill University; Douglas Mental Health University Institute; Cassandra Monette, McGill University; Douglas Mental Health University Institute; Tina Oliveri, McGill University; Douglas Mental Health University Institute; Dipesha Patel, McGill University; Douglas Mental Health University Institute; Cristina Banu, McGill University; Douglas Mental Health University Institute; Sonia Michaelsen, McGill University; Douglas Mental Health University Institute; Dimitri Destounis, Douglas Mental Health University Institute; Daniel Brouillette, Douglas Mental Health University Institute; Reut Gruber, McGill University; Douglas Mental Health University Institute

Few studies have examined if chronotype affects objective sleep in children with different sleep habits. 25-50% of children with Attention Deficit Hyperactivity Disorder (ADHD) suffer from long sleep latencies and it has been suggested that a delayed phase preference might underlie this problem, suggesting ADHD may be related to evening chronotype. Subjective and objective sleep measures were used to determine whether children diagnosed with ADHD and controls of different chronotypes exhibit different sleep patterns. Methods: Chronotype was evaluated using the Morningness-Eveningness Scale for Children (Carskadon et al 1993). 88 subjects (31 female; ages 7-12; 28 ADHD and 60 normal) were divided into evening, morning and neutral type groups. Sleep was measured using the Child Sleep Habits Questionnaire CSHQ (Owens et al 2007), actigraphy and polysomnography (PSG). Results: Subjective daytime sleepiness was higher in evening types. Actigraphy indicated evening and neutral types had later bedtimes and wake times. PSG indicated neutral types had shorter sleep duration and spent more time in REM sleep than other types. Evening types spent less time in stage 1 sleep than either other types. There was no significant interaction between ADHD and chronotype. Discussion: Chronotypes are associated with different sleep patterns in children regardless of their ADHD diagnosis.

#13
Clinical Psychology / Psychologie clinique

PSYCHOLOGICAL STRENGTHS PREDICT THE ABSENCE OF PSYCHOPATHOLOGICAL SYMPTOMS

Jessica L. Franks, Lakehead University; Missy L. Teatero, Lakehead University; James N.R. Brazeau, Lakehead University; Edward P. Rawana, Lakehead University; Keith Brownlee, Lakehead University

The purpose of the present study was to examine the clinical utility of a unique self-report measure of psychological strengths for youth, the Strengths Assessment Inventory (SAI). In total, 572 (271 male) students, aged 9 to 18 years, completed the SAI, the Behavioral and Emotional Rating Scale – 2nd edition (BERS-2), and the Conners Comprehensive Behavior Rating Scales (Conners CBRS). The 121 items of the SAI were factor analyzed to create 12 empirical scales, assessing coping skills, family, culture, optimism, community engagement, classroom behaviours, creativity, well-being, health conscientiousness, prosocial attitude, activity engagement, and peer connectedness. Total empirical SAI scores significantly and negatively predicted clinical scale scores on the

Conners CBRS for ADHD-Inattentive, ADHD-Hyperactive / Impulsive, Oppositional Defiant Disorder, Major Depressive Episode, Generalized Anxiety Disorder, and Social Phobia. Different combinations of SAI empirical scale scores also predicted scores on these scales, as well as on the Manic Episode and Separation Anxiety Disorder scales. Exploratory analyses revealed that, in general, the SAI was a better predictor of symptom scores than the BERS-2. In view of the positive psychology movement, the results of the present study suggest that the SAI is a useful measure of strengths, with applications in clinical psychology.

#14
Clinical Psychology / Psychologie clinique

THE INFLUENCE OF MATERNAL STRESS AND NUMBER OF OFFSPRING ON MATERNAL ANXIETY SENSITIVITY

Stephanie L. Fung, Memorial University; Sarah E. Francis, Memorial University; Valerie A. Noel, Memorial University

The objective of this study was to examine the relationship between maternal stress and number of children and their influence on maternal anxiety sensitivity (AS). It was predicted that mothers who had higher levels of stress would have higher levels of AS and that this relationship would be stronger for mothers with more children. Participants in this study included 44 pairs of mothers and their clinic-referred child (Mean age=13 years, SD=3 years). Data collection is ongoing. Maternal stress was measured using the DASS-21. Maternal AS was measured using the Anxiety Sensitivity Index. As predicted maternal stress was positively correlated with maternal AS ($r = .34$, $p = .03$). Regression analysis revealed that the number of children moderated the relationship between maternal stress and maternal AS ($R2change = .16$, $F(1,38) = 9.75$, $p < .01$). Contrary to the hypothesis, high levels of maternal stress was a stronger predictor of maternal AS in mothers with one child as opposed to mothers of two, three, or four children. Mothers of more than one child presenting at the clinic may have developed better coping strategies for dealing with stress as a result of coordinating a larger family. Mothers with only one child may not have the same coping strategies for stress and as a result may be at higher risk of having elevated AS.

#15
Clinical Psychology / Psychologie clinique

EVALUATING KNOWLEDGE UPTAKE: A COMPARISON OF THREE METHODS

Katrina Geras, University of Ottawa; Adrienne Blacklock, University of Ottawa; Katy Shaw, University of Ottawa; Darcy Santor, University of Ottawa

Numerous psychometric studies, reviews, and compendia of measures have appeared in the past several years aiming to assist researchers and clinicians in selecting and evaluating "gold standard" measures of various clinical disorders, such as depression . Typically, these reviews examine an extremely small number of scales with little to no empirical data concerning the extent to which these measures are actually used in practice. In the present study, we identified over 400 measures of depression which have been indexed at (www.scalesandmeasures.net) and compared three novel indices of knowledge uptake for these measures of depression – namely Google Hits, Pubmed Hits and the extent to which scales were actually used in published articles. We also report on a number of novel on-line analytic tools used to evaluate the item content of measures, as well as the results of an on-line survey of visitors to the website concerning the factors that individuals identify as important in selecting a scale or measure for use. Results have implications for how knowledge uptake is assessed as well as how clinical scales are selected for use.

#16
Clinical Psychology / Psychologie clinique

SEX DIFFERENCES IN KINESIOPHOBIA IN A SAMPLE OF CHRONIC PAIN PATIENTS

Erin M. Gillis, St. Francis Xavier University; Margo C. Watt, St. Francis Xavier University

Kinesiophobia refers to "an excessive, irrational, and debilitating fear of physical movement and activity resulting from a feeling of vulnerability to painful injury / reinjury" (Kori et al., 1990, p.37). Kinesiophobia is a key component of the fear-avoidance model of chronic pain (Vlaeyen & Linton, 2000). Little is known about the influence of sex on kinesiophobia despite substantive evidence of sex differences in acute and chronic pain. Women report pain more frequently, more severe levels, and longer duration than men (Unruh, 1996). By contrast, Branstrom and Fahlstrom (2008) found men to report higher kinesiophobia levels than women. The present study investigated sex differences in kinesiophobia in a sample of chronic pain patients who had participated in an 8-week interdisciplinary pain management program. Preliminary analysis with 78 patients (40F, 38M) indicates higher kinesiophobia levels in men than women ($F(1,78) = 26.47$, $p < 0.001$). Higher (vs. lower) levels of kinesiophobia are associated with greater perceived pain severity ($r = 0.29$, $p = 0.009$), pain disability ($r = 0.42$, $p < 0.001$), pain catastrophizing ($r = 0.50$, $p < 0.001$), and depression ($r = 0.28$, $p = 0.02$), and smaller gains in overall functioning following 8-week participation ($r = -0.51$, $p = 0.003$). Results will be discussed in terms of implications for the assessment and management of pain.

#17
Clinical Psychology / Psychologie clinique

SENSITIVITY AND SPECIFICITY OF A TWO-TIER PRIMARY HEALTH CARE SCREENING SYSTEM FOR MENTAL HEALTH DIFFICULTIES AND LIFESTYLE RISK FACTORS

Philip Grandia, University of Ottawa; Isabelle Vallerand, University of Ottawa; Darcy Santor, University of Ottawa

Due principally to constraints on time and resources in primary health care settings, comprehensive screening for mental health difficulties and lifestyle risk factors is not conducted by a large number of general practitioners. HealthCheckPlus is an internet-

based screening and knowledge exchange system developed in order to facilitate the identification of these underrecognized problem areas in a timely and efficient manner. The system comprises two tiers of questions. The first tier aims to identify true negatives (i.e., specificity). The second identifies true positives (i.e., sensitivity). The objective of the current study was to collect preliminary specificity and sensitivity statistics. A sample of 120 undergraduate students participated in trialing the screening system. All participants answered all questions regardless of responses to tier one questions. Results suggest that the screening system has high specificity and moderate sensitivity across problem areas. For example, of those participants who did not endorse the anxiety tier one question, 95.9% fell below cutoff scores on a gold standard measure of anxiety. Forty-two percent of participants who did endorse the anxiety tier one question were identified as having clinically significant levels of anxious symptoms. The HealthCheckPlus system has the potential to screen effectively for a broad range of problems.

#18
Clinical Psychology / Psychologie clinique

PERSONAL SAFETY TRAINING AND CHILD SEXUAL ABUSE

Alana D. Grayston, Manitoba Family Services and Consumer Affairs; Rayleen V. De Luca, University of Manitoba

Although research suggests that personal safety training is associated with significant improvements in children's self-protection skills and knowledge of sexual abuse, relatively few studies have examined whether prevention programs are effective in reducing the incidence of victimization, or at least in influencing how children and adolescents respond to actual threats and assaults. The present investigation was designed to critically explore these issues by examining young adults' recollections of their exposure, during childhood and adolescence, to sexual abuse prevention programs provided by parents and schools, and their subsequent experiences of, and responses to, unwanted sexual acts. Female students enrolled in Introductory Psychology classes at the University of Manitoba provided data for the study. Results were generally mixed, and suggested that parents and professionals may have reason to be both cautious and optimistic about the impact of existing prevention programs. Implications of the findings are discussed, along with directions for future research.

#19
Clinical Psychology / Psychologie clinique

SOCIAL PHOBIA SUBTYPES AND THEIR MENTAL HEALTH CORRELATES IN A NATIONALLY REPRESENTATIVE CANADIAN SAMPLE

Hayley K. Grunsten, University of Manitoba; Brian J. Cox, University of Manitoba; Renée El-Gabalawy, University of Manitoba; Ian Clara, University of Manitoba

Objective: This study assessed the merit of subtyping social phobia by validating the non-generalized subtype and differentiating the generalized and non-generalized subtypes. Method: Data came from the Canadian Community Health Survey Cycle 1.2 (N = 36,984; age 15 years and older; response rate 77%). In accordance with Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) criteria, generalized social phobia (GSP) was defined as fearing at least 7 (i.e., most) of 13 feared social situations, while non-generalized social phobia (NGSP) as fearing 6 or less. Results: NGSP was associated with a greater likelihood of comorbid mood, anxiety, and suicidality than those without SP. Conversely, GSP was not associated with a greater likelihood of comorbid psychiatric disorders and suicide attempts than NGSP after controlling for sociodemographics and comorbid mood and anxiety disorders. Post hoc analyses revealed that as the number of feared social situations increased so did comorbid mood and anxiety disorders and suicidality. Conclusion: SP appears to exist on a continuum of severity, with a greater number of feared social situations associated with greater comorbidity with other psychiatric disorders and suicidality. The current study builds on previous research that supports the re-evaluation of the present subtyping classification for SP used in the DSM.

#20
Clinical Psychology / Psychologie clinique

RISK AND PROTECTIVE FACTORS FOR DEPRESSION AND SUBSTANCE USE IN AN ADOLESCENT CHILD WELFARE SAMPLE

Mélanie Guibord, The Children's Aid Society of Ottawa; Tessa Bell, University of Ottawa; Elisa Romano, University of Ottawa; Louise Rouillard, The Children's Aid Society of Ottawa

While research has examined substance use and depression in child welfare populations, it has not tended to examine comorbidity. This is important given that maltreated youth are at increased risk for psychological difficulties and that the longer they remain in foster care, the higher the prevalence of substance-related problems. This study will examine socio-demographic, youth, family, and community predictors of depression and substance use in 100 12-15 year olds in the legal care of Ontario. We will use data from a mandated structured interview (AAR-C2) that is completed yearly with youth in care to gather information on such variables as education, relationships, and socio-emotional functioning. We expect that youth with few depressive and substance use problems will have been exposed to fewer types of maltreatment and will endorse a number of protective factors including good grades, higher-quality relationships, and involvement in extra-curricular activities. We expect opposite findings for youth with both depressive and substance use problems (e.g., greater maltreatment exposure, lower-quality relationships). Multinomial logistic regressions will be run to test these hypotheses. This study will provide information that can be used to better support youth in care and provide them with the necessary skills once they move on to a permanent home or independent living.

#21
Clinical Psychology / Psychologie clinique

ESSENTIALIST AND ENTITATIVE BELIEFS IN RELATION TO MENTAL DISORDERS: LAY PERCEPTION OF MENTAL ILLNESS AND CATEGORIZATION

Zohrah Haqanee, York University; Richard N. Lalonde, York University; Evelina Lou, York University

It has been argued that symptoms of mental illness should be classified dimensionally in order to deter categorization and reduce stigma. Using a brief online questionnaire, 132 undergraduate students at York University were randomly assigned to 1 of 3 conditions: Parkinson's disease, schizophrenia or alcoholism. Measures examined the degree to which participant's perception of mental disorders as categorical was related to prejudice. These results indicate that stigmatized disorders, such as schizophrenia, are perceived as a stereotypical marker of identifying individuals as belonging to a group, and this is associated with prejudice rather than biogenetic beliefs about the condition. Anti-stigma research might consider exploring strategies for challenging the categorical perception of schizophrenia as an alternative to promoting the biogenetic view of the disorder.

#22
Clinical Psychology / Psychologie clinique

IMAGINAL EXPOSURE FOR CHRONIC WORRY: THE ROLE OF ANXIOUS AROUSAL AND IMAGINAL SENSORY INFORMATION

Leigh Henderson, Ryerson University; Naomi Koerner, Ryerson University; Martin M. Antony, Ryerson University

Exposure to worry imagery is often employed in treatment for Generalized Anxiety Disorder (GAD). The effects of exposure script references to both anxious physical sensations and the five senses on anxious arousal was examined in a single, 30-minute imaginal exposure. Participants (n = 45) were undergraduates or recruited from the community, and all reported high levels of worry (40% had GAD). Participants were randomized to two exposure conditions: Comprehensive (including references to all five senses, plus physiological arousal) or Limited (including references only to visual and auditory senses). Anxious arousal was measured via heart rate (HR), skin conductance level (SCL) and self-report. Both conditions showed increased arousal from baseline on SCL and self-reported anxiety, but no significant HR increase was observed. For self-reported anxiety, Comprehensive participants exhibited significant decreases throughout exposure; but Limited participants demonstrated significant increases. SCL did not decrease significantly in either condition. The relationship between anxious arousal and sensory information inclusion frequency was non-significant. After exposure, Comprehensive (as compared to Limited) participants reported significantly greater anticipated ability to cope should their feared scenario occur. Results are discussed in the context of emotional processing theory.

#23
Clinical Psychology / Psychologie clinique

EXAMINATION OF THE RELATIONSHIP BETWEEN EATING DISORDERS AND SUICIDALITY: RESULTS FROM A NATIONALLY-REPRESENTATIVE SAMPLE

Christine Henriksen, University of Manitoba; Jitender Sareen, University of Manitoba

Previous research has shown eating disorders to be associated with significant emotional and physical distress. Additionally, patients with anorexia and bulimia have been shown to have elevated rates of suicide. However, these relationships have not been examined in a large, nationally representative sample, or with binge eating disorder. This study sought to examine whether eating disorders are associated with increased rates of suicidality in the U.S. We used the Collaborative Psychiatric Epidemiologic Surveys (N = 20,013, ages 18 +), which used a semi-structured face-to-face interview to assess past year DSM-IV Axis I disorders. Multiple logistic regression analyses were utilized to examine the relationship between anorexia nervosa, bulimia nervosa and binge eating disorder, and suicidal experiences. After adjusting for other Axis I disorders and sociodemographic factors, respondents with bulimia and binge eating disorder at any time during their life were 1.81 and 1.74 times more likely to have suicidal thoughts than individuals who have never had those eating disorders. It appears that while bulimia nervosa and binge eating disorder put people at risk for suicidal behaviour over and above other Axis I mental disorders, this is not the case for anorexia in the general population.

#24
Clinical Psychology / Psychologie clinique

PREDICTORS OF ATTACHMENT DYNAMICS IN A UNIVERSITY SAMPLE

Pamela Holens, University of Manitoba; Rayleen V. De Luca, University of Manitoba

Bowlby described attachment as the propensity of human beings to make strong affectional bonds to others. He postulated that a strong causal relationship existed between individuals' childhood experiences with their parents and their later capacity to make affectional bonds. In the current study, it was hypothesized that a history of psychological maltreatment experiences in childhood would be a significant predictor of difficulties in the attachment relationships of University students. Two hundred seventy-eight students enrolled in Introductory Psychology completed a series of questionnaires examining demographic factors, childhood maltreatment experiences (physical, sexual, and psychological), protective factors, resilience, and attachment dynamics. When the data were entered into a regression model, psychological maltreatment was found to be a greater predictor of both attachment anxiety and attachment avoidance than were physical or sexual abuse experiences. Degree of self-reported resiliency was also found to significantly impact the degree of attachment anxiety and attachment avoidance experienced by individuals.

#25
Clinical Psychology / Psychologie clinique

PREDICTIVE FACTORS OF EXCESSIVE ONLINE POKER PLAYING

Anthony Hopley, University of New Brunswick; Richard M. Nicki, University of New Brunswick

Despite the widespread rise of online poker playing, there is a paucity of research examining potential predictors for excessive poker playing. The aim of this study was to build on recent research examining motives for Texas Hold'em play in students by de-

termining whether predictors of other kinds of excessive gambling apply to Texas Hold'em. Impulsivity, negative mood states, dissociation and boredom proneness have been linked to general problem gambling and may play a role in online poker. Participants of this study were self-selected online poker players (n = 179) who completed an online survey. Results revealed that participants played an average of 20 hours of online poker a week and approximately 9% of the sample was classified as a Problem Gambler according to the Canadian Problem Gambling Index. Problem gambling, in this sample, was uniquely predicted by time played, dissociation, boredom proneness, impulsivity, and negative affective states, namely depression, anxiety and stress.

#26
Clinical Psychology / Psychologie clinique

HOW PROBLEM GAMBLING LABELS IMPACT GAMBLING STEREOTYPES

Jenny D. Horch, University of Calgary; David C. Hodgins, University of Calgary

The stigma process has been conceptualized as consisting of four components: cues (perception), stereotypes (cognition), prejudice (affect), and discrimination (behaviour; Corrigan, 2004). Of these, cues sometimes receive the least consideration despite instigating the stigma process. In the mental illness stigma literature, psychiatric labels are the most researched cue. This qualitative study employed a free-response methodology to explore the impact of label severity on stereotype content towards problem gamblers in a university population. Students (41 male, 110 female) completed paper and pencil questionnaires. Free response entailed asking participants to generate the first 10 words that came to mind when presented with one of three labels: "gambler," "problem gambler" (PG), and "gambling addict" (GA). A content analysis was conducted on the combined free response data followed by frequency analyses based on label. The content analysis revealed four broad categories: gambling related consequences, words pertaining to 'addiction,' personal characteristics, and miscellaneous gambling words. As one might expect, the labels "PG" and "GA" generated more negative consequences than "gambler." However, negative personal characteristics and consequences of gambling were also generated by the label "gambler." Greater detail of the analyses and their implications will be presented.

#27
Clinical Psychology / Psychologie clinique

NATURE CONNECTEDNESS: ASSOCIATIONS WITH WELL-BEING AND MINDFULNESS

Andrew J. Howell, Grant MacEwan University; Raelyne Dopko, Grant MacEwan University; Holli-Anne Passmore, Grant MacEwan University

Twenty-five years ago, E. O. Wilson described biophilia as an evolved inclination of humans to affiliate with nature. With the recent surge of interest in positive psychology, the association between nature connectedness and well-being has received increased attention, with mixed findings. In two studies with undergraduates (N's = 440 and 250), we examined associations between nature connectedness and emotional, psychological, and social well-being, controlling for social desirability. Nature connectedness was consistently associated (at a small magnitude) with psychological and social well-being; findings concerning emotional well-being were more variable. In the second study, nature connectedness was also shown to correlate with mindfulness. Findings are discussed with respect to the distinction between hedonia and eudaimonia, and with respect to variables which may mediate associations between nature involvement and well-being.

#28
Clinical Psychology / Psychologie clinique

BURN NARRATIVES FROM WOMEN: MENTAL HEALTH AND BODY IMAGE

Tevya A. Hunter, University of Manitoba; Maria I. Medved, University of Manitoba; Sulaye Thakrar, University of Manitoba

Women experience great pressure to maintain acceptable appearances and live up to narrow judgments of female attractiveness. Although the literature on body image is quite extensive, attention paid specifically to disfigurement is relatively small. Furthermore, there is little information available on women's experiences of scarring due to burns. This has important ramifications for psychological adaptation and coping after a burn as body image has been found to be associated with disorders such as depression and anxiety. In this qualitative study, we analyzed women's stories about their scarring using a narrative-discursive analytic approach because it is through narrative that individuals try to understand what unexpected events mean to them. Semi-structured interviews were conducted with eight female burn survivors who were approximately six months post-burn. Interviews, lasting approximately one hour, were recorded, transcribed, and coded for major themes. Emerging themes included pain and isolation, but primarily focused on dealing with a changed body. Body image dissatisfaction was associated with significant distress in the women's stories; in particular, they devalued themselves, and thus felt unable to express their isolation. These findings will be discussed in terms of psychological interventions that might be beneficial in-hospital and after discharge.

#29
Clinical Psychology / Psychologie clinique

SOCIOCULTURAL EXPERIENCES OF BULIMIC AND NON-BULIMIC ADOLESCENTS FROM A SCHOOL-BASED SAMPLE IN THE PEOPLE'S REPUBLIC OF CHINA

Todd Jackson, James Cook University; Hong Chen, Key Laboratory of Cognition and Personality, Southwest University; Karen J. Narduzzi, Brandon University

Despite increased recognition that disturbances in body image and eating extend across cultures, few studies have assessed sociocultural influences on specific eating disorder syndromes within non-Western contexts. From a large school-based sample (N=3084),

49 Mainland Chinese adolescents (31 girls, 18 boys) who met all DSM-IV criteria for bulimia nervosa (BN) or sub-threshold BN and 49 matched controls (31 girls, 18 boys) completed measures of demographics and sociocultural experiences related to body image. Compared their less symptomatic peers, those in the BN group reported higher levels of appearance pressure from their close interpersonal networks and mass media, appearance comparisons and conversations, and negative evaluation concerns regarding appearance. A hierarchical logistic regression analysis resulted in the correct identification of 82.7% of respondents, including 83.7% of the BN group and 81.7% of controls from seven predictors. Responses on sociocultural measures, especially those reflecting appearance pressure, added to the classification rate, after controlling for group differences in body mass index and socioeconomic status. When analyses were repeated within each sex, classification rates rose to 90.3% for girls and 86.1% for boys. This study establishes clear links between sociocultural influences and BN among urban adolescents living in China.

#30
Clinical Psychology / Psychologie clinique

ARE RUMINATION AND LOW SELF-COMPASSION ANTECEDENTS OF SHAME-PRONENESS?

Edward A. Johnson, University of Manitoba; Karen O'Brien, University of Manitoba

Proneness to shame has been conceptualized as involving a negative evaluation of the whole self and is associated with poor psychological adjustment. This stands in contrast to guilt proneness which involves a negative evaluation of a specific behavior and which has positive or neutral consequences for adjustment (Tangney & Dearing, 2002). Little research however, has been conducted to understand the antecedents of shame and guilt proneness. We hypothesized that chronic attention to negative aspects of self through rumination, coupled with low self-compassion for personal flaws would be associated with shame but not guilt proneness. Three hundred and thirty seven undergraduate students completed on-line measures of shame and guilt proneness, self-compassion, rumination, and measures of adjustment (depression, self-esteem). We used multiple regression to examine the proposed antecedents of shame and guilt proneness and also to determine whether shame and guilt proneness added to the variance accounted for in measures of depression and self-esteem when antecedents of rumination and self-compassion were entered. The discussion considers how the present findings consolidate the distinction of shame and guilt, and how rumination and low self-compassion might serve as entry points for therapeutic strategies designed to reduce shame-proneness.

#31
Clinical Psychology / Psychologie clinique

A RANDOMIZED CONTROLLED TRIAL OF A NOVEL PROTOCOL FOR GROUP COGNITIVE BEHAVIOURAL THERAPY FOR PSYCHOSIS

Owen P. Kelly, Royal Ottawa Mental Health Centre; Cathie Massel, Royal Ottawa Mental Health Centre; Carrie Robertson, Royal Ottawa Mental Health Centre; Matthew Kerr, Royal Ottawa Mental Health Centre; Jennifner Czincz, Royal Ottawa Mental Health Centre; Leslie MacIntyre, Royal Ottawa Mental Health Centre; Alison Freeland, Royal Ottawa Mental Health Centre; Tom Fogl, Royal Ottawa Mental Health Centre; Ian Wienroth, Royal Ottawa Mental Health Centre; John Telner, Royal Ottawa Mental Health Centre; Nicola Wright, Royal Ottawa Mental Health Centre

A growing body of literature supports the use of Cognitive Behavioural Therapy (CBT) for Psychosis; however, research on manualized group approaches to CBT for Psychosis has been limited. A randomized controlled trial design was used to compare the effectiveness of a manualized group CBT for Psychosis intervention plus treatment as usual (CBT-TAU) to treatment as usual (TAU). Positive and negative symptoms of psychosis, symptoms of depression and anxiety, and quality of life were assessed. Participants in the first CBT-TAU cohort (n=16) engaged in a novel 16 week manualized group CBT for Psychosis intervention. TAU group participants will be offered the CBT for Psychosis group at the completion of the study. Baseline data for the second cohort of patients has also been obtained (n=16). Comparison of the measures obtained at baseline for both cohorts suggests equivalence of the CBT-TAU and TAU groups; a notable exception being significantly higher positive and negative symptoms in the CBT-TAU group in comparison to those in the TAU condition. Analyses of the first cohort post-treatment data suggests a trend for a reduction in symptoms of depression and anxiety among those in the CBT-TAU group compared to those receiving TAU. No significant differences existed with respect to changes in positive and negative symptoms of psychosis. Implications will be discussed.

#32
Clinical Psychology / Psychologie clinique

REDUCING PERCEIVED STIGMA RELATED TO SEEKING MENTAL HEALTH SERVICES: A SOCIAL INFLUENCE APPROACH

Kimberly J. Kiley, University of Manitoba

Perceived stigma relating to seeking mental health services has been identified as a barrier that inhibits people from seeking psychological services (e.g. Stefl & Prosperi, 1985). The aim of the current study was to determine if social influence could be used to reduce perceived stigma and increase the likelihood of seeking mental health services amongst a group of university students. Participants in this study were 165 undergraduate students who were divided into two groups. The experimental group listened to an account of a non-stigmatizing experience with therapy, and the control group listened to an account of an individual's difficulties with study habits. The experimental group was found to have had a greater decrease in perceived stigma than the control group following the intervention. The results provide support for social influence approaches to attitude change and suggest that an intervention using social influence could be used to reduce perceived stigma.

#33
Clinical Psychology / Psychologie clinique

RELATIONSHIP SATISFACTION, EMOTIONAL CONTROL, EMOTIONAL SELF-AWARENESS, AND ATTACHMENT AVOIDANCE AND ANXIETY IN A CLINICAL SAMPLE OF COUPLES: IMPLICATIONS FOR EMOTIONALLY FOCUSED COUPLES THERAPY

Hilary M. Kitchener, University of Ottawa; Tracy Dalgleish, University of Ottawa; Melissa Burgess Moser, University of Ottawa; Dr. Susan Johnson, University of Ottawa

Emotionally Focused Therapy (EFT) postulates that relationship distress stems from an absence of emotional availability from a partner, resulting in an increase in negative affect and insecurity of attachment bonds. Research has found that a lack of emotional responsiveness is a prime cause of the relationship breakdown (Huston et al., 2001). The purpose of the present study was to examine the relationship satisfaction and attachment security of romantic partners experiencing relationship distress and how it relates to partners' ability to regulate, control, and express their emotion. 52 moderately distressed couples seeking therapy were recruited. Couples were over the age of 25 and in exclusive long-term heterosexual relationships. The Dyadic Adjustment Scale, Emotional Self-Awareness Questionnaire, Courtauld Emotional Control Scale, and Experiences in Close Relationships Inventory Revised were administered. Relationship satisfaction was found to be significantly related to managing emotions and attachment security. Furthermore, attachment security was found to be related to emotional self-awareness and emotional control. This study provides further support for how attachment, emotional control, and emotional awareness are related to the maintenance of healthy relationships. These findings support the interventions that are used in creating secure connections through EFT.

#34
Clinical Psychology / Psychologie clinique

DIAGNOSES OF ANTISOCIAL PERSONALITY DISORDER AS SIGNIFICANT PREDICTOR OF SEX OFFENDER RECIDIVISM

Tyson Kurtenbach, University of Saskatchewan

Sexual offenders are often characterized with multiple diagnoses on DSM Axis I and II, with Antisocial Personality Disorder (APD) being the most common. However, some researchers argue that a diagnosis of APD may not differentiate among sex offenders in a meaningful manner. Using data collected from sex offenders at a federal psychiatric prison, the current study examined whether a diagnosis of APD significantly predicted recidivism independent of other salient predictors identified in previous research. It was hypothesized that a diagnosis of APD would predict nonsexual recidivism. Results revealed that a diagnosis of APD was significantly correlated with violent and non-violent recidivism. Moreover, regression analyses revealed that a diagnosis of APD predicted violent recidivism in the context of sexual deviancy and treatment completion, but this finding was not maintained when other common risk variables were included in the analysis.

#35
Clinical Psychology / Psychologie clinique

MUTATION OF THE PROLINE DEHYDROGENASE GENE RESULTS IN IMPAIRMENTS IN SOCIAL INTERACTION AND SPATIAL WORKING MEMORY: AN ANIMAL MODEL OF SCHIZOPHRENIA

Noah Lazar, University of Western Ontario; Shiva Singh, University of Western Ontario; Donald P. Cain, University of Western Ontario

Although studies have shown a substantial genetic component to the development of schizophrenia, the search for genes involved in this complex disease in humans has remained problematic. Numerous studies have modeled this disorder in mice by examining gene-specific mutations. The present study investigated the candidate risk gene Proline Dehydrogenase (Prodh). This gene encodes proline oxidase, which is involved in the metabolism of L-proline, and affects glutamatergic transmission. Although Prodh has been associated with schizophrenia, the causative effect of the gene has not been adequately determined. We introduced a mutation of Prodh into a 97% C57Bl / 6J background. Male homozygous mutant and wildtype mice were evaluated for schizophrenia-related endophenotypes, including startle, prepulse inhibition of the acoustic startle response (PPI), social interaction, and spatial working memory. The results suggested that Prodh has a causative role in the development of some schizophrenia-related endophenotypes. In particular, the Prodh mutation did not result in deficits in the startle response or PPI, as has been previously reported. Instead, mutants showed deficits in spatial working memory and significantly decreased social interaction, the latter which was reversed by the administration of clozapine, an atypical antipsychotic.

#36
Clinical Psychology / Psychologie clinique

MUTATIONS IN RETICULON-4 RECEPTOR GENE IN MICE SHOW ALTERED SCHIZOPHRENIA ENDOPHENOTYPES

Noah Lazar, University of Western Ontario; Shiva Singh, University of Western Ontario; Steven J. Clapcote, University of Leeds; John C. Roder, Samuel Lunenfeld Research Institute; Donald P. Cain, University of Western Ontario

Studies have shown a substantial genetic component to schizophrenia with a heritability estimate of ~80%. The search for genes involved in this complex disease in humans has remained problematic. Numerous studies have attempted to model this disorder in mice by introducing gene-specific mutations into any genetic background. This study dealt with two mutations in the Reticulon-4 Receptor gene (Rtn4r), a schizophrenia candidate gene. The receptor binds to Nogo-66 which inhibits the outgrowth of neurites and nerve terminals, thereby affecting neurodevelopment.Two strains of Rtn4r (M2-1836 and M2-1841) represent two distinct point mutations. Male homozygous mutant and wildtype mice of each strain were evaluated for a series of schizophrenia-related endophenotypes. These included startle, prepulse inhibition of the acoustic startle response (PPI), social interaction, and spatial

working memory. The results showed each mutation caused different behavioural changes. The M2-1841 mutation caused deficits in startle and PPI. Unlike M2-1841, however, the M2-1836 mutation did not result in deficits in startle and PPI, but rather resulted in significantly increased social interaction and deficits in spatial working memory. These results suggest that the Rtn4r gene may represent a potential candidate gene for selected endophenotypes of schizophrenia and deserves further investigation.

#37
Clinical Psychology / Psychologie clinique

HOSTILITY & ATTRACTIVENESS: ANALYZING THE UTILITY OF STRUCTURED OBSERVER REPORTS OF HOSTILITY

Blake MacGowan, University of Saskatchewan; Michael Wm. MacGregor, University of Saskatchewan

Previous research has indicated that individuals who are viewed as more physically attractive are perceived as having a number of other desirable traits – including reduced levels of hostility. The current study sought to investigate if individuals can be objectively rated on their level of hostility based on a structured observer rating system regardless of level of attractiveness. This research may give insight into the utility of observer reports of hostility when using structured methodology. Participants were administered two self report measures of hostility and video recorded undergoing a structured interview intended to indicate hostility in interviewees. These participants were then rated on their levels of hostility based on two observer reports with high inter-rater reliability. Participants were also analyzed on several well documented dimensions of attractiveness (i.e. face symmetry) to objectively determine a participant's level of attractiveness. This study found observer rated hostility was significantly negatively correlated with various traits found to be attractive in previous research. Results are discussed in terms of the degree which a participant's level of attractiveness can alter an observer rating in a structured analysis. Limitations for the present study and future research directions on attractiveness and hostility and discussed.

#38
Clinical Psychology / Psychologie clinique

CLUSTER C PERSONALITY DISORDER TRAITS AND DEFENSE STYLES

Blake Macgowan, University of Saskatchewan; Michael Wm. MacGregor, University of Saskatchewan

Background: Previous research has demonstrated a relation between defense styles and different aspects of personality functioning, including personality disorders. This study investigated the relation between defense styles and Cluster C personality disorder traits. Method: 445 undergraduate students completed the Defense Style Questionnaire as a measure of four defense styles (Maladaptive, Adaptive, Image Distorting, and Self-Sacrificing) and individual defenses, as well as the Personality Diagnostic Questionnaire Revised as a measure of Cluster C personality disorder traits. Results: The Maladaptive, Image Distorting, and Self-Sacrificing defense styles were all significantly positively related to Obsessive-Compulsive, Avoidant, and Dependent personality disorder traits. The Adaptive Defense Style was significantly negatively related to Dependent and Avoidant personality disorder traits but not Obsessive-Compulsive traits. When individual defenses were examined a more unique pattern of defenses emerged for each of the three personality disorders. Conclusion: Results are discussed in terms of how individual defenses may help us better understand the Cluster C personality disorders and the strengths of looking at individual defuses over defense styles.

#39
Clinical Psychology / Psychologie clinique

CORRELATES OF GENERALIZED ANXIETY DISORDER IN A NATIONAL SAMPLE OF OLDER ADULTS

Corey S. MacKenzie, University of Manitoba; Kristin Reynolds, University of Manitoba; Kee-lee Chou, University of Hong Kong; Jina Pagura, University of Manitoba; Jitender Sareen, University of Manitoba

There is a dearth of research on anxiety disorders in late life in general, and on generalized anxiety disorder (GAD) in particular. The objective of this study was to examine the correlates of GAD in late life using a nationally representative community sample. Data for this study came from the second (2004-2005) wave of the National Epidemiologic Survey of Alcohol and Related Conditions, focusing on the 12,312 adults 55 years of age and older. In terms of sociodemographic correlates, older adults with GAD were more likely to be female, divorced, and to have lower household incomes than older adults without the diagnosis. Older individuals with GAD also had significant psychiatric comorbidity; they were most likely to have comorbid mood disorders, followed by other anxiety disorders, personality disorders, and substance disorders. In terms of health-related correlates, GAD was positively associated with several cardiovascular symptoms, gastrointestinal problems, and with arthritis. Finally, GAD was associated with impaired health- and mental-health quality of life, even after adjusting for significant sociodemographic, psychiatric, and health-related problems. In conclusion, GAD in late life is more likely among certain sociodemographic groups, it is highly comorbid with other axis I and II disorders, and it confers significant impairment in health-related quality of life.

#40
Clinical Psychology / Psychologie clinique

PARENT-ADOLESCENT CONFLICT AND ATTRIBUTIONS IN ADOLESCENTS WITH ADHD

Clarisa Markel, Ontario Institute for Studies in Education of the University of Toronto; Ashley Major, Ontario Institute for Studies in Education of the University of Toronto; Ashley Brunsek, Ontario Institute for Studies in Education of the University of Toronto; Jillian Murray, Ontario Institute for Studies in Education of the University of Toronto; Judith Wiener, Ontario Institute for Studies in Education of the University of Toronto

This study investigates youth reports of parent-adolescent conflict in families of 13 – 18 year old youth with and without ADHD. Although some parent-adolescent conflict is adaptive, intense conflicts are associated with poor adolescent adjustment. Studies in non-clinical samples found an association between parent-adolescent conflict and adolescent attributions that their parents are to blame and selfishly motivated. Youth completed an Issues Checklist on which they indicated issues they discussed with their parents and the degree of conflict associated with them. The Parent-Adolescent Attribution Questionnaire was used to assess their attributions for that conflict. Preliminary analyses (N=31, 60 anticipated) showed that youth with ADHD reported more conflicts with their parents than typically developing comparison youth ($t(29) = 2.71$, $p = .01$). For both groups, the more negative attributions (blameworthy, global, and selfishly motivated) they reported, the more conflicts involving anger they reported ($r = .89, .89, .88$, respectively). This poster will also investigate whether these attribution patterns differ between adolescents with and without ADHD. These findings will contribute to understanding of social cognitions of adolescents with ADHD and interventions to reduce conflict in their families.

#41
Clinical Psychology / Psychologie clinique

MOTHERS' AND FATHERS' VIEWS OF PARENT-YOUTH CONFLICT IN FAMILIES OF YOUTH WITH AND WITHOUT ADHD

Clarisa Markel, Ontario Institute for Studies in Education of the University of Toronto; Ashley Brunsek, Ontario Institute for Studies in Education of the University of Toronto; Jillian Murray, Ontario Institute for Studies in Education of the University of Toronto; Judith Wiener, Ontario Institute for Studies in Education of the University of Toronto

This study compares levels of parent-youth conflict reported by mothers and fathers and the attributions for that conflict in 30 mother-father pairs (N= 60 anticipated) of 13 to18-year-old youth with and without ADHD. Parents completed an Issues Checklist on which they indicated issues they discussed with their teens and the conflict associated with them. The Parent-Adolescent Attribution Questionnaire was used to assess their attributions for that conflict. Preliminary results show that pervasive (global and stable) and responsibility (intentional, blameworthy, and selfishly motivated) attributions correlate with number of conflicts ($r = .83$ to $.98$). Mothers and fathers of youth with ADHD have more conflict and feel angrier than mothers $F(1, 29) = 13.59$, $p < .01$ and fathers $F(1, 24) = 19.71$, $p < .01$ of comparison youth. Parents of youth with ADHD report more pervasive conflicts (mothers: $t(27) = 3.96$, $p < .001$; fathers $t(24) = 4.13$, $p < .001$) and hold their teen more responsible than parents of comparison youth (mothers: $t(26) = 3.77$, $p = .004$); fathers: $t(24) = 4.53$, $p < .001$). No parent gender differences were found within the ADHD group but comparison mothers held their teens more responsible for conflict than fathers did ($t(14) = 2.63$, $p = .19$. The results suggest that reduction of maladaptive conflict might occur if parents' responsibility attributions are addressed.

#42
Clinical Psychology / Psychologie clinique

METACOGNITIVE INTERVENTION TO REDUCE STIGMA AGAINST PERSONS WITH DEPRESSION

Rachel Martin, University of Calgary; Keith S. Dobson, University of Calgary

Metacognition offers an effective antistigma intervention strategy for reducing public stigma against persons with depression. Depression is a major mental health problem in the world, and stigma exacerbates the personal burden and societal costs of depression. Cognitive processes that normally operate outside awareness are often involved in stigmatization, including mood misattribution, classical conditioning, just world beliefs, social identity theory, illusory correlation, and expectancy biases. These mechanisms are targeted for change in a novel antistigma intervention that promotes metacognition to increase client awareness and control of biased automatic processes. This study compared the novel metacognitive intervention, an intervention educating about depression, and a combination intervention, using pre-post questionnaires on attitudes toward people with depression. Results indicate that metacognition is an effective strategy for reducing stigma against people with depression. Participants demonstrated decreased stigma against depression and increased awareness of stigmatizing thought processes. A metacognitive antistigma strategy appears to be equally effective as interventions that educate about depression, and may provide modest incremental benefit in a combination package. The intervention is potentially applicable as a model for other forms of stigmatization.

#43
Clinical Psychology / Psychologie clinique

ADULT ADHD SYMPTOMS AND PERSPECTIVE-TAKING DURING COMMUNICATION

Tracy Mewhort-Buist, University of Waterloo; Randall Gillis, University of Waterloo; Elizabeth S. Nilsen, Psychology Department, University of Waterloo

Successful communication involves taking the perspective of one's conversational partner. Although adults use a speaker's perspective to interpret statements, they start with an egocentric interpretation that is later "adjusted" to the other perspective (Keysar et al., 2000). Communicative perspective-taking is disrupted when individuals have weaker inhibition skills or if the cognitive demands of a communication task are increased (Nilsen & Graham, 2009; Rossnagel, 2000). These findings suggest that individuals with disinhibition (e.g., those with Attention Deficit Hyperactivity Disorder, ADHD) may demonstrate more egocentric communication styles. This hypothesis was tested in adults who reported high or low symptoms of ADHD. Participants engaged in a communicative perspective-taking task, where they were asked to move objects in a display case. On some trials, use of the speaker's perspective was required to choose the correct object (ambiguous condition). Participants' eye movements were recorded using an eye tracker. Participants took longer to choose objects on ambiguous trials, $p<.05$, indicating that interpretations that require perspective-taking are more difficult. Participants in the high ADHD group looked more often at the incorrect objects across conditions, $p<.05$, suggesting that these individuals are more error-prone in their interpretations of statements.

#44
Clinical Psychology / Psychologie clinique

SOCIAL COGNITION IN SCHIZOPHRENIA : INVESTIGATION OF A NEW INSTRUMENT

Natalie Michel, York University; Ashley Miles, York University; Narmeen Ammari, York University; R. Walter Heinrichs, York University; Stephanie McDermid Vaz, McMaster University; Joel Goldberg, York University

Deficits in social cognition, including impairments in recognition and processing of emotional cues, have been hypothesized to mediate social capacity in schizophrenia. Efforts to investigate these difficulties have, thus far, been hampered by the paucity of validated instruments that are sensitive to social impairments in this population. A newly developed tool, the Social Perception subtest of the Wechsler Advanced Clinical Solutions instrument battery, shows potential in addressing this measurement gap. A key advantage is that items are presented in both visual and auditory modalities. Hence, misinterpretations of emotional cues contained in both facial expressions and verbal communication can be examined. The current study provides an initial investigation of the Wechsler social cognition instrument in a community outpatient sample of individuals diagnosed with schizophrenia (n=37). Preliminary results explored the extent to which reduced performance on indices of affect naming, social prosody and overall social perception could be discriminated among individuals with schizophrenia. Implications of this research are discussed, especially as it relates to understanding the nature of social cognitive difficulties in schizophrenia and its potential importance in addressing the mediating role of social cognition in relation to functional ability among those with the illness.

#45
Clinical Psychology / Psychologie clinique

ATTENTION-DEFICIT / HYPERACTIVITY DISORDER (ADHD) AND PERCEPTIONS OF PARENTING AS PREDICTORS OF CHILDREN'S ATTRIBUTIONS FOR THEIR MOTHERS' BEHAVIOR

Natalie Miller, University of British Columbia; Charlotte Johnston, University of British Columbia

This study investigated attributions of children with and without ADHD for their mothers' behaviours. Positive perceptions of parenting were also examined as predictors of child attributions. 96 mother-son dyads (46 boys with ADHD) participated; boys were aged 7 to 12 years. Mothers and sons completed the same scale measuring positive parenting. Child attributions were assessed using scenarios depicting positive and negative maternal behaviours, where sons' attributed maternal behaviours to four possible causes (maternal ability, maternal effort, task, or the child). Hierarchical regression models predicted child attributions from ADHD status and both mothers' and sons' perceptions of positive parenting. Children who rated their mothers as higher in positive parenting were more likely to attribute positive parenting behaviors to maternal effort and less likely to attribute negative parenting to effort. (ps < .001). Children with ADHD were more likely to attribute all maternal behaviours to child causes compared to children without ADHD ($p < .05$), suggesting a stronger fundamental attribution bias among children with ADHD. Children's attributions for parents' behaviour are likely to influence their reactions to parents, and our findings suggest that both ADHD status and the child's, but not mother's, ratings of parenting as positive are predictors of these attributions.

#46
Clinical Psychology / Psychologie clinique

ARE CODERS RATINGS OF DEPRESSION AND ANXIETY RELATED TO ATTRACTIVENESS?

Adam Mischuk, University of Saskatchewan; Michael Wm. MacGregor, University of Saskatchewan

Background: Research has demonstrated that coders can be biased in their ratings by participant's attractiveness. This study investigated the relation between self- and observer-ratings of depression and anxiety and participant attractiveness. Method: 212 undergraduate students completed the Personality Assessment Inventory (PAI) as a measure of depression and anxiety, and underwent a video-recorded interview where they were observationally rated by trained coders for depression and anxiety levels. Participants were also rated for attractiveness by independent trained coders. Results: Self-report and observer-report anxiety levels were unrelated to observer-rated levels of facial attractiveness or general physical attractiveness. Self-report depression levels were unrelated to either facial or general physical attractiveness, but observer-reports of depression were significantly negatively related to general physical attractiveness ($r = -.21$). Conclusion: It seems as if trained coders are not completely unbiased by participant's attractiveness when rating depression levels. Results are discussed in terms of what characteristics may be influencing raters and directions for future research.

#47
Clinical Psychology / Psychologie clinique

WHEN :) BECOMES :(A SOCIAL-COGNITIVE EXAMINATION OF ELECTRONIC AGGRESSION HARM PERCEPTIONS

Ashley Murphy, Queen's University; Wendy M. Craig, Queen's University; Heather McCuaig Edge, Queen's University

Electronic aggression is unique in its audience, anonymity, and depersonalization. Therefore, we hypothesized that electronic aggression would be perceived as more harmful than other forms of aggression, particularly for girls. In accordance with social-cognitive theory, we also hypothesized that experiences with peers and "real world" cognitions would be associated with perceptions of harm. The sample was 220 grades 7 to 10 students who were administered questionnaires to assess perceptions of aggression, electronic victimization experience, prosocial behavior, empathy, and normative beliefs. A MANOVA yielded a two-way interaction

of gender and perceived harm of aggression subtypes, whereby females rated electronic, social and verbal aggression as more harmful than boys, while the genders did not differ on harmfulness perceptions of physical aggression. A multiple regression analysis indicated a positive association between prosocial behavior and perceived harm of electronic aggression. Thus, electronic aggression is a very serious issue for students and education is needed to change the social norms for acceptable behavior in cyberspace. These results have implications for electronic bullying interventions and internet administrators' policies. Future research should continue to extend the social-cognitive model to electronic aggression.

#48
Clinical Psychology / Psychologie clinique

THE ASSESSMENT OF BASIC LEARNING ABILITIES: IS IT RELEVANT FOR CHILDREN WITH AUTISM?

Colleen Murphy, University of Manitoba and St. Amant Research Centre; Toby Martin, St. Amant Research Centre; C.T. Yu, St. Amant Research Centre and University of Manitoba; Garry L. Martin, University of Manitoba

The Assessment of Basic Learning Abilities (ABLA) is an empirically validated assessment tool that can be used to assess various visual and auditory skill deficits in an individual's repertoire. There are six mini-tasks, referred to as levels, that make up the ABLA. The effectiveness of the ABLA for matching the learning ability of individuals to the difficulty of training tasks has been well documented with individuals diagnosed with profound, severe, and moderate mental retardation. Moreover, the ABLA discriminations, or learning-to-learn skills, appear to be prerequisites for various self-care, academic, vocational, and prevocational tasks. Preliminary research has indicated that the ABLA may be a valuable assessment and training tool for children with autism as well. Specifically, the research with children with autism has demonstrated that the ABLA (a) levels are hierarchically ordered in terms of difficulty, (b) has high test-retest reliability, (c) appears to be correlated with language skills, (d) has high predictive validity for ABLA levels 4 and 6, and (e) is more accurate than parents in predicting a child's learning ability on two-choice match-to-sample and auditory-visual discrimination tasks. We will provide a review of these research findings, and suggest important areas for future research.

#49
Clinical Psychology / Psychologie clinique

FACTORS ASSOCIATED WITH ACADEMIC PERFORMANCE IN CHILDREN DIAGNOSED WITH A MENTAL DISORDER

Valerie A. Noel, Memorial University of Newfoundland; Sarah E. Francis, Memorial University of Newfoundland; Kristen Williams, Memorial University of Newfoundland; Stephanie L. Fung, Memorial University of Newfoundland

Academic performance is consistently assessed as an indicator of child functioning. In the present investigation, behavioural problems, academic problems, and academic performance were examined in a child clinical sample. Participants included 40 clinic-referred children ages 7 to 17 years (mean age=13 years, SD=3 years). Participants' usual academic performance (consistent level of achievement prior to referral), current academic performance (level of achievement upon intake at the clinic), and academic and behavioural problems were assessed through parent report. Results showed no significant difference between the child's usual academic performance and their current academic performance, $t(36)=1.43$, $p=.16$. Regression analysis revealed that both academic problems and behavioural problems were significant predictors of usual academic performance, $R2=.47$, $F(2, 34)=15.15$, $p<.01$. However, controlling for usual academic performance, only academic problems and not behavioural problems , ($B=.20$, $p=.48$) was a significant predictor of current academic performance , $R2=.54$, $F(3, 33)=13.02$, $p<.01$. Results indicate that within subject assessment of academic history may not be the best predictor of child functioning. For clinically diagnosed children, it may be more beneficial to target academic problems rather than behavioural problems in improving current academic performance.

#50
Clinical Psychology / Psychologie clinique

JOINT ATTENTION IN PARENT-CHILD DYADS INVOLVING CHILDREN WITH SELECTIVE MUTISM AND ANXIETY DISORDERS AND COMMUNITY CONTROLS

Matilda E. Nowakowski, Ryerson University; Charles E. Cunningham, McMaster University; Angela E. McHolm, McMaster University; Jeff St. Pierre, Child and Parent Resource Institute; Michael H. Boyle, McMaster University; Susan L. Tasker, University of Victoria; Louis A. Schmidt, McMaster University

Although joint attention processes are known to play an important role in adaptive social behavior, we know little about these processes in children with internalizing-related disorders. The authors assessed joint attention behaviors in two clinical groups of early school age children. Selectively Mute (SM; n = 19) and Mixed Anxiety (MA; n = 18) children were compared in relation to Community Controls (CC; n = 26) on joint attention measures coded from direct observations of interactions with their primary caregivers during an unstructured free play task and during two increasingly stressful structured tasks (discussion about last birthday and preparation for a speech). As predicted, during the structured task significantly fewer episodes of joint attention were established through parental initiation acts in the SM dyads compared to the MA and CC dyads. During the unstructured free play task, there were significantly more parental initiation acts in the SM dyads compared to the MA dyads. Findings suggest that children with SM may withdraw from their parents during stressful situations, thus missing opportunities for learning and developing coping skills. The implications of these findings for understanding the role of joint attention in atypical socioemotional development, in general, and in the maintenance and treatment of selective mutism, in particular, are discussed.

#51 **HOW SOCIAL REMEMBERING AFFECTS REGULATION OF HAPPINESS IN DISTRESSED INDIVIDUALS**

Clinical Psychology / Psychologie clinique

Lauren Parsons, University of Manitoba

We often share memories that have had an impact on us, and emotions are typically associated with these memories. Although many people may find this emotionally beneficial, distressed people may not gain the same benefits. This study examines how distressed people regulate their emotions when sharing memories, as little is known about how sharing memories influences emotional regulation in this group. This study hypothesized that distressed people would show decreased happiness when remembering experiences they had told others, and that distressed females would show decreased happiness after the told event when compared to distressed males. Participants (n = 45, average age = 19.5), categorized into distressed or control, were asked to rate happiness, along with other emotions, that they remembered experiencing during memories that were untold or told. Analysis showed that distressed females reported a decrease in happiness during the told event, whereas distressed males reported an increase in happiness during the told event. There was also a trend that negative emotions were more prevalent in told than untold memories, although this did not achieve significance. The results show that there is a difference with how distressed people perceive their emotions when a memory is shared. The findings will be discussed in terms of clinical implications for people who are distressed.

#52 **THE ROLE OF POSITIVE AND NEGATIVE BELIEFS IN PREDICTING GENERALIZED ANXIETY DISORDER SYMPTOMS**

Clinical Psychology / Psychologie clinique

Alexander M. Penney, Lakehead University; Dwight Mazmanian, Lakehead University

People with generalized anxiety disorder (GAD) hold both positive and negative beliefs about worry. Dugas and Koerner (2005) view positive beliefs as one of the maintaining factors in GAD. However, Wells (2005) argues that the positive beliefs regarding worry are not unique to GAD, and that it is the negative beliefs about worry that maintain GAD. The current study tested which type of belief better predicted GAD symptoms, worry frequency, and worry intensity in a non-clinical sample (N = 82). Subscales from the English Why Worry-II (Holowka et al., 2000) and the Metacognitions Questionnaire-30 (Wells & Cartwright-Hatton, 2004) all significantly correlated with two measures of GAD symptoms and a measure of worry (ps < .02). However, using multiple regression, only the negative belief that worry is uncontrollable and dangerous significantly predicted scores on all measures (ps < .001), while the positive belief that worry protects you from negative emotions predicted GAD symptoms on one measure (p = .033). When controlling for worry frequency and intensity, only the negative belief that worry is uncontrollable and dangerous significantly predicted GAD symptoms (ps < .002). These findings illustrate that although positive and negative beliefs are both related to worry, the negative belief that worry is uncontrollable and dangerous is more strongly associated with GAD symptoms.

#53 **FACTORS ASSOCIATED WITH RECENT SUICIDE ATTEMPTS IN ADDICTIONS CLIENTS**

Clinical Psychology / Psychologie clinique

Alexander M. Penney, Lakehead University; Dwight Mazmanian, Lakehead University; John Jamieson, Lakehead University; Nancy Black, St. Joseph's Care Group

Factors associated with recent suicide attempts were examined in a large sample of clients who sought treatment at an addictions treatment centre between 2001 and 2008. Those clients who had been recently hospitalized for a suicide attempt (n = 76) were compared to all other clients (n = 5914) on demographic variables, mental health diagnoses, type of problem substances, and problem gambling, using logistic regression. Those who reported a recent suicide attempt were significantly less educated, more likely to have a current diagnosis of major depressive disorder, bipolar disorder, ADHD, or personality disorder, and were more likely to report gambling problems (ps < .05). To ensure these variables were associated with attempted suicide per se and not hospitalization, an additional analysis compared the suicidal clients to clients who had been hospitalized for a different medical reason (n = 109). In this analysis, factors associated with a suicide attempt were younger age, being less educated, and having a current diagnosis of major depressive disorder or bipolar disorder (ps < .05). These findings support the connection between mood disorders and suicidal behaviour in clients receiving treatment for addictions, and also show that problem gamblers may have a higher risk of suicide than clients with other addiction problems.

#54 **PSYCHOMETRIC PROPERTIES OF THE ENGLISH VERSION OF THE WORRY AND ANXIETY QUESTIONNAIRE**

Clinical Psychology / Psychologie clinique

Alexander M. Penney, Lakehead University; Dwight Mazmanian, Lakehead University

The Worry and Anxiety Questionnaire (WAQ) is an 11-item self-report measure that assesses the DSM-IV criteria for generalized anxiety disorder. Like the Generalized Anxiety Disorder Questionnaire-IV (GADQ-IV; Newman et al., 2002), it requires participants to list their six most common worry subjects, but uses Likert-type scales for questions regarding worry, physical symptoms, and the interference caused by anxiety or worry. The original French version (Dugas et al., 2001) has shown known-groups validity and good test-retest reliability. The current study examined the psychometric properties of the nine-point version of the English WAQ in a non-clinical population (N = 80). The WAQ strongly correlated with both the Penn State Worry Questionnaire (PSWQ; Meyer et al., 1990) and the GADQ-IV. Unlike the GADQ-IV, the WAQ scoring does not include the number of reported worries. Analyses were conducted that empirically supported scoring the scale without including the number of worries. The remaining 10-items had strong item-total correlations, and strong correlations to the GADQ-IV and PSWQ (ps < .001). Cronbach's alpha was

.90. This study provides initial evidence for the internal consistency, construct validity, and convergent validity of the English WAQ, while also highlighting methodological advantages and limitations.

#55
Clinical Psychology / Psychologie clinique

DO DIFFERENT TYPES OF PROBLEM GAMBLERS HAVE DIFFERENT TREATMENT NEEDS?

Alexander M. Penney, Lakehead University; John Jamieson, Lakehead University; Dwight Mazmanian, Lakehead University; Nancy Black, St. Joseph's Care Group

Nguyen and colleagues (2008) found that gamblers who seek gambling treatment (Primary Gamblers) have few substance abuse problems, but significant mental health issues. Clients who sought addictions treatment, and had a comorbid gambling problem (Secondary Gamblers), were demographically distinct and had few mental health issues. The current study extends this research by examining client admission data from an addictions treatment centre for a longer time period (2001 to 2008), with a focus on type of comorbid substance or mental health problem. Primary Gamblers (n = 190) had lower rates of substance comorbidity, but higher rates of mental health diagnoses, treatment utilization, hospitalization, and medication use than Secondary Gamblers. Secondary Gamblers (n = 462) had higher rates of substance comorbidity and illicit drug problems, but lower rates of mental health issues. These findings highlight the importance of having two types of treatment streams for problem gamblers: 1) a gambling-focused treatment program that includes or has access to concurrent mental health treatment for primary gamblers, and 2) a combined alcohol, drug, and gambling program that targets substance abuse as well as gambling problems.

#56
Clinical Psychology / Psychologie clinique

THE ROLE OF AGREEABLENESS IN ATTENTIONAL DISENGAGEMENT AND MOOD RESPONSE TO STRESS

Rana Pishva, Queen's University; Robyn J. Carson, Concordia University; Mark A. Ellenbogen, Concordia University

The personality trait of agreeableness promotes effective conflict resolution strategies and prosocial behaviours. Individuals with high and low agreeableness traits have different information processing mechanisms that enhance the saliency of positive social information. Individuals who score high on agreeableness have difficulty disengaging attention away from positive social stimuli, whereas individuals who score low on agreeableness have difficulty disengaging their attention from antisocial stimuli. This study examined attentional disengagement from emotional stimuli and mood change under conditions of stress. Eighty five students were subjected to a social stressor, the Trier Social Stress Test. Attentional disengagement from emotionally charged stimuli was assessed using a modified spatial cueing task. Participants responded to a neutral target preceded by a dysphoric, threatening, or neutral facial expression. A shortened version of the Profiles of Mood States was used to assess self-reported mood. Participants completed the NEO-PI-R personality inventory to assess their agreeableness personality trait. After controlling for depression scores and gender, hierarchical analyses suggest that stress and agreeableness scores predict disengagement from dysphoric stimuli as well as mood change. Interpretation and implications will be discussed.

#57
Clinical Psychology / Psychologie clinique

EATING DISORDER TREATMENT FACILITIES IN CANADA: ARE THEY OFFERING SMOKING CESSATION TREATMENT?

Nicky Pugh, University of Regina; Keely Johnston, Center for Addiction and Mental Health; Christine Courbasson, Center for Addiction and Mental Health

Nicotine addiction is highly prevalent among individuals with eating disorders (ED), with reported smoking rates as high as 61% (Anzengruber et al., 2006). ED patients also report a lower willingness, greater difficulty and less success when making efforts to quit smoking (Keins, 2001). The current research addressed the following questions: Are ED facilities offering specialized smoking cessation services? If such services are not offered, what are the reasons and is there interest in education on cessation treatment? English and French Canadian ED treatment providers (n=528) were asked to participate in an online survey. A response rate of 11.9% in the English cohort and 18.2% in French cohort was achieved, resulting in an overall response rate of 12.1%. Results suggested that 94% of respondents reported not providing smoking cessation services and sited barriers including: inappropriate service mandate (35.6%), lack of training (24.4%), and limited time (17.8%). However, 85% reported an interest in enhancing their knowledge about integrated ED / smoking cessation services through: written materials (73.7%), Internet training modules (55.3%), and website resources (42.2%). Findings suggest that while the majority of ED treatment providers do not offer cessation services, many are receptive to learning about cessation treatment in effort to enhance ED recovery.

#58
Clinical Psychology / Psychologie clinique

INTERPERSONAL INTERACTIONS ON ONLINE FORUMS ADDRESSING EATING CONCERNS

Danielle Ransom, Lakehead University; Jennifer G. La Guardia, University of Waterloo; Erik Z. Woody, University of Waterloo; Jennifer L. Boyd, University of Waterloo

The current study extends "pro-eating-disorder" research by exploring the positive and negative behaviors encouraged on such forums and by comparing forum members' perceptions of support received from online and offline relationships to support received in relationships of age matched controls.In a survey of 60 forum members, we assessed information exchanged and support provided on eating disorder forums. Further, we assessed perceptions of social support for general and specific life concerns in this group of

forum members as well as 64 age-matched university controls. Results show that both adaptive and maladaptive behaviors are encouraged on the forums, and that this encouragement has some influence on forum members trying out these behaviors. Overall, forum members reported receiving less support for their eating concerns as compared to their general life stressors, and perceived less support for both their general concerns and eating concerns in their offline relationships as compared to their online forum relationships. Moreover, forum members reported receiving less support from their offline relationships as compared to support received in relationships by age-matched controls. Thus, as forum members perceive less support in their important relationships than other peers, they may seek out and participate in forums as a means of attaining greater social support.

#59
Clinical Psychology / Psychologie clinique

A 2 YEAR RETROSPECTIVE OF PATIENT CHARACTERISTICS FOR PSYCHOLOGY IN SHARED MENTAL HEALTH CARE WITHIN A FAMILY PHYSICIAN OFFICE

Sara L. Robillard, St. Joseph's Care Group; John M. Haggarty, St. Joseph's Care Group

Due to the widespread and unmet need across Canada in the medical and mental health fields and limited mental health resources, consultation models have become increasingly prevalent. Mental health problems are common in primary care, comprising 30-50% of visits, and family physicians are often frustrated by the difficulties in obtaining timely referrals for specialized mental health assessments (Weston, 2004). When queried, family physicians were requesting improved access to mental health service, prompt assessments, and the development of specific treatment recommendations (Tuner & Sorkin, 1997). 137 consecutive mental health referrals were received by the psychologist and either counselling or testing was conducted in a family physician clinic from 2007 to 2009. Demographic data was analyzed including primary and secondary reason for referral, length of involvement with the Psychologist, types of Psychological Testing conducted, and patient referral volume by doctor. Quantitative analyses of psychological referrals reveal ongoing primary utilization of counseling services (85%) and under utilization of psychological testing (15%), likely due to a greater need to meet the increasing demands for counselling requests as well as a lack of awareness about the kinds of psychological testing and services available to the family physician within the family physician's office.

#60
Clinical Psychology / Psychologie clinique

A LONGITUDINAL INVESTIGATION OF THE SELF-MEDICATION HYPOTHESIS

Jennifer Robinson, University of Manitoba; Jitender Sareen, University of Manitoba; Brian Cox, University of Manitoba; James Bolton, University of Manitoba

It is widely accepted that the use of substances to reduce anxiety ("self-medication") underlies the high comorbidity often seen between substance use and anxiety disorders. Despite the ubiquity of the self-medication hypothesis as an explanation for this, controversy exists as to the specific causal role that it plays. Investigations into this question have likely not been undertaken due to a lack of availability of longitudinal data. The current study utilized a longitudinal, nationally representative dataset in order to determine self-medication's causal role in the development of comorbidity. Four DSM-IV substance use and anxiety disorders were assessed at both Waves 1 (2001-2002) and Wave 2 (2004-2005) of the survey. Several different pathways were examined (via adjusted multiple logistic regression models) in accordance with popular theoretical hypotheses in the literature. Overall, findings indicate that self-medication within an anxiety disorder is more causally related to the development of comorbidity than self-medication within substance use disorders. These results have important clinical implications and help to identify at-risk populations. Given that comorbidity is associated with greater clinical severity than individual disorders, it is important that this research be considered by clinicians treating patients with anxiety and / or substance use disorders.

#61
Clinical Psychology / Psychologie clinique

PREDICTORS OF ELATION AND DEPRESSION IN THE POSTPARTUM PERIOD

Emily J. Russell, Lakehead University; Dwight Mazmanian, Lakehead University; Kirsten A. Oinonen, Lakehead University

Postpartum elation, a mild form of hypomania, has received considerably less attention than postpartum depression. Recent findings suggest that postpartum elation may be more common in the first week postpartum than previously thought, and that the presence of initial elation may be related to subsequent depression. Demographic, reproductive, and psychosocial predictors of mood change in the postpartum period were examined prospectively using a battery of scales, including the Beck Depression Inventory-II, Edinburgh Postnatal Depression Scale, Highs Scale, and the Elation Scale. An initial community sample of 33 women (mean age = 29.3, SD = 4.9) completed either an online or paper-and-pencil version of the questionnaire battery during the first week postpartum, and a follow-up questionnaire battery one month later. Significant predictors of negative mood change included high levels of perceived stress and positive history of abortion. A strong bond with the infant predicted positive mood change. Initial elation did not predict subsequent depression. Although limited by the relatively small sample size, predictions for a number of other theoretically relevant variables were confirmed (e.g., premenstrual mood change, prior postpartum mood change), and several previously unexamined variables were found to be worthy of future investigation (e.g., difficulty feeding the baby).

#62
Clinical Psychology / Psychologie clinique

EATING DISORDER SYMPTOMS AND DEFENSE STYLES

Laura Sayer, University of Saskatchewan; Michael Wm. MacGregor, University of Saskatchewan

Background: Previous research has demonstrated a relation between defense styles and various aspects of mental and physical health. This study investigated the relation between defense styles and eating disorder symptoms. Method: 220 undergraduate students completed the Defense Style Questionnaire as a measure of four defense styles (Maladaptive, Adaptive, Image Distorting, and Self-Sacrificing), and the Eating Disorder Inventory II as a measure of Drive for Thinness, Bulimia, Body Dissatisfaction, and Perfectionism. Results: The Maladaptive Defense Style was significantly positively related to Drive for Thinness (r = -.28), Bulimia (r = -.32), and Body Dissatisfaction (r = -.34), but not Perfectionism. The Image Distorting Defense Style was significantly positively related to Perfectionism (r = .19). The Adaptive Defense Style was significantly negatively related to Body Dissatisfaction (r = -.19). The Self-Sacrificing Defense Style was not related to any of the measures of eating disorder symptoms. Conclusion: Results are discussed in terms of how defense styles may help us better understand different aspects of eating disorders and overlapping symptoms.

#63
Clinical Psychology / Psychologie clinique

TOURETTE SYNDROME, ANXIETY AND PROCESSING SPEED

Gary Shady, St. Boniface General Hospital; Doug Staley, St. Boniface General Hospital

Past research has shown consistently that children with Tourette Syndrome (TS), a neurological disorder characterized by involuntary motor and vocal tics, have significant neuropsychological deficits in various areas, including difficulties in the area of processing speed. Processing speed, as assessed through the Processing Speed Index (PSI) on the Wechsler Intelligence Scale for Children (WISC), is a measure of the rapidity with which individuals can process simple or routine information without error. This result may have serious implications for consequential loss of time and capacity for reading comprehension and, hence, new learning. Other research has found that co-occurring anxiety disorders in children with other clinical disorders such as ADHD did not alter performance on the PSI. In fact, some studies suggested that anxiety had a motivating or positive effect, as opposed to a paralyzing or negative effect on processing speed. Anxiety has been found to be an issue for many children with TS. The present study compared PSI results as calculated from WISC-III and WISC-IV results from cognitive assessments for a sample of children from the Tourette Syndrome Service at St. Boniface General Hospital with diagnoses of TS and TS with anxiety. Implications for learning, executive functioning, reading comprehension and consequential academic performance were discussed.

#64
Clinical Psychology / Psychologie clinique

THE EFFECT OF METACOGNITION ON ATTRIBUTIONS AND SELF-JUDGMENTS IN INDIVIDUALS WHO HAVE REMITTED FROM DEPRESSION: A ONE-YEAR FOLLOW-UP

Maegan Sharp, University of Saskatchewan; Alisa Singer, University of Calgary; Amanda Epp, University of Calgary; Shannon Jones, University of Calgary; Keith S. Dobson, University of Calgary

Theories of vulnerability have proposed a number of factors that may place an individual at increased risk for future episodes of depression. These include stressful life events, personality, and cognitive factors. According to cognitive vulnerability theories, individuals at risk for depressive relapse will engage in rumination when faced with negative experiences, or will make a positive metacognitive appraisal of negative experiences and thoughts. Alternatively, engaging in acceptance (making a neutral appraisal) may reduce the risk for relapse in vulnerable individuals (Teasdale et al., 1995). The present study is a one-year follow-up to an experimental investigation of the effect of acceptance on a mood induction in a remitted depressed sample. The main objective of the current study is to identify the cognitive and psychosocial factors that predict future depressive episodes in individuals at risk for relapse. The tendency towards rumination or acceptance and attitudes towards negative experiences were assessed during an initial study. Depressive relapse status, current level of depression and negative life events during the previous year were assessed at the follow-up. The results of the study are discussed in terms of relapse rates among participants and the factors that predict relapse. Limitations of the present study and future directions for research are explored.

#65
Clinical Psychology / Psychologie clinique

BROODING AND REFLECTION: EMPIRICALLY TESTING THE VALENCE OF RUMINATION SUBTYPES

Megan M. Short, Memorial University of Newfoundland; Peter G. Mezo, Memorial University of Newfoundland; Christopher Duggan, Memorial University of Newfoundland

Repetitive thought involves continually thinking about one's self and environment, and is implicated in models of adaptive and maladaptive behaviour (Segerstrom et al., 2003). Treynor et al. (2003) conceptualized rumination as a repetitive thought style consisting of brooding and reflection, which are hypothesized to be negatively and neutrally valenced, respectively. It has been demonstrated that brooding is negatively linked to positive affect (PA) and associated with greater negative affect (NA; Nolen-Hoeksema, 2000); however, research regarding the valence of reflection is less clear. Some studies have found that reflection is related to depression (Rude et al., 2007) while other research has indicated an association between reflection and constructive outcomes (Burwell & Shirk, 2007). The goal of the current study is to investigate the unique relationships between brooding and reflection, and NA and PA. Semi-partial correlations revealed that brooding was significantly correlated with NA and PA, independent of reflection ($r = .54$, $r = -.29$, p's $< .05$, respectively). The correlations between reflection and NA and PA disappeared when controlling for brooding ($r = .00$, $r = .05$, p's $> .05$, respectively). These results support the hypothesis that reflection is neutrally valenced and provide knowledge on the consequences of repetitive thought.

#66
Clinical Psychology / Psychologie clinique

EXAMINING THE RELATIONSHIPS BETWEEN MINDFULNESS, RUMINATION, AND DEPRESSION IN MEN AND WOMEN

Megan M. Short, Memorial University of Newfoundland; Peter G. Mezo, Memorial University of Newfoundland

Mindfulness has been defined as a way of directing attention so that one is aware of current stimuli, in an accepting and non-judgmental way (Brown & Ryan, 2003). As studies reveal that mindfulness exhibits a strong inverse relationship with depression (Finucane & Mercer, 2006), research is needed to elucidate the mechanisms underlying this process. Rumination involves negative self-focused attention on past events and thus, is contradictory to mindfulness (Treynor et al., 2003). Theoretically, mindfulness reduces distress because individuals high in this domain assess their thoughts as transient mental events, which disrupts the link between ruminative thought and negative affect (Teasdale et al., 1995). It is important to examine these variables in relation to gender because research supports robust gender differences, namely that females experience higher levels of rumination and depression (Nolen-Hoeksema et al., 1999). The objective of this study is to examine possible gender differences in ruminative thought as a mediator between mindfulness and depression. Sobel tests revealed that rumination partially mediated the relationship between mindfulness and depression in both undergraduate samples of 84 females, $Z = -3.93$, and 84 males, $Z = -2.40$, p's $< .05$. The results of this investigation provide insight into genders effects in therapeutic models of mindfulness.

#67
Clinical Psychology / Psychologie clinique

CONVERTING FROM A WEB-BASED TEACHING TOOL TO A TRAINING MODALITY FOR SOCIAL ANXIETY

Heather D. Simister, University of Manitoba; Joseph J. Pear, University of Manitoba

Anxiety disorders are one of the most common mental health concerns today, with one in four people suffering from an anxiety disorder at some point in their lives (Antony & Stein, 2008). Although many people suffer from anxiety, only a small percentage will receive treatment because they are either unwilling or unable to access qualified professionals. Many individuals will seek out self-help treatments to address their anxiety. While cognitive-behavioural therapy (CBT) is a well-documented and researched treatment for anxiety disorders, effective CBT depends on the client's understanding of anxiety and willingness to complete homework assignments designed to help overcome both the overt and covert behaviours that maintain anxiety. This can be a very time-consuming process and for clients that are unable to attend weekly sessions, the benefit of this treatment can be limited. A Web-based teaching tool called computer-aided personalized system of instruction (WebCAPSI) was modified and tested as an online treatment for social phobia with undergraduate students at the University of Manitoba. This system allows participants to move through the program at their own pace, and allows for feedback to be received not only from the administrator (therapist) but also from other participants. Qualitative and Quantitative results will be discussed.

#68
Clinical Psychology / Psychologie clinique

EARLY MALADAPTIVE SCHEMAS MEDIATE THE RELATIONSHIP BETWEEN PAST PARENTAL CARE AND PRESENT DEPRESSIVE SYMPTOMS IN YOUNG ADULTS

France Talbot, Université de Moncton; Vickie Roy, Université de Moncton; Margaret Priemer, Université de Moncton; Mélanie Babineau, Université de Moncton

Young (1984) has proposed that interactions during childhood contribute to the development of Early Maladaptive Schemas (EMSs) or dysfunctional patterns which in turn increase vulnerability to psychopathology. The aim of the present study was to assess if EMSs mediate the relationship between past parenting style and current depressive symptoms. Undergraduate students [N=191; 67.5% females; mean age = 20.2, SD =2.6) completed French versions of the Schema Questionnaire- Short Form (SQ-SF), the Parental Bonding Instrument (PBI) and the Beck Depression Inventory II (BDI-II). The SQ-SF total score was used as an aggregate summary as it was more highly correlated with depression than individual schema scores. For maternal parenting style, significant correlations were observed between level of care and depressive symptoms ($r = -.23$, $p < .001$), level of care and schemas ($r = -.42$, $p < .001$) as well as between schemas and depressive symptoms ($r = .56$, $p < .001$). When controlling for schemas, a regression analysis showed that level of care no longer accounted for variance in depressive symptoms supporting the mediational role of EMSs ($F(1, 149) = 69.83$, p = ns). Similar results were obtained for perceptions of maternal overprotection. In relation to paternal bonding, EMSs were found to be partial mediators. Aspects of parenting style may have some protective value in the development of depressive symptoms later in life by positively impacting schema pathology.

#69
Clinical Psychology / Psychologie clinique

BORDERLINE PERSONALITY DISORDER, PANIC ATTACKS AND SUICIDAL BEHAVIOUR: RESULTS FROM A NATIONALLY REPRESENTATIVE MENTAL HEALTH SURVEY

Danielle Turnbull, University of Manitoba and National Institute on Alcohol Abuse and Alcoholism; Brian J. Cox, University of Manitoba and National Institute on Alcohol Abuse and Alcoholism; Bridget F. Grant, University of Manitoba and National Institute on Alcohol Abuse and Alcoholism

Borderline Personality Disorder (BPD) and panic attacks have both been linked to suicidal behaviour in several studies based on clinical and community-based adult samples. To date there has been little systematic investigation of this relationship using nationally representative general population-based large-scale mental health surveys. The primary objective of the current study was

to address this important gap in the literature using Wave 2 of the National Epidemiolic Survey of Alcohol and Related Conditions (NESARC; n=34,753). It was hypothesized that both Borderline Personality Disorder and panic attacks would each be significantly associated with suicide attempts and the highest frequency of suicidal behaviour would be observed in individuals with comorbid BPD and panic attacks. Results will be briefly discussed in the context of emotion dysregulation and how it relates.

#70
Clinical Psychology / Psychologie clinique

ROMANTIC RELATIONSHIPS IN YOUNG WOMEN WITH A HISTORY OF CHILD MALTREATMENT: EXAMINING THE ROLE OF MENTORING RELATIONSHIPS AS A PROTECTIVE FACTOR

Lisa Van Bruggen, University of Victoria; Marsha Runtz, University of Victoria

Individuals who have experienced child maltreatment (CM) are at an increased risk for future relationship difficulties. In this study, the role of mentoring relationships was examined to see how mentors might support healthy romantic relationships among those with CM histories. Young adult women in a romantic relationship (N = 267; 18-25 years of age) completed a questionnaire exploring CM, romantic relationship functioning, and mentoring relationships. Almost half of the women had a current / past mentoring relationship (n = 132). Maltreatment experiences examined were child psychological maltreatment (CPM; 21%, n = 55), child physical abuse (CPA; 9%, n = 24), witnessing domestic violence (WDV; 16%, n = 43), and child sexual abuse (CSA; 11%, n = 29). Results showed that women who experienced higher levels of CPM and CPA, particularly by fathers, were more likely to report higher levels of psychological maltreatment and physical violence in their current romantic relationships compared to women with lower levels of CPM and CPA. There was support for the role of mentors as a protective factor among women who had experienced physical abuse by their fathers. This study calls attention to the need for greater awareness of the link between CM and relationship difficulties, as well as the role of positive mentoring relationships as a protective factor for those with a history of CM.

#71
Clinical Psychology / Psychologie clinique

THE WINNIPEG EXECUTIVE ATTENTION TEST (WEAT): A NEW TEST OF EXECUTIVE FUNCTION

Hal Wallbridge, University of Manitoba; Andrea S. Piotrowski, University of Manitoba

Attention and mental processing complaints are common among patients referred for non-urgent cognitive assessments. While these cognitive symptoms are subjectively viewed by these patients as significantly affecting the quality of their lives, assessing and finding clear evidence of these symptoms can be challenging. We developed the Winnipeg Executive Attention Test (WEAT) in order to better detect such attentional and mental processing difficulties and to see if patients with these complaints can be distinguished from normal controls. The test involves complex working memory by requiring the person to organize geometric shapes according to simple rules while also tracking multiple characteristics of these stimuli. The WEAT can be administered by paper and pencil format or by computer. Preliminary data from a university student population indicated that cognitively healthy individuals can learn and perform well on this test. Data from a clinical population (patients referred for non-urgent outpatient cognitive assessments) showed evidence of more significant difficulty. This task involves executive control of attention (complex working memory and mental processing) and to support this hypothesis, the relationships between the WEAT and other tests of executive functioning will be presented.

#72
Clinical Psychology / Psychologie clinique

THE EFFECT OF NEGATIVE MOOD ON STATE RUMINATION

Julie Wershler, University of Calgary; Laurie E. Ching, University of Calgary; Keith S. Dobson, University of Calgary

An experimental study was conducted to examine the relationship between negative mood and rumination. Beck's Cognitive Theory posits that depressed individuals have unduly negative thinking processes, one of which is rumination. Although previous research has established that engaging in rumination can precede and intensify negative mood states, it is not yet clear whether negative mood may precede and increase ruminative thinking, as Beck suggests. Fifty University of Calgary undergraduate students (42 Females, 8 Males) with a mean age of 21 years participated, and were randomly assigned to either a control group or a negative mood induction group. Participants thought out loud about their reactions to hypothetical negative life events both before and after either a neutral task (control group) or a negative mood induction, and completed a self-report measure of rumination following each think-aloud. It was hypothesized that individuals who experienced a negative mood induction would have greater rumination change scores (i.e., difference in the level of rumination prior to and following the mood task) as compared to those in the control group. Group differences in rumination change scores for both the self-report scores and an objective coding measure were examined, and results are presented. Implications of this study and ideas for future research are discussed.

#73
Clinical Psychology / Psychologie clinique

REASONS FOR TERMINATING PSYCHOTHERAPY: A GENERAL POPULATION STUDY

Robin Westmacott, University of Ottawa; John Hunsley, University of Ottawa

Using data collected for the population-based Canadian Community Health Survey, Cycle 1.2 (Mental Health and Well-Being; Statistics Canada, 2003), clients' (N=693) reasons for ending psychotherapy and their associations with demographics, mental disorder caseness, and type of mental health care service provider were examined. The most frequently reported reason for termination

was feeling better, however, a substantial minority of individuals reported terminating due to treatment dissatisfaction or wanting to solve problems independently. Direct logistic regression was used to determine odds ratios for selecting a reason for termination as a result of the level of each predictor variable. Lower income was associated with lower odds of termination due to feeling better and higher odds of termination due to a perception that therapy was not helping. Meeting criteria for an anxiety disorder, mood disorder, or for substance dependence decreased the odds of termination due to feeling better. These findings provide important information on the challenges to the successful completion of psychotherapy.

#74
Clinical Psychology / Psychologie clinique

THE IMPACT OF SLEEP RESTRICTION & EXTENSION ON PERFORMANCE ON THE CONTINUOUS PERFORMANCE TEST IN CHILDREN WITH ADHD AND CONTROLS

Sabrina Wiebe, Douglas Mental Health University Institute; Lisa Montecalvo, Douglas Mental Health University Institute; McGill University; Eva Monson, Douglas Mental Health University Institute; McGill University; Emily Coffey, Douglas Mental Health University Institute; McGill University; Bianca Brunetti, Douglas Mental Health University Institute; McGill University; Nikki Amirlatifi, Douglas Mental Health University Institute; Erika Kleiderman, Douglas Mental Health University Institute; McGill University; Zoe Schwartz, Douglas Mental Health University Institute; McGill University; Reut Gruber, Douglas Mental Health University Institute; McGill University

Background: ADHD is a pervasive disorder, characterized by sleep problems and symptoms similar to sleep deprivation. Few studies have examined the effect of sleep on attention in clinical pediatric populations. Our objective was to assess the impact of sleep duration on the Continuous Performance Test (CPT), a measure of attention, in children with ADHD and Controls. Methods: A week of one hour extended or restricted sleep, based on one week of baseline, was completed by 24 children with ADHD and 49 Controls, with CPT administration on Days 5 and 12. Separate mixed ANOVAs were run for Extension and Restriction, using Group (ADHD or Control) as a between-subjects factor and Week (Baseline or Experimental) as a within-subjects factor. Results: Inattention scores were improved in the Extension group, while scores decreased in the Restriction group ($p < .01$). As well, for Restriction, post hoc t-tests revealed that Controls remained below clinical levels ($p < .05$), while scores for children with ADHD were no different from clinical scores ($p > .05$), suggesting greater detriment to these children. Conclusion: Extended sleep resulted in better performance on the CPT for both children with ADHD and Controls. Though performance after restricted sleep deteriorated similarly across groups, the deficits associated with ADHD resulted in a worse outcome for these children.

#75
Clinical Psychology / Psychologie clinique

AN EXAMINATION OF FAMILIAL STRUCTURE AND DEPRESSIVE SYMPTOMS IN CHILDREN

Kristen Williams, Memorial University of Newfoundland; Sarah E. Francis, Memorial University of Newfoundland; Valerie A. Noel, Memorial University of Newfoundland

Research indicates a link between parental divorce and child depressive symptoms in both male and female children (Simons et al., 1999; Strohschein, 2005). While this relationship has been established, few studies compare the impact of familial structure on depressive symptoms in children of closely related age. The present study examined depressive symptoms and familial structure in a community sample of grade 3, grade 5, and grade 7 children (n=158). After controlling for number of siblings, parental living arrangement predicted depressive symptoms in grade 3 ($R^2 = .24$, $F(3,66) = 6.50$, $p < .01$), but not grade 5 ($R^2 = .07$, $F(3,49) = 1.24$, $p = .31$) or grade 7 ($R^2 = .11$, $F(3,30) = 1.22$, $p = .32$) children. For grade 3 students, living primarily with only the biological mother predicted high levels of depressive symptoms ($B = 3.48$, $p = .01$), whereas living with two biological parents predicted low levels of depressive symptoms ($B = -3.06$, $p < .01$). Living equal amounts of time with two parents separately did not predict depressive symptoms ($B = 1.39$, $p = .42$). Results suggest that parental living arrangement and familial structure may play a less important role in child depressive symptoms as children age. Theoretical explanations and implications of the findings will be discussed.

#76
Clinical Psychology / Psychologie clinique

DEPRESSION, ANXIETY, AND SUICIDE AND THE FIVE FACTORS OF PERSONALITY

Melissa Woods, University of Saskatchewan; Michael Wm. MacGregor, University of Saskatchewan

Background: Previous research has demonstrated a relation between the five factors of personality and various aspects of mental health. This study investigated the relation between depression, anxiety, and thoughts of suicide and the five factors of personality. . Method: 250 undergraduate students completed the Personality Assessment Inventory as a measure of depression, anxiety, and suicidal thoughts along with the Big Five Inventory (John et al., 1992) as a measure of the five factors of personality. Results: Depression, anxiety, and suicidal thoughts were all significantly positively correlated with Neuroticism (r = .56, 38, .22 respectively). Depression was significantly negatively related to Extraversion, Openness, Agreeableness, and Conscientiousness (r's ranging from .17 to .27). Anxiety was only significantly negatively related to Agreeableness (r = -. 25) and Conscientiousness (r = -.27). And suicidal thoughts were only significantly negatively related to Agreeableness (r = -.22). Conclusion: Results are discussed in terms of the overlapping and different symptoms associated with depression, anxiety, and suicidal thoughts.

#77
Clinical Psychology / Psychologie clinique

GENERALIZED SOCIAL ANXIETY DISORDER AND THE STRUCTURE OF COMMON MENTAL DISORDERS: CONFIRMATORY FACTOR ANALYTIC FINDINGS FROM A NATIONALLY REPRESENTATIVE MENTAL HEALTH SURVEY

Lydia Worobec, University of Manitoba and National Institute on Alcohol Abuse and Alcoholism; Brain J. Cox, University of Manitoba and National Institute on Alcohol Abuse and Alcoholism; Ian P. Clara, University of Manitoba and National Institute on Alcohol Abuse and Alcoholism; Bridget F. Grant, University of Manitoba and National Institute on Alcohol Abuse and Alcoholism

Epidemiologic studies indicate that Social Anxiety Disorder (SAD) or social phobia is a common mental health problem in the North American general population. SAD is comprised of two subtypes known as Generalized and Non-generalized SAD. Recent research has supported the idea that the Generalized subtype represents a more severe variant of SAD as demonstrated by variables such as comorbid major depression and suicidal ideation. The primary objective of the current study was to assess whether Generalized SAD would show a stronger association with a higher-order Anxious-Misery factor of internalizing psychopathology compared to a higher-order Fear factor. It was hypothesized that support for such a view would emerge using correlational and factor analytic analyses with the recent National Comorbidity Replication Survey (N = 9282 community-based adults). It was further hypothesized that the Non-generalized SAD subtype would show a stronger association with the Fear factor compared to the Anxious-Misery factor. Results will be briefly discussed in the context of current views on the structure and classification of psychopathology in large scale population mental health surveys. Generalized SAD was operationalized in our current study based on the DSM-IV definition and on our previous work in this area.

#78
Clinical Psychology / Psychologie clinique

PSYCHOLOGICAL STRENGTHS, MOOD, WEIGHT AND RECREATIONAL ACTIVITIES: THE RELATIONSHIP DURING ADOLESCENCE

Sarah Worobetz, Lakehead University; Edward P. Rawana, Lakehead University

In Canada, concern over adolescent weight has increased dramatically over the past 25 years. This has occurred due to the myriad of health consequences resulting from obesity as well as the knowledge that weight can play a significant role in mood and involvement in recreational activities. The purpose of the study is to explore the role of psychological strengths (PS) in regards to mood, weight and recreational involvement (RI). It is expected that results will show that strengths in certain domains will be correlated with healthier weights, better mood and greater RI. Additionally, it is expected that a high level of overall PS will have a positive impact on depression level, weight and RI. Adolescents in grades 9 and 10 were recruited for this study and administered the SAI (psychological strengths), CES-D (depression) and the EPAQ2 (recreational involvement). Subjects were also asked their height and weight in order to calculate BMI. Results showed that only PS as a whole was able to predict depression level when body mass index, RI and demographics were also examined. Depressed subjects showed lower overall PS as well as personality functioning, a subscale of PS. Similar trends were noted for additional subscales of family functioning, school functioning and recreation / leisure. Implications and future research directions will be discussed.

#79
Clinical Psychology / Psychologie clinique

SPECIFICITY AND ORGANIZATION OF SELF-SCHEMA IN INTERNALIZING AND EXTERNALIZING PROBLEMS

Daniel Zdzieborski, University of Guelph; Karl H. Hennig, University of Guelph

Surprisingly little research has investigated the specificity and organization of self-schema underlying internalizing and externalizing problems. The present study addresses this gap in knowledge by examining the organization of positive and negative self-schema underlying internalizing (i.e., depression) and externalizing (i.e., aggression) problems among adolescents (N = 176) and young adults (N = 133). Initial sample comparisons suggested group differences in negative schema organization, such that compared to young adults, adolescents reported more organized negative schema particularly in the autonomous domain. A main effect of gender also emerged, such that males reported less organized negative schema in autonomous and interpersonal domains compared to females. Subsequently, separate multiple regression analyses were conducted for each sample to examine the unique contributions of positive and negative self-schema to depression and aggression. Results were consistent across both samples, such that a more organized negative self-schema reflecting the interpersonal domain uniquely predicted aggression, whereas a more organized negative self-schema reflecting the autonomous domain uniquely predicted depression. Results are discussed within cognitive models of internalizing and externalizing problems.

#80
Clinical Psychology / Psychologie clinique

THE RELATION BETWEEN PREMENSTRUAL SYMPTOMS AND DEPRESSION

Jill Zurevinski, University of Saskatchewan; Michael Wm. MacGregor, University of Saskatchewan

Background: Research has demonstrated that premenstrual symptoms are associated with depression mood. This study investigated the relation between self-report premenstrual symptoms and both self- and observer-ratings of depression. Method: 215 women of reproductive age who were not on birth control completed the Premenstrual Syndrome Assessment (PMS) Questionnaire, Shortened Premenstrual Assessment Form, Personality Assessment Inventory (PAI) as a measure of depression, and underwent a video-recorded interview where they were observationally rated for depression levels. Results: Overall depression levels were significantly

related to almost all premenstrual symptoms assessed by both self-report questionnaires (r's ranging from .15 to .45). For example, self-reported premenstrual behavioral changes were significantly related to total depression scores on the PAI (r = .34) as well as affective (r = .28), cognitive (r = .32) and physiological (r = .27) depression levels. Interestingly, observer-reported depression levels were not related to any self-reported premenstrual symptoms. Conclusion: Future studies need to consider observer-report ratings of depression in a wider range of interactions to determine if observers can identify a relation between observer-rated depression and self-reported premenstrual symptoms.

2010-06-04 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – COLBOURNE

Workshop / Atelier
Clinical Psychology / Psychologie clinique

ASSESSMENT AND TREATMENT OF CO-MORBID ANXIETY IN INDIVIDUALS WITH INTELLECTUAL DISABILITIES
Heather D. Simister, St. Amant; James Ediger, St. Amant; Leslie Thorne, St. Amant

Evidence suggests that prevalence of anxiety disorders is even more common in individuals with Intellectual disabilities; however, research on anxiety in this population is limited (Hagopian & Jennett, 2008). Clinicians are trained to assess for anxiety using client-reported symptoms but this method may provide limited or inaccurate information if the client has the deficits associated with ID. It can be challenging to differentiate an anxiety disorder from other challenges that are frequency present in individuals with ID and many of these co-morbid problems may take priority prior to seeking treatment for anxiety. Carnaby (2007) emphasized the importance of thorough assessment in this population not only to ensure proper diagnosis, but also as an important precursor to developing treatment. Current treatment for anxiety is well-documented and researched; however effective treatment depends on the client's understanding of anxiety and willingness to complete homework assignments designed to help overcome both the overt and covert behaviours that maintain anxiety. This workshop will provide attendees with the knowledge to recognize anxiety in people with ID, modify current assessment techniques to address challenges posed by having an ID, and formulate treatment plans for individuals with co-morbid anxiety and ID. Case studies will be included to demonstrate each goal.

2010-06-04 – 3:30 PM to 4:25 PM – 15 h 30 à 16 h 25 – CABINET

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

SUBSTANCE ABUSE / DEPENDENCE / TOXICOMANIES
David Teplin, Private Practice

2010-06-04 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – TALBOT

CPA Foundation / Fondationde la SCP

CPA FOUNDATION BUSINESS MEETING
Kenneth Craig, Jean-Paul Boudreau, Peter Bieling, Karen Cohen, David J.A. Dozois, Roberta McKay, Linda McPhee

2010-06-04 – 3:30 PM to 4:25 PM – 15 h 30 à 16 h 25 – WESTMINSTER

Committee Business Meeting / Réunion d'affaires

PROFESSIONAL AFFAIRS COMMITTEE BUSINESS MEETING
Lorne Sexton, Sharon L. Cairns; Tavis Campbell; Ester Cole; Jennifer Frain; Mark Lau; Judi L. Malone; Ian R. Nicholson; Mark Olver; Tricia Orzeck; Donald H. Saklofske; Kelly Smith

2010-06-04 – 3:30 PM to 4:25 PM – 15 h 30 à 16 h 25 – MILLENNIUM SUITE

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

PSYCHOLOGISTS IN EDUCATION / PSYCHOLOGUES EN ÉDUCATION
Donald H. Saklofske, University of Calgary

This is the Annual Section Business Meeting

2010-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – CAMPAIGN A

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

PARTNER- AND RELATIONSHIP- ENHANCEMENT AND RELATIONSHIP QUALITY IN ROMANTIC RELATIONSHIPS

Susan D. Boon, University of Calgary

The papers in this symposium discuss issues related to partner- and relationship- enhancement and the experience of satisfaction in romantic relationships. The first paper (Morry and Kito) tests the hypothesis that tendencies to view one's partner more positively than oneself are associated with increased relationship quality. Findings from three studies support this hypothesis and identify a boundary condition that may limit the dimensions along which people partner-enhance. The second paper (Kito, Morry, & Fehr) describes the results of a pair of prototype-based studies examining relationship features university students associate with the experience of relationship satisfaction and dissatisfaction. Their findings call into question the assumption that satisfaction and dissatisfaction are appropriately conceptualized as opposite ends of a single continuum. The final paper (Sheppard, Boon, & Alibhai) examines people's tendencies to view their own relationships as better than others' relationships on relational attributes identified, through previous research with undergraduates, as markers of relationship success and failure. As expected, higher relationship quality is associated with more pronounced tendencies among participants to rate success attributes more characteristic of and failure attributes less characteristic of their own than of others' dating relationships.

A

RELATIONSHIP QUALITY AND PARTNER-ENHANCEMENT IN DATING RELATIONSHIPS

Marian M. Morry, University of Manitoba; Mie Kito, University of Manitoba

Individuals rate themselves more positively than strangers or acquaintances: self-enhancement. In ongoing relationships, however, self-enhancement may be detrimental to the relationship. We hypothesized that higher relationship quality would predict partner-enhancement (rating the partner more positively than the self). Study 1, testing this hypothesis among cross-sex friendships and dating relationships in University students and in a married non-University sample, supported our hypothesis for romantic relationships with both positive (e.g., sociable, extraverted) and negative (e.g., moody, thoughtless) relationship relevant traits even when controlling for relationship closeness, relationship duration, and trait self-esteem. Study 2 replicated these results with dating couples and indicated that women partner-enhance more than men, and all individuals enhanced both the self and the partner relative to the average student on the positive and negative relationship relevant traits. Finally, in Study 3, priming high, as opposed to low, relationship quality increased partner-enhancement on moderate (e.g., loving, selfish) but not low (e.g., sympathetic, intelligent) relationship relevant traits. This finding suggests that relationship quality does not blind the perceiver to all of the partner's traits but only those relevant to the relationship.

B

ARE YOU SATISFIED AND DISSATISFIED IN YOUR RELATIONSHIP? PROTOTYPES OF RELATIONSHIP SATISFACTION AND DISSATISFACTION

Mie Kito, University of Manitoba; Marian M. Morry, University of Manitoba; Beverley A. Fehr, University of Winnipeg

Although relationship researchers have developed a number of relationship quality measures, most measures focus on only the positive aspects of relationships. Using a prototype approach, we examined whether relationship satisfaction and dissatisfaction are two opposites of one continuum or qualitatively different. In Study 1, 156 university students listed features of either relationship satisfaction or relationship dissatisfaction in romantic relationships. Some features listed were the opposite for satisfaction (e.g., love, trust, happy) and dissatisfaction (e.g., no love, distrust, unhappy). These features are consistent with previous research conceptualizing relationship quality as the presence of positive aspects. That is, these positive aspects are present in satisfaction prototypes and absent in dissatisfaction prototypes. In addition, these features were more frequently listed than other features. However, there were some items which uniquely appeared in dissatisfaction prototypes (e.g., cheating, anger, lies), which represent the presence of negative aspects. In Study 2, another group of participants rated each feature from Study 1 in terms of how good an indicator the item was for satisfaction and dissatisfaction. These centrality ratings will be compared between satisfaction and dissatisfaction prototypes.

C

MARKERS OF RELATIONSHIP SUCCESS AND FAILURE: PERCEIVED SUPERIORITY IN INTIMATES' BELIEFS ABOUT THE QUALITIES THAT "MAKE OR BREAK" DATING RELATIONSHIPS

Kenneth E. Sheppard, University of Calgary; Susan D. Boon, University of Calgary; Alishia M. Alibhai, University of Calgary

Perceived superiority (viewing one's own relationship as better than others') has been shown to facilitate relationship maintenance (Rusbult, Van Lange, Wildschut, Yovetich, & Verette, 2000) and enable intimates to resolve the conflict between hope and fear that often emerges as interdependence increases and awareness of a partner's imperfections grows (Murray & Holmes, 1999). The

present study tested the hypothesis that believing that one's relationship is uniquely advantaged compared to others' on dimensions related to healthy relational growth and development may be suited to the construction of conviction concerning the relationship's rosy future prospects because such beliefs target precisely those aspects of relationships thought to predict which relationships succeed and which do not. Participants (N = 218) completed one of two evaluation tasks in which they rated how characteristic various attributes were of their own and the average dating relationship. Attributes in the "success" task comprised markers of success in romantic relationships; attributes in the "failure" task comprised markers of relationship failure. As predicted, participants rated the success attributes more characteristic and the failure attributes less characteristic of their own than the average dating relationship and perceived superiority was positively related to both commitment and satisfaction.

2010-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – CAMPAIGN B

Keynote (Section) / Conférencier de la section
Teaching of Psychology / Enseignement de la psychologie

SUPPORTING THE DEVELOPMENT OF CRITICAL THOUGHT AND EFFECTIVE COMMUNICATION: THE PEDAGOGICAL POWER OF PEER ASSESSMENT VIA PEERSCHOLAR

Steve Joordens, University of Toronto, Scarborough; Dwayne Pare, University of Toronto, Scarborough

SECTION PROGRAM / PROGRAMME DE LA SECTION

In addition to providing content knowledge, an optimal university experience provides students with practice and guidance in the development of critical thinking and communication skills, skills that will help them to be successful across a broad set of life experiences. However, it is much easier to teach and assess content than it is to teach and assess thinking and writing, especially in the context of large class sizes. As a result, the education most current students receive over-emphasizes content learning and underemphasizes the development of core thinking and communication skills. In our presentation we will describe peerScholar, an internet-based tool that supports the development of critical thinking and writing skills. As we walk through a typical peerScholar assignment, we will emphasize how each of the three phases — in isolation and in combination — promotes virtually every definition of critical thinking described in the educational literature. In addition, we will present recent research findings that support not only the fairness of the assignments but also their power, in terms of having clear documentable effects on learning even when implemented within classes as large as 1500 students.

2010-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – KILDONAN

Symposium / Symposium
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

INTERNATIONAL / CROSS-CULTURAL STUDENT SYMPOSIUM PART 2: MULTICULTURAL IDENTITY, PREJUDICE, AND LINGUISTIC PROCESSES

Maya A. Yampolsky, Université du Québec à Montréal

This symposium highlights intercultural processes in the intraindividual context of identity organisation and the interpersonal contexts of language, linguistic abstraction, and prejudice. Lou and colleagues investigate the role of social validation of different racial identities among two biracial populations, where validated racial identities predicted identity clarity and bicultural identity integration. Employing a life narrative approach, Yampolsky and colleagues explore how multicultural individuals cognitively organize their multiple cultural identities within the self, and how language competence, cultural participation, social support and discrimination predict the cognitive organisation of these multiple identities. Collins and Clément's research with Anglophones and Francophones experimentally demonstrates a causal link of linguistic bias to stereotype maintenance and dispositional attributions in evaluations of others. Their findings also show that the cultural group membership of both the participant and the target contribute to the evaluation of the target's behaviour. Employing diverse methodologies and theoretical backgrounds, each study highlights the importance of different aspects of intercultural experiences and the need to understand intercultural interactions in our increasingly multicultural society.

A

GOING BEYOND BLACK AND WHITE: UNPACKING THE COMPLEXITY OF BIRACIAL IDENTITIES

Evelina Lou, York University; Richard N. Lalonde, York University; Carlos Wilson, Concordia University

The current research assessed a multidimensional framework for examining racial identity proposed by Rockquemore and colleagues (2002), which acknowledges race as a social construction, in a diverse multiracial sample (N = 122). Both Black / White biracials (n = 38) and Asian / White biracials (n = 40) showed great variability in their selection of multiracial identity categories, but the pattern of responses differed across the two groups. In addition to the different patterns of identity selection between Asian / White and Black / White biracials, findings revealed the importance of identity validation within one's social network in determining how individuals perceive and organize their own identities. Having a multiracial identity that has been validated by others (as op-

posed to invalidated or contextually-dependent identities) was associated with greater self-concept clarity and bicultural identity integration. The biracial experience was also linked to bicultural experience in a separate Asian / White biracial sample (n = 23) where different cultural influences within the family (e.g., parent's background; family allocentrism) had important implications for identity clarity and conflict. Future research on multiracial experience should look to examine the family's unique role in racial identity selection, social validation, and self-understanding among different biracial groups.

B **EXPLORING THE INTEGRATION OF MULTIPLE CULTURAL IDENTITIES WITHIN THE SELF: A NARRATIVE APPROACH**

Maya A. Yampolsky, Université du Québec à Montréal; Catherine E. Amiot, Université du Québec à Montréal; Roxane de la Sablonnière, Université de Montréal; Catherine M. Bergeron, Université du Québec à Montréal

Having more than one cultural identity necessitates the cognitive management of these identities within one's general sense of self. According to the Multiple Social Identity Integration Model (MSIIM; Amiot et al., 2007), there are different stages of identity organization: categorization, where people identify with one cultural identity over all others; compartmentalization, where individuals maintain multiple, separate identities within the self; and integration, where people interconnect their multiple cultural identities. Interviews were conducted to explore the identity configuration of multicultural individuals and to account for antecedents of their identity organization. Participants constructed cultural identity narratives to retrospectively explore the development of their identity configuration strategies, and to determine whether the different configurations were related to narrative coherence (Baerger & McAdams, 1999). Questions were asked in relation to each strategy posited in the MSIIM. MSIIM strategies emerged in participants' experiences and narratives. Results suggest that integration strategies were positively related to language competence, cultural participation and social support. Narrative coherence was positively related to compartmentalization and integration, and negatively related to categorization. Future research directions will be discussed.

C **THE COGNITIVE CONSEQUENCES OF LINGUISTIC BIAS**

Katie Collins, University of Ottawa; Richard Clément, University of Ottawa

According to Semin and Fielder's (1988) Linguistic Categories Model (LCM), a behavioural event can be described at four distinct levels of linguistic abstraction, from very concrete to very abstract. The linguistic intergroup bias (LIB) and the linguistic expectancy bias (LEB) describe the tendency to describe the same behaviours at different levels of linguistic abstraction for members of different groups. Abstract words tend to generalize across time and be attributed to the disposition of the person performing the behaviour. This is presumed to contribute to the maintenance of stereotypes since language tends to reflect our own stereotypic beliefs. This study improves upon the design of previous research to determine if there is a causal effect from the use of different levels of linguistic abstraction to the creation of a stereotypic impression in the recipient. Anglophone and Francophone participants read 20 different descriptions of an Anglophone or Francophone target's positive and negative behaviour, each at a randomly determined level of linguistic abstraction. Results show that the cognitive consequences of receiving biased messages cannot be fully explained by the level of linguistic abstraction alone: the group membership of both the participant and target is also important. Results are discussed in terms of the intergroup and intrapersonal effects on communication.

2010-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – ALBERT

Symposium / Symposium
Health Psychology / Psychologie de la santé

DISCOURSES OF RESPONSIBILITY IN DEPRESSION TALK AND TEXTS

Linda M. McMullen, University of Saskatchewan

Talk about depression is often a site for moral discourses. In the present climate of disputes about what constitutes depression, competing theories of etiology, and controversies about how best to treat depression, questions of authority and responsibility abound. How and by whom is the naming of depression warranted? How are causal theories to be understood and negotiated? Who decides whether and how to treat depression? In this symposium, we consider how discourses of responsibility for diagnosing, understanding, and treating depression are taken up in a variety of interactional spaces, e.g., in research interviews with lay persons who have requested an antidepressant and with family physicians who treat patients for depression, in articles about post-partum depression in print media, and on websites focused on the nexus of stress and depression. We show how the negotiation of responsibility is often complex, fraught with dilemmas, and contradictory, and we consider the possible consequences of such negotiation for patient-physician decision-making, for efforts to de-stigmatize depression, and for public discourse.

A **TAKING PERSONAL RESPONSIBILITY FOR DEPRESSION: JUSTIFICATION THROUGH CAUSALITY, CONTROL, AND CONSEQUENCES**

Jeffrey Letourneau, University of Saskatchewan

The Internet has allowed individuals unprecedented access to health information and opens the possibility for lay people to take on greater responsibility for treatment decisions. From interviews with eleven participants who experienced depression and talked to a family physician with the intention of receiving antidepressant medication, I focus on how the interviewees shouldered respon-

sibility for their depression, its causes, and treatments. Participants justified this action by pointing to the causes of their depression (this caused it, so that might cure it), arguing that to take control is to induce causality (if I do this, something good might happen) and by invoking potential consequences of shirked responsibility (if I don't do this, something bad might happen). These straightforward conditional constructs of responsibility were complicated by (1) the lack of improvement in symptoms despite exhaustion of all options, (2) the perceived impact of symptoms of depression and side effects of antidepressant medication on one's ability to take responsibility for one's own healthcare, and (3) the negotiated role of the physician in the treatment of depression. I discuss my analysis and interpretations in the context of the current movement toward patient agency in healthcare, controversy regarding antidepressant use, and treatment guidelines for depression.

B **A SCIENTIFIC REPERTOIRE: HOW FAMILY PHYSICIANS ORIENT TO AND USE ETIOLOGICAL FRAMEWORKS FOR DEPRESSION**

Kristjan J. Sigurdson, University of Saskatchewan; Linda M. McMullen, University of Saskatchewan

Major depressive disorder is most commonly diagnosed by office-based physicians. In a client-centred model, the responsibility of physicians is to enable effective treatment by facilitating concordance. The primary etiological explanation is that depression is caused by a chemical imbalance of the monoamine serotonin. Current research into the neurocorrelates of depression presents more complex explanations; however, the serotonin hypothesis has not been replaced in public conceptions. The dilemma of responsibility for healthcare lies in a balance between providing an understandable framework to explain the cause of depression and providing up-to-date scientific knowledge. We employed a discursive analysis of interviews with family physicians to determine how they positioned themselves with regard to this dilemma. Specifically, they positioned themselves as responsible to evidence-based practice by acknowledging scientific conceptions of biological etiology. Confidence in the hypothesis varied, but commitment to the utility of the explanatory framework was presented as a responsibility to encourage treatment compliance, even when the evidence for the serotonin hypothesis was recognized as weak. This research has implications for how physicians interact with patients presenting with depression.

C **RESPONSIBILITY AND POST-PARTUM DEPRESSION IN PRINT MEDIA**

Elizabeth M. Alexander, University of Saskatchewan

Research on postpartum depression (PPD) typically frames its impact not only in terms of its effects on the health of the mother, but also in terms of the consequences for others. For example, PPD is said to affect a mother's ability to bond with her baby, which consequently influences the physical, cognitive, emotional, and linguistic development of the baby, to strain her relationship with her partner, to contribute to symptoms exhibited by her partner, and to affect work performance. The mother, then, is often held responsible for her baby's, her partner's, and her own well-being. Feminist theorists critique the implication of personal responsibility as being a construction of what it is to be a "good" wife and mother. Other responsibility-related discourses include imperatives to seek treatment for oneself or to suffer in silence and continue on as normal. I focus on how responsibility is framed in recent articles on PPD that have occurred in Canadian print media (e.g., The Globe and Mail and Today's Parent) following the launch of the Mental Health Commission of Canada's campaign to de-stigmatize challenges to mental health.

D **ONLINE CONSTRUCTIONS OF STRESS AND DEPRESSION: BALANCING RISK AND RESPONSIBILITY ON SELF-HELP WEBSITES**

Agitha Valiakalayil, University of Saskatchewan

The Internet has quickly become one of the main sources of obtaining health information in a quick and easy manner. One health topic gaining increasing attention is the link between stress and developing depression. Individuals wanting to manage their stress and depressive symptoms can explore self-help websites, such as www.helpguide.org or www.allaboutdepression.com, for guidance. While studies have explored the quality of health information online, few have examined this material from a critical perspective, particularly in terms of how this information constructs a particular version of reality for its users. This study explores the performative aspects of these websites using a critical discourse analytic perspective to examine how notions of personal risk and control are constructed, and the implications of these constructions for website users. For example, the use of fear-generating tactics of representing stress as a dangerous entity poised for attack if left unaddressed emphasizes the dire consequences of not taking immediate responsibility for lessening stress in one's life and implies certain action imperatives for the website users.

2010-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – VICTORIA

Symposium / Symposium
Counselling Psychology / Psychologie du counseling

STRESS AND COPING IN FIRST YEAR UNIVERSITY UNDERGRADUATES

Pamela Button, Memorial University

The transition from high school to first year university is known to be stressful. There are numerous adaptations which students must make both personally and academically. Many students resort to maladaptive coping mechanisms as they struggle to manage the transitions. This series of papers examines the self-reported level of stress experienced by first year students and the coping

mechanisms they report using at two large universities, one in Montreal and one in Atlantic Canada and explores potential consequences for student mental health services.

A **STRESS LEVEL AND COPING IN FIRST YEAR UNIVERSITY STUDENTS**

Christopher Duggan, Memorial University; Olga Heath, Memorial University; Pamela Button, Memorial University

Individuals experiencing unwanted emotions such as stress use coping mechanisms some adaptive and some maladaptive in order to lessen the magnitude and / or duration of the unwanted emotion (John & Gross, 2004). This paper examines the self-reported stress levels and use of various coping mechanisms in first-year university students at a university in Atlantic Canada. 1492 first year undergraduates filled out the How I Deal With Stress Questionnaire (Heath & Ross, 2002). Preliminary data analysis yielded a mean stress level of 5.81, S.D.=2.16 with 23.5% of participants reporting high levels of stress. Comparing stress level for males and females revealed that males (M=5.31, S.D.=2.26) reported significantly lower stress levels than did females (M=6.11, S.D.=2.03), $t(1062.902) = -6.879$, $p < .01$. Intriguingly there are significant differences between individuals reporting high and low stress in terms of their relative use of both maladaptive and adaptive coping strategies. For example, high stress individuals (M=0.90, S.D.=1.05) drink alcohol more frequently than do low stress individuals (M=1.30, S.D.=2.33), $t(557.732) = -2.90$, $p < .01$. These findings suggest that first year university students experience surprisingly high levels of stress and that there are significant differences between the coping mechanisms endorsed by students experiencing high and low stress.

B **FIRST YEAR UNIVERSITY STUDENTS COPING WITH STRESS: IMPLICATIONS FOR STUDENT MENTAL HEALTH SERVICES**

Pamela Button, Memorial University; Olga Heath, Memorial University; Christopher Duggan, Memorial University

This paper examines coping mechanisms for stress used by first year university students (N=1584) and implications for student mental health services. Preliminary analyses reveal that the most commonly used adaptive strategies include: try to solve the problem, listen to music and talk to someone and the most commonly used maladaptive strategies include: trying not to think about it, eating and crying. Of concern is the frequency with which students use eating behaviours and alcohol / drugs to manage stress. Interestingly males and females differ significantly in both adaptive and maladaptive coping with males generally reporting more active and females more passive modes of coping. Mean scores on adaptive strategies indicate that females reported talking with someone and engaging in religious activities significantly more than males, while males more often reported playing sports. For maladaptive strategies, means reveal that females reported significantly higher use of eating, controlling weight, getting into an argument with someone, and crying while males reported engaging more often in more acting out maladaptive coping such as engaging in risky behaviours, hitting someone, and drug taking. The implications of these findings for student mental health services with particular reference to the prevalence of substance and eating related coping are discussed.

C **STRESS AND THE CITY: A COMPARISON OF STRESS AND COPING BETWEEN TWO DIFFERENT URBAN UNIVERSITIES**

Michael J. Sornberger, McGill University; Nancy L. Heath, McGill University

Coping is defined as "constantly changing cognitive and behavioural efforts to manage specific external and / or internal demands" (Lazarus & Folkman, 1984). Stress is a demand that is closely related to coping. The objective of the current study was to extend previous research on stress and coping at a regional university in a small urban centre in Atlantic Canada. The How I Deal With Stress questionnaire was given to 1,098 undergraduate students (475 males, 620 females) at a major international university in Montreal. Analyses focused on self-reported stress and patterns of adaptive and maladaptive coping. Overall, 22.6% of the sample reported a high stress level. A one-way ANOVA indicated that females (M=5.86; SD=2.12) reported higher levels of stress than males (M=5.22; SD=2.21; $F=23.90$; $p<0.001$). However, there were no significant differences in reported level of stress by faculty ($F=1.517$; $p=0.128$). Upon running correlations between 30 different coping strategies and reported level of stress, 10 strategies were significantly correlated with higher levels of stress. Interestingly, high levels of stress correlated equally with increases in both adaptive and maladaptive coping strategies. These findings suggest that stress and coping remain largely stable across settings. Discussion focuses on implications for mental health centres in university settings.

2010-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – MEETING ROOM 5

Symposium / Symposium
Clinical Psychology / Psychologie clinique

CURRENT ISSUES IN DATA ANALYSIS: MEDIATION, CLINICAL SIGNIFICANCE, AND MORE

Robert Cribbie, York University

This symposium discusses recent advances in methods for analyzing psychological data. The first paper discusses some of the reasons why researchers in psychology are resistant to adopting novel quantitative approaches. The second paper discusses modern methods of mediation testing, and how these approaches significantly improve on traditional approaches. The third paper discusses a novel approach to testing for full mediation that evaluates the equivalence of the raw and indirect effects of the predictor on the

outcome. The final paper discusses and compares normative comparison based measures of clinical significance, and explains how these methods, relative to traditional approaches, can more directly assess the adequacy of many clinical interventions.

A **RESISTANCE IS NOT SO FUTILE: WHY SO LITTLE PROGRESS IN IMPROVING STATISTICAL PRACTICES?**

Donald Sharpe, University of Regina

The last thirty years have seen the introduction of a number of new statistical approaches such as meta-analysis and structural equation modeling. These new approaches have been embraced by many in the applied research community and also by statisticians albeit more cautiously. In contrast, efforts by quantitative methodologists to improve fundamental statistical practices have met widespread and seemingly intractable resistance. Frequent calls to eliminate or downplay statistical significance testing have had little impact on research practices. Effect size estimates and confidence intervals are calculated when required by journal editors but rarely interpreted by journal authors. Power analysis has gained some modest degree of popularity but reports of tests of statistical assumptions and for outliers remain rare. Few appear to be questioning the value of these improvements on statistical grounds so other sources of resistance must be at work. In the present talk, I will discuss some obvious and other not so obvious explanations to why improving statistical practices is so difficult. The objective for this talk is to begin the task of reforming and empowering the statistical reform movement.

B **MODERN APPROACHES TO TESTING STATISTICAL MEDIATION: MORE THAN 20 YEARS AFTER BARON AND KENNY**

Dave Flora, York University

A mediator is a variable that explains or accounts for the relationship between an independent variable and a dependent variable. Hypotheses involving mediation, i.e., that such a three-variable relationship exists, are very common in psychological research. Baron and Kenny (1986) is frequently cited for its definition of mediator and for describing a method for testing the statistical significance of mediation using what has come to be known as the "causal steps approach." However, many other methods for testing statistical mediation are available, the best of which have recently become more readily accessible. Whereas the causal steps approach focuses on the reduction of the original relationship between the independent and dependent variables, these alternative methods instead focus on the "product of coefficients," and research has shown that such methods have greater statistical power than the causal steps approach. These methods and their strengths and limitations will be described. The conclusion is that more than 20 years later, we are ready to abandon the Baron and Kenny causal steps approach, and instead use confidence intervals for the product-of-coefficients to test hypotheses involving mediation.

C **MEDIATION ANALYSIS: DO WE HAVE IT ALL BACKWARDS?**

Constance Mara, York University; Robert Cribbie, York University

Researchers in psychology commonly test hypotheses of mediation. There has been extensive discussion concerning mediation analyses and the many ways to conduct these analyses, but typically researchers are looking for non-significance of a statistical test in order to conclude full mediation (e.g., nonsignificance of the predictor when the mediator is included in the model). Based on logic from the equivalence testing literature, a researcher should never use non-significance of a statistical test as grounds to conclude equivalence or no relationship (or in this sense, full mediation). There are several reasons for this, including the fact that we cannot 'accept' a null hypothesis, and that statistical power is reversed (i.e., smaller sample sizes provide greater statistical power). In this study we discuss equivalence testing methods for assessing full mediation, and compare these methods to previously proposed procedures for assessing full mediation.

D **EQUIVALENCE-BASED MEASURES OF CLINICAL SIGNIFICANCE: ASSESSING TREATMENTS FOR DEPRESSION**

Robert Cribbie, York University; George Nasiakos, York University; Chantal Arpin-Cribbie, Laurentian University at Georgian College

Treatment efficacy is largely determined by statistical significance testing. The term "clinical significance" is often used to denote a client's entry into a "functional" state after receiving treatment. This study applies the equivalence based clinical significance model proposed by Kendall et al., and a revised model proposed by Cribbie and Arpin-Cribbie, to the assessment of treatments for depression. Using several studies that investigated treatments for depression, we tested whether the post-treatment means (for the treated group) were equivalent to the means for a similar normal comparison group on the same outcome variable. Five out of the 16 studies reviewed featured treated groups that exhibited a statistically significant difference but did not yield a clinically significant post-test score. Further, there is a substantial difference between the conclusions drawn from the Kendall and Cribbie / Arpin-Cribbie methods for assessing equivalence based clinical significance.

2010-06-04 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – WESTMINSTER

Reception / Réception
Students in Psychology / Étudiants en psychologie
SECTION PROGRAM / PROGRAMME DE LA SECTION

RECEPTION
Philip Jai Johnson, McGill University

Reception for graduate and undergradute campus representatives attending the convention. Attendees will be acknowledged for their efforts in promoting CPA within their departments. They will also have an opportunity to relay any questions or concerns to the Section executive.

2010-06-04 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – MILLENNIUM SUITE

Reception / Réception
Psychologists in Education / Psychologues en éducation
SECTION PROGRAM / PROGRAMME DE LA SECTION

RECEPTION
Joseph Snyder, Concordia University

Reception following the Keynote address

2010-06-04 – 5:30 PM to 7:25 PM – 17 h 30 à 19 h 25 – MEETING ROOM 2E-2F

Annual General Meeting / Assemblée générale annuelle

CANADIAN PSYCHOLOGICAL ANNUAL GENERAL MEETING / ASSEMBLÉE GÉNÉRALE DE LA SOCIÉTÉ CANADIENNE DE LA PSYCHOLOGIE

2010-06-05 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CABINET

Committee Business Meeting / Réunion d'affaires — **PAST PRESIDENTS' COMMITTEE BUSINESS MEETING**
Martin Antony

2010-06-05 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – TALBOT

Section Business Meeting / Réunion d'affaires des sections — **PERCEPTION, LEARNING AND COGNITION / PERCEPTION, APPRENTISSAGE ET COGNITION**
James M. Clark, University of Winnipeg

SECTION PROGRAM / PROGRAMME DE LA SECTION

Business Meeting for the Section on Perception, Learning, and Cognition.

2010-06-05 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – WESTMINSTER

Section Business Meeting / Réunion d'affaires des sections — **INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY / PSYCHOLOGIE INDUSTRIELLE ET ORGANISATIONNELLE**
Kibeom Lee, University of Calgary

SECTION PROGRAM / PROGRAMME DE LA SECTION

2010-06-05 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – PAN AM ROOM

Science & Applications Keynote Address / Conférence "Science et Applications" — **FIRST NATIONS "PSYCHOLOGY" IS ALIVE AND WELL**
Edward A. Connors, ONKWATENRO'SHON: 'A HEALTH PLANNERS

I have lived and worked within our First Nations communities in rural and urban centres across this land since I registered as a psychologist over 25 years ago. During my travels and learning I have been immersed in the indigenous worldview of north american First Nations. In particular my learning has been focused on the philosophies, beliefs and ethics that underlie our First Nations healing and wellness practices. As a healing practitioner who is of First Nations ancestry, I have developed my indigenous worldview and conducted appropriate healing practices. As a psychologist who is of Irish ancestry I have adopted a eurowestern worldview to accommodate the needs of more highly assimilated First Nations clients. This capacity to utilize both perspectives has enabled me to translate healing knowledge between two worlds and by doing so, to forge more effective healing and wellness models for people of First Nations ancestry. I look forward to sharing with you my understandings about these experiences as they have been revealed to me. An important discovery during my journey has been that First Nations 'psychology' is alive and well within the growing practices of First Nations healing.

2010-06-05 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – GRAND BALLROOM

Poster / Affiche — **POSTER SESSION 'E' / PRÉSENTATION PAR AFFICHAGE**

Health Psychology / Psychologie de la santé; Industrial / Organizational / Psychologie industrielle et organisationnelle; Perception, Learning and Cognition / Perception, apprentissage et cognition; Psychopharmacology / Psychopharmacologie; Psychophysiology / Psychophysiologie.

#1
Health Psychology / Psychologie de la santé

FACTOR ANALYSIS OF THE SHORT HEALTH ANXIETY INVENTORY IN MEDICAL AND NON-MEDICAL SAMPLES
Nicole M. Alberts, University of Regina; Melissa D. Kehler, University of Regina; Donald Sharpe, University of Regina; Jennifer Amy Janzen, University of Regina; Heather D. Hadjistavropoulos, University of Regina

Health anxiety (HA) refers to a negative interpretation of bodily sensations and fears around those sensations. HA is conceptualized as a lack of concern about one's health at one end of a continuum and excessive anxiety at the other end (Warwick & Salkovskis, 1990). The Short Health Anxiety Inventory (SHAI; Salkovskis et al., 2002) is a 14-item measure of HA designed to be appropriate for both medical and non-medical samples. However, the invariance of the factor structure across medical and non-medical samples has not been examined. The SHAI was completed by a community sample with no serious medical conditions (n = 232) and a medical sample with multiple sclerosis (n = 245). Factor analysis implied the same two-factor solution for both samples, with the two factors labelled: 1) Thought Intrusion and 2) Fear of Illness. Closer examination revealed this solution was less appropriate for the community sample than the medical sample because some items loaded as well or better on the other factor for the community sample. Factor loadings were invariant across the community and medical samples, but the two factors were more strongly correlated

in the community sample. These findings have implications for the theoretical relationship between illness thoughts and illness fears, and the practical use of the SHAI in medical and non-medical samples.

#2
Health Psychology / Psychologie de la santé

WOMEN'S NARRATIVES OF HEALING AFTER A SERIOUS CARDIOVASCULAR INCIDENT

Janelle N. Beaudette, University of Manitoba; Maria I. Medved, University of Manitoba

The aim of this qualitative study was to examine how narratives of cardiovascular representations and social support and emotion, both structure and reflect women's experiences of rehabilitation and healing after a serious cardiac incident. Seven women (average age of 70 years) who experienced a serious cardiac event in the previous 5 to 7 months were each interviewed twice. Interviews were audiotaped, transcribed, and then analyzed using narrative and discursive methods. The women's stories about their cardiovascular disease (CVD) and rehabilitation indicated that they experienced their CVD as another sickness in a long list of chronic illnesses. They reported feeling isolated and requested limited support for their healing because they felt a lack of social legitimacy in having a "man's" disease. Lastly, the functional rehabilitation activities (such as losing weight) were linked to appearance rather than health and there was a notable absence of rehabilitation "successes." In many ways, the women's stories resembled chaos narratives in that there was minimal discernable narrative order. This disorder both reflects and amplifies the sense that there is little one can do to affect change. The discussion will provide suggestions on how we can support women in their cardiac healing and rehabilitation.

#3
Health Psychology / Psychologie de la santé

CORRELATES OF PTSD SYMPTOMS IN INDIVIDUALS WITH MULTIPLE SCLEROSIS

Alyssa L. Counsell, University of Regina; Melissa D. Kehler, University of Regina; Heather D. Hadjistavropoulos, University of Regina

Symptoms of posttraumatic stress disorder (PTSD) in conjunction with a diagnosis of multiple sclerosis (MS) has been the subject of limited research. Research with other groups of people with medical illnesses suggests that PTSD is associated with an increase in symptoms of anxiety, depression, and chronic pain (Kangas et al., 2002; Roy-Byrne et al., 2004). As there is a paucity of research on PTSD in people with MS, further investigation is warranted to understand the extent to which PTSD symptoms may be associated with increased anxiety, depression and pain among people with MS. In this study, people with MS completed questionnaires over the Internet related to PTSD symptoms, depression, anxiety, pain and MS-related disability and physical impact. The independent and interactive effects of MS impact, MS disability and PTSD symptoms on anxiety, depression and pain were examined. Preliminary analyses of 81 participants suggest that MS impact and PTSD symptoms interact to predict depression. The clinical implications of the research and future research directions will be presented in this poster. The preliminary analyses suggest that clinicians should assess for PTSD symptoms in individuals with MS, especially among those who report being more affected by the physical aspects of MS.

#4
Health Psychology / Psychologie de la santé

SELF-WORTH AND BODY IMAGE IN WOMEN WITH AND WITHOUT TURNER SYNDROME

Stephanie J. Cragg, Psychology Department, University of Windsor; Kathryn D. Lafreniere, Psychology Department, University of Windsor

This study examined whether women with Turner Syndrome differed in self-esteem and body image from women without Turner Syndrome. Turner Syndrome is a disorder that affects approximately 1 in every 2,500 females, and results from a completely missing or partially missing X chromosome. A defining characteristic of women with Turner syndrome is short stature. The Turner Syndrome participants (n = 24) were obtained through the Turner Syndrome Society of Canada and Turner Syndrome support groups on Facebook. The comparison sample (n = 63) of women without Turner Syndrome was obtained through the University of Windsor Psychology Department participant pool. It was hypothesized that women with Turner Syndrome would have lower self-esteem and poorer body image than women without Turner Syndrome, and that women with Turner Syndrome at the taller end of the height spectrum would have higher levels of self-esteem and body image than women at the shorter end of the height spectrum. It was found that women with Turner Syndrome scored significantly lower on measures of body image and general, social, and appearance-related self-esteem, but did not differ from women without Turner Syndrome in performance-related self-esteem. Suggestions for promoting positive self-esteem and body image for girls and young women with Turner Syndrome are considered.

#5
Health Psychology / Psychologie de la santé

DEPRESSIVE SYMPTOMS ARE ASSOCIATED WITH MEDICATION USE AND HEALTH RELATED QUALITY OF LIFE IN BINGE EATING DISORDERED WOMEN EVEN AFTER CONTROLLING FOR AGE AND BODY MASS INDEX

Renee Grenon, Carleton University; Giorgio A. Tasca, University of Ottawa, Carleton University, The Ottawa Hospital; Eli C. Winn, University of Ottawa; Doug Coyle, University of Ottawa; Amanda Sumner, Children's Hospital of Eastern Ontario Research Institute; Mary L. Gick, Carleton University; Hany Bissada, University of Ottawa, The Ottawa Hospital

Depression is the most burdensome illness, with personal and societal costs surpassing those of any other illness. The lifetime prevalence of depression ranges from 6 to 17%, with women having higher rates by approximately 2:1. Depressed individuals have increased clinical morbidity, high health care use, and poor health-related quality of life (HRQOL). Also highly prevalent among 3.6% of adult women is binge eating disorder (BED). Depression and obesity are hallmarks of BED. Depression, obesity, and age have all been associated with higher health care use, and with lower HRQOL. However, in BED, estimating the effects of depression is confounded by both age and body mass index (BMI). The current study examined the relationships between depression, HRQOL, and health care utilization and costs among 105 women with BED. Participants completed a health care utilization and cost survey, a depression scale, and a measure of HRQOL at pre-treatment. By structured diagnostic interview, 34% of participants had a current affective disorder, and 68.9% had a lifetime history of an affective disorder. After controlling for age and BMI, depressive symptoms were significantly related to greater medication use (excluding anti-depressants), and lower HRQOL. Targeting depressive symptoms among women with BED may result in reduced health care costs and improved HRQOL.

#6
Health Psychology / Psychologie de la santé

THE EFFECTS OF PARENT-CHILD COMMUNICATION AND PEER COMMUNICATION ON ADOLESCENT'S DRINKING AND DRUNKENNESS

Nicole Hammond, Carleton University

Stage-environment fit theory posits that developmental changes create a mismatch between an adolescent's needs and their environment, which consequently affect health behaviours (Schulenberg & Maggs, 2002). There is a lack of research examining the mismatch between an adolescent's changing needs and, family and peer influences on alcohol use and misuse. This study uses data from the Health Behaviour in School Aged Children study to explore the effects of parent-child communication and peer communication on adolescent's drinking and drunkenness, from the perspectives of person-environment fit theory and social learning theory. Four hypotheses are examined: 1) There is a positive relationship between ease of parent-child communication and peer communication; 2) There is a negative relationship between ease of parent-child communication and adolescent's drinking and drunkenness; 3) Parental influences on drinking and drunkenness are stronger than peer influences; 4) Age and gender interact with these influences showing emerging peer influences on drinking and drunkenness during adolescents (especially in girls). Results underscore the importance of child-rearing practices that promote joint-decision making and autonomy, which foster better peer relationships, academic achievement, emotional well-being and less alcohol use and misuse (Compas et al., 1995).

#7
Health Psychology / Psychologie de la santé

IDENTIFICATION WITH COMMUNITY-BASED HIV AGENCIES PREDICTS TURNOVER INTENTIONS AND SELF-EFFICACY

Gregory E. Harris, Memorial University; James Cameron, Saint Mary's University; Jo Lang, AIDS New Brunswick

Important benefits exist for people living with HIV / AIDS when connected with HIV community-based (CB) agencies, including reduced isolation, enhanced educational opportunities, and increased empowerment (French, Power, & Mitchell, 2000; Harris, 2006; Harris & Alderson, 2006, 2007; Roy & Cain, 2001). Unfortunately, CB HIV organizations sometimes experience challenges in recruiting and retaining clients. The current study explored a sample of 68 respondents associated with a Canadian HIV / AIDS CB agency, and found facets of agency identification predicted (a) turnover intentions with the agency and (b) aspects of psychological adjustment (hope and self-efficacy). Results highlighted one dimension of social identification, in-group affect, as a significant predictor of turnover intentions (such that members with more positive agency-derived feelings were more likely to say they would stay at the agency), and another emotionally-relevant aspect of identification, in-group ties, as a significant predictor of self-efficacy. Implications for HIV CB agencies are noted.

#8
Health Psychology / Psychologie de la santé

CANNABIS USE AMONG TWO HIV SAMPLES IN THE MARITIME PROVINCES

Gregory E. Harris, Memorial University; Gordon Dow, The Moncton Hospital; Lise Dupuis, The Moncton Hospital; Gerald J. Mugford, Memorial University of Newfoundland; Lynn Johnston, Capital Health District Authority; David Haase, Capital Health District Authority; Walter Schlech, Capital Health District Authority; Ginny Page, Capital Health District Authority; Heather Haldane, Capital Health District Authority; Yvonne Lynch-Hill, Capital Health District Authority; Gloria MacDonald, Capital Health District Authority; Heather McGuire, Capital Health District Authority; Nicholas Harris, Lakehead University

Several Canadian studies have explored cannabis use among people with HIV. Furler et al. studied cannabis use among an HIV sample in Ontario and found that 43% (n=45) had used marijuana in the previous year and 29% (n=30) reported medicinal use. Ware et al. examined prevalence rates in Toronto, Ottawa, and Montreal finding that 37.3% (n=59) of their sample were currently using cannabis. Braitstein et al. studied medical cannabis use among an HIV sample in British Columbia and found that about 14% reported current use. In each of the above studies participants reported cannabis use for symptom relief and for recreational purposes. Belle-Isle and Hathaway (2007) reported survey data on HIV-positive Canadians on the topic of medical cannabis use, noting various reasons for use and average use / cost estimates. The purpose of the current study was to explore cannabis use among people living with HIV / AIDS in Nova Scotia, New Brunswick, and Prince Edward Island. Data was collected at two hospital sites (n=231, response rate=90%) to explore areas such as prevalence rates, reasons for use, consequences of use, quantity and cost

associated with use, as well as patterns of use. Secondary purposes of the study were to examine medication adherence and high-risk behaviour. Results and implications are presented with a focus on cannabis use, medication adherence, and high-risk behaviour.

#9
Health Psychology / Psychologie de la santé

SELF-PERCEIVED BURDEN IN CHRONIC PAIN: A PRELIMINARY INVESTIGATION

John Kowal, The Ottawa Hospital Rehabilitation Centre; Samantha E. Waxman, The Ottawa Hospital Rehabilitation Centre; Katherine Péloquin, The Ottawa Hospital Rehabilitation Centre; Keith G. Wilson, The Ottawa Hospital Rehabilitation Centre; Lachlan A. McWilliams, Acadia University; Peter R. Henderson, The Ottawa Hospital Rehabilitation Centre; Dean Fergusson, The Ottawa Hospital

Chronic pain is a prevalent and costly health condition, and it affects many aspects of functioning. In the social domain, many patients with longstanding pain report feeling like a "burden" to others. Recently, researchers have examined the notion of self-perceived burden (SPB), which is an empathic concern about the impact of one's illness, condition, or care needs on others, typically resulting in feelings of guilt and diminished sense of self. A small number of investigations have examined SPB in chronically ill patients, however, no studies have examined this construct in patients with chronic pain. The purposes of this study were: 1) to describe SPB and its relevance to chronic pain and 2) to present preliminary findings from a longitudinal investigation examining SPB in a clinical sample. Consecutive patients (n=69) admitted to a group-based, interdisciplinary chronic pain management program were recruited. Based on previous cut-off scores, low levels of SPB were reported by 30% of the sample, whereas high levels of SPB were reported by 70%. The mean SPB score of chronic pain patients was higher than that of patients with advanced cancer. These findings suggest that feeling like a burden to others is a salient and prevalent experience in patients experiencing longstanding pain. Assessment and treatment implications are outlined.

#10
Health Psychology / Psychologie de la santé

ADHERENCE TO MEDICATION REGIMENS AND LIFE-STYLE CHANGE RECOMMENDATIONS

Annabel Levesque, Collège universitaire de Saint-Boniface; Han Z. Li, University of Northern British Columbia

The results of a study that examined the factors that are linked to adherence to medication and lifestyle change recommendations will be presented. The study sampled 298 adults in rural, Northern British Columbia. The relationship between adherence and four classes of factors was evaluated: 1) Personal characteristics. Respondents' level of education and adherence to medication were positively related, whereas adherence to life-style changes and participants' age presented a U-shape relationship. 2) Cognitive factors. Participants who reported facing barriers and those who perceived themselves to be in poor health were less likely to adhere to doctors' recommendations. Also, those who believed they should adhere only when facing major health problems reported lower adherence rates. 3) Interpersonal factors. Respondents who reported following their peers' advice on whether to take medications were generally less likely to adhere to medication regimens. 4) Doctor-Patient Relationship. Doctors who provided sufficient information on the benefits and use of the prescribed medications and the proposed life-style changes, doctors who were perceived as moderately friendly, and those who were seen as trustworthy contributed positively to adherence. The results of this study have important practical implications for practitioners working in the Canadian health care system.

#11
Health Psychology / Psychologie de la santé

PERCEIVED STRESS AND HEALTH BEHAVIORS OF FIRST YEAR UNIVERSITY STUDENTS

Sonia Marrone, Manitoba Family Services & Housing, Rural & Northern Services; Nancy Vogeltanz-Holm, University of North Dakota Center for Health Promotion & Prevention Research; Jeff Holm, University of North Dakota Center for Health Promotion & Prevention Research

The purpose of the study was to characterize health behaviors and stress levels among first year university students. Data was collected from 111 students (77 women, 34 men) who completed a health risk appraisal survey. Results indicated that women reported higher levels of perceived stress compared to men (M=16.83, SD=4.04 vs. M=14.41, SD=3.13). The relationship between stress and health behaviors revealed that students in highest quartile of perceived stress compared to those students in the lowest quartile, were more likely to smoke cigarettes [t(111) =-3.80, p =.000], drink alcohol [t(111) = 2.22, p = .030], engage in binge drinking [t(111) =3.54, p =.001]; and be overweight [t(111)=31.64, p=.000], despite engaging in more moderate exercise [t(111)=-3.54, p=.001]. In conclusion, perceived stress was higher among women compared to men, and higher stress was associated with worse health behaviors. These results highlight the prevalence of poor health behaviors among first year university students, particularly among students with high reported stress levels and are important considerations in the development of health promotion interventions in university settings.

#12
Health Psychology / Psychologie de la santé

HUMAN PAPILLOMAVIRUS: WHAT WOMEN KNOW, HOW THEY FEEL, AND WHAT THEY INTEND TO DO

Lila C. McCormick, University of Guelph; Paula Barata, University of Guelph; Deborah Powell, University of Guelph

More than 75% of women will become infected with some type of Human Papillomavirus (HPV) during their lifetime (Frazer et al., 2006). HPV is a sexually transmitted infection (STI) that may lead to genital warts or may cause cervical cancer (Health Canada, 2009). Although a vaccine has been created which reduces females' chance of contracting HPV, many eligible females have not elected to receive this vaccine. It is conceivable that the sexually-transmitted nature of HPV may provoke stigma which, in turn, might reduce intention to receive the vaccine; however, little research has been conducted on HPV-related stigma. Thus, the purpose of this study was to examine if HPV-related stigma has an effect on young women's intention to receive the HPV vaccine. This study was comprised of an on-line survey completed by Canadian and American women 18-26 years of age. The results revealed that stigma and vaccine intention are related, in that individuals who scored higher on a measure of HPV stigma are less inclined to obtain the HPV vaccination. Furthermore, the relationship between experience with HPV and knowledge of this virus was explored, revealing that having had HPV, or having a close friend or family member who has had this virus, was associated with increased knowledge of HPV.

#13
Health Psychology / Psychologie de la santé

ADULT ATTACHMENT AND PAIN CATASTROPHIZING

Lachlan A. McWilliams, Acadia University; Diane Holmberg, Acadia University; Kristen Bailey, Acadia University

A growing body of research indicates that attachment insecurity is associated with pain-related catastrophizing. Attachment anxiety has consistently been found to be positively associated with pain catastrophizing. In contrast, the relationship between attachment avoidance and pain catastrophizing has been less consistent. The current study was designed to: (a) determine whether anxiety accounts for unique variance in catastrophizing beyond that contributed by the overlapping constructs of self-esteem and neuroticism, and (b) clarify the relationship between avoidance and catastrophizing by investigating this relationship when controlling for attachment anxiety. A convenience sample (N = 148) completed self-report measures of attachment anxiety and avoidance, neuroticism, self-esteem, and pain catastrophizing. Multiple regression analyses indicated that attachment anxiety accounted for unique variance in pain catastrophizing and each of its lower-order components (i.e., rumination, magnification, helplessness), beyond that accounted for by the personality variables. Attachment avoidance was negatively associated with the rumination component of catastrophizing, but this association was only found after controlling for attachment anxiety.

#14
Health Psychology / Psychologie de la santé

FUNCTIONAL RECOVERY FOLLOWING CORONARY ARTERY GRAFT SURGERY (CAG): THE ROLE OF FATIGUE, PHYSICAL DISTRESS AND LOW AFFECT

James D. Mendonca, University of Western Ontario; Ronald R. Holden, Queen's University; Richard J. Novick, University Hospital

This research examined the interaction of physical distress, anxiety and depression in the peri-operative phase of home recovery following CAG surgery. The sample comprised 128 patients (98 men, 30 women; mean age in years= 63.3, SD=9.8) who completed four rating scales 28 days post-op following CAG surgery. These rating scales assessed achieved functional ability (physical and social) and attendant symptoms of fatigue / vigor, physical distress, depression, state pessimism and anxiety. We first examined the dimensions underlying the experience of Physical Distress. The homogeneity and construct validity of component measures (i.e., Pain Distress, Breathing Difficulty, Fatigue and Vigor), were established with factor analyses and item- total correlations. Regression analyses then established the best predictors of Fatigue, Vigor, and Functional Status (Physical and Social).We accounted for the effect of age, gender, ejection fraction and grafts. It was found that Breathing Difficulty, Depression, Anxiety and especially State-Pessimism were the best predictors of Fatigue and Vigor. Overall Physical Distress, the other affect variables and especially the interaction of Physical Distress and State-Pessimism were also prominent predictors of Functional Status.

#15
Health Psychology / Psychologie de la santé

CHILDRENS', PARENTS' AND TEACHERS' VIEWS ON BARRIERS TO HEALTHY SLEEP: A FOCUS GROUP ANALYSIS

Eva Monson, Douglas Research Center; Gail Somerville, Riverside School Board; Zoe Schwartz, Douglas Mental Health University Institute; McGill University; Nikki Amirlatifi, Douglas Mental Health University Institute; Daniel Brouillette, Douglas Mental Health University Institute; Bianca Brunetti, Douglas Mental Health University Institute; McGill University; Reut Gruber, Douglas Mental Health University Institute; McGill University

Background: The present study is part of an ongoing project to develop an educational intervention for young people to improve academic success by improving their sleep. We aimed to seek the views of children, their parents and their teachers regarding barriers to healthy sleep habits and fatigue related behaviors are observed in the classroom. Methods: Eight focus groups were conducted in 4 elementary schools located in Montreal. Participants (N=31) included 14 children (aged 10-12 years), 12 parents, and 5 teachers. Focus group questions were validated by a research board comprised of 47 sleep experts from across North America.

Focus group transcripts were analyzed using a thematic analysis technique. Results: Participants (1) contributed information related to the importance of sleep and the negative consequences of lack of sleep on behavior, emotional well-being and academic performance; (2) reported having some form of bedtime routine; (3) identified distracters and deterrents to efficient sleep habits; (4) provided suggestions for successful implementation of a school-based intervention aimed at improving the children's sleep. Conclusions: The qualitative methodology proved an effective way of eliciting child and parent views regarding barriers to sleep. These findings can now be incorporated into the development of the education program.

#16
Health Psychology / Psychologie de la santé

LONELINESS AND PHYSICAL ACTIVITY IN LATER LIFE

Nancy Newall, University of Manitoba; Judith G. Chipperfield, University of Manitoba

Loneliness can be defined as an unpleasant feeling experienced when a person's social relationships are perceived to be either quantitatively or qualitatively insufficient (de Jong Gierveld, 1987). Although much research has examined the relationship between loneliness and health, little research has examined the relationship between loneliness and an important health-related behaviour, physical activity. The objective of the present study was to examine how loneliness at one point in time relates to subsequent physical activity five years later in a population-based sample of older adults. To address this research objective, we analysed data from participants who took part in the Aging in Manitoba Studies in 2001 (T1) and 2006 (T2) (N = 255; Ages 77-95 years in 2001; 61% females). Regression results showed that even when controlling for T1 perceived activity level, gender, age, and education level, loneliness at T1 predicted perceived physical activity five years later at T2 ($B = -.12$, $p < .05$). It is concluded that loneliness appears to have implications for physical activity.

#17
Health Psychology / Psychologie de la santé

PERCEPTIONS OF BURDEN IN PATIENTS EXPERIENCING CHRONIC PAIN AND THEIR PARTNERS: AN ATTACHMENT PERSPECTIVE

Katherine Péloquin, The Ottawa Hospital Rehabilitation Centre; John Kowal, The Ottawa Hospital Rehabilitation Centre; Samantha E. Waxman, The Ottawa Hospital Rehabilitation Centre; Keith Wilson, The Ottawa Hospital Rehabilitation Centre; Lachlan A. McWilliams, Acadia University; Peter R. Henderson, The Ottawa Hospital Rehabilitation Centre; Dean Fergusson, The Ottawa Hospital

Chronic pain affects many areas of functioning, including people's ability to work and engage in social activities. Clinically, patients experiencing chronic pain often report feeling like a burden to others, especially to their romantic partners. To date, perceived burden in chronic pain patients and their partners has not been studied and, as such, related factors are largely unknown. The current study aimed to examine perceived burden in couples in which one partner experiences chronic pain. This was done using an attachment perspective. The current data are preliminary and are based on an ongoing longitudinal study. Patients and their partners (n=26 couples) completed a measure of romantic attachment, self-perceived burden (patients), and caregiver burden (partners). Results showed that, in patients, high attachment anxiety was positively related to self-perceived burden ($r = .21$), and both attachment anxiety and avoidance were positively related to caregiver burden ($r = .29$ and $r = .27$, respectively). In partners, attachment avoidance was positively related to patients' self-perceived burden ($r = .26$), whereas both attachment avoidance and anxiety were positively related to caregiver burden ($r = .54$ and $r = .41$, respectively). Findings are congruent with attachment theory and have clinical implications for understanding relationship dynamics in the context of chronic pain.

#18
Health Psychology / Psychologie de la santé

THE RELATIONSHIP BETWEEN PSYCHOSOCIAL STRESSORS AND POSTTRAUMATIC GROWTH AMONG INDIVIDUALS WITH INFLAMMATORY BOWEL DISEASE

Rebecca Purc-Stephenson, University of Alberta, Augustana Campus

Posttraumatic growth describes improvements in a person's life beyond what was present before a trauma or adversity occurred. One factor related to posttraumatic growth is stressors. In the posttraumatic growth literature on health-related adversity, 'stressors' generally refer to disease-related variables (e.g., level of disability). But psychosocial variables such as managing employment, accessing healthcare services, and perceived stigma can create considerable distress and may represent key stressors. This study examined the relation between psychosocial stressors (i.e., employment, healthcare accessibility, perceived stigma) and posttraumatic growth. Participants included 213 individuals diagnosed with inflammatory bowel disease who were recruited through the community and Internet to complete a survey. Participants were approximately 31 years old (SD = 9.90), 50% were married, and 68.4% were working full- or part-time. Using structural equation modeling, results showed that difficulty managing employment, difficulty accessing healthcare services and perceived stigma each had a significant direct effect on posttraumatic growth. The results support Tedeschi and Calhoun's (1998) theory of enduring stress, which suggests that struggling with adversity can lead to positive changes. The relative roles of each psychosocial stressor to posttraumatic growth are discussed.

#19
Health Psychology / Psychologie de la santé

A SNAPSHOT OF INTERPROFESSIONAL PRACTICE IN THE OBESITY FIELD

Shelly Russell-Mayhew, University of Calgary; Jenny Godley, University of Calgary; Cathie Scott, Alberta Health Services

We have examined interprofessional attitudes within an emergent network, the Canadian Obesity Network (CON). In 2006, using semi-structured individual interviews with 13 members of the CON, we analyzed themes through constant comparison method. In 2007, we collected questionnaires assessing readiness to engage and perceptions of interprofessional practice (IPP) from 71 members across professional groups. A factor-analysis was conducted using principle-components analysis and varimax rotation. We also collected ego-centred network data from 32 participants to examine whether participants interact with members of other professions. The factor analysis indicated six component factors accounted for 53.78% of the variance in the merged instrument. Overall, the entire sample scored high on readiness to engage in IPP learning but professional sub-group scores may indicate what groups may benefit from further education focused on IPP. Results indicate that a wide range of professionals are ready (who), the issue is apparent (what), the context is multi-located (where), the timing is right (when), and there is general consensus that IP practice (how) is the only way to go to effectively tackle the obesity issue (why).

#20
Health Psychology / Psychologie de la santé

UNDERSTANDING HEALTH ANXIETY IN MEDICAL, MENTAL HEALTH, AND NON-CLINICAL SAMPLES USING THE SHORT HEALTH ANXIETY INVENTORY

Luke Schneider, University of Regina; Heather D. Hadjistavropoulos, University of Regina; Melissa D. Kehler, University of Regina

Health anxiety (HA), or worry and preoccupation with health, is often equated with hypochondriasis. HA, however, is also experienced by individuals who have medical illness and individuals with other mental health problems. The Short Health Anxiety Inventory (SHAI; Salkovskis et al., 2002) improved on past measures in that it was designed for use among these different groups. Since its publication, the SHAI has been readily adopted in research. The purpose of this poster is to summarize and compare research on the SHAI in three different samples: medical, mental health, and non-clinical. A descendancy approach was used to identify articles that used the SHAI (n=35). Our findings indicate that the SHAI has been used largely for different purposes in these different samples. Studies of medical patients often utilize the SHAI to explore level and correlates of HA in a variety of diseases. Mental health studies using the SHAI have examined level of HA in patients with various mental health conditions, but have also examined the responsiveness of the measure to treatment. In non-clinical samples, the factorial and predictive validity of the SHAI have been examined. Very little research has compared HA across medical and non-medical samples. In this poster, after summarizing the key findings pertaining to each sample, gaps in the research will be presented.

#21
Health Psychology / Psychologie de la santé

MEN'S NARRATIVES OF BURN INJURY RECOVERY

Sulaye Thakrar, University of Manitoba; Maria I. Medved, University of Manitoba; Tevya A. Hunter, University of Manitoba

People recovering from burn injuries can face many challenges including coping with disfigurement, intense pain, and psychosocial difficulties. Due to medical advances, there have been an increased number of burn survivors, thus creating a dire need for information on burn recovery. As 70% of burn-injured patients are male, it is especially important to examine issues revolving around resiliency and adaptation to burns that may be unique to men. In this qualitative study, we investigated men's experience during burn recovery by interviewing 10 adults with full thickness burns six months post hospital discharge, a period in which readjustment to daily life occurs. Participants' percent of body burned ranged from 5-25% and included only burns to the body and limbs. Interviews were conducted at a hospital located in a major urban center and were 60 minutes each. Interviews were analysed using narrative and discursive methods. Preliminary results indicated that men attempted to reassert their masculinity in the face of pain and disfigurement. Men told narratives, for example, of being "tough" by showing off their scars, hiding pain and avoiding discourse of depression or anxiety. Our discussion provides suggestions, based on the men's stories, on how to support them in their healing.

#22
Health Psychology / Psychologie de la santé

HEALTH AND YOUTH: DEVELOPMENTAL DIFFERENCES IN STRUCTURED AND UNSTRUCTURED EXTRACURRICULAR ACTIVITIES PARTICIPATION

Chris VanDeWoestyne, Brandon University; Shannon Gadbois, Brandon University; Anne Bowker, Carleton University; Linda Rose-Krasnor, Brock University; Leanne Findlay, Statistics Canada

Inevitably people require more health care interventions with age. Unfortunately, these health care demands may increase given that the rate of overweight and obese children has risen significantly over the past 30 years. One report (Statistics Canada, 2005) stated that over 500,000 children, age 2–17, were obese, an increase of more than double since the late 1970's. The biggest increase was for ages 12–17 where rates tripled. Because the physical health of older youth persist into adulthood, these statistics are concerning. Extracurricular activities (ECA) participation, structured activities participation particularly, is associated with both physical and psychosocial benefits (e.g., Duda & Mtoumanis, 2005; Eccles & Gootman, 2002; Gadbois & Bowker, 2007; Larson et al., 2005). This presentation will examine ECA (structured & unstructured; athletic & nonathletic) participation for a Canadian youth sample who reported their height and weight and the ECAs in which they regularly participated. The results showed youth spent most of their time doing unstructured ECAs (e.g., spending time with peers, watching television). With increased age, there was a decrease in these unstructured activities but also a decrease in athletic ECAs, and an increase in time doing paid work, and in the percentage of youth who had higher body mass index percentile scores.

#23
Health Psychology / Psychologie de la santé

THE EFFICACY OF THE THEORY OF PLANNED BEHAVIOUR AND INDIVIDUAL DIFFERENCES IN PREDICTING HUMAN PAPILLOMAVIRUS AND INFLUENZA VACCINATION ACCEPTANCE

Kimberley Watkins, Carleton University; Mary L. Gick, Carleton University

Available since 2006, the human papillomavirus (HPV) vaccine and its possible psychosocial predictors have not yet been extensively researched among young women. The present study investigated the roles of the Theory of Planned Behaviour (Ajzen, 1991) and individual differences (Big Five factors of personality) in acceptance of the HPV vaccine among undergraduate females (N = 183), and compared them to acceptance of a more established preventive health behaviour, flu vaccination. Because the HPV vaccine is so new, it was expected that its social norms would not yet be well known, and the normative beliefs component of the Theory of Planned Behaviour would not predict intention to obtain the HPV vaccine. However, hierarchical regression analyses indicated that HPV norms and attitudes significantly predicted HPV vaccination intention on step 2, after controlling for HPV knowledge. Norms and behavioural beliefs predicted intentions to obtain the flu vaccine. In a separate hierarchical regression, extraversion, conscientiousness, and weaker religious affiliation were associated with intention to obtain the HPV vaccine in step 2, after controlling for sexual history variables (e.g., number of sexual partners). Extraversion also predicted intention to obtain the flu vaccine. Potential implications, both theoretical and practical, are discussed.

#24
Health Psychology / Psychologie de la santé

CORRELATES OF SELF-PERCEIVED BURDERN IN A CLINICAL SAMPLE OF PATIENTS WITH CHRONIC PAIN

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Chronic pain is experienced by many Canadians and has been shown to increase feelings of burden among caregivers. However, there is no research examining pain patients' perceptions of feeling like a burden to others. Recent studies in the area of terminal illness revealed that self-perceived burden (SPB) is a distressing and common concern. Therefore, the aim of this study was to examine correlates of SPB in a clinical sample of patients with chronic pain (n=69). Patients completed measures of SPB, adult attachment, pain catastrophizing, pain self-efficacy, depressive symptoms, pain-related coping, and overall psychological symptoms. Preliminary findings showed that SPB was significantly correlated with anxious and avoidant attachment, pain catastrophizing, pain self-efficacy, depressive symptoms, pain-related coping, and psychological symptoms. Gender differences were also observed. Specifically, SPB among males was significantly correlated with anxious attachment, feelings of helplessness, pain-related coping, and psychological symptoms, whereas SPB among females was significantly correlated with anxious and avoidant attachment, pain catastrophizing, pain self-efficacy, pain-related coping, and some aspects of psychological distress. These findings provide a better understanding of psychological factors associated with patients' perceptions of feeling like a burden to others.

#25
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

THE RELATION BETWEEN FEELING TRUSTED AND JOB PERFORMANCE

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Research has demonstrated that employees who trust their supervisor have better job performance (Salamon & Robinson, 2008). The purpose of the current study was to examine whether feeling trusted also had a positive relation with job performance. We hypothesized that when employees feel that their supervisor perceives them to have high ability (a component of trustworthiness), their self-efficacy increases and the increased self-efficacy leads to better job performance. Two hundred and thirty-one employees of an engineering manufacturing organization responded to a workplace survey. In support of the hypotheses, results indicated that self-efficacy fully mediated the relation between perceptions of high ability and job performance. The theoretical and practical implications are discussed.

#26
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

THE CRITICAL INCIDENT TECHNIQUE: A REVIEW AND APPLICATION FOR TEACHING EFFECTIVENESS

Sandeep Aujla, University of Guelph; Amanda R. Feiler, University of Guelph; Peter A. Hausdorf, University Of Guelph; Daniella Permack, University of Guelph; Christopher Upton, University of Guelph; Christine Yip, University of Guelph

Since Flanagan's (1954) seminal paper on the critical incident technique (CIT) this job analysis method has been used extensively as both a research and practical tool in Industrial / Organizational Psychology, Nursing, Medicine, Customer Service, Counseling,

and Education. Despite the proliferation of research and practice using CIT, little research has explored the specific aspects of its implementation. Moreover, the research incorporating CIT have typically provided few statements beyond "CIT was used in this study". Given that CIT is really a set of qualitative research methods rather than one technique (Flanagan, 1954), future research should clearly describe how critical incidents were obtained to delineate any implications for the study results. The current study describes the application of CIT for the teaching effectiveness of professors in the classroom with a specific focus on how CIT was implemented. The implications for future research and practice using CIT are discussed.

#27
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

DEVELOPING AND VALIDATING A MEASURE OF RECOVERY EXPERIENCES

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Research has indicated that work stress has a variety of negative effects on both the individual and the organization, which can be counteracted through a process of psychological recovery. At present, psychological recovery from work stress is typically measured using a 16-item self-report measure of recovery experiences developed by Sonnentag and Fritz (2007). However, based on previously published conceptualizations of psychological recovery, it is argued that this scale does not completely represent the recovery construct. The present study builds on the current measuring techniques of psychological recovery by developing new items for the Sonnentag and Fritz (2007) scale derived from information obtained through focus groups and existing psychological recovery literature. Scale reliabilities and factor structure are then re-examined. We employ convergent and discriminant validity techniques to provide support for the validity of the revised scale. Results and implications are discussed.

#28
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

CAN WE HELP "ROLE NEWCOMERS" ADJUST BY SEEING THINGS DIFFERENTLY?: ASSESSING A POSITIVE FRAMING INTERVENTION

Helena D. Cooper-Thomas, University of Auckland; Felicity Owen, University of Auckland; Rachael Roberts-Hitch, University of Auckland

Being in a new position in an organization, either as a new employee or a newly-promoted employee, is anxiety-provoking for most people. Typically, such newcomers need to learn how to perform their new role, and how to fit in and work productively with colleagues. Therefore, it makes sense to try and help such newcomers achieve good adjustment. Yet to date only two intervention studies with newcomer participants have been published, both focused on self-efficacy, and having relatively weak effects. The present study investigated the effectiveness of a positive framing intervention in facilitating newcomer adjustment. We sent a survey to newcomers at weeks 2, 6 and 12 after entry into their new role; we emailed exercises aiming to increase positive framing behaviors to the intervention group (n = 23) at weeks 3, 4, and 5, but not to the control group (n = 39). Newcomers in the intervention group showed little change in adjustment criteria (e.g., proactive behaviour) over time, while the control group seemed to show a decrease. However, differences over time and between groups did not reach significance. These results are in line with the two previous intervention studies, and suggest that it is hard to design effective interventions that ameliorate the newcomer adjustment process. We offer suggestions for future intervention-based research and practice.

#29
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

BULLYING BEHAVIORS IN HEALTHCARE SETTINGS: WHAT ARE THE ISSUES?

Helena D. Cooper-Thomas, University of Auckland; Tim A. Bentley, Massey University; Bevan E. Catley, Massey University; Dianne H. Gardner, Massey University; Michael O'Driscoll, University of Waikato; Linda Trenberth, Birkbeck College, University of London

Employees in healthcare settings typically report high levels of bullying relative to other industries. Our research aims were to investigate bullying among healthcare employees in New Zealand, examine potential negative implications of bullying, and assess individual coping strategies and organizational initiatives to deal with bullying. Data were gathered from 727 participants across 9 organizations. Participants reported bullying behaviors at the high end but within international norms (18.4% at least weekly for the Negative Acts Questionnaire). Those experiencing bullying reported lower levels of performance, emotional wellbeing, and organizational commitment, and higher levels of stress, absenteeism and intentions of quitting. They also reported greater use of all coping strategies, and considered organizational strategies for dealing with bullying as less effective. Neither personal coping strategies nor organizational strategies for dealing with bullying mediated the negative associations of bullying behaviors with stress. Our results confirm the negative consequences of bullying. More surprisingly and worryingly, neither individual nor organizational actions to deal with bullying were effective in reducing their negative impact. These results highlight the ethical and practical imperative of finding more successful approaches for dealing with bullying behavior.

#30
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

THE EFFECTS OF LEADER INFLUENCE STRATEGIES ON IMMEDIATE AND FUTURE EMPLOYEE BEHAVIOUR

Nicole Cornell, University of Calgary; Susan Pepper, The University of Western Ontario

To be effective, a leader must influence people to carry out requests, support proposals, and implement decisions (Yukl, 2006). Influence behaviours that leaders can use have been identified as 11 distinct tactics that can be conceptualized in terms of an overall positive or negative influence strategy. Research has shown that different tactics lead to different immediate task responses such as resistance, compliance, or commitment (Yukl, 2006). This study examined the possibility that influence strategies have effects that extend beyond task outcomes. It was hypothesized that more positive influence strategies would lead to increased task commitment, increased future OCB, and decreased future CWB. It was expected that these relations would be mediated by perceptions of interactional justice. There were 52 women and 23 men with work experience that completed questionnaires describing a supervisor's influence attempt and its outcomes. Results confirmed the hypotheses that more positive influence strategies were significantly positively related to task commitment, perceived justice, and OCB. Perceptions of justice mediated only the relation between influence strategies and immediate task commitment. This research suggests that influence strategies can have effects on both immediate task outcomes as well as more distal outcomes, such as future OCB.

#31
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

VALUE CONGRUENCE AND THE MOTIVATIONAL EFFECT OF ORGANIZATIONAL VISIONS

Carolyn Daniels, University of Waterloo; John Michela, University of Waterloo

Organizational "visions" are communicated with the intent to align and energize organization members, particularly in times of change. A possible determinant of these effects is congruence between personal values and values promoted by the presented vision. In our experiment, participants received one of two versions of a presentation describing the same, visionary change (a better way of working) but emphasizing different benefits tied to values. Participants' rankings of pertinent values, in relation to the presentation received, determined congruence. We measured indicators of motivation and intention to promote the vision, and several process variables: affective reaction and attitudes towards the vision, personal identification with the vision, and strength of psychological needs related to the vision's underlying values. We hypothesized that the process variables, particularly identification with the vision, would mediate the effect of value congruence on the motivational effect of the presented vision.

#32
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

THE INCIVIL EMAIL SCALE: A VALIDATION STUDY

Shelley Delano Parker, University of New Brunswick; Barry Spinner, University of New Brunswick

The purpose of this research was to validate the Incivil Email Scale for its use as a tool to assess the prevalence and effects of incivil email on the recipient, particularly the effect it may have on levels of anxiety and other negative feelings. Based on a variation of the definition of incivility by Andersson and Pearson (1999), incivil email was defined as an email that implies rudeness, disrespect, and disregard for the recipient in a manner that is against socially acceptable norms for communication. Its message is ambiguous. With the construct of incivil email defined, the incivil email scale was developed and a validation study undertaken. Employees in a large corporation and university students were participants in the study. Using an email account on the www as the research environment, participants were randomly assigned to receive emails that may contain incivil messages and all emails contained requests to the participant to assist the sender by providing additional information regarding their demographics. Participants then responded to the incivil email scale and questions related to mood and helping behavior. Data analysis will investigate the validity and other psychometric properties of the Incivil Email Scale. Results will be discussed in terms of psychometric properties of the Incivil Email Scale and its relation to mood and helping behaviors.

#33
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

THE DEVELOPMENT OF A BEHAVIOURAL CODING MEASURE TO ASSESS INTERVIEW ANXIETY

Amanda R. Feiler, University of Guelph; Deborah Powell, University of Guelph; Monika Nadj, University of Guelph

The aim of the present study was to develop and evaluate a behavioural coding instrument for assessing apprehension experienced by job candidates in the employment interview ("interview anxiety"). This project was driven by emerging research suggesting that the level and manifestation of anxiety that interviewers perceive and that interviewees report are often incongruent (McCarthy & Goffin, 2004). Thus, a behavioural coding tool was developed to assist researchers in addressing the disparity between interviewers' and interviewees' perceptions of anxiety. First, a thorough review of the literature was conducted by recording noted behavioural patterns and cues exhibited by anxious candidates in the job interview (e.g., rigid posture). The psychometric properties of the behavioural coding measure were then examined using a sample of undergraduate students who assessed a set of videotaped mock job interviews of students competing for a fictitious managerial position. Next, three independent raters assessed mock interviews of real job candidates preparing for real job interviews at a national consulting firm. The results highlight the nervous behaviours that influence interviewers' judgments of candidates' anxiety and ultimately govern hiring decisions. The various applications and implications of this tool for job applicants and hiring organizations are discussed.

#34
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

DOES ORGANIZATIONAL COMMITMENT PLAY A ROLE IN EMPLOYEES' EXPERIENCE OF WORK-FAMILY CONFLICT?

Jessica Fife, University of Western Ontario; Joan E. Finegan, University of Western Ontario

Work-family conflict, a form of inter-role conflict, occurs when role pressures from work and family domains are mutually incompatible, making participation in one role more difficult by virtue of participation in the other (Greenhaus & Beutell, 1985). This can occur in the form of family interfering with work or work interfering with family (WIF) (Lambert, Pasupuleti, Cluse-Tolar, Jennings & Baker, 2006). Though a great deal of research has focused on the consequences and correlates of work-family conflict, very few studies have examined its antecedents. To address this issue, the current study examined the role of organizational commitment in employees' experience of WIF conflict. Specifically, Meyer and Allen's (1993) three-component model of commitment was utilized to determine whether different types of organizational commitment influenced employees' perceptions of the severity of WIF conflict. For example, it may be that affective commitment buffers against workplace stress (Meyer, Stanley, Herscovitch & Topolnytsky, 2002) making the experience of WIF conflict less severe. To examine these relations, 200 employees from a variety of organizations were surveyed. Results of the study as well as their practical and theoretical implications will be discussed.

#35
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

THE EFFECTS OF UNDEREMPLOYMENT ON SKILLED IMMIGRANTS' WORK ATTITUDES

Leah K. Hamilton, University of Western Ontario; Victoria M. Esses, University of Western Ontario

Although the Canadian labour market relies heavily on immigrants, research has demonstrated that immigrants are not being effectively integrated into the workforce. Recent estimates indicate that over 50% of recent immigrants with a university degree are overqualified for their jobs, and of those, the majority will remain in positions for which they are overqualified for the duration of their lives in Canada (Li, Gervais, & Duval, 2006). While research shows that underemployment is a pervasive problem among immigrants in Canada, the consequences of this underemployment have received little empirical attention. In the current study we investigated how underemployment affects immigrants' work attitudes. Participants were 191 skilled immigrants in Canada who completed a measure of underemployment, as well as measures assessing their job attitudes and the extent to which their pre-migration expectations about working in Canada had been met. Participants who reported higher underemployment experienced lower job satisfaction, higher turnover intentions, and indicated that their pre-migration expectations about working in Canada had not been met. In addition, underemployment was higher among participants who were not employed in their preferred industry. Implications for understanding the experience of underemployment among immigrants are discussed.

#36
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

THE ROLE OF PERSONALITY IN THE PERFORMANCE OF EMOTIONAL LABOUR

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

While there is a sizeable body of literature on the antecedents and consequences of emotional labour, researchers have only begun to examine the role of personality in the relation between emotional labour and the negative consequences with which it is commonly associated (e.g., Bono & Vey, 2007; Judge, Woolf, & Hurst, 2009). In the current study, we examined whether individual differences in Agreeableness, self-monitoring, and Machiavellianism were associated with increased difficulty in performing emotional labour, and whether this increased difficulty impacted perceptions of empowerment and burnout. Participants were 171 employed undergraduate students who completed an online questionnaire. Our results demonstrated that personality did have an effect on partici-

pants' perceived difficulty performing emotional labour, and that increased difficulty was in turn associated with negative outcomes. Results suggest that it is important to consider the role of personality in the performance of emotional labour.

#37
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

EXPERIENCE OF BEING BULLIED AT WORK AMONG YOUNG WORKERS

Wendy L. Josephson, University of Winnipeg

Of 970 employed first-year university students at one Canadian undergraduate university, 43% had been bullied at work, and 54% had witnessed others being bullied. Having experienced workplace bullying was associated with having experienced significantly more negative affect in the previous week, more frequent rumination, greater depression, more pain, lower work engagement, and lower self-esteem. Even if they had not been bullied at work themselves, those who had witnessed bullying in their current workplaces reported experiencing more negative affect if they had witnessed someone being bullied in their present workplace. Implications of the high incidence of this negative work experience and its apparent impact on young workers will be discussed.

#38
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

TRUST IN PEER: THE MODERATING EFFECT OF TASK INTERDEPENDENCE

Dana L. Knoll, Manitoba Hydro; Harjinder Gill, University of Guelph

The role of task interdependence in peer trust was examined using the Integrative Model of Organizational Trust (Mayer, Davis, & Schoorman, 1995). Survey data was collected from 77 employees working in the Human Resources Department of a large publicly-owned Corporation. Results indicated that the three components of trustworthiness (i.e., ability, benevolence, and integrity) and propensity to trust were related to trust in peer and that task interdependence was a significant moderator. As hypothesized, propensity to trust was a stronger predictor of peer trust when the amount of task interdependence between the trustor and trustee was low than when it was high. Contrary to our hypotheses, the relationship between each of the three components of trustworthiness (i.e., ability, benevolence, and integrity) and peer trust was also stronger when the amount of task interdependence between the trustor and trustee was low than when it was high. Implications for research and practice are discussed.

#39
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

MODERATING PROCESSES IN THE RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND BURNOUT: THE ROLE OF POSITIVE AND NEGATIVE AFFECTIVITY

Émilie Lapointe, Université de Montréal; Amélie Boilard, Université de Sherbrooke; Alexandre JS Morin, Université de Sherbrooke; François Courcy, Université de Sherbrooke

Burnout represents a prolonged response to chronic emotional and interpersonal stressors on the job (Maslach et al., 2001). As a negative predictor of burnout, organizational commitment buffers the adverse effects of high-stress environment on employees (Schaufeli & Buunk, 1996). However, individuals' affective dispositions influence their perception of stimuli, and may alter the effect of organizational commitment on burnout. Thus, the present study investigates the moderating role of affectivity in the relationship between organizational commitment and burnout. Data were collected from 370 participants. Dimensions of organizational commitment (affective, normative and continuance) were measured by Bentein et al.'s questionnaire (2005; $.74<\alpha<.88$). Positive and negative affectivity were measured by a French version of the PANAS (Watson et al., 1988; $\alpha=.78$ for both subscales). Burnout components (emotional exhaustion, cynicism and professional inefficacy) were measured by a French version of the MBI-GS (Dubreuil et al., 2009; $.71<\alpha<.90$). Hierarchical regressions were performed to examine interaction effects. Analyses revealed that positive and negative affectivity significantly moderate relationships between organizational commitment and burnout ($-.13\leq\beta\leq.13$, $p<.01$), suggesting that affectivity should be considered in further studies.

#40
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

FRIEND OR FOE? THE POSITIVE AND NEGATIVE EFFECTS OF WORKPLACE SOCIAL SUPPORT ON UNIVERSITY PROFESSORS' WORK-STRESS EXPERIENCE

Christin Moeller, University of Windsor; Gregory A. Chung-Yan, University of Windsor

Although a number of work-stress studies indicate that social support at work may buffer the adverse effects of occupational stressors, few studies have investigated how social support impacts university professors' work-stress experience. To expand the literature on academic work-stress, the present investigation examined the moderating effects of social support on the relationship between

academic stressors and strains of university professors. A sample of professors of various areas and ranks from a moderate-sized Canadian university completed an online questionnaire assessing occupational stressors, workplace social support and various work-related strains. As predicted, the effects of occupational stressors on professors' strain experiences differed depending on the level of perceived workplace social support. However, although workplace social support buffered the effects of some occupational stressors, social support exacerbated the adverse effects of stressors that appear to be linked to professors' sense of competence and self-esteem. The implications of these findings as well as future research directions are discussed.

#41
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

EXAMINING THE PERSONALITY CORRELATES OF EQUITY SENSITIVITY
Brenda Nguyen, university of calgary; Babatunde Ogunfowora, University of Calgary; Joshua Bourdage, University of Calgary; Kibeom Lee, University of Calgary

Equity sensitivity is an important variable in the workplace. Individuals who feel an unbalanced equity ratio will seek to restore the balance that they prefer. Equity sensitivity is defined as the individual differences in perceived equity in the workplace and is measured by the ratio of effort one puts into a job to the outcomes that are received. The current study utilized both a working and non-working student sample (N = 258) to understand the personality correlates of two often used measures of equity sensitivity: the Equity Sensitivity Instrument (ESI) and the Equity Preference Questionnaire (EPQ). The HEXACO model of personality was included as the Honesty-Humility factor was believed to be related to equity sensitivity. Overall, our hypothesis was supported as it was found that Honesty-Humility was the primary personality factor related to both the EPQ and the ESI. That is, individuals high in Honesty-Humility are more likely to be classified as Benevolent (individuals with a greater tolerance for "inequity"), while individuals low in Honesty-Humility are more likely to be classified as Entitled. Finally, a strong correlation between the ESI and the EPQ was also found, indicating that these two scales measure the same underlying construct.

#42
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

EST-CE QUE LE CLIMAT DE TRAVAIL, LE STYLE DE GESTION DU PERSONNEL ET LA JUSTICE ORGANISATIONNELLE PEUVENT PRÉDIRE L'ÉMISSION DE COMPORTEMENTS ÉTHIQUES AU TRAVAIL?
David Paradis, Université de Montréal; André Savoie, Université de Montréal

Les scandales de délinquance en entreprise, tels que Hollinger et Norbourg, ont galvanisé l'intérêt des chercheurs pour l'éthique. Cependant, cette dernière a surtout relevé de la philosophie et peu d'études en psychologie du travail se sont penchées sur son opérationnalisation. Or, les pressions auxquelles font face les gestionnaires exigent que des déterminants soient opérationnalisés pour qu'ils puissent efficacement s'en servir. Ainsi, la présente étude teste le rôle inducteur de trois déterminants organisationnels: le climat de travail, le style de gestion du personnel et la justice organisationnelle. Pour ce faire, ces trois déterminants (α entre ,73 et ,87), ont été administrés avec deux mesures de l'éthique: l'éthique de la sollicitude et de la justice. Les vérifications préliminaires révèlent que l'opérationnalisation de l'éthique de la sollicitude est satisfaisante (α=,87), mais pas celle de l'éthique de la justice (α=,54). L'analyse d'une régression multiple simultanée révèle que 13% de la variance est expliquée [R=,36, R2=,13, F(4,195)=7,07, p<,05]. Le climat de travail agit significativement sur l'éthique de la sollicitude (β=,24, p<,05), mais pas le style de gestion (β=,14, p>,05) ni la justice organisationnelle (β=,06, p>,05). Il semble donc que le climat de travail pourrait prédire les comportements d'éthique.

#43
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

ASSESSING SHARED MENTAL MODELS: DO GREAT MINDS THINK ALIKE?
Sarah J. Ross, University of Western Ontario; Natalie J. Allen, University of Western Ontario

The term shared mental model (SMM) refers to the degree to which knowledge is organized similarly among team members (Orasanu & Salas,1993). SMM researchers argue that those who share mental models perform well because they are "on the same page" regarding their work (Mathieu et al.,2000). We predicted, however, that participants in SMM studies perform well together, not necessarily because they share mental models but because they share the high levels of cognitive ability and / or conscientiousness needed to meaningfully complete the complex SMM measures used in such research. That is, sharedness may be an artifact, or side effect, of conscientiousness and cognitive ability. In a study of 96 students, we examined the degree to which the mental model of each participant was shared with that of every other (n=4560 unique pairs). As predicted, sharedness on mental model measures was greater for pairs with high (vs. low) cognitive ability and high (vs. low) conscientiousness. This suggests that (a) cognitively able / conscientious people see specific patterns in mental model measures and respond accordingly and (b) cognitive ability / conscientiousness may account for observed SMM-performance links. If replicated, an implication of these results is that, instead of training people to develop SMMs, organizations may simply wish to select for cognitive ability and conscientiousness.

#44
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

EFFECT OF STIGMA CONSCIOUSNESS ON ACADEMIC AND WORK ENGAGEMENT: DO MULTIPLE SOCIAL IDENTITIES MATTER?

Lesley A. Sellwood, University of Winnipeg; Wendy L. Josephson, University of Winnipeg; Cherie D. Werhun, University of Winnipeg

Stigma consciousness at work (SCW) is the extent to which employees expect to be stereotyped because of their occupation (adapted from Pinel, 1999). Previous literature contends that certain occupations are stigmatized (Saunders, 1981) and this may lead to disengagement (Wildes, 2004). A mediation analysis (Baron & Kenny, 1986) on data from 250 employed university students will test whether being an employee and a university student affects the link between SCW and levels of engagement. A high degree of overlap between the work or academic identity and overall self-identity (Aron, Aron & Smollen, 1992) is expected to lead to increased engagement in that domain. It is hypothesized that SCW will decrease the overlap between work identity and self, thus decreasing work engagement. Conversely, SCW is expected to positively affect self and university student identity overlap, contributing to higher university engagement. Additionally, SCW is expected to reduce work and university identity overlap, and decreases the difference between university and work engagement levels. Implications for organizational settings and educational decision-making are discussed as well as a potential buffering effect of multiple social identities on occupational stigma.

#45
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

WHAT IS REALLY BEING SAID? A THEORETICAL FRAMEWORK OF NONVERBAL COMMUNICATION IN CROSS-CULTURAL NEGOTIATION

Zhaleh Semnani-Azad, University of Waterloo; Wendi Adair, University of Waterloo

Prior research demonstrated that intercultural negotiations tend to be less successful than intracultural negotiations. The poor outcomes of international negotiations have been attributed to cultural differences in communication styles as well as cognitive schemas. Although the influence of verbal communication in cross-cultural negotiation has been studied, there is limited research examining nonverbal communication. Yet understanding nonverbal cues in cross-cultural negotiation is important since most of the information communicated between people is perceived nonverbally and nonverbal cues strongly influence our interpretation of communications. We have constructed a theoretical framework of nonverbal communication in cross-cultural negotiation. We developed three nonverbal domains adapted from Gitin's (1970) three factors. These domains are the Passive-Active Responsiveness, capturing the level of interest and involvement during negotiation, Global Positive-Global Negative behaviours, contributing to the overall evaluation of a negotiator, and the Dominant-Submissive behaviours, conveying the level of control and dominance exhibited by a negotiator. This three dimensional framework has been developed to explain cultural differences in the display and interpretation of nonverbal cues in negotiation and to predict systematic variation in nonverbal behaviour patterns.

#46
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

YOUTUBE ON TV: EXAMINING REACTIONS TO NEGOTIATION DEADLINE ACROSS THREE CULTURES

Zhaleh Semnani-Azad, University of Waterloo; Wendi Adair, University of Waterloo

Prior research shows that collectivist cultures, like Japan, tend to be more relationship oriented in negotiation than individualist cultures, like the U.S. (Gelfand & McCusker, 2001). It is recommended that when negotiating with East Asians, one needs to allow a lot of time for building relationships (MacDuff, 2006). However, researchers have not explored Middle Eastern cultures, which are also collectivist and relationship oriented. We designed a vignette study to test negotiators' relationship versus issue focus when given 1 versus 4 hours to negotiate a contract with a TV station to air reruns of their personal video blogs. We sampled Canadian (individualist), East Asian (collectivist), and Middle Eastern (collectivist) students and the results indicate that with a 1 hour deadline, compared to the other cultures, Middle Eastern students selected more statements pertaining to relationship focus, and ranked those statements higher on importance. For the 4 hour deadline, Middle Eastern students selected a higher number of statements associated with both relationship and issue focus. They also ranked those statements higher on importance. The findings will help us understand Middle Eastern attitudes and perceptions in negotiation, including a strong relationship focus when deadlines are short and moderate levels of both relationship and issue focus when more time is given.

#47
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

DIVERSITY PERCEPTION IN AN AFRICAN UNIVERSITY

Nyitor Shenge, Memorial University of Newfoundland

Organizations expend huge sums of money on diversity programs such as recruiting and training. Interest in diversity is fueled by globalization, ethnic diversification of businesses, increasing diversity of consumers and employees, as well as the practice of more team focused work. Despite increasing interest in diversity research, executives, managers, and employees are not yet sufficiently convinced that diversity efforts make good business sense. Not-for-profit institutions and developing countries feature less in diversity research. This study is investigating diversity perception by students, staff, and faculty in a large African university, located in the south-west of Nigeria. It is proposed that seventy faculty, eighty staff, and one hundred conveniently sampled students of the university will participate in the study. This will add to two hundred and fifty (250) respondents. A survey (questionnaire) design will be used. A key dependent measure will be perceived diversity while key independent variables will be gender, education, status (student, staff or faculty), ethnic group, duration at the university, and international experience. Six hypotheses will be tested using inferential statistics. This study stands to benefit diversity managers and stakeholders in developing and developed countries.

#48
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

WHAT'S THE USE OF EXCUSES? IMPLICATIONS OF INCIVILITY RATIONALES IN THE WORKPLACE

Naomi Stright, Acadia University; Michael P. Leiter, Acadia University

Incivility represents a widespread organizational issue with implications for work satisfaction, turnover intention, physical and mental health (Lim et al., 2008), job withdrawal, (Cortina et al., 2001) negative affect, task performance, helpfulness, and memory recall (Porath & Erez, 2007). The present study examined reasons why incivility persists in organizations by looking at three types of excuses for incivility (sensitivity, toughness & pressure; Leiter et al., 2008) and their relationship to mental health and instigated incivility. Health care workers (N = 479) from five hospitals in Nova Scotia and Ontario completed surveys on two occasions, one year apart. Results showed that participants rationalized their uncivil behaviour on factors involving the least amount of personal control, consistent with the Time 1 findings of Leiter et al., (2008). Further, frequency of use of the excuses at Time 1 negatively predicted mental health for the nurses at Time 2, and positively predicted instigated incivility for the entire sample at Time 2. These findings support components of an established intervention for reducing incivility in the workplace (Civility Respect and Engagement in the Workplace; Osatuke et al., 2009). Further implications for practice and future research are discussed.

#49
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

NEED SATISFACTION: INVESTIGATING ITS MEDIATING ROLE BETWEEN MANAGERIAL SUPPORT AND EMPLOYEE MOTIVATION

Jocelyn Wiltshire, The University of Calgary; John P. Meyer, The University of Western Ontario; Susan Pepper, The University of Western Ontario

Although there is evidence that supportive leadership behaviours promote autonomous motivation among subordinates, the processes by which this occurs require further investigation. The current study examined how the satisfaction of basic psychological needs (autonomy, competence, and relatedness), as delineated by Self-Determination Theory (Ryan & Deci, 2000), acts as a mediator between managerial leadership and employee motivation. Participants were part-time and full-time employees from various workplace environments throughout the United States. It was found that need satisfaction significantly predicted autonomous motivation above and beyond supportive leadership behaviours. In addition, there was evidence for an overall supportive climate: Managers who satisfied one of the basic psychological needs tended to satisfy all three, whereas managers who failed to provide one of these supports failed to provide any of them. This study establishes an empirical link between managerial leadership and employee motivation, offering practical implications for development in managerial intervention programs. Managers can be informed and trained on supportive behaviours, such as providing meaningful rationales, offering positive performance feedback, and expressing concern for their employees.

#50
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

THE RELATION BETWEEN FEELING TRUSTED AND POSITIVE EMPLOYEE OUTCOMES

Cynthia Woeller, University of Guelph; Harjinder Gill, University of Guelph

Workplace trust research has largely focused on supervisor trust. Researchers have found a positive relationship between trust and employee performance, job satisfaction and citizenship behaviours (Pillai, Schriesheim, & Williams, 1999; Dirks & Ferrin, 2002). Fewer researchers have examined whether feeling trusted as an employee is related to similar positive employee outcomes. This is an important oversight because trust is a dyadic relationship and both trust perspectives may be equally important. The current study examined the relations between benevolence and integrity (components of felt trust) and affective outcomes (well-being and job satisfaction). Survey data was collected from employees (N = 231) of a large engineering firm. The results indicated that respect

partially mediated the relationship between benevolence and well-being. Empowerment fully mediated the relationship between integrity and job satisfaction. The implications for theory and practice are discussed.

#51
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle

REDUCING INCIVILITY AND IMPROVING HEALTHCARE WORK ENVIRONMENTS: EVIDENCE FROM QUASI-EXPERIMENTAL INCIVILITY REDUCTION PROGRAM

John Yardley, Brock University; Mokhtar Khalladi-Noka, Metrics@Work; Sue Matthews, Niagara Health System; Donna Rothwell, Niagara Health System; Terry McMahon, Niagara Health System; Annabelle Watson, Niagara Health System; Barbara Dixon, Niagara Health System

The project evaluated whether interventions in a clinical unit could decrease incivility and improve the work environment. The quasi-experiment consisted of: multiple interventions, a pre- and post-survey, inpatient medical unit (Experimental group) and two matched units as controls. Some interventions were: RPNAO violence prevention education; Chief Nursing Officer professional education session; external consultant / mediator to interviews and education and other discussions. Research questions were: Did the E Group show reduced incivilities and improved work environment and did the C Group change? Very clear findings of improvements in the E Group (i.e., 16 of 17 measures improved), e.g., incivility reductions, respectful behaviours increased and in several work environment factors, including satisfaction with nurse manager and employee involvement in decision-making. The C Group showed 7 improvements (only 1 significant, attributable to a hospital wide intervention) and 7 nonsignificant decrements. The results demonstrated that typical management actions and interventions, plus discussions with an external mediator were sufficient to create very positive changes in a healthcare setting despite low statistical power (small group size), difficulties with work schedules, high workload, and outbreaks in the experimental unit.

#52
Perception, Learning and Cognition / Perception, apprentissage et cognition

THE EFFECTS OF MUSIC TEMPO ON VIDEOGAME PLAY

Gillian Berman, Algoma University; Linda Sorensen, Algoma University

Music is an important aspect of videogames, and an important component of music is tempo (i.e., fast or slow beat). Research has shown that, depending on type of music and context, tempo can either elevate or depress both mood and performance. Perhaps there is an optimal tempo for enhancing performance and enjoyment of videogames. Seventy-five participants played the videogame Tetris while listening to either slow-, medium-, or fast-tempo music. Fast tempo produced better performance scores ($p = .033$) and faster speed of play ($p = .048$), but did not affect enjoyment. Players rated the fast-tempo music as more exciting, suggesting that faster music stimulates the player causing them to play more quickly, allowing for more opportunities to score points. Optimal tempo manipulations could not only be used to enhance videogames, but also to enhance workplace productivity, especially in cases where speed and performance are paramount.

#53
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; Basem Gohar, Laurentian University; Katrina L. Pisani, Laurentian University; Elizabeth A. Emptage, Laurentian University

This study examines recall and the serial position effect for lists differing in emotional character as defined by the Dictionary of Affect in Language (DAL). Sixty-two participants were randomly assigned to one of four word emotionality conditions and immediately requested to freely recall 15 words to which they had been exposed. The emotional conditions were: low Pleasantness, low Activation (SAD); low Pleasantness, high Activation (NASTY); high Pleasantness, low Activation (SOFT); high Pleasantness, high Activation (CHEERFUL). Data were analyzed in a 5 (serial positions) x 2 (levels of Pleasantness) x 2 (levels of Activation) x 2 (Gender) partly repeated design. Active words were better recalled than Passive ones (8.19 versus 6.26, $Eta^2=.52$) and Unpleasant words were better recalled than Pleasant ones (7.72 versus 6.70, $Eta^2=.27$). The serial position curve was evident for all but the "Sad" condition. A replication of this study that utilized 60 new participants provided confirmatory results. Active words were better recalled than Passive ones (8.84 versus 6.12, $Eta^2=.54$) and Unpleasant words were better recalled than Pleasant ones (7.95 versus 6.07, $Eta^2=.36$). Moreover, all serial position effects were evident with the exception of the "Sad" condition. These studies confirm the relationship between word emotionality (Activation, Pleasantness, Imagery) and memory.

#54
Perception, Learning and Cognition / Perception, apprentissage et cognition

THE DICTIONARY OF AFFECT IN LANGUAGE REVISITED: THE EFFECT OF WORD SEXUALITY ON MEMORY

Keith Z. Brewster, Laurentian University; Elizabeth A. Emptage, Laurentian University; Katrina L. Pisani, Laurentian University; Erin C. O'Connor, Laurentian University

This study introduced a measure of word sexuality within the Dictionary of Affect in Language (DAL) and examined its role in memory in lists of words varying in emotional character. One hundred participants were asked to rate words based on sexuality using a three point Likert scale. A score of one referred to a word considered feminine, two to a word as gender neutral, and three to a word considered primarily masculine. A total of sixty words were extracted from the DAL and were labeled based on emotional character. The resulting word emotionality conditions were: low Pleasantness, low Activation (SAD); low Pleasantness, high Activation (NASTY); high Pleasantness, low Activation (SOFT); high Pleasantness, high Activation (CHEERFUL). Results indicated that Unpleasant words were considered more masculine as compared to Pleasant ones (2.71 versus 1.34, Eta^2= 24). Additionally, both Nasty and Sad words were found to be primarily masculine whereas Soft and Cheerful words were found to be more feminine. Interestingly, male participants had better word recall for words found to be masculine (9.13 versus 7.21, Eta^2= 31), whereas female participants had better recall for words found to be feminine in nature (8.24 versus 6.86, Eta^2= 42). This study confirms the presence of an intertwined relationship between word sexuality, emotionality, and memory.

#55
Perception, Learning and Cognition / Perception, apprentissage et cognition

EXAMINING THE INFLUENCE OF SELF AND MODEL BODY TYPES ON SELECTIVE ATTENTION WITH EYE MOVEMENTS

Keith Z. Brewster, Laurentian University; Annie Roy-Charland, Laurentian University

Selective attention bias occurs when attentional processes consistently favor one type of stimuli in the environment and exclude other relevant cues. This bias, shown to be a key factor in anxiety problems, has led researchers to investigate a potential link between selective attention and disordered eating behavior. Recently, there has been increased interest in assessing the accuracy of how individuals judge their body size. Specifically, inaccurate self body perception has been found to be an important component of eating disorders as well as a variety of other psychological disorders. Research suggests that body size tends to be exaggerated due to an overemphasis or fixation of specific regions of the body rather than assessing it as a whole. This overemphasis served as an underlying tenet of this study. Eye movements were measured while participants were shown a variety of photographs of models ranging in both body type and size. Amongst other interesting measures, participants' time latency, initial fixation points, and proportion of time spent on each body region were documented. These measures were then compared for participants according to gender (male vs. female) and body size (BMI, bioimpedence, waist-hip ratio).

#56
Perception, Learning and Cognition / Perception, apprentissage et cognition

THE EFFECTS OF STRESS ON FOOD CONSUMPTION IN RATS SELECTIVELY BRED FOR THE TENDENCY TO STRESS EAT OR NON-EAT

Keith Z. Brewster, Laurentian University; Michael H. Emond, Laurentian University

The purpose of this study was to examine the effects of sex and strain differences on stress-related food consumption in a population of Wistar rats selectively bred for the tendency to increase or decrease food consumption when under stress. After six generations of selective breeding, two strains of animals were produced: Stress-Eaters (rats who ate more or the same during stress) and Stress Non-eaters (rats who ate less during stress). The sixth generation offspring of both strains were tested (17 Stress-Eaters; 20 Stress Non-Eaters). Each animal's food consumption under stress (noise stress) was compared to its baseline consumption when no stressor was present. Analysis revealed that, overall, the rats consumed significantly less food when a stressor was present than during the control sessions (Stress = 2.46 g; Control = 4.09 g). Furthermore, Stress Non-Eaters consumed significantly less food than Stress-Eaters when a stressor was present (Non-Eaters = 1.69 g; Stress-Eaters = 3.31 g) and there were significant differences between the two strains during control sessions (Non-Eaters= 4.41 g; Stress-Eaters = 3.73 g). The findings of this study support the hypothesis that the variability in stress-related eating is partially determined by genetic factors that can be selectively bred for. These findings have implications for stress-related eating in humans.

#57
Perception, Learning and Cognition / Perception, apprentissage et cognition

DEVELOPMENT AND VALIDATION OF PITCH COMPONENTS OF THE AIRS SHORT BATTERY OF SINGING SKILL: ROLE OF VOCAL TRAINING AND CULTURAL BACKGROUND

Alexis J. McIver, University of Prince Edward Island; Annabel J. Cohen, University of Prince Edward Island

In order to study the effects of language and culture on the acquisition of singing by means of the AIRS test battery (Cohen, Armstrong, Lannan, & Coady, 2009), the ability to sing a familiar Western song (i.e., 'Brother John') will be compared for Anglo - Canadian and native Asian university students. It is possible that the Asian students may be disadvantaged in singing back musical elements more common to Western than Asian music. More specifically, those with less exposure to Western music may have more difficulty singing back the phrase 'Brother John' (mi-fa-so) which includes a semitone (mi-fa). Within the AIRS battery of tests, some aspects of language skill is also assessed. In addition participants will answer questionnaires assessing both language and musical background, in order that the influence of these variables may be observed. Vocal performance will be converted into music notation as well as frequencies. One aspect of measurement will be the deviation between the correct note and the performance. It is expected that mean error will decrease with vocal and musical training and exposure to western languages/culture. [Supported by SSHRC MCRI Program].

#58
Perception, Learning and Cognition / Perception, apprentissage et cognition

CHRONOTYPE AND PERFORMANCE ON THE ATTENTIONAL NETWORKS TASK IN ADULTS

Benjamin Elgie, McGill University; Douglas Mental Health University Institute; Samantha A. Wells, McGill University; Douglas Mental Health University Institute; Cassandra Monette, McGill University; Douglas Mental Health University Institute; Tina Oliveri, McGill University; Douglas Mental Health University Institute; Dipesha Patel, McGill University; Douglas Mental Health University Institute; Cristina Banu, McGill University; Douglas Mental Health University Institute; Sonia Michaelsen, McGill University; Douglas Mental Health University Institute; Dimitri Destounis, Douglas Mental Health University Institute; Daniel Brouillette, Douglas Mental Health University Institute; Reut Gruber, McGill University; Douglas Mental Health University Institute

Introduction: Previous studies have found circadian variations in general arousal, vigilance, selective attention and executive control. However, few have examined the effect of chronotype on specific functional components of attention. This study's objective was to determine whether chronotype has an effect on the efficiency of independent attentional networks (alerting, orienting, and executive / conflict-resolving). Methods: Chronotype was evaluated using the Morningness-Eveningness Questionnaire (Horne & Östberg 1976). There were 120 healthy subjects (54 male; ages 26-61) divided into evening, morning and neither types. Attention was evaluated using the Attentional Networks Task (ANT) (Fan et al 2002). Results: MANOVA analysis of chronotype's effect on the ANT scales revealed significant differences for the alerting $F(2,107)=4.37$ $p<0.05$ and orienting effects $F(2,107)=4.48$ $p<0.05$. Individuals characterized as morning-types had significantly higher scores for alerting than neutral-types, and evening-types had significantly higher scores for orienting than neutral-types. Discussion: Chronotype affects the efficiency of the alerting and orienting attentional networks in adults, but does not appear to affect the function of the executive network.

#59
Perception, Learning and Cognition / Perception, apprentissage et cognition

ACADEMIC EXPECTATION LEVEL BASED ON THE PERCEPTION OF ATTRACTIVENESS

Elizabeth A. Emptage, Laurentian University; Keith Z. Brewster, Laurentian University; Katrina L. Pisani, Laurentian University; Erin C. O'Connor, Laurentian University

This study examined the contributions of Body Mass Index (BMI) and clothing condition to ratings of attractiveness and expected academic achievement levels in the self and others. Fifty-six female participants were asked to report their BMI, clothing condition typically worn, attractiveness, expected grade average, and actual grade average. Participants also rated expected academic achievement and attractiveness level of 8 photographs of female models that varied in 2 levels of BMI category (Normal, Obese) and in two levels of clothing condition (Tidy: fit, clean, good repair; Untidy: unfit, dirty, poor repair). Results from this study indicated a significant relationship between attractiveness and expected grade average ($r=-0.27$, $p<0.05$). The mean predicted grade average of the Tidy clothing condition was found to be significantly higher than the Untidy clothing condition (76.70 versus 65.47). A repeated measures analysis of variance revealed that the clothing condition had the largest effect on predicted grade average rather than BMI ($p<.001$, partial $Eta^2=0.81$). These findings highlight the significant effect that subtle changes in clothing condition have on the perception of attractiveness and expected academic achievement levels in others.

#60
Perception, Learning and Cognition / Perception, apprentissage et cognition

THE SUPPRESSION OF REHEARSAL IN ITEM-METHOD DIRECTED FORGETTING: A PROBE STUDY

Jonathan Fawcett, Dalhousie University; Tracy L. Taylor, Dalhousie University

In an item-method directed forgetting task study words were presented, one at a time, each followed by an instruction to 'Rehearse' (R+), 'Not Rehearse' (R-) or 'Forget' (F). Reaction time (RT) was measured in response to visual (E1) or auditory (E2) detection probes presented 1400 ms, 1800 ms or 2600 ms following each instruction. RTs were longer following R- and F instructions than following R+ instructions; furthermore, participants subsequently exhibited greater yes-no recognition of R+ words than of R- or F words. These results support the notion that item-method directed forgetting is achieved by the active suppression of rehearsal.

#61
Perception, Learning and Cognition / Perception, apprentissage et cognition

THE CONTROL OF WORKING MEMORY IN ITEM-METHOD DIRECTED FORGETTING: EVIDENCE FROM THE INCIDENTAL FORGETTING OF PROBE WORDS

Jonathan Fawcett, Dalhousie University; Tracy L. Taylor, Dalhousie University

In an item-method directed forgetting task study words were presented, each followed by an instruction to Remember or Forget. Reaction time (RT) and incidental learning were measured in response to probe words requiring a speeded colour discrimination response presented 1400 ms, 1800 ms or 2600 ms following each memory instruction. Participants exhibited greater recognition

of Remember than Forget study words, demonstrating a typical directed forgetting effect. Discrimination RTs were longer following Forget than Remember instructions at the 1800 ms and 2600 ms (but not 1400 ms) intervals. Interestingly, incidental learning of probe words was impaired following Forget instructions (relative to Remember instructions) at the 1800 ms interval. The finding that intentional forgetting may impair memory for information presented in close temporal proximity to each Forget instruction suggests the presence of an active mechanism responsible for managing working memory resources.

#62
Perception, Learning and Cognition / Perception, apprentissage et cognition

CHANGE DETECTION INCREASES CONFIDENCE, BUT NOT ACCURACY FOR EYEWITNESSES

Ryan Fitzgerald, University or Regina; Chris Oriet, University of Regina; Heather L. Price, University of Regina

At a crime scene, eyewitnesses may encounter innocent bystanders in addition to the perpetrator of the crime. Such instances hold the potential for eyewitnesses to confuse a bystander for the perpetrator and consequently make a wrongful identification. In the present investigation, 173 eyewitnesses viewed a surveillance video that showed an innocent bystander leaving the scene immediately prior to a perpetrator entering the scene and committing a crime. Following the video presentation, the eyewitnesses were asked to choose the perpetrator from a photographic line-up and rate how confident they were on a scale of 1 to 5. Although the bystander was included in the line-up, the perpetrator was not. It was hypothesized that eyewitnesses who noticed that the bystander and the perpetrator were different people would be less likely to misidentify the bystander than eyewitnesses who thought they were the same person. Interestingly, detecting the change between persons had no effect on subsequent identification accuracy. However, even when they were wrong about the line-up decision, eyewitnesses who detected the change (M = 2.9; SD = 1.21) were more confident in their decision than eyewitnesses who did not successfully differentiate between the innocent bystander and the perpetrator (M = 2.45; SD = 1.16).

#63
Perception, Learning and Cognition / Perception, apprentissage et cognition

THE EFFECT OF FRUSTRATION ON PERFORMANCE

Basem Gohar, Laurentian University; Keith Z. Brewster, Laurentian University

This study examined the effect of frustration on performance. A total of 60 participants were randomly assigned to high, medium, or no frustration groups. Participants were given a series of "what does not belong" questions with ambiguous inclusion criteria for belonging. The experimenter manipulated frustration by changing the inclusion criteria to ensure that different groups have different error rates. Performance was measured using the Continuous Performance Test (CPT) to test for omission and commission error frequency. The study also included manipulation checks for frustration by having participants complete a Profile of mood states (POMS), self esteem, and state-trait anger inventory (STAXI) surveys as pre and post measures. Also, a grip test was used to detect for aggression as a pre, mid, and post measure. Results indicated significant differences in omission errors in both medium and high frustration groups [$F(2,57) = 5.62$, $p < .005$, $Eta^2 = .17$] as well as a significant difference in commission errors in high frustration group [$F(2,57) = 10.12$, $p = < .001$, $Eta^2 = .26$]. Although no significant differences were found comparing athletes and non athletes in terms of mood, self esteem, state anger and aggression these results confirm the adverse effects of frustration on performance.

#64
Perception, Learning and Cognition / Perception, apprentissage et cognition

LEARNING APPROACHES AND MEMORY IN ACADEMIA

Ryan E.B. Los, University of Winnipeg

Learning Approaches may mediate the significant relationship between Academic Aptitude (AA) and Academic Performance (AP). To test this hypothesis, 127 university students completed the Wonderlic Personnel Test-Revised (WPT-R, a short measure of AA), the Approaches and Study Skills Inventory for Students (ASSIST), a self-report academic history (one measure of AP), and a passage comprehension measure (a second measure of AP). As predicted, both measures of AP were positively correlated with AA and with different learning approaches (surface, strategic, and deep approach). However, controlling statistically for ASSIST strategies did not reduce the relationship between AA and AP, as expected given the mediation hypothesis. This occurred because there was no relationship between AA and the learning approaches. Findings suggest further examination is needed of the relationships between IQ, Learning Approaches, and AP.

#65
Perception, Learning and Cognition / Perception, apprentissage et cognition

THE EFFECTS OF PITCH AND WORD EMOTIONALITY ON MEMORY

Erin C. O'Connor, Laurentian University; Elizabeth A. Emptage, Laurentian University; Katrina L. Pisani, Laurentian University; Keith Z. Brewster, Laurentian University

The purpose of this study was to examine if the presentation of pitch (high / high, high / low, low / low, low / high) and the emotionality of the word (positive, negative, neutral) could affect total word recall and the word recognition accuracy. Sixty-four subjects were randomly placed into one of four groups: high / high; high / low; low / low; low / high. The subjects participated in a recall and recognition task in which they were exposed to a list of 30 words (10 positive, 10 negative, 10 neutral) spoken in either a high pitched (338 Hz-Mary) or a low pitched voice (56 Hz-Mike). Afterward, participants' recall and recognition of these words was measured. The instructions given during the recall and recognition task were either in the high (338 Hz-Mary) pitched or low (56 Hz-Mike) pitched voice. Results indicated a significant main effect for the emotionality of the word in recognition memory ($F(2,59)=23.294$, $p<.001$ $n^2=.441$). Positive and negative words were better recognized more than neutral words. The presentation of pitch did not yield significant results for recall or recognition memory. These results support current literature regarding the importance of word emotionality on recognition memory. Furthermore, this study reveals an interesting limitation pertaining to the same-talker facilitation effect.

#66
Perception, Learning and Cognition / Perception, apprentissage et cognition

A STUDY OF MEMORY BASED ON STUDY MATERIAL PRESENTATION AND PRACTICE METHOD

Katrina L. Pisani, Laurentian University; Elizabeth A. Emptage, Laurentian University; Keith Z. Brewster, Laurentian University

This study examined the level of performance on multiple choice tests after exposure to study material (fact list or short narrative) in a massed practice method or spaced practice method. A total of 42 participants, both male and female, were randomly assigned to 1 of 4 groups: spaced fact; spaced narrative; massed fact; massed narrative. The task was to study the given material and write a series of tests at different time intervals. The tested time intervals included: immediately after presentation; 30 minutes after; 48 hours after. This experiment employed a 3 (number of tests) x 2 (practice method) x 2 (study material) partially repeated design to assess the relationship between study method, performance, and memory. Results indicated no significant main effects between study methods, study material, or gender. Interestingly, a multivariate analysis of variance indicated significant differences between time necessary to complete tests (1, 2, and 3) ($p< 0.001$, $eta2 = 0.733$). These results further extend the relationship between performance, learning, and memory.

#67
Psychopharmacology / Psychopharmacologie

DISRUPTING THE RECONSOLIDATION OF ALCOHOL-BASED CONDITIONED PLACE PREFERENCE

Lorena M. Novel, University of Winnipeg

During reconsolidation memories are susceptible to disruption. The present experiment sought to determine if post-test administration of the N-methyle-D-aspartate (NMDA) receptor antagonist (MK-801) or a dopamine D3 receptor antagonist would disrupt the reconsolidation of alcohol-based conditioned place preference (CPP). D3 receptor antagonism has been shown to effect the expression, but not the acquisition of reward-related learning; but, has not been studied in relation to reconsolidation. Studies have shown that NMDA receptor antagonism attenuates the acquisition of alcohol-based learning. Male Wistar rats received ethanol (1g / kg intragastrically) or vehicle. Utilizing an unbiased paradigm, rats underwent 4 conditioning sessions with ethanol or vehicle. Following a 15 minute test session, a D3 antagonist or MK-801 was administered and a second test session was conducted later to evaluate reconsolidation. Results may suggest a potential for D3 receptors as pharmacotherapeutic target in treatment of cue-related relapse to alcohol use.

#68
Psychopharmacology / Psychopharmacologie

THE EFFECTS OF AMPHETAMINE AND YOHIMBINE ON FEAR EXPRESSION AND EXTINCTION IN RATS

Lening A. Olivera-Figueroa, Douglas Institute, McGill University; Devin Mueller, Department of Psychology, University of Wisconsin–Milwaukee; Daniel S. Pine, NIMH Intramural Research Program; Gregory J. Quirk, Departments of Psychiatry and Anatomy & Neurobiology,

Psychostimulant drugs such as amphetamine and yohimbine have been shown to accelerate learning, and we sought to investigate whether these drugs can enhance extinction of fear in rats. Because psychostimulant drugs increase locomotor activity, we examined freezing together with bar press suppression, a measure less sensitive to changes in baseline activity. Rats received fear conditioning on day 1 followed by extinction training on days 2 and 3. Amphetamine (1.0 mg / kg, i.p.), yohimbine (5.0, 2.0, or 1.0 mg / kg, i.p.), or vehicle were injected prior to extinction on day 2. Amphetamine-injected rats expressed lower levels of freezing than controls during extinction (3% vs. 77%, respectively; $t(10)=7.2$, $p<0.001$), but showed no difference in bar press suppression (0.54 vs. 0.25, $t(10)=0.7$), consistent with a locomotor effect of increased spontaneous activity in open field ($p < 0.001$). The following

day, there was no difference between groups in either fear measure. Rats injected with 5 mg / kg of yohimbine showed significantly less freezing and bar press suppression than controls (30% vs 69% freezing, 0.08 vs. 0.83 suppression; $p<0.01$), consistent with reduced fear. The following day, however, there was no difference between groups in either measure. Lower doses of yohimbine (2 & 1 mg / kg) had no effect at any timepoint. Thus, neither drug had a lasting effect on extinction memory.

#69
Psychophysiology / Psychophysiologie

DETECTING DECEPTION: INCREASING ATTENTION THROUGH VERBAL RESPONSE REQUIREMENTS

Andrea M. Arsenault, University of New Brunswick; Michael T. Bradley, University of New Brunswick; Murray C. Cullen, Correctional Service of Canada

Polygraph measures in conjunction with a Guilty Knowledge Test are a useful way of identifying individuals attempting to conceal awareness of crime information. Questions are asked in a multiple choice format with answers consisting of plausible details. One detail per question is a critical, crime-related detail known only to the perpetrator and investigators. Knowledgeable individuals denying critical details typically are physiologically reactive to those details. However, inattention to questions may account for some failures to react physiologically. It was hypothesized that increasing attentional demands by having participants verbally repeat question details would increase detection accuracy. Guilty participants committed a mock crime and innocent participants completed a non-crime task. Half of the guilty and innocent participants answered questions with 'no, not' and then repetition of the last listed detail. The other two groups simply answered 'no'. Skin conductance responses and thoracic respiration responses differentiated between guilty and innocent participants but the attention requirement did not augment detection scores for guilty participants.

#70
Psychophysiology / Psychophysiologie

HIGH VAGAL TONE AND VAGAL TONE SUPPRESSION IN CHILDREN PREDICTS LESS EMPATHIC CONCERN

Caroline Chochol, Concordia University; Brittany E. Scott, Concordia University; Alessandra S. Rivizzigno, Concordia University; Jacob N. Nuselovici, Concordia University; Paul D. Hastings, University of California Davis

Parasympathetic regulation of arousal measured via cardiac vagal tone (VT) serves as an index of physiological capacity for emotion regulation (ER). Both high VT and VT suppression are associated with better ER. Research has shown that VT suppression to recorded sad stimuli predicts more empathy or prosocial behaviour in children (Eisenberg, 2005; Gill & Calkins, 2003); however, some studies show the opposite (Zahn-Waxler et al., 1995). Research has not yet examined how VT suppression in response to a live distressed person is related to empathic responses in those situations. VT, VT suppression, and empathic responsiveness was assessed in 140 children. Preliminary analyses conducted on the first 31 children for whom cardiac data has been processed revealed that children with higher VT during distress simulation showed lower empathic responsiveness ($r=.55$, $p<.01$), and greater VT suppression from baseline to simulation also predicted less empathic concern ($ß =-.51$, $t=-3.2$, $p<.01$). Final analyses with the full sample will be presented.

#71
Psychophysiology / Psychophysiologie

QEEG ACTIVITY DURING MEDITATION IS ASSOCIATED WITH SPECIFIC MEASURES OF MOOD AFTER MEDITATION

Christina Lavallee, Laurentian University

It is well documented in the literature that regular meditation practice can lead to positive mood outcomes. The Profile of Mood States was administered before and after fifteen minutes of meditation by participants who had a broad range of meditation experience with either the mindfulness or Transcendental Meditation techniques. Meditation is proposed to be an altered state of consciousness; thus, discrete differences in the brain activity of meditating subjects are observed when compared to a non meditating baseline resting condition. Each subject had their brainwave activity measured via the quantitative electroencephalogram (QEEG), where scalp recordings were taken in each of the four neocortical lobes (frontal, temporal, parietal, occipital) for both hemispheres. Baseline conditions were recorded before each meditation session began and recordings were taken during each meditation session for all subjects. Analysis of the QEEG and POMS data revealed that alpha activity (8-12Hz) during meditation was significantly correlated with decreased scores on negative affect scales, when assessed by the POMS after meditation. Moreover, the gamma (+35Hz) power displayed during meditation was correlated with increased reports of increased vigour after fifteen minutes of meditation.

#72
Psychophysiology / Psychophysiologie

COMPARING ACTIGRAPHY AND POLYSOMNOGRAPHY IN CHILDREN WITH ADHD AND CONTROLS

Sabrina Wiebe, Douglas Mental Health University Institute; Julie Carrier, Hôpital du Sacré-Coeur de Montréal; Université de Montréal; Sonia Frenette, Hôpital du Sacré-Coeur de Montréal; Université de Montréal; Eva Monson, Douglas Mental Health University Institute; McGill University; Lisa Montecalvo, Douglas Mental Health University Institute; McGill University; Bianca Brunetti, Douglas Mental Health University Institute; McGill University; Emily Coffey, Douglas Mental Health University Institute; McGill University; Nikki Amirlatifi, Douglas Mental Health University Institute; Zoe Schwartz, Douglas Mental Health University Institute; McGill University; Erika Kleiderman, Douglas Mental Health University Institute; McGill University; Manon Robert, Douglas Mental Health University Institute; Hôpital du Sacré-Coeur de Montréal; Reut Gruber, Douglas Mental Health University Institute; McGill University

Background: Actigraphy (AG), which uses a watch-like device (Actiwatch) to monitor ambulatory movement in sleep, and Polysomnography (PSG) are common methods of sleep evaluation. Few studies have examined the relationship between these measures in pediatric clinical populations. Our objective was to examine the relationship between AG and PSG in children with ADHD and Controls. Methods: Twenty children with ADHD and 47 Controls, 7-11 years old, spent one night wearing an Actiwatch while also undergoing in-home PSG evaluation using a portable PSG device. Separate correlations were conducted on AG and PSG sleep indices for children with ADHD and Controls. Results: Strong positive correlations existed between AG and PSG for sleep and wake duration, sleep efficiency and sleep latency, while AG Fragmentation Index and PSG sleep efficiency correlated negatively for both children with ADHD and Controls ($p < .05$). AG Total Activity Score correlated strongly with PSG minutes of Stage 1 sleep in children with ADHD, but only moderately in Controls ($p < .05$), suggesting a differential relationship between movement and sleep. Conclusion: A complementary relationship exists between AG and PSG in pediatric populations. Movement in sleep seems to have a different relationship with PSG in children with ADHD than with Controls, suggesting continued disruption of hyperactivity into sleep.

2010-06-05 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CAMPAIGN A

Symposium / Symposium
Counselling Psychology / Psychologie du counseling

ENVISIONING FUTURE: COUNSELLING PSYCHOLOGY STUDENTS SPEAK

Kaori Wada, McGill University; Anusha Kassan, Discussant

With momentum gained from the development of its official definition adopted by CPA in 2009, the field of counselling psychology in Canada is at a crossroad in its history. We believe that students' participation in the shaping of counselling psychology identity in a Canadian context is crucial for the future of the profession. Thus, in this symposium, graduate students in Canadian counselling psychology programs will critically and reflectively analyze the current status of, and our experiences in, counselling psychology education as well as the benefits and challenges of studying counselling psychology therein. We will also discuss how we visualize the future of our profession. The first paper provides a historical overview of developments of counselling psychology in a Canadian context, juxtaposing the developments in the United States. The second and third papers address the issues pertaining to professional development of graduate students: training and accreditation. In the forth paper, students' view on counselling psychology's status within the larger field of psychology will be explored. Finally, the discussant will offer concluding comments from a unique standpoint as a newly graduated academic.

A

COUNSELLING PSYCHOLOGY'S PROFESSIONAL IDENTITY IN THE CANADIAN CONTEXT: HISTORICAL AND DEFINITIONAL OVERVIEW

Alexandra Lerner, McGill University; Heidi Hutman, McGill University; Lara E. Cross, University of New Brunswick

In the U.S. and around the world, counselling psychologists have made continuous efforts to establish the professions' unique identity vis-à-vis clinical psychology and other mental health professionals. In Canada, such efforts by counselling psychologists culminated in the 2009 CPA conference (June 11th, 2009), when a definition of counselling psychology within the Canadian context was adopted. In order to lay a foundation for the subsequent papers, the purpose of this paper is to outline a historic overview of developments in counselling psychology and its core values, as well as Canada's unique sociopolitical contexts that shape counselling psychology's identity issues, training, practice, and research. We will first delineate the historic developments of counselling psychology both in Canada and in the U.S., and then present the summary of counselling psychology identity articulated in the CPA definition. Lastly, Canada's sociopolitical contexts, such as multiculturalism and political roots in social democracy, and their implications for the profession's identity will be discussed.

B **DEVELOPING COUNSELLING PSYCHOLOGY VALUES: TOWARD A COHERENT PROFESSIONAL IDENTITY**

Kaori Wada, McGill University; Jennifer Titus, McGill University; Marie Morrison, University of British Columbia

Counselling psychology represents a distinct specialization within professional psychology, with its commitment to vocational psychology, positive development and growth, multiculturalism, and social justice. Whereas graduate training plays a pivotal role in nurturing these core values in future generations of counselling psychologists, a variety of factors may affect the extent to which these values are integrated in course curricula and clinical training. Thus, following Young and Nicol (2007), who analyzed the state of counselling psychology in Canada in terms of internal strengths, internal weaknesses, external opportunities, and external threats, the purpose of this paper is to identify internal and external factors in graduate training that facilitate or hinder students' professional identity development. In doing so, we will first present a brief review of the literature on professional identity development and training, and then present a summary of our examination of course curricula and clinical training in Canadian counselling psychology programs from the perspective of students. Furthermore, based on our analysis we will make specific recommendations for training programs and professional organizations.

C **WHAT IS AT STAKE FOR US? CHANGES IN PROGRAM ACCREDITATION AND THE IMPLICATIONS FOR COUNSELLING PSYCHOLOGY STUDENTS IN CANADA**

Emily Kerner, McGill University; Anne Marie Mikhail, McGill University

Currently, the Canadian Psychological Association accredits only four doctoral programs and three pre-doctoral internship sites aimed specifically at training counselling psychologists in Canada. By contrast, CPA has accredited 24 clinical psychology programs and 24 clinical psychology-specific internships sites. With the withdrawal of accreditation from the American Psychological Association by 2015, graduate students in Canada have limited opportunities to obtain counselling psychology-specific training, which will lead to significant ramifications for the development of a counselling psychology identity in Canada. The purpose of this paper is to analyze the changing landscape of accreditation and its implications for counselling psychology graduate students in Canada. The paper will first review and contrast the current accreditation criteria and regulations for APA and CPA programs. Proposed counselling psychology-specific accreditation criteria will then be presented, followed by a discussion of the implications of these changes for both graduate students and the future of counselling psychology in Canada.

D **COUNTERING THE DOMINANT DISCOURSE: A STUDENT PERSPECTIVE ON COUNSELLING PSYCHOLOGY**

Beheshta Jaghori, McGill University; Maddalena Genovese, University of Alberta; Hajera Rostam, University of British Columbia

The Counselling Psychology Section's 300 members comprise only 7% of the total Canadian Psychological Association membership (CPA 2009 Annual Report, 2009). This small number arguably places the discipline in a minority position within the larger field of psychology. As with other minority positions, counselling psychology has often been misunderstood, especially due to its perceived similarity to clinical psychology, rendering its unique identity and contributions invisible (Beatch, Bedi, Cave, Domene, Harris, Haverkamp, & Mikhail, 2009). Thus it is important to learn how a key segment of the discipline, namely graduate students, views its developing professional identity and conceptualizes its experiences. As such, this paper examines the experiences of graduate students in counselling psychology programs across Canada, focusing on how they view their discipline and their group status within the larger field of psychology.

2010-06-05 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CAMPAIGN B

Symposium / Symposium
Rural and Northern Psychology / Psychologie des communautés rurales et nordiques

EXTENDING OUR REACH: INNOVATIVE STRATEGIES FOR MAKING PSYCHOLOGICAL SERVICES ACCESSIBLE AND APPROPRIATE FOR RURAL AND NORTHERN POPULATIONS

Karen G. Dyck, University of Manitoba

Canadians living outside of major metropolitan areas face numerous barriers to accessing specialized diagnostic and treatment services, including clinical psychology. In this symposium, clinician-scientists from the Department of Clinical Health Psychology at the University of Manitoba and the Department of Psychology at the University of Saskatchewan discuss a number of initiatives designed to enhance access to, and increase the appropriateness of, psychological services for these populations. Innovative strategies include the use of technology (e.g., telehealth, internet) to aid in assessment, treatment and follow up support, the use of a consultative model to build capacity in northern communities, the modification of standardized measures to make them more relevant for these populations and the use of an interprofessional approach to provide integrated, one-stop diagnostic services. The symposium will begin by asking the question "what services do rural people want?" and will then explore both the opportunities and challenges inherent in each of these different approaches, from both a clinical and a research perspective.

A

WHAT DO RURAL MANITOBANS WANT?: A SURVEY OF THE MENTAL HEALTH NEEDS AND OPINIONS OF ONE RURAL MANITOBA HEALTH REGION

Karen G. Dyck, University of Manitoba; Melissa Tiessen, University of Manitoba; Andrea M. Lee, University of Manitoba

Consumers and providers of mental health services in rural and northern areas of Canada frequently encounter myriad challenges in accessing and offering high quality services including: high stigma concerns, lack of access to appropriate / sufficient services, transportation barriers, and heightened rates of professional burnout. Fortunately, recent developments in the greater health care system, including technology-assisted treatments and stepped care models of service delivery, suggest potential avenues for improving mental health care services to rural and northern populations. However, before investing significant time and money in developing any new services, it is imperative to determine the likelihood that the public would be willing to access mental health services delivered in a new format. In the current study 5000 households in a large rural Manitoba health region received mail-out surveys inquiring about experiences with and opinions about mental health difficulties and mental health resources. The purpose of this survey was to obtain an understanding of adults' preferences for accessing mental health information and treatment delivery options, as well as perceived barriers and facilitators to accessing treatment. The findings of this study will be reviewed and discussed within the context of mental health resource development in this rural Manitoba region.

B

THINKING INSIDE THE BOX: TREATING CHRONIC INSOMNIA USING TELEHEALTH OR INTERNET

Maxine Holmqvist, Department of Clinical Health Psychology, University of Manitoba; Norah Vincent, Department of Clinical Health Psychology, University of Manitoba; Kaitlyn Walsh, Department of Clinical Health Psychology, University of Manitoba

Regular, chronic insomnia is an extremely common and disabling healthcare problem, affecting 10-19% of the Canadian population. The most efficacious treatment for chronic insomnia is cognitive behavioral therapy which produces reliable and durable improvements in sleep in about 70-80% of patients with primary insomnia and approximately 60% of patients with comorbid insomnia. Currently, 30-40% of referrals to the Behavioral Sleep Medicine Clinic at the Health Sciences Centre in Winnipeg come from rural areas. We proposed a study to determine whether an intervention for insomnia delivered using either an online program or telehealth would be effective for rural and northern populations. Participants in the study were randomly assigned to either complete an online program or to link in to our Insomnia Treatment Program group intervention using telehealth. The online program follows the same format, includes the identical components, and is of equivalent length (i.e., 6 weeks) to the regular group program. Individuals participating via telehealth travelled to their nearest healthcare facility equipped with telehealth and linked into the existing treatment groups. Preliminary results will be discussed, as will the opportunities, challenges, lessons learned and recommendations for future research in this field.

C

GERIATRIC NEUROPSYCHOLOGICAL SERVICES IN A TELEHEALTH-FACILITATED INTERDISCIPLINARY RURAL AND REMOTE MEMORY CLINIC (RRMC): INNOVATION IN ASSESSMENT, INTERPROFESSIONAL EDUCATION, AND INTERVENTION

Margaret Crossley, Department of Psychology, University of Saskatchewan; Shawnda Lanting, Department of Psychology, University of Saskatchewan; Megan O'Connell, Department of Psychology, University of Saskatchewan; Debra Morgan, Canadian Centre for Health and Safely in Agriculture

Currently there is limited access to specialized geriatric neuropsychological services. In light of the disproportionate number of seniors in rural regions and the "rising tide" of dementias as "baby-boomers" age, it is important for geriatric neuropsychologists to explore alternative ways to deliver assessment, interprofessional education, and intervention services. In the Saskatoon RRMC, neuropsychology participates in an interprofessional team that provides one-stop assessment for rural and northern seniors. Assessments for early identification of dementia are targeted and brief, with tests modified or developed to be suitable for all individuals from western Canadian cultures. In partnership with Telehealth Saskatchewan, in-person clinic assessment is enhanced by preclinic and follow-up interviews using videoconferencing. Currently, we are exploring the utility of telehealth to deliver psychoeducational and psychotherapeutic interventions. For example, we are using telehealth to deliver and evaluate a support group for caregivers of individuals with atypical dementias, and to develop a telehealth physical fitness program for RRMC patients. In summary, access to geriatric neuropsychology and other health services can be improved for rural and remote residents through collaboration with interprofessional teams, community-based consumers, and telehealth partners.

D

ADDRESSING THE CHALLENGES AND LIMITATIONS IN CURRENT PRACTICE GUIDELINES FOR THE NEUROPSYCHOLOGICAL ASSESSMENT OF OLDER ADULTS FROM RURAL AND REMOTE BACKGROUNDS: ONE APPROACH

Shawnda Lanting, Department of Psychology, University of Saskatchewan; Margaret Crossley, Department of Psychology, University of Saskatchewan; Megan O'Connell, Department of Psychology, University of Saskatchewan; Debra Morgan, Canadian Centre for Health and Safely in Agriculture

Performance on neuropsychological tests is influenced by factors in addition to brain functioning, and this increasing awareness underlies a recent proliferation of literature that addresses ethical, theoretical, and practical issues in neuropsychological assessment with diverse populations. This research describes the development process of a neuropsychological assessment protocol for accurate diagnosis and appropriate management recommendations for rural and remote dwelling seniors in Saskatchewan, including Aboriginal seniors. This development work included: initial telehealth meetings and traveling to remote communities, focus groups with an Aboriginal Grandmothers Group, case study analyses of modified screening measures, normative data collection in remote communities, and working groups with Northern healthcare providers to further modify assessment instruments. The development work highlighted the importance of incorporating humour, colour, and familiar images into existing neuropsychological assessment tools, and the need to develop screening tools that do not assume or require any formal education. A novel screening measure was developed for use with Aboriginal and other non-English speaking and / or illiterate seniors, one neuropsychological measure was modified, and a semantic association test inspired the development of a prairie version (Grasshoppers & Geese).

2010-06-05 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – KILDONAN

Symposium / Symposium
Psychoanalytic and Psychodynamic Psychology / Psychologie psychoanalytique et psychodynamique

PYCHODYNAMIC TREATMENT FACTORS: A LOOK AT THEORY, ASSESSMENT, AND TREATMENT

Michael Sheppard, University of Saskatchewan

This symposium includes a mix of old and new in psychodynamic theory and research. One paper presents a new method of assessing defense mechanisms, examining the internal variability of defenses in undergraduate males and federal offenders with the Adaptiveness of Defenses Scale. The relations between defense use and measures of psychopathology are presented. Another paper summarized and operationalized theoretical discussions of defense interpretation from the literature using the Psychodynamic Intervention Rating Scales and the Defense Mechanism Rating Scale. This paper discusses the generation of testable hypotheses with respect to treatment. The third paper discusses process variables with respect to suicidality in psychotherapy patients using data from both patients and their therapists. These researchers discuss the relation between the therapeutic alliance and recovery.

A

WITHIN-DEFENSE VARIABILITY AND DEFENSES IN MALE UNDERGRADUATES AND PRISONERS

Michael Sheppard, University of Saskatchewan; J. Stephen Wormith, University of Saskatchewan; Michael Wm. MacGregor, University of Saskatchewan

One possible reason for limited agreement among defense mechanism researchers is that different researchers and clinicians may conceptualize the same defense at different levels of adaptiveness. The Adaptiveness of Defenses Scale (ADS) was developed to examine whether there is adaptive variability at the level of individual defenses over three studies. In the first study, the defenses in a sample of male undergraduates were assessed using the Defense-Q and the ADS and their defense scores related to PAI and ECR scores. In study two, the defenses in a sample of male federal prisoners were also assessed and their defense scores related to PCL-R, BPI, and PAS scores. Study Three used the same prisoner sample divided by ethnicity (Aboriginal and non-Aboriginal) and examined the relation between defenses and variables related to offense history, institutional adjustment, and program success. The ADS clearly discriminated between undergraduates and prisoners (all $p<0.001$), even for defenses identified as characteristic for both groups, but behaved inconsistently with respect to other variables.

B

DEVELOPING TESTABLE HYPOTHESES FOR DEFENSE INTERPRETATIONS IN PSYCHOTHERAPY: A JOURNEY FROM THEORETICAL MANUSCRIPTS TO PSYCHOTHERAPY RESEARCH

Trevor R. Olson, Jewish General Hospital, McGill University; J. Christopher Perry, Jewish General Hospital, McGill University; Jennifer I. Janzen, Jewish General Hospital, McGill University; Jonathan Petraglia, Jewish General Hospital, McGill University

Aims: Defenses have been central to psychoanalytic theory for over 100 years. Strong research exists on how defensive functioning relates to diagnoses, general functioning, and improvement in treatment. Yet, the interpretation of defense has not received the same degree of systematic attention. Although theoretical works exist on how clinicians can confront their patients' defenses, there has been little empirical work conducted to test these ideas. A first step toward testing the potential contribution of this theory to clinical practice is the generation of hypotheses based on psychodynamic principles. Method: We conducted a literature search for theoretical works related to clinical work with defenses. After abstracting ideas from the literature, each author independently categorized ideas under unique thematic headings and then agreed on categorization through a consensus process. In order to develop testable hypotheses, we operationalized theoretical comments regarding therapist interventions using the Psychodynamic Intervention Rating Scales (PIRS: Cooper & Bond, 2002) and defensive functioning using the Defense Mechanisms Rating Scale (DMRS: Perry, 1990). Results: We present a summary of general theoretical principles in psychodynamic therapy as well as example hypotheses using the PIRS and the DMRS. Discussion: Avenues for testing current hypotheses will be discussed.

C

TREATING PATIENTS WITH A HISTORY OF SUICIDE ATTEMPTS: EXPLORING THE PSYCHOTHERAPEUTIC PROCESS AND THE PREDICTION OF RECOVERY

Michelle D. Presniak, Jewish General Hospital, McGill University; J. Christopher Perry, Jewish General Hospital, McGill University; Michael Bond, Jewish General Hospital, McGill University

The lifetime prevalence of suicide attempts is approximately 4.6% and the lifetime prevalence of suicidal ideation is 13.5%. Studies have suggested that individuals who have attempted suicide have generally received inadequate treatment both before and after their attempts. For those that do receive treatment, psychotherapy alone or in conjunction with anti-depressant medication has shown promising results. However, a small percentage of patients still report suicide attempts following treatment termination and an even larger percentage report moderate levels of suicide ideation. Very little research has examined psychotherapy process variables and how they may relate to outcome and recovery for patients exhibiting high levels of suicidality. The current study investigated patient reports of their experience of psychotherapy and their psychotherapist and examined the relationship of these variables (e.g., alliance) to patient recovery. The results will be reviewed, along with case illustrations.

2010-06-05 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – ALBERT

CPA Donald O. Hebb Award / Prix Donald O. Hebb

FROM GSR TO MRI, AND BEYOND: FOUR DECADES OF RESEARCH ON PSYCHOPATHY

Robert D. Hare, University of British Columbia

While a Ph.D. student at the University of Western Ontario many years ago I studied theory and research in learning, motivation, and perception, and was introduced to the emerging field of human psychophysiology, which involved the integration of behavioural, cognitive, and biological processes. These early academic experiences, coupled with those gained as a psychologist in a federal penitentiary, influenced not only what I would study but how I would study it. In this presentation I will track the progression of research on psychopathy, from early single-channel GSR recordings to state-of-the-art paradigms and methodologies of neuroscience, including functional and structural magnetic resonance imaging (MRI). I will conclude with my impressions of what we have learned and of what I think will be the implications of this knowledge for society.

2010-06-05 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – VICTORIA

Symposium / Symposium
Extremism and Terrorism / Extrémisme et terrorisme

THE ROLE OF PSYCHOLOGISTS IN UNDERSTANDING AND PREVENTION OF TERRORIST ATTACKS

Lianne McLellan, Defence Research and Development Canada

Most of the research and analyses of terrorism and extremism today comes from political scientists, journalists, economists, law enforcement professionals and intelligence officers. There have been few psychologists who have been contributing to the public discussion around dealing with terrorism. Psychologists, especially in the forensic and criminal justice areas, are equipped to make substantial contributions to better understanding the recent and sudden increase of violent terrorist attacks around the world. Religious terrorism, the most predominant form, can be better understood, and perhaps eventually better controlled through increased psychological theory and research. In this symposium several examples of psychologist's contributions will be highlighted.

A

FORT HOOD VS. VIRGINIA TECH: CAN WE DIFFERENTIATE JIHADISTS (TRUE BELIEVERS) FROM OTHER SCHOOL / WORKPLACE SHOOTERS?

Steven Stein, Multi Health Systems

Dr. Steven Stein will talk about expanding the role of criminal justice and forensic psychologists in the understanding and possible prevention of terrorist attacks. Examples will be provided of using psychological research that could have practical value in dealing with terrorism. In this presentation Reid Meloy's methodology of identifying markers, referred to as the 9 pathways to terrorism, using available documented and third party information, is applied to Virginia Tech shooter Cho Seung-hui and Fort Hood shooter Nidal Malik Hasan. It will be shown that psychological information that is readily accessible and properly vetted can be useful to investigators who work with terrorist threats.

B

RELIABILITY AND VALIDITY OF THE BELIEF DIVERSITY SCALE (BDS; LOZA, 2007) FOR ASSESSING EXTREMISM AND TERRORISM

Wagdy Loza, Kingston Penitentiary (Ret.)

Assessing extremism and predicting individuals who may commit terrorist acts is a difficult task. To our knowledge, no measure has been designed to help with this process. Dr. Wagdy Loza will present data to demonstrate the Reliability and validity of the Belief Diversity Scale (BDS; Loza, 2007) as a tool for assessing Extremism and Terrorism.

C **TERRORIST FLAVORS OF THE DAY**

David Fischman, Mental Health Services, Canadian Forces Base; Ian McKenzie,

The attacks of 9 / 11 resulted in a declaration of war by the US and NATO on Terrorism. "Terrorism", however, is not a state, government or army, but an abstraction. This has been overlooked, resulting in three conceptual errors: (1) Terrorism is treated as an ideology, instead of as a tactic. As such, the word, "terrorism" is used interchangeably with "Islamism". Consequently, the significance of the non-Islamic origins and goals of violent activity within the Muslim world are disregarded. (2) Methodologically, Islamism is treated as an independent variable, terrorism as a dependent variable. As an independent variable, Islamism proves to be in insufficient and in many cases unnecessary to account for the dependent variable. (3) Terrorism is erroneously considered a psychological datum, whereas organizational models have gone farther to help explain, predict and control terrorism than psychological ones. As a corrective, greater attention should be paid to secular origins and dimensions of terrorism. A broader and more enduring model would consider Islamism as a moderating variable. A role for psychology emerges through studying the truly psychological elements of terrorism, such as violent behaviour, group dynamics and cognitive schemata. Through this strategy, helpful models for the prediction of terrorist behaviour and its clinical treatment emerge. .

2010-06-05 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – COLBOURNE

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

REFRAMING AS A KEY COMPONENT OF CRITICAL PSYCHOLOGICAL RESEARCH

Frances Cherry, Carleton University

Critical psychologists frequently take up examinations of phenomena argued to be part of human nature and reconstruct them in terms of their political, social, cultural, and economic context. While there are a variety of critical psychology perspectives that have developed over the past three decades (Fox, Prilleltensky & Austin, 2009; Teo, 2005) – feminist, anti-racist, post-colonial – many of them have involved reframing social issues that have been well developed within mainstream psychology. At the heart of this reframing is the challenging of mainstream assumptions resulting in the production of more inclusive theorizing about social issues and a broadening of investigative practices within the discipline. The use of critical frameworks further challenges political neutrality and power relations in research within both scientific and social communities. Each of the papers that follow takes up the challenge of reframing a well established area within social and community psychology. In each case, reframing is part of the presenter's dialogue with previous research and of a reflexive exploration of how his or her own values have affected the analysis.

A **IMPLICATIONS OF LGBTQ PSYCHOLOGY AND QUEER CRITICAL PSYCHOLOGY FOR THE STUDY OF INTERVENTIONS TO REDUCE HOMOPHOBIA**

Glenn Walsh, Carleton University

In their chapter, Gender, in the recent edition of Critical Psychology: An introduction,(Fox, Prilleltensky & Austin, 2009) Clarke and Braun define the goals of both LGBTQ psychology and queer critical psychology. LGBTQ psychology is defined as "a branch of psychology affirmative of LGBTQ identities" that focuses on the lived experience of LGBTQ people and challenges prejudice and discrimination against LGBTQ people. LGBTQ psychology interrogates heteronormativity and its consequences. In addition, these authors note that "Queer critical psychology seeks to interrogate and dismantle normative gender and sexuality categories within and beyond the discipline of psychology." This presentation will draw out the implications of both of these psychologies in terms of what they have to say about the feasibility, measurement and construct validitiy of attitudes toward gays and lesbians. Hegarty and his collaborators have produced critical analyses of the mainstream field of attitudinal measurement which provide a point of departure. Further implications for anti-homophobia workshops will be explored from the vantage point of both LGBTQ and queer critical psychologies.

B **FROM KITTY GENOVESE TO VOLUNTEERS: A CRITICAL RECONCEPTUALIZATION OF INTERGROUP HELPING**

Gisell Castillo, Carleton University

Social psychologists have framed issues of prosocial behaviour as a paradoxical interpersonal phenomenon contradicting typical human motivations and actions (Penner, Dovidio, Piliavin & Schroeder, 2005). This paper will argue this is largely an artifact of mainstream theorizing. A critical psychological analysis of the field will reveal how helping has been framed as an individualistic, rational, cost-benefit exchange that is natural rather than part of an economic and political framework. Four areas of research will be examined: the bystander effect, social identity theory, research on social movements and research on volunteerism. These perspectives have shaped and limited how we understand helping relationships. Despite a historical progression in these fields, many of the original and problematic assumptions remain: helpers are largely motivated by self-interest, groups are detrimental to receiving aid, individuals and groups are unlikely to help out-group members and recipients of aid are treated as passive entities. This paper will discuss the implications of these assumptions at the intergroup level and will emphasize the need to include discourses of power, the socio-historical context and the role the recipients of help play in theorizing the helping dynamic (Pratto & Walker, 2001).

C **REFRAMING PAROLE: MORAL EXCLUSION VERSUS COMMUNITY INTEGRATION**

Colin Vincent, Carleton University

Public discourse shapes community attitudes and responses towards the process of parole and, more importantly, parolees who live in the community. It is important to recognize that community attitudes towards parole as a social issue do not necessarily align with community attitudes towards parolees. Community members may support the theory of parole, but may be strongly averse to parolees coming into 'their' community. I will examine how negative constructions of parolees (e.g., framing them as a threat to public safety) are used to legitimate their exclusion from the community and its prosocial networks – a process that has unfortunate consequences for parolees attempting to make the difficult transition to 'normal' life (National Research Council, 2008). Building on Opotow's concept of a 'scope of justice' (1995), I explore how and why community members can end up stigmatizing and marginalizing parolees, while maintaining a supportive stance towards the process of parole in general. I suggest that the goal of community integration can be advanced by reframing parole in terms of inequitable social and economic structures rather than the individual deficits that parolees bring to a community (Kidder & Fine, 1986).

2010-06-05 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – MEETING ROOM 5

Symposium / Symposium
Psychologists in Education / Psychologues en éducation

EMOTIONAL INTELLIGENCE: INTERNATIONAL PERSPECTIVES

Donald H. Saklofske, University of Calgary

The continued interest in Emotional Intelligence (EI) has resulted in several recent challenges that focus on validity and measurement issues, the robustness of the construct across cultures, and the modifiability of EI. The papers in this symposium will examine these issues in the Canadian and international context. The first two papers examine the measurement and construct validity of EI in diverse cultural groups. A comparison of Canadian and Scottish University students supported the measurement invariance of the Bar-On EQ-i. In contrast, a study of Japanese university students replicated the factor structure of the Wong and Law EIS developed in southeast Asia but resulted in a different factor composition for the popular Schutte EIS. The Japanese study reported a relationship between EI and well-being as did the Canadian study of university students using Petrides' TEIQue that further showed EI to be integrally related to resiliency. The final paper examined the view that EI can be modified through specific training programs. While promising results were found for a sample of Canadian teachers, the South African study drew particular attention to the contextual factors that impact the effectiveness of EI training.

A **CROSS-NATIONAL MEASUREMENT INVARIANCE ANALYSIS OF CANADIAN AND SCOTTISH BAR-ON EQ-I:S DATA**

Gina Ekermans, Stellenbosch University; Donald H. Saklofske, Calgary University; Elizabeth Austin, University of Edinburgh

Emotional Intelligence (EI) has many applications in the sphere of social and organizational psychology. Given the utility of the construct, EI instruments are widely used and often transported over cultures. For example, the Bar-on EQ-i (Bar-On, 1997) has been widely translated for use in different languages and cultures. There is an increasing need for measurement invariance research of current EI measures across socio-cultural groups. The goal of this research was to investigate the configural, metric and scalar invariance (VandenBerg & Lance, 2000) of the Bar-On EQ-i: S (Bar-On, 2002) over two cross-national student samples (Canadian, n=350; Scottish, n=238). To this end a series of multi-group Confirmatory Factor Analysis (LISREL 8.8) measurement invariance (Vandenberg & Lance, 2000) procedures were conducted. Item parcels were used. The samples were matched on age and gender. The results revealed sufficient evidence for configural, construct level metric and scalar invariance over these two groups. This strongly supports the use of the instrument, in terms of direct latent mean comparisons of the EI dimensions, over these two cross-national groups.

B **FACTOR STRUCTURE OF THE WONG AND LAW EMOTIONAL INTELLIGENCE SCALE AND THE SCHUTTE EMOTIONAL INTELLIGENCE SCALE WITH JAPANESE UNIVERSITY STUDENTS**

Eriko Fukuda, University of Calgary; Donald H. Saklofske, University of Calgary; Tak S. Fung, University of Calgary; Katsuo Tamaoka, Nagoya University

The purpose of this study was to examine the factor structure of Japanese versions of the 16-item Wong and Law Emotional Intelligence Scale (WLEIS) and the 33-item Schutte Emotional Intelligence Scale (EIS). The WLEIS data were obtained from 310 Japanese university students in Japan and 200 of these students also completed the EIS. Exploratory factor analysis and confirmatory factor analysis were conducted to examine the factor structures of the both EI measures. A four-factor model was replicated for the WLEIS (Wong & Law, 2002). On the other hand, a different three-factor model from that reported by Schutte et al. (2002) emerged for the EIS in this study. In addition, structural equation modeling supported the validity of EI as a predictor of life satisfaction with this sample of Japanese students, replicating previous research in Canada (Saklofske et al., 2003) and other English speaking countries.

C **VALIDATION OF AN ADULT RESILIENCE SCALE IN AN UNDERGRADUATE POPULATION**

Tara D. Semple, University of Calgary; Donald H. Saklofske, University of Calgary; David W. Nordstokke, University of Calgary

The Resilience Scale for Children and Adolescents-Adult Revision (RSCA-AR; Prince-Embury, 2007) is a 64 item self report survey which was originally created to measure resilience characteristics in children and adolescents. It has recently been revised to target an adult population. The items of the RSCA-AR are divided into 3 sub-scales: sense of mastery, sense of relatedness, and emotional reactivity. As the adult revision of this scale has yet to be validated, the current study explored whether the 3 factor structure holds in an adult population. The results of an initial study of 178 undergraduate students replicated the factor structure of RSCA-AR. Correlations between the RSCA and the Satisfaction with Life Scale (SWLS; Diener et al., 1985) and the Ego Resiliency Scale (Block & Kremen, 1996) supported the theoretical model on which the resiliency scale is based. A second study with university students, employing the Trait Emotional Intelligence Scale (TEIQue; Petrides, 2009) and the SWLS further supported the criterion validity of the RSCA-AR.

D **TRANSFERRING AN EMOTIONAL INTELLIGENCE INTERVENTION FOR TEACHERS FROM A DEVELOPED TO A DEVELOPING COUNTRY: CANADIAN AND SOUTH AFRICAN COMPARISON**

Gina Ekermans, Stellenbosch University; Trudie Burger, Stellenbosch University; Estelle Swart, Stellenbosch University; Donald H. Saklofske, University of Calgary; Jennifer Poole, Eaton Arrowsmith School

Research evidence in favour of the utility of the development of emotional intelligence (EI) continues to increase. This study implemented and evaluated an EI and stress management intervention program developed in Australia (Gardner, Stough, & Hansen, 2007) with a group of Canadian (N =64) and South African school teachers (N=31). The Canadian treatment group data showed a significant increase in EI, but not teacher efficacy, compared to the control group. In South Africa, only weak empirical evidence was obtained for the utility of the intervention to increase EI, decrease occupational stress and increase physical and psychological health. In contrast to Canada, post-apartheid South Africa presents a very unique teaching context (e.g. socio-economic realities such as violence, poverty, and the implications of HIV and AIDS). Several contextual factors influenced the results, including large socio-economic discrepancies between communities, stress measure not tailored to measure the unique stressors South African teachers' experience and an organizational culture of distrust, strengthened by an authoritative leadership style in the school. Thus, contextual factors (i.e. societal and organizational) should be considered when transferring intervention programs from one context to the next.

2010-06-05 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – CABINET

Committee Business Meeting / Réunion d'affaires **CP EDITORIAL BOARD MEETING**

John Hunsley, Luc Pelletier; Adam Radomsky; Raymond Léveillé,

2010-06-05 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – TALBOT

Committee Business Meeting / Réunion d'affaires **INTERNATIONAL RELATIONS COMMITTEE BUSINESS MEETING**

Janel Gauthier, John Adair; John Berry; Anthony Dugbartey; Gary Latham; Arnold Muller; Kimberly A. Noels; Akcali Ozge; Pierre Ritchie; Michel Sabourin; Saba Safdar; Sonia Singh; Peter Suedfeld; Randal G. Tonks; Marta Young

2010-06-05 – 10:00 AM to 1:55 PM – 10 h 00 à 13 h 55 – WESTMINSTER

Workshop / Atelier **CPA SITE VISITOR TRAINING WORKSHOP**

Peter R. Henderson, Chair; Heather MacIntosh, Registrar, Accreditation Panel

This workshop is intended for CPA members who are interested in serving as a site visitor for the Accreditation Panel. Site visits are an essential and integral part of the accreditation and re-accreditation process and, to this end, the CPA is dependent upon the volunteerism of professionals and academics to serve as site visitors. The workshop will briefly overview the Accreditation Standards and Procedures, followed by instruction on how to prepare for and conduct a site visit for the Panel.

2010-06-05 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – MILLENNIUM SUITE

Workshop / Atelier
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

SURVIVORS OF TORTURE / WAR TRAUMA: SUPPORT AND INTERVENTION
Jane Oxenbury, Edan Counselling Associates

'Organized violence is the inter-human infliction of significant, avoidable pain and suffering by an organized group according to a declared or implied strategy and / or system of ideas and attitudes. It comprises any violent action, which is unacceptable by general human standards and relates to the victim's feelings. Torture, cruel, inhuman and degrading treatment or punishment, imprisonment without trial, mock execution, hostage taking and any for of violent deprivation of liberty is organized violence.' 'One in three of the world's refugees has had at least one experience of torture.' 'It is estimated that up to 35% of the world's refugee population have been subject to severe physical torture and / or psychological violation.' This workshop will address the demographics and challenges faced by survivors of torture / war trauma, as well as the psychological effects on these individuals and families, whether experienced directly or indirectly. You will learn about the needs of these survivors or refugees and how they cope with what they have experienced. Support and intervention tips will be highlighted and barriers to access of care will be reviewed.

2010-06-05 – 10:30 AM to 11:55 AM – 10 h 30 à 11 h 55 – PAN AM ROOM

Symposium / Symposium
Clinical Psychology / Psychologie clinique

ETHICAL SUPERVISION IN TEACHING, RESEARCH, PRACTICE, AND ADMINISTRATION
Donald Stewart, University of Manitoba

Supervision is a specialized area of psychological activity that has its own foundation of knowledge, skills, and attitudes, which are enhanced by training. As our discipline develops its standards for competent practice in supervision, there is a need to develop ethical guidelines to assist both supervisees and supervisors in maintaining productive working relationships. Organized around the hierarchy of ethical principles comprising the 'Canadian Code of Ethics for Psychologists,' the CPA adopted 'Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration' in early 2009. In this session, each of the four ethical principles (Respect for the Dignity of Persons, Responsible Caring, Integrity in Relationships, and Responsibility to Society) will be examined using realistic examples from supervision in the areas of teaching, research, practice, and administration. The innovative and unique elements of the guidelines that distinguish them from other ethical codes and sets of standards will also be covered. Participants should leave the session with an awareness of the new guidelines and how they might be used in their own supervisory roles.

A

DEVELOPMENT OF ETHICAL SUPERVISION GUIDELINES
Jean L. Pettifor, University of Calgary; Cannie Stark, University of Regina

In this presentation, an overview of the development of the CPA (2009) Guidelines for Ethical Supervision will be provided. Innovative and unique features of the guidelines will be discussed, including their applicability across all areas of professional practice, mutual responsibility of supervisees and supervisors, direct linkages to the four ethical principles of the CPA Code of Ethics, and the specific focus on ethical relationships separate from specialized standards of practice.

B

ETHICAL SUPERVISION IN TEACHING AND RESEARCH
Michelle C.E. McCarron, University of Regina

In this session, the CPA (2009) Guidelines for Ethical Supervision will be examined with respect to the professional activities of research and teaching. Specific examples will be used to highlight the application of the hierarchical ethical principles of Respect for the Dignity of Persons, Responsible Caring, Integrity in Relationships, and Responsibility to Society as they pertain to a range of professional activities involving supervision in the areas of research and teaching. Issues pertaining to both supervisors and supervisees will be explored.

C

ETHICAL SUPERVISION IN APPLIED PRACTICE SETTINGS
Greg Schoepp, University of Alberta Hospital

In this session, the CPA (2009) Guidelines for Ethical Supervision will be examined with respect to applied practice in clinical and counselling settings. Specific examples will be used to highlight the application of the hierarchical ethical principles of Respect for the Dignity of Persons, Responsible Caring, Integrity in Relationships, and Responsibility to Society as they pertain to a range of activities involving supervision in clinical and counselling practice. Issues related to competence, multiple relationships, and informed consent will be explored.

D **ETHICAL SUPERVISION IN ADMINISTRATION**
Donald Stewart, University of Manitoba

In this session, the CPA (2009) Guidelines for Ethical Supervision will be examined with respect to the professional activity of administration. Specific examples will be used to highlight the application of the hierarchical ethical principles of Respect for the Dignity of Persons, Responsible Caring, Integrity in Relationships, and Responsibility to Society as they pertain to a range of professional activities involving supervision in the area of administration. Issues related to competing and conflicting roles, leadership and accountability, and resource constraints will be explored.

2010-06-05 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – ALBERT

CPA Gold Medal Award / Prix de la médaille d'or de la SCP **EARLY IDENTIFICATION AND INTERVENTION TO PREVENT READING FAILURE**
Linda S. Siegel, University of British Columbia

This presentation will discuss the results of an 8 year longitudinal that has shown that children at risk for reading difficulties can be detected at school entry and, if appropriate remediation is provided, most reading failure can be prevented. The teachers in the district administered the tasks for early identification. Most of the intervention occurred in the classroom. Intervention techniques involving the teaching of vocabulary, phonological awareness, phonics, linguistic awareness, and reading comprehension strategies were used. In this study in North Vancouver Canada 25% of the children with English as a first language (L1) and 47% of children with English as a second language (ESL) were detected as being at risk in kindergarten. In grade 7, at age 13, 1.5 % of the L1children and 2.1% of the ESL children were dyslexic. Appropriate early identification and intervention can prevent most reading failure

2010-06-05 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – CABINET

Committee Business Meeting / Réunion d'affaires **CJBS EDITORIAL BOARD MEETING**
Greg Irving; Michel Claes; Raymond Léveillé

2010-06-05 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – TALBOT

Committee Business Meeting / Réunion d'affaires **ETHICS COMMITTEE BUSINESS MEETING**
Carole Sinclair, Kathryn Birnie, Janel Gauthier, Peter Graf, Denise Larsen; Ian R. Nicholson; Pat O'Neil; Jean L. Pettifor; Hélène Richard; Pierre Ritchie; Cannie Stark; Tom Strong, Ivan Zinger

2010-06-05 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – CAMPAIGN A

Symposium / Symposium *Developmental Psychology / Psychologie du développement* **THE IMPACT OF POSITIVE RELATIONSHIPS AND PSYCHOLOGICAL STRENGTHS ON ADOLESCENT DEPRESSION: FINDINGS FROM POPULATION-BASED STUDIES**
Jennine S. Rawana, York University

Recent studies have shown the critical role that protective factors such as positive relationships may play in buffering depression in adolescence. However, these studies have either largely been cross-sectional or have used retrospective reports of protective factors. Thus, the use of population-based surveys to longitudinally investigate the role of protective factors on adolescent depression may provide insight into healthy adolescent development. Paper 1 presents findings using a Canadian national sample that early-adolescent experiences of parental rejection predict higher levels of depression in mid-adolescence. Positive peer relationships were found to buffer the deleterious effects of parental rejection. Paper 2 highlights longitudinal findings using an American national sample of adolescents that show the moderating role of psychological strengths on the relationship between adolescent substance use and depression. Paper 3, also using an American national sample, highlights the buffering role of peer relationships on the association between adolescent depression and substance use. Thus, across the three papers, new findings are presented that highlight the importance of psychological strengths and healthy relationships on adolescent depression.

A **THE LONGITUDINAL IMPACT OF PARENTAL REJECTION AND FRIENDSHIP QUALITY ON ADOLESCENT DEPRESSION**
Hien Nguyen, York University; Jennine S. Rawana, York University

Rationale: Child and adolescent depression is a significant and persistent problem. Among the childhood risk factors for depression, parental rejection has been identified as a contributor. To a lesser extent, research has shown that positive peer interactions may have a protective influence on strained parent-child relationships. However, few studies have explored this relationship longitudi-

nally in national samples. Objectives: The goal of the current study was to longitudinally examine the impact of both parental rejection and positive peer relationships on depression, as well as the moderating effect of friendship quality, in a national, community-based sample of children. Method: Children were selected from the National Longitudinal Survey of Children and Youth (NLSCY; N=1,457), a survey following Canadian children from infancy to adulthood. Surveys were completed at pre-adolescence (age 8-11, Cycle 1) and mid-adolescence (age 12-15, Cycle 2). Results: Hierarchical multiple regressions showed that parental rejection (B=.074, p< .01) and positive peer interactions (B=-.082, p< .01) in pre-adolescence were found to predict depression in mid-adolescence. Furthermore, positive peer relationships were found to moderate the effect of parental rejection on depression (B=.053, p< .05). Discussion: Implications for treatment and future research will be discussed.

B **THE MODERATING ROLE OF PEER AND FAMILY SUPPORT ON THE RELATIONSHIP BETWEEN SUBSTANCE USE AND DEPRESSION: NATIONAL FINDINGS**

Stephanie G. Craig, York University; Jennine S. Rawana, York University

Rationale: Research suggests that adolescents who engage in alcohol and drug use are at risk for depression, and peer and parent relationships have shown to have a protective effect. However, few studies have explored these relationships longitudinally in a national sample. Objectives: The current study examined the moderating effects of peer and family supports on the relationship between substance use and depression one year later. Method: Using data from The National Longitudinal Study of Adolescent Health, adolescents (N=4336, Age Mean = 15.53, 47% males) were selected from Wave 1 and were followed one year later. Results: Using separate multiple regressions and co-varying gender and Wave 1 depression, earlier peer support predicted later depression beyond the influence of alcohol, binge drinking, marijuana, and drug use (β=-.05, all p's<.001). Peer support moderated the relationships between earlier alcohol use (β=.04) and binge drinking (β =.05) and later depressive symptoms. Family support predicted later depression beyond the influence of the alcohol and drug use (β = -.08). Discussion. Substance use was longitudinally associated with depression, and peer support buffered this relationship. Implications for clinical practice and research will be discussed.

C **THE INFLUENCE OF PSYCHOLOGICAL STRENGTHS ON THE LONGITUDINAL ASSOCIATION BETWEEN SUBSTANCE USE AND DEPRESSION AMONG ADOLESCENTS**

Jennine S. Rawana, York University

Rationale: Increasingly, clinicians are using a strength-based approach that emphasizes the use of the strengths of an individual to address presenting issues and promote optimal functioning. The majority of research on adolescent depression and substance use has overlooked the role of psychological strengths on this relationship. Objectives: This study investigated the influence of psychological strengths on the longitudinal association between substance use and depression in a population-based sample of adolescents. Method: The sample was selected from The National Longitudinal Study of Adolescent Health (T1; N = 4,336; Age Mean = 15.33, 47% males) and were followed one year later (T2). Results: Using Hierarchical Multiple Regression, psychological strengths (p's < .001) predicted depressive symptoms (T2) beyond substance use (T1, alcohol use, binge drinking, marijuana use, heavy drug use). The relationship between binge drinking and depression was also moderated by psychological strengths (β=.024; p<.001). There was a trend for psychological strengths to moderate the relationship between alcohol use and marijuana use and depression (T2). Discussion. These findings lend support to the importance of incorporating psychological strengths in clinical practice.

2010-06-05 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – CAMPAIGN B

Symposium / Symposium
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

NATIONAL ABORIGINAL PEOPLES STUDIES

Dana Bova, St. Joseph's Care Group

This symposium examines psychological and community issues among aboriginal peoples in Canada. The emphasis is on two national surveys on aboriginal society and community, identity and wellbeing, health and culture systems. The symposium will begin with two presentations from the Urban Aboriginal Peoples Study (UAPS) followed by one from the 2006 national Aboriginal Peoples Survey. Following these presentations from presentations from representatives of Environics, a non-profit research institute and the federal government's Statistics Canada there will be a discussant from the aboriginal Section of CPA.

A **URBAN ABORIGINAL PEOPLES STUDY (UAPS): PART 1**

Michael Adams, Environics Institute

This paper introduces the Urban Aboriginal Peoples Study (UAPS), a large, national study conducted by Environics Institute of First Nations, Métis and Inuit living in eleven urban centres across Canada. The purpose of the study is to better understand their identities, experiences, values and aspirations using survey data collected between April and October 2008. Environics Institute is

a not-for-profit organization dedicated to the study and execution of opinion research on issues of public importance in Canada and the present project has been guided by an advisory circle of Aboriginal and non-Aboriginal scholars and Experts.

B **URBAN ABORIGINAL PEOPLES STUDY (UAPS): PART 2**
Sonya Kunkel, Environics Institute

National and regional results of the UAPS are presented in this paper. Described are the in-person interviews conducted by Aboriginal interviewers with a representative sample of more than 2,600 First Nations, Métis and Inuit peoples living in Vancouver, Edmonton, Calgary, Regina, Saskatoon, Winnipeg, Thunder Bay, Toronto, Ottawa, Montreal and Halifax. A survey of 2,500 non-Aboriginal urban Canadians was also conducted to provide points of comparison and capture current non-Aboriginal perceptions of Aboriginal peoples in Canada today. The national results of the UAPS will be released publicly in March 2010 and will be presented.

C **2006 CENSUS OF ABORIGINAL PEOPLES IN CANADA: INUIT, MÉTIS, AND FIRST NATIONS**
Teresa A. Janz, Statistics Canada

The 2006 Canadian census, conducted by Statistics Canada, examined Inuit, Métis, and First Nations populations. The census provided statistical information about demographic, social, and economic trends for Aboriginal Peoples across Canada. The presentation will discuss national population data and regional data for Winnipeg.

D **DISCUSSION OF NATIONAL ABORIGINAL PEOPLES SURVEYS**
Kathryn Amanda Maranzan, Lakehead University

A discussant will have the opportunity to review the presentations of the Urban Aboriginal People's Study and the Aboriginal Peoples in Canada in 2006: Inuit, Métis, and First Nations, 2006 Census prior to the symposium. Following the presentations, the discussant will provide a critical synopsis of the presented research. The discussant will also establish connections between presented research, pose conceptual frameworks, formulate broad questions, and engage discussion among participants

2010-06-05 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – KILDONAN

Symposium / Symposium
Community Psychology / Psychologie communautaire

CANADIAN EPIDEMIOLOGICAL RESEARCH ON MENTAL HEALTH: A COMPOSITION OF PROJECTS FROM THE MANITOBA CENTRE FOR HEALTH POLICY (MCHP)
Lauren Yallop, University of Manitoba

Epidemiological research offers a wealth of information on patterns of health care and profiles of health and illness, which facilitates inter-sectoral research in areas such as health care, education, and social services. MCHP houses one of the most comprehensive collections of administrative databases in North America, the Population Health Research Data Repository. These administrative databases hold records for virtually all Manitobans' contacts with the health care system (including physicians, hospitals, personal care homes, home care, and pharmaceutical prescriptions), as well as data from education, social and justice services. The comprehensiveness of the data has allowed for the development of sets of health outcomes as well as definitions of individual, family, and neighbourhood-level variables related to these outcomes. This symposium will review population-based research from MCHP on multiple mental health topics, including Attention Deficit / Hyperactivity Disorder in relation to region of residence and the socioeconomic gradient, the health outcomes of children in care including rates of suicide, mental health problems and other health issues, childhood risk factors associated with reduced well-being in young adulthood, and maternal depression in regard to healthy child development. Question period to follow presentations.

A **DIAGNOSIS AND TREATMENT OF ATTENTION DEFICIT / HYPERACTIVITY DISORDER (ADHD) IN MANITOBA CHILDREN ACCORDING TO REGION OF RESIDENCE: CONSIDERING THE SOCIOECONOMIC GRADIENT**
Lauren Yallop, University of Manitoba

Diagnosis and psychostimulant treatment prevalence of ADHD in Manitoba children were investigated according to socioeconomic variations in prevalence and factors that modify the association between SES and ADHD prevalence including sex, age, geographical region, and comorbid learning disabilities (LD) and behavioral disturbances (BD). Administrative data on all children aged 0 to 19 years in Manitoba (N=319,506) from the Manitoba Population Health Research Data Repository were used to determine the diagnostic (n= 9,233) and treatment (n=6,463) prevalence for ADHD, during two fiscal years (2003 / 2004 and 2004 / 2005). Negative binomial regression analysis was conducted to test for an SES gradient in prevalence estimates and identify potential moderators of that gradient. In 2004 / 2005, 2.89% of Manitoba children had an ADHD diagnosis and 2.02% received psychostimulant medication. A significant SES gradient was observed for urban children, but not for rural children. Region of residence moderated the SES gradient for ADHD diagnoses and prescriptions; low income, urban dwelling children had the highest rates of ADHD diagnoses

and psychostimulant prescriptions. These understandings are ultimately critical for the development of policies and programs that will flatten this gradient and enhance the health status of all Canadian children with ADHD.

B **MORTALITY AND MORBIDITY OF CHILDREN AND ADOLESCENTS IN THE CHILD WELFARE SYSTEM: THE RESULTS OF A SYSTEMATIC REVIEW AND DESCRIPTION OF A FORTHCOMING POPULATION-BASED STUDY**

Deepa Singal, University of Manitoba

This systematic review will identify mental health outcomes of children in care including risk of mortality by suicide. Electronic databases were extensively searched to identify all literature that examines psychiatric morbidity and suicide behavior. Studies were assessed for methodological quality and inclusion criteria were created. Over a thousand abstracts were reviewed. Children in care have a higher risk for psychiatric morbidity, and have a 3-4 times higher risk for completed and attempted suicide than children in the general population. This review identified that there is a profound lack of Canadian data in this area and limited population level data describing the health outcomes of this population. A study will be conducted using the unique population based data at the Manitoba Centre for Health Policy and Manitoba's Vital Statistics mortality data to assess the likelihood of dying by suicide, the level of psychiatric morbidity and non-psychiatric morbidity in a cohort of children and adolescents with a history of being in care of child and family services compared to children with chronic medical illness and to the general population. This research can assist with the evaluation of current health policy in this area and lead to more effective resource allocation to this vulnerable population.

C **SUCCESSFUL CHILD DEVELOPMENT - WHAT ROLE FOR SOCIAL DETERMINANTS?**

Janelle de Rocquigny, University of Manitoba

The large numbers of cases associated with information-rich environments in several countries facilitate a life course perspective, better understanding of the socioeconomic gradient, and an assessment of health selection to roles in later life. The longitudinal administrative data associated with these environments call for approaches to help control for unobserved factors complicating the study of health and socioeconomic status (SES). The research uses birth cohorts from Winnipeg, multilevel modeling, record linkage, and extensive sensitivity testing to explore the relative importance of social factors and health in determining important young adult outcomes: educational achievement and labor force participation. Each individual is nested within a family; each family is located within a neighborhood. The final cohort included 56,225 members born in 1979-89 and remaining in Manitoba until age 18. Neighborhood measures (i.e. SES) and family variables (i.e. mother's age at first birth, mother's marital status at first birth, and number of children in the family) were considered. Individual variables included birth order, birth weight, and a series of health measures generated at 4 age intervals over the first 18 years of life. Significant measures of mental health as predictors of young adult outcomes will be discussed, with emphasis on the social risk factors.

D **MATERNAL DEPRESSION AND SCHOOL READINESS: A MANITOBA POPULATION-BASED STUDY**

Brenda Comaskey, University of Manitoba

Research has shown that experiences in early childhood can have lifelong effects. In particular, maternal depression in the prenatal, postnatal and preschool years can impact on a child's health, socio-emotional and cognitive / language development. Using linked administrative data held at the Manitoba Centre for Health Policy, forthcoming research will examine the relationship between exposure to maternal depression and child school readiness as measured by the Early Development Instrument (EDI). Increased understanding of this relationship has significant policy implications in terms of parenting and early childhood interventions to improve child outcomes and school readiness.

2010-06-05 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – VICTORIA

Symposium / Symposium
Women and Psychology / Femmes et psychologie

WOMEN'S EXPERIENCES OF INTIMATE PARTNER VIOLENCE: THE MEANING OF "RISK"

Diane Hiebert-Murphy, University of Manitoba

The term "risk" is used in a variety of ways within the field of intimate partner violence. While much focus has been on predictors of risk for perpetrating violence, more recently the concept of risk has been utilized to understand victims of intimate partner violence. In this symposium we will examine the construct of being "at risk" for intimate partner violence. A risk framework will be described and contrasted with an approach that focuses on women's experiences, with a particular emphasis on an intersectionality framework. Drawing from a project with women who have been identified as vulnerable to experience intimate partner violence, the papers will discuss what can be learned about risk from large, representative surveys of women as well as from interviews with two groups of women who have been identified as "at-risk", namely women in same-sex relationships and women with disabilities. The papers will illustrate how our understanding of intimate partner violence is furthered by integrating multiple frameworks that together examine the probability of experiencing violence, risk factors associated with increased violence, women's perceptions of risk, and the social context in which the violence occurs.

A **QUANTITATIVE RESEARCH ON RISK: WHAT NATIONALLY REPRESENTATIVE DATA TELL US ABOUT THE RISK OF INTIMATE PARTNER VIOLENCE VICTIMIZATION FOR LESBIAN WOMEN, WOMEN WITH DISABILITIES, AND SEPARATED / DIVORCED WOMEN**

Douglas Brownridge, University of Manitoba; Janice Ristock, University of Manitoba; Diane Hiebert-Murphy, University of Manitoba

One approach to gaining insights into women's risk of violent victimization from an intimate partner is through the analysis of quantitative data. This paper examines what can be learned about intimate partner violence against lesbian women, women with disabilities, and separated / divorced women from quantitative analyses of national survey data on victimization. Results show that the extant data are too limited to allow analyses of violence against women in lesbian relationships. However, valuable information can be gleaned with respect to violence against women with disabilities and separated / divorced women. For the former, results show that women with disabilities tend to have an elevated risk of violence compared to women without disabilities. The data suggest that the elevated risk of violence against women with disabilities is due to the greater likelihood of their partners to engage in patriarchal dominating, possessive, and jealous behaviours. With respect to separated and divorced women, results show that separated women have the highest risk of violence, followed by divorced and then married women. As well, the importance of risk factors varied across the three groups, suggesting that there may be differences in the dynamics of violence for separated, divorced, and married women.

B **NARRATIVES OF RISK: THE EXPERIENCES OF WOMEN IN SAME SEX RELATIONSHIPS**

Janice Ristock, University of Manitoba; Diane Hiebert-Murphy, University of Manitoba; Douglas Brownridge, University of Manitoba

Intimate partner violence in same sex relationships is an issue that has been receiving more attention over the last twenty years. However, the primary focus of much of this research has been on identifying the barriers that lesbians experience when accessing anti-violence services. This paper reports on women's perceptions of risk for violence in same sex relationships and explores whether a framework of intersectionality can further our understanding of the concept "risk". The paper draws on nine qualitative interviews (which were conducted as part of a larger study of risk). Women who experienced abuse in a same sex relationship were asked to talk about how they made sense of the violence, what they thought was important in understanding the violence they experienced, and the factors that they thought put women at risk for violence. Within the narratives of the women that were interviewed, poverty, racism, homophobia, and ableism were evident and interacted in ways that added complexity to the concept of risk. Overall, the analysis exposed the limitations of dichotomous categorizing for identities (gay / straight), relationships (separated / together), and violence (victim / perpetrator) and draws attention to the complex and layered contextual factors that must be integrated into both theory and intervention if we are to stop partner violence.

C **EXPERIENCES OF RISK FOR INTIMATE PARTNER VIOLENCE AMONG WOMEN WITH DISABILITIES**

Diane Hiebert-Murphy, University of Manitoba; Janice Ristock, University of Manitoba; Douglas Brownridge, University of Manitoba

This paper examines the perceptions of women with disabilities who experience violence in their partner relationships and, in particular, their understanding of risk for violence. Women who experienced partner violence and who self-identified as having disabilities participated in interviews that explored factors that they thought were important in understanding the violence and put them at risk. Thematic analysis of the data suggests that the concept of "risk" is often associated with individual or relationship factors. An intersectionality analysis was helpful in identifying the structural elements embedded in the narratives but not explicitly named. The intersections of disability, gender, race, and class were evident and appeared to be important in the women's experiences of the violence. The results also exposed the challenges of defining disability in the context of intimate partner violence, the role of the visibility / invisibility of disabilities, and the significance of intersecting identities and structures in understanding how women with disabilities experience partner violence. The results suggest that risk must be understood as multi-layered and that interventions to address partner violence among women with disabilities must attend not only to individual factors but to the broader context of their lives that shapes their experiences.

2010-06-05 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – COLBOURNE

Oral Paper Session / Séance de présentation orale
History and Philosophy of Psychology / Histoire et philosophie de la psychologie

STUDIES IN THE HISTORY OF PSYCHOLOGY

Jason R. Goertzen, University of Alberta, Augustana Campus

A **THE HISTORY OF THE (MIS)TREATMENT OF ANOREXIA NERVOSA**

Angela D. Bardick, University of Calgary; Shelly Russell-Mayhew, University of Calgary

Anorexia Nervosa, traditionally perceived a baffling act of voluntary food refusal, has mystified treatment professionals since the 9th century. Previous literature has discussed the institutional, political, and cultural contexts contributing to the onset and diagnosis of anorexia, however, a literature review revealed no article(s) outlining the complete history of the treatment of anorexia since its' original diagnosis by Gull and Lasègue in 1873. The historical lack of success of treatment for anorexia may be attributed to an over-fascination with the physical aspects of the disorder itself, rather than interest in the actual person experiencing the phenomenon. There also was a tendency for medical professionals to focus treatment on the body and the act of not eating by asserting dominance and control over the patient, rather than attending to the familial, interpersonal, and socio-cultural aspects of the disorder. This review integrates historical perspectives on the treatment of anorexia tracing cases from the 19th century to current times.

B **DEWEY'S EARLY PSYCHOLOGY: REPOSITIONING THE REFLEX ARC**

Dane Burns, University of Calgary; Henderikus J. Stam, University of Calgary

John Dewey, whose 150th birthday was celebrated last year, was a prolific contributor to numerous academic fields. However, John Dewey's contribution to psychology is increasingly recognized as in need of revision. The standard description argues that Dewey was a driving force in developing psychology's so-called "Functionalist School" and in moving psychology towards a functionalist perspective. This is purportedly corroborated by the publication of his famous Reflex Arc paper in 1896, which was voted in 1943 as the most influential article to be published in the first fifty years of the Psychological Review (Langfield, 1943). Recently some scholars (Backe, 2001; Tiles, 1999) have begun to question this account, arguing that Dewey's version of functionalism was significantly different than that of his peers, and from the version that would be loosely adopted in the discipline. In this paper we aim to make explicit what the standard interpretation of his Reflex Arc Paper obscured by looking at what Dewey was actually attempting to accomplish with his early psychological theorizing (1882-1898). We will argue that the standard account, with its narrow focus on functionalism, obscured Dewey's vision for an empirical social psychology of ethics in which people are inherently social and interconnected and where a moral concern for determining good action is dominant.

C **CATHARINE COX MILES: SILENT OR SILENCED FEMINIST?**

Laura C. Ball, York University

Catharine Cox Miles (1890-1984) is most well known for her work with Lewis M. Terman on the Terman-Miles Masculinity-Femininity (M-F) Test. The M-F test was first presented in the book Sex and Personality (1936) – a book that contributed to the psychological understanding of sex and gender and its assessment for decades after its publication. Terman and Miles put forward the idea that good mental health can only be achieved when one's gender is dictated by their sex. Taking such a stance has left Miles with a legacy as a 'silent feminist' – one who could have used their work to construct a feminist critique of science, but chose not to (Morawksi & Agronick, 1991). However, in order to make such a claim, Miles' own perspective must be analyzed more closely. Using archival records, her views on sex and gender, and the degree to which she was able to express herself through her work with Terman can be more fully examined. I will argue that Miles was not a silent feminist, as has been previously suggested, but would in fact be better understood as a 'silenced' feminist.

D **HUMPHRY OSMOND, ABRAM HOFFER, AND PSYCHEDELIC THERAPY AT THE WEYBURN MENTAL HOSPITAL IN SASKATCHEWAN, 1951-1967**

John B. Connors, Canadian University College

Humphry Osmond was a British psychiatrist who came to Canada to study his adrenochrome hypothesis which suggested that an abnormal production of a derivative of adrenaline might be the hallucinogen which triggers schizophrenia. Osmond is credited with coining the term "psychedelic." He and Abram Hoffer, a faculty member of the University of Saskatchewan, then teamed up and added niacin (vitamin B3) and vitamin C to prevent the conversion of noradrenaline to adrenaline. Turning to patients with alcoholism, they treated them with LSD to simulate delirium tremens. There was little research oversight at the Weyburn Mental Hospital so they could experiment on patients since oversight regulations were lax. They later collaborated with Linus Pauling to use orthomolecular medicine to find a cure for cancer. They also influenced the British author Aldous Huxley whose essay, The Doors of Perception (1954), described the experiences of taking hallucinogenic drugs and influenced the counter-culture movement in the 1960s. There is also a CIA connection which will be discussed. Although these treatments were later discredited, there has been recent interest in using hallucinogenic drugs today for treating chronic pain such as late-stage cancer and cluster headaches.

2010-06-05 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – MEETING ROOM 5

Invited Speaker (CPA) / Conférencier invité (SCP)
Psychologists in Education / Psychologues en éducation
SECTION PROGRAM / PROGRAMME DE LA SECTION

THE PLACE OF EVIDENCE IN POLICY AND PROGRAMMING: HOW INTERACTING BELIEF SYSTEMS INFLUENCE DECISION MAKERS STRENGTHENING RESEARCH-PRACTICE RELATIONSHIPS

Ben Levin, Ontario Institute for Studies in Education of the University of Toronto

This presentation reflects how to strengthen the connections between research and evidence, on the one hand, and policy and practices, on the other. Beliefs built on bases other than research evidence have dominated human thinking for most of our history. Psychology, as a discipline spanning science and technology, as well as public services such as health, education, and social welfare has a lead role to play in addressing the increased interest in evidence based practice and the important questions that raises including: 1. What works to improve KM? 2. What sorts of infrastructure are needed to support more effective KM? 3. What needs to be done to improve our knowledge about KM itself? 4. What is the real impact of KM in policy and programming decision making? KM also presents a huge opportunity to improve human society. The fact that research is not now the sole or even, in most cases, the main determinant of people's beliefs and actions should challenges us to understand how to present these arguments to support the many potentially positive results of its growing influence.

2010-06-05 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – ALBERT

CPA Professional Award / Prix professionnel de la SCP

CPA DISTINGUISHED CONTRIBUTIONS TO PSYCHOLOGY AS A PROFESSION AWARD BEYOND THE BIRDS AND THE BEES AND WAS IT GOOD FOR YOU?:
E. Sandra Byers, University of New Brunswick

The experience and expression o f their sexuality is of fundamental importance to most people. The media is full of sexual images, sexual content, and sexual advice. Yet, most people do not communicate effective about sexuality even when it's important to do so. For example, many romantic partners have difficulty telling each other what pleases and displeases them sexually. Most parents see it as their responsibility to talk to their children about sexuality and yet do not engage in-depth discussions with their children about sexual topics. Most psychologists also are not doing a good job in addressing sexuality. This includes incorporating sexual topics in the courses we teach, asking our clients about their sexual functioning, and helping clients deal with their sexual issues. All of these instances of poor sexual communication are unfortunate as effective sexual communication has a range of positive outcomes. This talk will review what we know about why people do and do not communicate about sex in various contexts as well as outcomes of effective sexual communication. It will focus on findings from my program of research in which I have examined communication about sex and sexual issues in undergraduate and graduate psychology programs, between clinical psychologists and their clients, between parents and their children, between dating partners, and in long-term romantic relationships.

2010-06-05 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – CABINET

CANCELLED

Committee Business Meeting / Réunion d'affaires

CJEP EDITORIAL BOARD MEETING
Douglas J. Mewhort; Peter Graf, Raymond Léveillé,

2010-06-05 – 12:00 PM to 1:55 PM – 12 h 00 à 13 h 55 – MILLENNIUM SUITE

Workshop / Atelier
Clinical Psychology / Psychologie clinique

APPLYING BEHAVIOURAL PRINCIPLES AND TECHNIQUES TO THE TREATMENT OF CHILDREN WITH AUTISM SPECTRUM DISORDER
Krista Johnston, Simon Fraser University; Robinder (Rob) P. Bedi, Western Washington University

Most of the well established and evidence-based treatments for autism spectrum disorder have been developed directly from the behavioural psychology literature (National Autism Center, 2009). Applied Behaviour Analysis (ABA) therapy has been shown to effectively improve socially significant behaviour in children with autism (Lovaas, 1987; McEachin, Smith & Lovaas, 1993; Sallows & Graupner, 2005). This workshop will present, in an interactive format, several behavioural principles and techniques commonly used in ABA therapy for children with autism. Participants will learn how to perform functional behaviour assessments and learn how to use differential reinforcement, relaxation training, and the latest video modelling strategies. The workshop will include large group instruction, small group and partner activities, as well as videos demonstrating some of these techniques in home-based therapy settings. After participating in this workshop, practitioners and educators will gain concrete skills and knowledge in the application of behavioural techniques for the purpose of improving the functioning of children with autism.

2010-06-05 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – PAN AM ROOM

Symposium / Symposium
Criminal Justice Psychology / Psychologie et justice pénale

EVALUATION OF MODERATE AND HIGH INTENSITY FAMILY VIOLENCE PROGRAMS
Jeremy F. Mills, Correctional Service Canada

This symposium examines the pre-post program change and program content knowledge in the latest revision to the Family Violence Programs provided by Correctional Services Canada. No evaluation study has taken place since the introduction of the Integrated Program Content (IPC) that incorporates the same CBT techniques utilized across all correctional programs. This study analyzes the pre-post measures of the Moderate and High Intensity Family Violence programs for approximately 500 offenders. The specific measures used to evaluate the program include the Domestic Violence Vignettes, the Stages of Change, the Goal Attainment Scale,

the Interpersonal Relationship Scale, the Abusive Relationship Scale, the Paulus Deception Scale, the Anger Questionnaire-Revised, and program content knowledge. Pre-post program differences for the revised Family Violence programs are compared with prior program differences. In addition, pre-post test differences are compared along the continuum of offender risk. The High and Moderate Intensity programs will be compared for pre-post test differences. Finally, socially desirable responding (SDR) as measured by the Paulhus Deception Scales (formerly the Balanced Inventory of Desirable Responding) will be considered to determine if accounting for SDR can improve the above relationships.

A **EVALUATION OF THE HIGH INTENSITY FAMILY VIOLENCE PROGRAM**

Angela Connors, Correctional Service of Canada; Jeremy F. Mills, Correctional Service Canada

This paper introduces the Family Violence Program content and analyzes the pre-post measures for the High Intensity Family Violence program. Specifically, the analyses will focus on those programs that have been delivered since the program content revision was introduced in 2007: the Integrated Program Content (IPC). The purpose of IPC was to incorporate the same set of skills into all currently running programs in CSC to provide for continuity of CBT techniques. The specific measures to be considered include are the Domestic Violence Vignettes developed by Stewart, & Gabora-Roth, the Stages of Change, the Goal Attainment Scale (Stewart & Gabora, 1999), the Interpersonal Relationship Scale (Hupka & Rusch, 2001), the Abusive Relationship Scale (Boer, Kroner, Wong and Cadsky, 1993), the Paulhus Deception Scale (Paulus, 1990), the Anger Questionnaire-Revised (AQ-R) adapted by CSC in 1993, and module content knowledge. Pre-post program differences for the revised High Intensity Family Violence program will be compared with prior pre-post program differences to test the continued efficacy of the program which includes the revised treatment protocol. Pre-post test differences will be compared along the continuum of offender risk. It is hypothesized that offenders with highest levels of risk will show the greatest degree of improvement in keeping with the principles of RNR.

B **EVALUATION OF THE MODERATE INTENSITY FAMILY VIOLENCE PROGRAM**

Jeremy F. Mills, Correctional Service Canada; Angela Connors, Correctional Service of Canada

This paper builds on the first paper and analyzes the pre-post measures for the Moderate Intensity Family Violence program. As with the evaluation of the High Intensity Family Violence Program these analyses will focus on those programs that have been delivered utilizing the Integrated Program Content introduced in 2007. The specific measures to be considered are the same as those utilized for the High Intensity program which offers a unique opportunity to examine dosage (treatment exposure) effects as the High Intensity program is considerably longer than the Moderate Intensity program. Measures include Domestic Violence Vignettes by Stewart, & Gabora-Roth, the Stages of Change, the Goal Attainment Scale (Stewart & Gabora, 1999), the Interpersonal Relationship Scale (Hupka & Rusch, 2001), the Abusive Relationship Scale (Boer, Kroner, Wong and Cadsky, 1993), the Paulhus Deception Scale (Paulus, 1990), the Anger Questionnaire-Revised (AQ-R) adapted by CSC in 1993, and module content knowledge. Pre-post program differences for the revised Moderate Intensity Family Violence program will be compared with prior pre-post program evaluations. Pre-post test differences will be compared along the continuum of offender risk and finally the differences in treatment change found in the Moderate Intensity programs will be compared with the changes found in the High Intensity Program.

C **SOCIALLY DESIRABLE RESPONDING AND THE ASSESSMENT OF TREATMENT CHANGE**

Andrew Gray, Carleton University; Jeremy F. Mills, Correctional Service Canada; Angela Connors, Correctional Service of Canada

Offenders are considered a population of clients who are quite likely to dissimulate when responding to self-report questionnaires. As such accounting for socially desirable responding is routine when administering these self-report instruments often utilized to assess pre-post treatment changes. This is evident from the analyses undertaken in the preceding papers. However, in recent years instruments used to assess socially desirable responding have been found to be related to criminal risk and criminal re-offending (Gray & Mills, 2009). Specifically, the Paulhus Deception Scales (PDS; formerly the Balanced Inventory of Desirable Responding) are frequently used with correctional clients. In a series of studies Mills and colleagues have shown that accounting for socially desirable responding using the PDS did not improve the relationship of self-report questionnaires with criminal recidivism. This paper examines the relationship of socially desirable responding with the self-report questionnaires used to assess pre-post treatment change in the Family Violence programs. Both general criminal risk (SIR) and specific risk for spouse abuse (SARA) will be considered as part of the evaluation. Discussion will focus on the role of socially desirable responding when measuring treatment change.

2010-06-05 – 1:00 PM to 2:55 PM – 13 h 00 à 14 h 55 – GRAND BALLROOM

Poster / Affiche **POSTER SESSION 'F' / PRÉSENTATION PAR AFFICHAGE**

Military Psychology / Psychologie du milieu militaire; Sport & Exercise Psychology / Psychologie du sport et de l'exercice; Psychoanalytic & Psychodynamic / Psychoanalytique et psychodynamique; Counselling Psychology / Psychologie du counseling; Criminal Justice Psychology / Psychologie et justice pénale; International and Cross-Cultural Psychology / Psychologie internationale et interculturelle; Traumatic Stress / Stress traumatique; Environmental / Psychologie de l'environnement; Students in Psychology / Étudiants en psychologie

#1
Counselling Psychology / Psychologie du counseling

POST-SECONDARY COUNSELLING CONCERNS: TRACKING TRENDS OVER FIVE YEARS

Sharon L. Cairns, University of Calgary; Helen F. Massfeller, University of Calgary; Sander C. Deeth, University of Calgary

Surveys of post-secondary counselling centre directors have consistently reported perceptions of increasing severity and complexity of presenting concerns, but there is minimal longitudinal data to support these perceptions. Recent large-scale studies from the United States indicate that counselling concerns such as anxiety and depression are among the most common presenting concerns in post-secondary counselling centres and have a negative impact on academic performance. One Canadian university counselling centre has been collecting information on the nature, severity, and complexity of counselling concerns for every intake client since the 04-05 academic year. We will report on the trends in this data over the past five academic years. If this data indicate increased numbers of students presenting with anxiety and / or depression, this will bolster advocacy efforts to provide adequate resources to support student success despite economic constraints.

#2
Counselling Psychology / Psychologie du counseling

INVESTIGATING POSITIVE PSYCHOLOGY APPROACHES IN MENTAL HEALTH WITH INCARCERATED YOUTH

Lara E. Cross, University of New Brunswick

The justice system in New Brunswick is experiencing challenges in rehabilitating youth with complex behavioral and emotional needs. Although strengths-based models of positive psychology have demonstrated promise for fostering resiliency in such youth, there is an absence of research examining how the justice system incorporates these tenets into care plans. This study examined how a New Brunswick corrections facility implements tenets of positive psychology in its service programming. Information from multiple sources (existing literature, internal program documents, interviews with youth and service providers) was collected and analysed using interpretive thematic analysis. Preliminary results indicate that some youth are able to utilize their strengths in service program activities, yet feel lack of autonomy and choice regarding when to participate. All youth reported having at least one supportive relationship with a staff member, but difficulty connecting with other staff due to abusive enforcement of protocols. Participants also reported supportive relationships with other youths in the facility; however, these relationships promoted deviant rather than prosocial behaviours. Policy recommendations for improving service delivery in youth correctional facilities, and suggestions for school and community counselling with at-risk youth will be discussed.

#3
Counselling Psychology / Psychologie du counseling

DOES POST SECONDARY STUDENT SEX AND RELATIONSHIP STATUS INFLUENCE EXPECTED OCCUPATION OUTCOME?

Gena H. Davies, Trinity Western University; Debra L. Rapske, Trinity Western University; José F. Domene, University of New Brunswick

A dearth of career counselling theory and research exists concerning the role of their romantic relationships in how individuals consider their Occupational Outcome Expectations (OOE); and whether this consideration is influenced by an individual's sex. Consistent with Social Cognitive Theory, OOE was defined as expectations for obtaining a successful and satisfying career, and relationship status a proximal contextual affordance. We investigated how sex and relationship status influence the OOE scores of post-secondary students. Data were collected anonymously from 318 respondents via an online survey. A Kruskal-Wallis test revealed statistically significant differences in OOE ranks between the four groups (male in relationship; female not in relationship, etc). Mann-Whitney U post-hoc tests with Bonferroni corrections revealed a statistically significant sex difference (the female groups had somewhat higher average OOE scores than the male groups). The effect size was small, and a potential exists for Type II error and low statistical power. Further research is required about how individuals of different sexes may differentially experience OOE in the context of relationships, in order to build a theory that can assist career counsellors and their clients.

#4
Counselling Psychology / Psychologie du counseling

RELATIONAL PROCESSES IN LEARNING MINDFULNESS: AN ACTION-THEORETICAL PERSPECTIVE

Brenda Dyer, University of British Columbia

The relational processes of learning mindfulness are explored in this instrumental case study by analyzing the transcripts of the teacher-student interactions in the Question and Answer periods of the Mindfulness-based stress reduction (MBSR) course. I was guided by the following research questions: What is the process of learning mindfulness through the QA period of the MBSR course? How does the social learning of mindfulness in the QA period construct the experience of mindfulness? How is mindfulness constructed in the QA period over time through the individual and joint actions and projects of teacher and students? I used the

qualitative "action-project method" to collect and analyse the data which was comprised of class dialogues, self-confrontation interviews (a video process recall interview), and student logs. The data collection and preliminary analysis were completed as of November 09. Preliminary findings of the individual and joint projects of the students and teacher will be reported. One of the more intriguing joint projects involves nonverbal and verbal attunement and mirroring whereby the student became more aware of her / himself as being seen or held in the mind of the teacher. The findings may be important for both contemplative education research and psychotherapy process research, and the growing research on attachment processes in mindfulness.

#5 **VOICING THE UNHEARD: THE EXPERIENCE OF SIBLINGS OF PERSONS LIVING WITH MENTAL ILLNESS**

Counselling Psychology / Psychologie du counseling

Michelle Gour, University of Calgary; Sharon E. Robertson, University of Calgary

Though it has been acknowledged that mental illness significantly impacts the lives of both the affected individual as well as their family members, the experiences of siblings, in particular, have been largely disregarded. We aimed to elicit the lived experiences of siblings of persons living with mental illness to describe a) the impact of having a mentally ill sibling on their past, present, and anticipated futures; and b) how they managed the changes or losses associated with their experiences. We will present the findings of a descriptive phenomenological study involving interviews with six siblings of persons living with mental illness. The siblings were 18 years of age or older, spoke fluent English, and had a sibling who had been formally diagnosed for a minimum of one year with a mood, anxiety, or psychotic disorder. They participated in semi-structured, in-depth, audio-taped interviews in which we invited them to share various aspects of their lived experience. Based on the analysis of transcribed interviews, the results will be discussed in terms of themes arising from the experiences associated with having a sibling who is living with a mental illness. Implications for research and counselling will be addressed.

#6 **ADDRESSING THE SHORTAGE OF PRACTISING PSYCHOLOGISTS: A PROPOSAL FOR A BLENDED ONLINE-IN PERSON PSYD PROGRAM**

Counselling Psychology / Psychologie du counseling

Gary Hughes, Yorkville University; John E. McLaughlin, Yorkville University; Michael Markovitz, Yorkville University

It is well recognized that the demand for practising psychologists in Canada exceeds the supply at present and will continue to do so in the future unless a concerted effort is made to increase training opportunities. Traditional research-oriented PhD programs have not been able to keep pace with this demand. It is time for us to supplement our current offerings with practitioner-oriented training programs. In this presentation, we propose a model for a blended online-in person PsyD program which makes use of contemporary online course delivery systems as an adjunct to classroom based learning. Our model will be compared and contrasted with existing on line applied psychology programs. The advantages of this approach to program delivery are discussed and the obstacles to implementation are examined.

#7 **EXPERIENCES OF RESILIENCE AND DETERMINATION: IMMIGRANT WOMEN'S RESPONSE TO CHANGES IN THEIR WORKING LIVES**

Counselling Psychology / Psychologie du counseling

Emily Koert, University of British Columbia

This qualitative study took a Positive Psychology approach to ask 10 recent immigrant women about the changes that they had experienced in their working lives after moving to Canada and the impact of these changes on their lives in general. Participants described their own positive responses to the variety of changes that they had experienced and the resulting implications for their work and additional aspects of their lives such as their family relationships. Results highlighted immigrant women's experiences of sacrifice, resilience, determination, and perseverance. Counselling implications are discussed including suggestions for the development of services that focus on strength-building in programs and resources offered to immigrant women.

#8 **INSPIRING HOPE: AN ANALYSIS OF THERAPEUTIC INTERVENTIONS INTENDED TO FOSTER CLIENT HOPE**

Counselling Psychology / Psychologie du counseling

Denise Larsen, University of Alberta; Rachel Stege, Hope Foundation of Alberta

Common factors models of psychotherapy consistently identify hope as a key agent of client change (Asay & Lambert, 1999; Hubble & Miller, 2004; Lopez et al. 2004). However, major psychotherapeutic approaches commonly claim hope as an important factor without identifying which techniques offer hope or specifically how hope is addressed (Larsen & Stege, in press). As part of a larger project on hope in the psychotherapy process, this study employed basic interpretive inquiry to examine how hope was intentionally addressed in conversations between therapists and their clients. In this study, five psychotherapists were interviewed individually (using Interpersonal Process Recall [Larsen, Flesaker, & Stege, 2008]) while reviewing videorecordings of their recent counselling sessions with client-participants (n=12 clients). During these interviews, therapists identified interventions that were intended to impact client hope. Results suggest that attempts to foster client hope were common. Further, therapist interventions most often targeted client hope implicitly, as opposed to interventions that explicitly used the word 'hope'. Categories of therapist-identified hope-fostering interventions spanned a variety of theoretical approaches, consistent with a common factors perspectives on psychotherapy. Research and practical implications for working with hope will be discussed.

#9
Counselling Psychology / Psychologie du counseling

DELIVERING UNCERTAIN NEWS IN CHRONIC HEART FAILURE CARE

Helen F. Massfeller, University of Calgary; Lisa Welikovitch, Libin Cardiovascular Institute

Uncertainty is inherent in many aspects of physician-patient communications that involve complex medical decisions with unknown outcomes. Experiential accounts suggest that incongruence exists between physicians and patients' preferences for chronic heart failure care. In this study medical students and patients with chronic heart failure were videotaped talking with each other during real-time medical consultations at a large urban hospital. Key sequences of data were selected and examined in detail to identify observable communicative actions (e.g., facial expressions, hand gestures) and discursive tools (e.g., words, questioning, phrasings) that illustrate how the participants navigated uncertainty and negotiated shared goals of care. Physicians were also invited to review the videotaped footage of their interviews and identify critical junctures in their medical conversations. We explored with each physician what communicative actions and discursive tools were helpful or unhelpful in accomplishing goals of care. This functional approach allowed us to look at communication at the level of the participants' meaning and may illustrate how discrepancies between physician and patient preferences for care occur. We will report on what we found and the implications of these findings for psychologists contributing to medical communication skills training in end-of-life care.

#10
Counselling Psychology / Psychologie du counseling

OUTPATIENT TREATMENT OF ABORIGINAL FEMALES WITH CONCURRENT DISORDERS: A CASE COMPARISON OF EFFICACY FOR SEEKING SAFETY, OBSERVED & EXPERIENTIAL INTEGRATION, AND BREATHING / RELAXATION / AUTOGENICS / IMAGERY / GROUNDING

Debra L. Rapske, Trinity Western University; Marvin J. McDonald, Trinity Western University; Rick A. Bradshaw, Trinity Western University

Ford and Smith (2008) found that 91% of patients in treatment for substance abuse met the criteria for PTSD. Others have found that 33 to 59% of women in substance abuse treatment have PTSD (Najavits, Weiss, & Shaw, 1997). The experiences of First Nations adult females with concurrent PTSD and SUD were evaluated for Seeking Safety (SS), Observed & Experiential Integration (OEI), and a Breathing / Relaxation control condition (BRAIN). Responses of eight participants were examined, using an hermeneutic single-case efficacy design (Elliott, 2001). Participants received individual treatment in 3 courses of therapy (6 sessions each of BRAIN, SS, and OEI, twice a week for 1½ -hour sessions). The Clinician-Administered PTSD Scale, Dissociative Experiences Scale, and Substance Abuse Subtle Screening Inventory were administered after each course of therapy. The Peritraumatic Dissociative Experiences Scale, the Beck Depression Inventory II and the Toronto Alexithymia Scale were used at the beginning and end of the study. To assess for changes in symptom levels, the Impact of Event Scale-Revised and the Weekly Substance Use Inventory were administered weekly. Qualitative interviews occurred at the beginning, and after each of the 3-week courses of therapy. Comparisons among cases combine rich clinical observations with data that can be cumulated with group-based research data.

#11
Counselling Psychology / Psychologie du counseling

YOUNG WOMEN'S EXPERIENCE OF LOSING A SIBLING

Sharon E. Robertson, University of Calgary; Susann Laverty, University of Calgary; Mirjam Knapik, Mount Royal University

Although the experience of having a brother or sister is common and such a relationship is expected to be one of the longest and sometimes most intimate relationships of a lifetime, there has been a startling lack of research about sibling relationships in life or in death. The need to research such relationships appears to be particularly pressing as the impact of the unanticipated loss of a sibling through illness (e.g., HIV / AIDS) and violence (e.g., war, terrorism, murder) is felt on a global scale. Sibling death in young adulthood would appear to be particularly important as this is a time when individuals are faced with a number of significant psychosocial and educational tasks as well as critical emotional and relational development. We will present the results of a hermeneutic phenomenological study involving interviews with six women between the ages of 18 and 25, who had experienced the death of a sibling within the past six months to two years. The purposes of the study were (1) to understand the experience of sibling bereavement in young adult women; (2) to explore cultural, gender and societal traditions and values that influence the bereavement experience; and (3) to explore what these women find helpful and hindering in coping with the loss. Implications for counselling practice will be addressed.

#12
Counselling Psychology / Psychologie du counseling

FRIENDS: AN ANXIETY MANAGEMENT AND MENTAL HEALTH PROMOTION PROGRAM

Kafui Sawyer, Trinity Western University; Robert Lees, Ministry of Children and Family Development; Marvin J. McDonald, Trinity Western University

This study will explore what helps and hinders educators implementing the FRIENDS anxiety management curriculum as required by the licensee. An environmental scan revealed that the material is delivered with limited attention to treatment fidelity and some schools do not implement it at all. A qualitative research design using the critical incident technique will provide deeper understanding of the dynamics behind the implementation of the FRIENDS program for grades 4 / 5. Semi-structured interviews will be

conducted with elementary school educators, including those who implement FRIENDS as recommended, those who vary in implementation and those who have chosen not to implement. This study is apt to reveal concerns with implementing empirically validated mental health programs in field condition while maintaining treatment fidelity. This research may point the way to greater adherence to program fidelity. Implications for practice in psychology include new insights for therapists promoting effective, efficacious school-based programs that provide psychological and psychosocial benefits. It may also have heuristic value for policy makers, and professionals interested in the implementation of other school based prevention and mental health promotion initiatives. By implementing the FRIENDS program, educators help school children in the prevention and treatment of anxiety.

#13
Counselling Psychology / Psychologie du counseling

THE COUNSELLING ALLIANCE: CLIENT CATEGORIZATION AND RATING OF HELPFUL FACTORS

Arlene Simpson, University of Victoria; Robinder (Rob) P. Bedi, Western Washington University

This study directly accessed the client's subjective perspective of what factors are most important in a strong counseling alliance. Participants (N=50, 26 females, 23 males and 1 self-identified as male and female) were recruited from two urban communities and university campuses. Participants sorted 125 client-generated statements, describing factors clients believed to be central to the development of a strong counselling alliance, into thematically similar piles. The statements retained client vocabulary in order to more validly communicate the clients' conceptualization. Participants gave each pile an appropriate title and rated each statement for relative helpfulness. Non-metric multidimensional scaling and hierarchical cluster analysis were used to obtain the14 categories (labelled using clients' titles) that seemed to be the most representative categorization system across participants. The 14 categories were: Emotional Support, Ability to Relate, Sharing the Counsellor's Personal Experiences, Good Boundaries, Interpersonal Demeanour, Body Language, Provided Resources and Homework, Availability, Planning & Approach, Directed Process Appropriately, Attentiveness, Non-Judgmental, and Effective Listening. Relative helpfulness ratings for each category will be presented along with comparisons between male and female ratings.

#14
Counselling Psychology / Psychologie du counseling

PROMOTING STUDENT WELLNESS AT A UNIVERSITY WELLNESS CENTRE

Jennifer Thannhauser, University of Calgary SU Wellness Centre; Ann Laverty, University of Calgary SU Wellness Centre

There has been a significant movement within university health and counselling centres to shift towards a wellness model. However, naming the centre a Wellness Centre and collaboratively working from a wellness model are two very different things. Further, the publication of strategies for developing therapeutic groups that promote this wellness model for a post-secondary population are limited. This report describes how one Canadian university wellness centre attempted to develop and offer a series of wellness workshops to students. These workshops strive to integrate the expertise of the wellness centre staff to promote mental, emotional, social, physical, and spiritual wellness of students.

#15
Counselling Psychology / Psychologie du counseling

INTROVERTED AND HAPPY: THRIVING IN AN EXTRAVERTED SOCIETY

Laura E. Thomas, University of Calgary; Sharon L. Cairns, University of Calgary

Carl Jung (1923) introduced the terms 'introversion' and 'extraversion' into psychological discourse, and his conceptualization of these terms had a very different meaning than the popular conceptions held currently. In his definition, both terms were value-neutral as Jung saw strength in both turning inward towards the "subject," and turning outward towards the "object." Currently, extraversion is often embraced as the preferred state of being, with several studies linking higher extraversion scores to measures of subjective well-being (DeNeve & Cooper, 1998). However, these studies are often framed in a particular understanding of the terms 'extraversion' and 'happiness' that may be excluding to individuals who identify as introverted (Hills & Argyle, 2001; Laney, 2002). Taking a positive psychology viewpoint, this study examines perceptions of happiness from an introverted perspective using a mixed-methods research design. Participants who self-identified as introverted were asked to complete the Myers-Briggs Type Inventory and participate in a semi-structured interview and a follow-up session. Data was transcribed and analyzed using multivariate concept-mapping procedures (Bedi & Alexander, 2009; Trochim, 1989). Research findings are likely to have implications for counselling and how we conceptualize and measure happiness.

#16
Counselling Psychology / Psychologie du counseling

NAMING OUR GIFTS AND CHALLENGES: A COLLABORATIVE EXPLORATION OF DEFINITIONS OF ABILITY AND DISABILITY

Sarah A. Vanderveen, University of Calgary; Helen F. Massfeller, University of Calgary

The objective of this participatory, action-oriented, response-based research inquiry was to gain a shared understanding of client definitions of both ability and disability. A critical case sampling method was employed to obtain suitable participants who have a developmental disability. Seven to ten adults engaged in four, two-hour group discussions. Study data was generated through transcription, coding, and qualitative stage-wise analysis of group conversations, as well as through a participant designed group learning product. Study results may promote shared learning that improves awareness of specific disability concerns, contest and / or clarify common unhelpful conceptions of disability language, and identify useful resources about how to use the terms 'ability' and 'disability' in our helping interactions. Implications for helping professionals are discussed.

#17
Counselling Psychology / Psychologie du counseling

THE EFFECT OF SELF ESTEEM ON PRESSURE TO DRINK AND ALCOHOL CONSUMPTION IN UNIVERSITY STUDENTS

Ashley Williams, Memorial University of Newfoundland; Greg Harris, Memorial University of Newfoundland; Malcolm Grant, Memorial University of Newfoundland

Alcohol use among university students has been, and continues to be, a world-wide concern with up to 90% of undergraduate students reporting alcohol use (Borsari & Carey, 2006). This study investigated how hazardous alcohol use is related to self-esteem, ease or discomfort in social situations, and the ability to resist social pressure. Undergraduates from Memorial University of Newfoundland (n = 113) were given five questionnaires to measure demographic variables, self-esteem, hazardous drinking, social ease, and resistance to social pressure. There was a significant negative relationship between resistance to social pressure and hazardous drinking, $r(111) = -.29$, $p = .02$. Persons who were relatively high in self-esteem reported greater ease in social situations, $r(111) = .40$, $p < .001$, and those who reported greater ease also reported higher resistance to pressure, $r(111) = .304$, $p < .001$. Resistance to pressure and hazardous alcohol use were also related, $r(111) = .219$, $p < .02$. The hypothesis that self-esteem would moderate the relationship between social pressure and hazardous drinking was not supported. Implications for prevention, intervention, and research are discussed.

#18
Criminal Justice Psychology / Psychologie et justice pénale

CHARACTERISTICS OF SUBSTANCE-RELATED AND NONSUBSTANCE-RELATED CANADIAN YOUTH-PERPETRATED HOMICIDES

Ava D. Agar, University of Saskatchewan; Stephanie L. Matthews, Covenant House Vancouver; Michael T. Woodworth, University of British Columbia - Okanagan

Substance use has been found to be one of the main characteristics distinguishing youth homicide offenders from generally violent youth offenders (F. DiCataldo & M. Everett, 2008). Over the past few decades, the percentage of youth homicide offenders who use substances has increased substantially (K. Heide, 2003). Researchers have found important differences in alcohol- and nonalcohol-related adult-perpetrated homicides. Specifically, alcohol-related homicides were more likely to result from arguments with known victims and less likely to be premeditated and motivated by profit (W. A. Pridemore & K. Eckhardt, 2008). To date, potential differences in substance-related and nonsubstance-related homicides have not been examined in youth. In collaboration with Youth Forensic Psychiatric Services, a sample of 105 youth-perpetrated homicides, occurring between 1990 and 2008, were examined using M. Woodworth & S. Porter's (2002) coding scheme. Results revealed several significant differences. For example, substance-related homicides were significantly more likely to involve excessive violence, multiple perpetrators, youth who belonged to official gangs or delinquent groups, and youth perpetrators who were aged 16 to 17. The implications of the current results will be discussed as they apply to prevention, treatment, and criminal investigation of homicide perpetration.

#19
Criminal Justice Psychology / Psychologie et justice pénale

THE ROLE OF OFFENDER TEARFULNESS AND SUFFERING, AND PERCEIVER JUSTICE BELIEFS FOR PERCEIVED OFFENDER REMORSE

Lucy K. Amadala, University of Calgary; John H. Ellard, University of Calgary

Responses to harmdoers are significantly affected by their willingness to apologize and express remorse. The nonverbal components of these communications have received little research attention yet appear anecdotally to be important. The present study examined the hypothesis that offender tearfulness enhances the impact of expressed remorse to the extent that it is perceived as evidence of the offender's suffering. This was tested in an experiment where the presence or absence of offender tears was combined with a manipulation of offender suffering (mild versus severe). Participants (N=105) viewed one of two versions of a video encounter between a convicted murderer and the daughter of his victim that included the tearfulness manipulation. Before viewing the video participants read a short "background information" sheet that was used to vary the suffering manipulation. Tearfulness resulted in more perceived remorse as expected. The hypothesized link between tears and suffering was apparent in the finding that participants with a strong belief in a personal just world, perceived remorse to be greatest when the offender suffered. The findings are taken as evidence of the importance of perceiver needs, in this case the need for justice, for perceiving offender remorsefulness. Theoretical and applied implications of the findings for understanding responses are discussed.

#20
Criminal Justice Psychology / Psychologie et justice pénale

DO AMERICAN AND CANADIAN OFFICERS USE SEQUENTIAL LINEUPS AND DO THEY FOLLOW THE RECOMMENDED PROCEDURE?

Michelle Bertrand, Queen's University; R. C. L. Lindsay, Queen's University; Jennifer L. Beaudry, University of South Carolina Beaufort; Jamal K. Mansour, Queen's University; Elisabeth I. Whaley, Queen's University

Lindsay and Wells (1985) developed the sequential lineup to reduce false Identifications (IDs). Meta analyses reveal it does but also reduces correct IDs (Steblay, 2007). Do police use the sequential lineup? If so, do they follow the recommended procedure? U.S. (N=45) and Canadian (N=67) officers responded to a web-based survey about their identification procedures. Canadian officers reported using sequential lineups more frequently than U.S. officers (89% vs. 38% of the time), $p < .001$. Sequential lineup procedure specifies witnesses should make a yes / no decision for each lineup member on first viewing. Results show this is not always done by officers in either country, though U.S. officers (64%) are more likely than Canadian officers (25%) to say they always require a witness to go through the entire lineup before making a decision, $p = .001$. The sequential lineup procedure also specifies witnesses

should not be told of the number of photos to be viewed. While more U.S. (68%) than Canadian (36%) officers say they always accurately inform the witness of how many people they will be seeing ($p = .006$), it is not promising that about a third of Canadian officers do not follow the procedure. Additional results address effects of other violations of sequential lineup procedure (multiple selections, delayed decisions, second viewings, "backloading", stopping rules, blind testing).

#21 **TESTING STANDARDS AND THE CONTROL QUESTION TEST**

Criminal Justice Psychology / Psychologie et justice pénale

Michael Bradley, University Of New Brunswick Saint John; Murray C. Cullen, Correctional Service of Canada; Andrea M. Arsenault, University of New Brunswick

The Control Question Test (CQT) in polygraph lie detection has been criticized for not meeting testing standards. The test contains questions relating to the crime under investigation and questions referring to past life events. Physiological responses to each type of question are compared with questions of most concern evoking the largest responding. Innocent suspects truthful to crime relevant questions but deceptive on past life control questions should respond most to control questions. Guilty suspects deceptive on both types of questions should be most concerned about appearing guilty and respond to crime relevant questions. 200 students were asked to imagine themselves guilty or innocent of a crime. They were shown CQT questions and asked to indicate by rank which questions they were most concerned about and to which questions they are most likely to respond. The summed ranks for control questions and for crime relevant questions will serve as dependent variables in a between subjects guilt condition by a within subjects question type analysis. If guilty suspects rank order the crime relevant questions as most concerning and response evocative and innocent suspects do the opposite then cognitively suspects are making appropriate discriminations. If not then the criticism of testing standards remains.

#22 **FURTHER CONSTRUCT VALIDATION OF THE DEPRESSION HOPELESSNESS AND SUICIDE SCREENING FORM**

Criminal Justice Psychology / Psychologie et justice pénale

Angela Connors, Correctional Service of Canada; Jeremy F. Mills, Carleton University

Suicide in correctional settings has been a significant concern throughout the world. As part of this concern the Correctional Service of Canada has introduced a mental health screening process for all offenders entering federal custody. The Depression, Hopelessness, and Suicide Screening Form (DHS; Mills & Kroner, 2003) is a part of that screening process. This paper reports on two studies as a part of the ongoing validation of the DHS. The first study reports the norms of the DHS in a sample of Ontario provincial incarcerates and seeks to replicate the interaction of depression and hopelessness with suicide history and cognitions permissive of suicide in the relationship with current ideation indicators. The second study compares the DHS with the Beck Depression Inventory (BDI) and the Beck Hopelessness Scale (BHS) in a sample of federal offenders. The findings from the first study indicate that the DHS scales for depression and hopelessness are significantly lower among federal offenders than among provincial incarcerates. In the second study, the DHS scales were significantly related to the Beck scales. Further, hierarchical regression analysis demonstrated that the DHS depression and hopelessness scales both contributed unique information in the relationship with suicide related thoughts and distress, whereas the BHS did not add to the BDI in the same relationship.

#23 **INADMISSIBLE EVIDENCE AND MINORITY DEFENDANTS: WHEN RACE-CRIME CONGRUENCE CAUSES OVERCORRECTION FOR RACIAL BIAS**

Criminal Justice Psychology / Psychologie et justice pénale

Kristine Fitzgerald, York University; Regina Schuller, York University

Although mock-jurors tend to be harsher on Black compared to White defendants, the presence of damaging inadmissible evidence can prompt overcorrection for racial bias resulting in more favourable evaluations of Black defendants. The current study examined whether overcorrection would occur for other minority defendants. Mock-jurors read a criminal trial summary that included inadmissible evidence and varied defendant race (White, Black, Aboriginal) and crime (Auto-Theft, Vehicular Manslaughter). Results demonstrated that, in the Auto-Theft condition, mock-jurors rendered more guilty verdicts with greater confidence when the defendant was White (78% guilty) compared to when the defendant was Black (65% guilty) or Aboriginal (65% guilty). Furthermore, the strength of the case against the defendant and punishment were greatest when the defendant was White. The Black defendant was also significantly more credible than the White and Aboriginal defendants. These effects were consistently more pronounced in the Auto-Theft compared to Vehicular Manslaughter condition. The results of the current study are contrary to the body of literature that demonstrates that Black defendants are consistently found guiltier than White defendants. Importantly, these results suggest that overcorrection for racial bias may occur, at least in the Greater Toronto Area, for Aboriginal defendants as well.

#24 **EXPERT EVIDENCE IN MR. BIG CASES: DOES IT INFORM JURORS' DECISION MAKING?**

Criminal Justice Psychology / Psychologie et justice pénale

Karina Royer Gagnier, York University; Timothy E. Moore, York University; Regina Schuller, York University

The Mr. Big technique is a type of undercover operation during which police officers pose as members of a criminal organization in order to infiltrate suspects' lives and gain their trust, over several weeks or months. The objective of the tactic is to elicit confessions from suspects, but the amount of deceit involved increases the risk of false confessions. To date, expert opinion testimony

on the psychology of confessions in Mr. Big trials has been deemed unnecessary and has not been admitted. The present study was developed to determine whether the nature and source of commentary on the psychology of confessions could influence the decision making of mock jurors. Undergraduate students acting as mock jurors in a simulated Mr. Big trial read a trial transcript based on an actual case and completed questionnaires. The data indicated that expert witnesses can provide jurors with information that can assist their decision making.

#25 **MEASURING SOCIALLY DESIRABLE RESPONDING WITHIN A FORENSIC CONTEXT: RESPONSE STYLE OR CRIMINAL PROCLIVITY?**

Criminal Justice Psychology / Psychologie et justice pénale

Andrew L. Gray, Carleton University; Jeremy F. Mills, Carleton University

The following study focuses on the impact of individual response bias (Socially Desirable Responding; SDR) within forensic self-report. To address this concern, a brief overview of the empirical and theoretical development of SDR will be conducted, particularly as it relates to the advancement of stand-alone measures of SDR (i.e., the Balanced Inventory of Desirable Responding [BIDR; Paulhus, 1984]). Furthermore, an examination of the empirical literature focusing on the application of SDR in forensic settings will follow. This focus will aid in determining what type of relationship, whether direct or indirect, may exist between socially desirable responding and crime related risk / outcome. Effect sizes along with their 95% corresponding confidence intervals will be calculated to assist in determining the significance of these relationships. Finally, a discussion concerning the implications for assessing SDR in forensic populations will be explored with some suggestions made concerning future research.

#26 **DECISION MAKING IN COURT AND HIRING TASKS INVOLVING BIAS AGAINST PRIMARY AND PERIPHERAL TARGETS**

Criminal Justice Psychology / Psychologie et justice pénale

Will Huggon, University of Toronto; Jonathan L. Freedman, University of Toronto

Social norms about prejudice are strong in our culture, resulting in efforts to avoid being (or appearing) biased; there is a conscious effort to be fair. Utilizing Fazio's Motivation and Opportunity as DEterminants (MODE) model, it is thought target bias is reduced due to deliberation and motivation (including these social norms). But, while bias might not affect a target, it might affect opinions about a witness for the target, inadvertently affecting the target's outcome. When considering the witness, motivation and ability are reduced (due ironically to target focus) and decision making becomes spontaneous– affected mainly by personal values and prejudices. In a series of studies examining this effect in court trials and job hiring, congruency of race of target (defendant or applicant) and key witness (alibi or job reference) was varied. Participants read a mock trial or résumé and decided the fate of the target (verdict or hiring decision). Outcome could be predicted using race of target and witness, Internal and External Motivation to respond without prejudice (IMS & EMS) and Social Dominance Orientation (SDO). When low in EMS (egalitarian social norms did not matter) outcome was based on internal personal values (IMS and SDO). However, when high in EMS (participants were worried about egalitarian social norms) biased decisions disappeared, regardless of prejudice levels.

#27 **BOOTSTRAPPING PERSISTENCE RISK INDICATORS FOR JUVENILES WHO SEXUALLY OFFEND**

Criminal Justice Psychology / Psychologie et justice pénale

Scott Ronis, University of New Brunswick, Fredericton; Raymond A. Knight, Brandeis University; Barry Zakireh, Joseph J. Peters Institute

The issue of whether juveniles who have sexually offended will continue their sexual offending as adults is an important component in decision making about these youths. Despite the seriousness of the consequences of these decisions, little research has addressed the issue of persistence of sexual offending into adulthood and the actuarial instruments that predict persistence of sexual offending. As such, this study compared a sample of juveniles who had sexually offended and were placed in multiple residential programs (n = 228) to two incarcerated adult sexual offender samples, one who had begun their sexually coercive behaviours as juveniles (n = 147) and a second whose sexually coercive behaviours had not begun until adulthood (n = 140). It was argued that particular patterns of group differences could be used to identify candidates for potential risk factors for persistence of juvenile sexual offending into adulthood that could be validated in subsequent follow-up studies. The results of the study suggest a set of variables that should be considered as candidates for inclusion in risk assessment instruments designed for juveniles, because of their potential to serve as predictors of continuance of sexual offending into adulthood. The results also suggest that the Multidimensional Assessment of Sex and Aggression is a useful instrument for assessing these domains.

#28 **THE ROLE OF SEXUAL MOTIVATION IN SEXUALLY ASSAULTIVE BEHAVIOR**

Criminal Justice Psychology / Psychologie et justice pénale

Scott Ronis, University of New Brunswick, Fredericton; Raymond A. Knight, Brandeis University; Robert A. Prentky, Fairleigh Dickinson University; Martin P. Kafka, McLean Hospital

Identifying the risk factors for sexually coercive behaviour against women is essential for developing intervention programs, especially ones that focus on primary or secondary prevention. Although there is widespread agreement that components of aggression and callousness play a significant role in sexual coercion (Knight & Guay, 2006; Lalumière, Harris, Quinsey, & Rice, 2005), the role of sexual motivation is not well understood. As such, this study examined the role of sexual fantasy, drive, and deviation in motivating sexual offending behaviour. Adult males convicted of rape (n = 95), adult males convicted of nonsexual crimes only (n

= 159), and adult males with no histories of sexual or nonsexual crimes (n = 219) were administered the Multidimensional Assessment of Sex and Aggression. On the basis of self-reports, individuals were further classified on the basis of whether they had ever attempted to sexually assault or coerce someone into having sex. Results showed that adjudicated sexual offenders did not report significantly different sexual attitudes than did nonsexual criminals or noncriminal adults. Based on self-reports of sexual offenses, however, self-identified sexually coercive males reported significantly higher levels of sexual behaviour, fantasy, and deviance than did nonsexually coercive males. Clinical and research implications of the findings are discussed.

#29
Criminal Justice Psychology / Psychologie et justice pénale

THE EFFECTS OF LEARNING ABILITY AND WORKING ALLIANCE ON RECIDIVISM OF OFFENDERS IN A COGNITIVE BEHAVIOURAL TREATMENT PROGRAM

Terri L. Simon, University of Saskatchewan; J. Stephen Wormith, University of Saskatchewan; Terry Nicholaichuk, Regional Psychiatric Centre and University of Saskatchewan

Providers of cognitive behavioural therapy (CBT) at the Regional Psychiatric Centre have used both group and individual formats in an effort to decrease recidivism. Patients completing the Aggressive Behaviour Control (ABC) program between 2003 and 2006 were included in the current study. Each patient was assigned a primary therapist to work with him throughout the program, and asked to rate the quality of their working alliance, defined as "a collaboration between the client and the therapist on the work of therapy" (Tuchenor & Kill, 1989, p. 196), via the Working Alliance Inventory (WAI - Horvath & Greenberg, 1989). Prior research has shown that WAI ratings are related to length of stay in treatment, as well as positive therapeutic outcome (Horvath & Symonds, 1991). However, working alliance has yet to be investigated with respect to recidivism. It was also hypothesized that offenders' learning ability would affect post-treatment recidivism, directly (through ability to learn program material) and indirectly (through the working alliance, depending on the relative ease or difficulty of working with offenders with varying ability levels). Results are presented on the relationships between working alliance, learning ability, completion of the ABC program and recidivism. The implications for the use of CBT with offenders, and directions for future research are discussed.

#30
Criminal Justice Psychology / Psychologie et justice pénale

THE SELF-IMPROVEMENT ORIENTATION SCHEME-SELF REPORT (SOS-SR): LINKS TO OFFENDER TREATMENT PERFORMANCE

David Simourd, Simourd & Associates; John Blette, Kintock Group

There is considerable literature and clinical evidence indicating that a variety of factors are related to client behavior change potential. There is, however, an absence of standardized measures designed to assess the range of personal, social, and environmental factors. The Self-Improvement Orientation Scheme: Self Report (SOS-SR) is a 72-item self-report assessment instrument designed to measures various factors of the amenability to change construct. The instrument yields a Total Score and scores on 12 subscales that reflect different amenability to change domains. The present study examined the psychometric properties and construct validity of the SOS-SR among a large sample of community based offenders participating in a therapeutic program.

#31
Criminal Justice Psychology / Psychologie et justice pénale

INCREASING CONFIDENCE IN THE CRIMINAL JUSTICE SYSTEM THROUGH PUBLIC EDUCATION

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. Recent polls suggest that less than half (46%) of Canadians are confident in the criminal justice system as a whole (Roberts, 2004). Low levels of public confidence are problematic, as the criminal justice system relies on public support in order to function effectively. The present study had two goals: (1) to gather in-depth data regarding the public's attitudes toward the justice system, and (2) to increase confidence via public education efforts. In order to accomplish the first goal, the researchers administered a survey as well as conducted several focus groups, resulting in both quantitative and qualitative data. Information gathered in this phase of the research will be used in order to develop a public education program which will be piloted with a sample of university students. Results of the education program will be presented and directions for future research and possible policy implications will be discussed.

#32
Criminal Justice Psychology / Psychologie et justice pénale

INVESTIGATION OF WORK-RELATED STRESS AMONG CORRECTIONAL STAFF IN THE ATLANTIC REGION

Margo C. Watt, Saint Francis Xavier University; Ellissa Riel, Saint Francis Xavier University

Work-related stress is considered to be one of the most serious occupational health hazards (Spielberger & Reheiser, 1995). The effects of job stress include health-related problems, absenteeism, decreases in productivity, long-term disability, burnout and high staff turn-over rates. Working in a correctional environment has been identified as being highly stressful with unusually high negative consequences to health and adjustment (Brodsky, 1982; Cheek, 1983, 1984; Cheek & Miller, 1983). In 2003, Marlo Gal reported on her investigation into the different sources and impact of stress among correctional staff members in the Pacific region

of CSC. The present study was designed to replicate and extend Gal's work to the Atlantic Region of CSC. Over 300 staff members (139 M, 174 W), from male and female institutions and community-based parole offices in the Atlantic Region, completed questionnaires which inquired about the frequency (M = 14.06, SD = 9.64) and source of stressors to which they were exposed, the perceived impact of these stressors, and the psychological and physical impact of being exposed to these stressors. Men reported significantly more stress than women; social support was found to moderate the impact of stress for men but not women. Results are discussed in terms of implications for staff recruitment, training, and continuing education.

#33
Environmental Psychology / Psychologie de l'environnement

PRO-ENVIRONMENTAL BEHAVIOURS AND CONNECTION TO NATURE: DIFFERENCES BETWEEN EASY AND DIFFICULT BEHAVIOURS

Nicole M. Aitken, University of Ottawa; Elizabeth K. Nisbet, Carleton University; Carla Sowinski, Carleton University; Mary L. Gick, Carleton University

To reduce Canadians' impact on the environment it is important to increase pro-environmental behaviours (PEB). The goal of the present study was to explore how individual differences in connectedness with nature ('nature relatedness'; Nisbet et. al., 2008) influence PEB. Participants (N = 246) completed an online questionnaire assessing nature relatedness, extrinsic motivators, and frequency and difficulty in performing PEB. Regression analyses indicated that nature relatedness accounts for more variance in difficult compared to easy behaviours. Specifically, easy PEB were not associated with nature relatedness. In contrast, difficult PEB were associated with the experiential dimension of nature relatedness. The findings suggest that promoting connectedness with nature may be a way to increase participation in more difficult PEB. Results are discussed in terms of the implications for city planning and access to green space.

#34
Environmental Psychology / Psychologie de l'environnement

WHEN DOES COLLECTIVE GUILT PROMOTE CLIMATE CHANGE MITIGATION?

Mark A. Ferguson, University of Calgary; Nyla R. Branscombe, University of Kansas

Two experiments examine the role of collective guilt for an ingroup's greenhouse gas emissions in promoting climate change mitigation. Study 1 manipulates beliefs about the cause (nature, human) and effects (manageable, unmanageable) of climate change and measures collective guilt. As expected, collective guilt is strongest when climate change is thought to be caused by humans and will produce manageable effects. Study 2 follows the same procedure as Study 1, but adds measures of collective anxiety (concerns about harm to the future ingroup) and willingness to conserve energy and support green tax policies. As expected, collective guilt is strongest when climate change is thought to be caused by humans and will produce manageable effects. Collective anxiety revealed no significant effects. Energy conservation and green tax support generally mirror the pattern of collective guilt. Moderated mediation analyses show that collective guilt mediates the interaction of cause and effect beliefs about climate change on willingness to engage in mitigation behaviors. The results suggest that collective guilt can promote climate change mitigation, but does so best when people hold certain patterns of belief about climate change. The implications of these results for collective guilt research, as well as for risk communications and climate change mitigation, will be discussed.

#35
Environmental Psychology / Psychologie de l'environnement

WHY SOCIAL IMPACT ASSESSMENT OF THE LEED GREEN BUILDING' WOOD POLICY IS AN ENVIRONMENTAL IMPERATIVE, CRUCIAL TO THE HEALTH OF CANADA'S FOREST COMMUNITIES

Charlotte Young, Natural Resources Canada

Conducting Social Impact assessments (SIA's) have to take precedence in the EA process, particularly when large scale built developments such as Green Building, have program policies to negatively impact economic, social and health consequences on communities. The LEED green building program has unexpected, exclusive license on policies to restrict timber resources in the forest resource sector affecting Canada's 321 forest communities, including three quarters of all Aboriginal forested communities, who depend on the forest industry as their functional livelihood. The method in this informative SIA analysis used empirical, correlation statistics on data sheets from LEED green building, categories (N=166) published across 5 years, to assess the certified wood points credited in all LEED built projects ($p<.05$). An overlay map of forest communities will perceptually offset certified forest areas exclusively in the domain credited by LEED. Conclusions discuss how a restrictive green building, timber policy on 105 million ha of certified forest producing areas gives a false international impression of Canada as not practicing sustainable forest management in 80 percent of the country's resource areas.

#36
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

THE RELATIONSHIP BETWEEN ACCULTURATION GAP AND ADJUSTMENT: EXPLORING THE MEDIATING EFFECTS OF PERCEIVED REJECTION, VALUE CONFLICT, AND COMMUNICATION

Jasmine Bajwa, Lakehead University; Mirella L. Stroink, Lakehead University

Research suggests that the process of acculturation can have adverse outcomes for both immigrant families and individuals. Numerous studies have also found that children acculturate at a faster rate than their parents, which results in an acculturation gap. This acculturation gap has been found to increase conflict in the family and to reduce well-being, perhaps due to incongruent cultural values and communication problems. Much of the research on acculturation gap has focused on well-being, with a lack of research regarding risk-taking behaviours. Therefore, the purpose of this study was to examine whether acculturation gap is associated with both internalizing and externalizing symptoms in immigrant Canadians, and to test the hypothesized mediating roles of parent rejection, peer rejection, incongruent cultural values, and communication problems in these relationships. First and second generation immigrant Canadians with diverse ethnic backgrounds were recruited nationally for this study. Structural equation modelling is used to test the hypothesized meditational model. Results are presented in the context of theory and research on acculturation and family processes.

#37
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

COUNSELLING AND TREATMENT OF FORMER INDIAN RESIDENTIAL SCHOOL STUDENTS IN CANADA: A LITERATURE REVIEW
Amanda L. Baldwin, Native Seniors Centre, Edmonton

This project explores literature relevant to the provision of counseling and intervention to former students of Indian Residential Schools in Canada. Parallels are illuminated between the experiences of former students and the symptoms of Post Traumatic Stress disorder. The literature review covers applicable theories and treatment modalities. Gaps in the literature are presented along with directions for future research and inquiry. Results of this literature review will be available in May, 2010.

#38
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

AN EXAMINATION OF POST-COLONIAL / NEOCOLONIAL / GLOBALIZATION TENSIONS IN THE DEVELOPMENT OF A GRADUATE PROGRAM IN COUNSELLING PSYCHOLOGY IN A DEVELOPING COUNTRY
Bart Begalka, Trinity Western University

Counselling psychology is an emerging field in Indonesia. The task before Indonesian psychologists is to develop this discipline in the context of a postcolonial society facing the pressures of globalization. This paper is an autoethnographic review of the author's work as a collaborator from a Canadian graduate school working with the faculty of an Indonesian graduate school. The issues presented are that of international psychology vs. indigenous psychology, neocolonialism as survival, models of service delivery in a multicultural society, and the tension of a growing sense of individualism in a collectivist society. It is felt that although Indonesia presents unique contexts, these are issues that must be dealt with in most international education partnerships between Canadian institutions and institutions in developing countries.

#39
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

CONCEPTIONS OF A WORTHY LIFE IN FOUR COUNTRIES
Gregory Bonn, University of Toronto; Lindie Liang, University of Toronto

This research compares open-ended descriptions of a good, satisfactory, or worthwhile life among four countries: Canada, Japan, China, and India. Participants were asked to imagine themselves in the future looking back upon the life they had led and to describe the aspects of that life they would see as most important in determining if their life had been satisfactory or worthwhile. A grounded theory approach was used to derive a coding system of thirty categories which was then applied to all responses. Results show a great degree of overall similarity between then the national groups as far as the frequency of specific types of responses. Specifically, for example, relationship oriented responses were most common in all groups. Significant differences did arise, however. For example, in the realm of relatoniships Canadians were most concerned with romantic ties, Japanese emphasized peer relations, and Chinese placed more importance on parent-child relations. Other important differences appeared in realms related to career goals, social obligations, and charity.

#40
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

ENCULTURATION AND ACCULTURATION STRATEGIES AMONG ROMANIAN-CANADIAN FAMILIES
Tudor Caliman, Trinity Western University; Marvin J. McDonald, Trinity Western University

Ethnic identity can be conceptualized in terms of strength, unity, and interaction via social identity theory. Social identity reflects a sense of belongingness as shown through attitudes, beliefs, and feelings that accompany group membership. Research has examined a handful of larger cultural groups. Examining ethnic identity across ethnicities and among smaller groups offers promising strategies. Cultural maintenance can vary according to social context and size of one's cultural group, potentially influencing preference among acculturation strategies. Families immigrating with a weak sense of collective efficacy and low availability of in-group networks may prefer assimilation, for example. Cultural learning can become important in both enculturation and acculturation processes. This principle challenges assumptions of unavoidable stress in acculturation since cultural groups consist in life-long cultural learners. The proposed model is illustrated in descriptions of processes of cultural learning, enculturation, and acculturation prior to, during, and postmigration for Romanian-Canadians. The poster explores how such learning strategies address the felt needs of Romanian-Canadian families relating to their social contexts, sense of collectivism, and adoption of acculturation strategies.

#41
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

EXPLORING THE INTERNAL-EXTERNAL ASPECTS OF SOCIAL AXIOMS AS THEY RELATE TO RELIGIOSITY AND LOCUS OF CONTROL

Stryker Calvez, University of Guelph; Saba Safdar, University of Guelph; Rees J. Lewis, University of Guelph

Social axioms are generalizable social beliefs that improve behavioural functionality in a sociocultural environment through the perception of relationships between entities (Leung et al., 2002). Recent research has found discrepancies in the five factors that suggest a need to explore intrinsic and extrinsic beliefs as they relate to specific axioms (Gari et al., 2009). This research examined the intrinsic-extrinsic nature of social axiom factors in relationship to the intrinsic-extrinsic dimensions of Locus of Control (Levenson, 1973) and Religiosity (Gorsuch & McPherson, 1989). In addition, the relationship between the Religiosity social axiom and spirituality (Siedlitz et al., 2002) was examined. More than 200 students participated completed Social Axioms Scale, Locus of Control Inventory, the Spiritual Transcendence Index, and Intrinsic – Extrinsic Religiosity Scale. As hypothesized, Levenson's Internal locus of control correlates with SAS Rewards for Application, Levenson's Luck correlates with SAS Fate Control, and Levenson's Powerful Others with SAS Religiosity. As expected that Religiosity on SAS includes elements of both 'god-based' and 'spirituality-based' religiosity on STI. These findings in light of previous research suggesting that the social axioms construct sh ould include an intrinsic-extrinsic and religious-spiritual components will be discussed.

#42
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

A ROLE SOCIAL CONTEXT AND SELF-DETERMINED MOTIVATION PLAY IN PROMOTING ATTITUDES TOWARD INNOVATION: A CROSS-NATIONAL STUDY

Valery Chirkov, University of Saskatchewan; Nadezhda M. Iebedeva, State University-Moscow Higher School of Economics; Jennifer Wiley-Vallerand, University of Saskatchewan

This study was aimed to test hypotheses that self-determined motivation is positively related with favorable attitudes toward innovations and that horizontal social relations, which are based on trusts and cooperation, facilitate both self-determined motivation and attitudes toward innovations. In the exploratory mode the relations of Schwartz Values Survey with both motivation and attitudes toward innovation were tested. The study was conducted among Canadian (N=117) and Russian (N=137) college students. It was expected that in Canada, a country with a high social capital, the hypothesized relations will be more pronounced than in Russia, a country with a lower social capital. Our main hypotheses were supported in general. In particular, self-determined motivation positively predicted innovations attitudes in both countries, although different forms of motivation: intrinsic versus autonomous, demonstrated different impact. Relations of perception of horizontal relations with other variables were in the predicted directions. These relations were more pronounced in Canada. We discovered positive relations of such values as Self-direction, Stimulation, and Universalism with innovation attitudes, which are in accord with previous research (Dollinger, 2007).

#43
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

STRUCTURE OF SOCIOTROPY AND ITS CORRELATION WITH DEPRESSION AND SOCIAL ANXIETY IN A KOREAN UNIVERSITY SAMPLE

Ara Cho, Sanggye Paik Hospital Division of Clinical Psychology; Hye Y. Kim, Sanggye Paik Hospital - Department of Psychiatry; Kyung J. Oh, Yonsei University; Nasreen Khatri, Baycrest

Recent personality studies suggest differential effects of Sociotropy subfactors on depression and social anxiety scores. A second line of research emphasizes the cultural influences on personality and psychopathology. We investigated sociotropy factor structure in relation to psychological adjustment in a non-Western culture. 305 Korean university students completed the Personality Style Inventory (PSI), Beck Depression Inventory (BDI), and Social Interaction Anxiety Scale (SIAS). Factor analysis of the PSI confirmed that Sociotropy correlated positively with measures of depression and social anxiety. Slightly modified subfactor item groupings for sociotropy were named Trying Not to Offend Others and Fear of Being Separated from Others. Trying Not to Offend

Others correlated more strongly with BDI and SIAS than Fear of Being Separated from Others. Since being socially connected is a strongly held value in Korea, the aspect of Sociotropy related to fears of social isolation may be less depressogenic in a Korean sample than in a Western one. However, Trying not to Offend Others may function as a social pressure for Koreans and correlated positively with depression.

#44
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

ACCULTURATION OF IMMIGRANTS: DUAL PERSPECTIVES FROM CHINESE IMMIGRANTS AND EUROPEAN CANADIANS

Kim Chuong, University of Guelph; Saba Safdar, University of Guelph

The present study investigated the acculturation of Chinese immigrants from the perspectives of both the immigrants and European Canadians. Since acculturation is a process of mutual change that occurs in both the immigrants and the receiving society (Berry, 1999), the dual perspectives from the immigrants and members of the receiving society can provide a more comprehensive understanding of the acculturation process. Final data analyses were conducted with 97 Chinese immigrants of first-generation in Canada and 142 European Canadians of at least third-generation. Acculturation was examined as preferred acculturation attitudes (the ideal situation) and actual acculturation strategies (the real situation) as proposed by the Relative Acculturation Extended Model (RAEM) developed by Navas and colleagues (Navas, García, Sánchez, Rojas, Pumares, & Fernández, 2005; Navas, Rojas, García, & Pumares, 2007). Acculturation was examined in the four domains of social interaction, family relationships, ways of thinking, and religious beliefs. The results will be discussed in terms of similarities and differences in acculturation in each domain for both ideal and real acculturation. For the Chinese immigrants, discrepancy in acculturation from the perspective of the European Canadians will be examined for its moderating effect on the relationship between outgroup hassles and distress.

#45
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

THE RELATION BETWEEN EMOTIONAL AND BEHAVIOURAL SYMPTOMS AND VISION OF THE FUTURE IN IMMIGRANT AND REFUGEE ADOLESCENTS IN QUEBEC

Marie-Pier Dumas, Université de Montréal; Tonje J. Persson, Division of Social and Cultural Psychiatry, McGill University; Cécile Rousseau, Division of Social and Cultural Psychiatry, McGill University

Past literature has found that lower levels of acculturative stress are associated with positive expectations of the future for adult immigrants to North America. For refugee families, a negative vision of the future has been linked to past experiences of violence. The Strengths and Difficulties Questionnaire was administered to a heterogeneous sample of immigrant and refugee adolescents (n = 121) from three multiethnic high schools in Montreal to assess the relation between emotional and behavioural symptoms and vision of the future. It was found that increased emotional symptoms were negatively correlated with a positive vision of the future for the family ($p < .05$) and for the world ($p < .01$). Adolescents exposed to violence in their country of origin expressed a more negative vision of the future of the world compared to those never exposed ($p < .05$). Further, family separation was associated with a more negative vision of the future for the family ($p < .01$) and for the world ($p < .01$). These data suggest that negative pre-migratory events may be associated with a bleaker outlook for the future, which may implicate an increased risk for depression in refugee and immigrant adolescents. Future research should assess if post migratory factors are also related to vision of the future, and how personal, familial and social expectations may be linked to social and school adjustment.

#46
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

INTERNATIONALIZATION OF PSYCHOLOGICAL RESEARCH: A CASE STUDY OF ECONOMICALLY-ADVANTAGED (CANADA) AND MAJORITY-WORLD (CHINA / HONG KONG) COUNTRIES

Katherine A. Fogg, University of Manitoba; John Adair, University of Manitoba; Cam-Loi Huynh, University of Manitoba

Derived from databases on international congress presentations and publications in 25 English-language journals across three decades, the authors report a scientometric case study of international research contributions by psychologists from Canada, China, and Hong Kong. Analyses reflect differences in their economies, languages, historical contexts and stages of discipline development. Canada, although surpassed in recent years by the UK, is second only to the U.S. in total numbers of publications and contributes a lesser, yet substantial number of congress presentations. China's international contributions began only after the liberalization of its economy, yet has shown subsequent steady increases. Hong Kong published and presented research internationally earlier, but its productivity declined after return to Chinese rule in 1997, and does not show continuous steady growth as in China. By most measures in recent years China has surpassed Hong Kong and even surpassed Canada in congress presentations in 2006. The data vary in accordance with Adair's theory of discipline development and internationalization: initial numbers of congress presentations by majority-world psychologists followed by increasing publications in international and low-impact journals. The data reveal much about increasing internationalization and discipline development in majority world countries.

#47
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

TEACHER-CHILD INTER-INFORMANT AGREEMENT IN REFUGEE AND IMMIGRANT ADOLESCENTS IN THREE MULTIETHNIC SCHOOLS IN MONTREAL

Naomi Grenier, McGill University; Tonje Persson, Division of Social and Transcultural Psychiatry / McGill University; Cécile Rousseau, Équipe clinique santé mentale jeunesse / Youth Mental Health; Camille Anctil, Université de Montréal

Past research has recognized the importance of multiple informants when assessing the mental health of refugee and immigrant adolescents. The literature reports that teacher-child agreement is usually lower then parent child agreement, even when informants belong to the same cultural group. The present study describes teacher-child inter-informant agreement in a heterogeneous sample of refugee and immigrant adolescents. The Strength and Difficulties Questionnaire was administered to assess adolescents emotional and behavioral symptoms in 121 high school students (Mean age = 15.98, SD = 1.38) and their teachers in three multiethnic schools in Montreal. On the overall scale, teacher-youth agreement was significant ($p < .05$). A strong gender effect was observed; the teacher and male student agreement was significant for both internalizing and externalizing symptoms ($p < .05$), while it was not for females. These results indicate that teachers may be more aware of emotional symptoms in refugee and immigrant male students than in female students, which contrasts with past research which has observed the reverse trend on parent-child agreement. This study suggests that inter-informant teacher-adolescent agreement may be related to gender in different cultural contexts. Clinical and research implications will be discussed.

#48
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

OUR HOME AND NATIVE LAND

Jeanne Guèvremont, Université du Québec à Trois-Rivières; Stéphane Perreault, Université du Québec à Trois-Rivières; Donald M. Taylor, Université McGill; Cindy Fex, Université du Québec à Trois-Rivières; Catherine Lemarier-Saulnier, Université du Québec à Trois-Rivières

When analyzing music, lyrics and melody can be studied separately as they convey different messages and meanings (Carey, 1969). For example, the musical syntactic structure as well as the frequency of bellicose words in national anthems has been examined in past research (Cerulo, 1993, Mayo-Harp, 2002). By playing the role of a musical signature, national anthems provide perhaps the strongest and clearest statement of a nation's identity. For Cerulo (1993), their main objective is to display a nation's allegiances, values and beliefs to the rest of the World. In this study, an analysis of the lyrics of 194 national anthems retrieved from the book National anthems of the world (Bristow, 2006) was performed by two coders. Their task was to evaluate if each of Schwartz's cultural values (1999) was absent or present within a given national anthem. The data (consensus between coders for each value) was analysed with the aid of Cochrane's Q Test and results show that conservatism and egalitarianism are the dominant values in national anthems followed in order of frequency by harmony, hierarchy, mastery, intellectual autonomy, and affective autonomy. Results will be discussed in light of Schwartz's theory of cultural values (1999).

#49
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

THE CONCEPT OF BOREDOM

Sanaz Mehranvar, York University

Boredom–the combination of insatiable yearning for something to do and disaffection with the world–is a common experience. Although boredom might initially appear trivially simple, a closer examination reveals it can be devastating. For example, boredom is linked to substance abuse, school drop out, gambling, depression, and anxiety, to name a few (e.g. Farmer et al., 1986). We explore the concept of boredom not as a psychological or biological construct which inheres within an individual but rather as a human experience that is created and made meaningful by societal expectations and values; in short, by examining the social discourse of boredom. Hence the goal of this study was to better understand the concept of boredom by delineating the boundaries of the experience based on an application of variations at the cultural level. Since some researchers (e.g. Spacks, 1995) have argued that the rise in boredom is a consequence of an over-expansion of individualism, I set out to examine the experience within collective cultures. To this end, I interviewed members of the K'iche Indigenous peoples of Guatemala about their experiences with boredom. My analysis of the data contributes to a more nuanced understanding of this ill-defined concept and scarcely-researched experience. Intriguing results have emerged concerning the socio-political role that the concept of boredom plays.

#50
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

ETHNIC BULLYING AND VICTIMIZATION IN URBAN MULTIETHNIC SCHOOLS

Andrew H.C. Wong, University of Alberta; J. Roy Gillis, The Ontario Institute for Studies in Education / University of Toronto

Bullying remains a serious issue in schools, and ethnic bullying is an emerging issue that has not received much attention in the research literature. The goals of this study were: (1) to obtain an estimate of ethnic victimization in urban schools, (2) to examine protective factors against victimization, and (3) to explore gender differences in bullying behaviour. A total of 319 students in grades 6 and 7 (192 females, 127 males) completed a modified Safe Schools Survey Grades 4–7 in 10 schools in a major urban Canadian city. The results revealed an overall victimization rate of 53.9% with 17.8% of students reporting being ethnically bullied. Contrary to the frequent finding that boys and girls engaged in more physical and relational bullying, respectively, the current study showed that girls and boys were equally engaged in physical, relational, and cyber bullying. Extracurricular activities were not a protective factor against bullying. It was also found that students who had fewer than two friends at school were significantly more vulnerable to bullying, while students with more than twelve friends in their social group were protected from bullying. Implications from this research suggest that bullying interventions need to strategically focus on ethnic bullying and teachers need to increase their awareness of ethnic bullying in order to reduce its occurrence in schools.

#51
Military Psychology / Psychologie milieu militaire

ARE BIOFEEDBACK DEVICES FEASIBLE AND EFFECTIVE AT REDUCING ANXIETY IN A MILITARY POPULATION: A PILOT STUDY

Chris J. Enns, Operational Stress Injury Clinic, Winnipeg; Cassandra A. Adduri, Operational Stress Injury Clinic, Winnipeg

Evidence suggests that many anxiety disorders are characterized by an imbalance between the body's response to stress and the body's response to relaxation. A good strategy known to reduce this imbalance is slow deep breathing. However, although this is a good strategy, there is no way to ensure that one is breathing correctly, or that one is being compliant with performing breathing exercises. A possible solution to this problem is to use biofeedback devices, such as the Stress Eraser. This pilot study examined the feasibility and effectiveness of the Stress Eraser in current and former Canadian military members who were seeking outpatient services for Post-traumatic stress disorder, depression, or anxiety. All the participants showed reduced anxiety scores on the Beck Anxiety Inventory, and self-reported that they found the Stress Eraser beneficial and effective in helping to relax. Although this study had a small number of participants, this shows that the Stress Eraser is a useful tool for this population.

#52
Military Psychology / Psychologie du milieu militaire

TRAINING FOR COMPLEX INTERNATIONAL MILITARY ENGAGEMENTS: PERSPECTIVES FROM OTHER GOVERNMENT DEPARTMENTS

Angela R. Febbraro, Defence Research and Development Canada - Toronto; Megan M. Thompson, Defence Research and Development Canada - Toronto

The complexity of contemporary international military engagements has required the Canadian Forces (CF) to adopt a more "comprehensive" approach to operations, in which CF personnel must be able to work effectively with a variety of non-military entities, including Other Government Departments (OGDs) from Canada, and local civilian populations in theatre. However, effective collaboration within such a context remains a challenge (Leslie, Gizewski, & Rostek, 2008). In response, the CF has implemented realistic pre-deployment training exercises that include members of OGDs, as well as actors who portray members of the local population to be encountered in theatre. Members of OGDs deploying to Afghanistan were invited to participate in such a training exercise for Afghanistan, Exercise Maple Guardian, in Spring 2009. Participants (40 members of OGDs) completed a short survey assessing their perceptions of the usefulness of this training. Analyses showed that while about three-quarters of respondents perceived the exercise as providing useful preparation for working with the CF, only about one-half of respondents perceived the training as providing useful preparation for working with the local Afghan population. Results are discussed in terms of training recommendations for these challenging international engagements, including the need for more cultural and historical training.

#53
Military Psychology / Psychologie du milieu militaire

PREDICTORS OF TRANSFORMATIONAL LEADERSHIP AMONG VARSITY AND NON-VARSITY CANADIAN FORCES OFFICER CADETS

Mathew Fetzner, University of Regina; Dannielle Charbonneau, Royal Military College of Canada

Transformational leadership (TL) is a leadership style that requires leaders to motivate, recognize individuality, and behave ethically while fostering a mutually beneficial relationship between themselves and subordinates (Arnold et al., 2007). Previous research involving TL focuses almost exclusively on subordinate outcomes rather than predictors of leader behavior. The first objective of the current study was to examine differences in three potential predictors of TL qualities among varsity (n= 98) and non-varsity (n =71) athletes in a sample of Canadian Forces officer cadets. All participants completed measures of perceived social support (SS), external locus of control (ELoC), and well-being (WB). Compared to non-varsity athletes, varsity athletes reported significantly higher levels of informational SS (varsity, M= 2.10, SD=0.55; non-varsity M=1.88, SD=.09), emotional SS (varsity, M=2.83, SD=.46; non-varsity, M=2.23, SD=.61), WB (varsity, M= 5.57, SD=.88; non-varsity, M=2.99, SD =1.00) and lower levels of ELoC (varsity, M =.39, SD=.14; non-varsity, M=10.12, SD= .16). The second objective was to investigate whether any of the variables could predict TL style. The findings suggested that varsity athletes who reported higher levels of WB received significantly higher ratings of TL from their respective coaches, after controlling for participants' sex and the year of study.

#54
Military Psychology / Psychologie du milieu militaire

TRUST REPAIR BETWEEN A MILITARY ORGANIZATION AND A LOCAL POPULATION

Ritu Gill, Defence Research and Development Canada - Toronto; Angela R. Febbraro, Defence Research and Development Canada - Toronto; Megan M. Thompson, Defence Research and Development Canada - Toronto

This study examined trust violation and repair between a military organization and a local or indigenous population. Often termed "hearts and minds" campaigns, this new focus for militaries poses among the greatest challenges in terms of interacting with non-military players, and among the greatest risks to mission success and to the security of soldiers deployed in complex counterinsurgency contexts. Recent research in the organizational psychology literature suggests that in some cases (integrity violation) denial is a more effective trust repair mechanism than is an apology, whereas in other cases (competence violation), the opposite may be true. This study examined the applicability of these findings to complex international military engagements using a scenario-based experimental paradigm. Initial trust was found to be higher than trust post violation, indicating that initial trust in the military was strong enough to be violated when a trust violation occurred. Analysis of participants' qualitative responses regarding what the military could have done to increase their trust revealed several themes consistent with current approaches adopted by the Canadian Forces for improving trust with a local population. Results also indicated the need for some adjustments to strengthen the trust violation manipulation, whereas the trust repair manipulation was found to be strong.

#55
Military Psychology / Psychologie du milieu militaire

USE OF THE DETAILED ASSESSMENT OF POSTTRAUMATIC STRESS IN TREATMENT-SEEKING, TRAUMA-EXPOSED CANADIAN FORCES MEMBERS AND VETERANS

Jennifer C. Laforce, Department of Clinical Health Psychology, Faculty of Medicine, University of Manitoba; Debbie L. Whitney, Department of Clinical Health Psychology, Faculty of Medicine, University of Manitoba; Cassandra A. Adduri, Operational Stress Injury Clinic, Winnipeg

Despite the Detailed Assessment of Posttraumatic Stress (DAPS) being one of the most widely used (Elhai, Gray, Kashdan, & Franklin, 2005) and recommended self-report measures for posttraumatic stress disorder (PTSD), there are no published data on the use of this measure outside of the manual (Briere, 2001). In this study, the DAPS profiles of 60 treatment-seeking, trauma-exposed Canadian Forces members and veterans were examined. The DAPS profiles within this sample were significantly more severe that that reported for the trauma-exposed participants in the manual. These soldiers and veterans scored significantly lower on Postive Bias scale and significantly higher on all other DAPS scales (all ps < .001). With the exception of the Negative Bias and Suicidality scales, even the group of participants who did not meet criteria for PTSD (n = 22) had T-scores significantly above 50 on 11 of the 13 scales, and significantly above the recommended decision threshold of 65 on eight scales. The Avoidance, Hyperarousal, Posttraumatic Stress-Total, and Posttraumatic Impairment scales were the only ones that differentiated those who had PTSD from those who did not. The implications of using this scale for differential diagnosis in symptomatic trauma-exposed individuals are discussed.

#56
Military Psychology / Psychologie du milieu militaire

THE PERSONALITY ASSESSMENT INVENTORY PROFILE OF CANADIAN SOLDIERS DIAGNOSED WITH COMBAT-RELATED POST TRAUMATIC STRESS DISORDER

Debbie L. Whitney, Department of Clinical Health Psychology, Faculty of Medicine, University of Manitoba; Jennifer C. Laforce, Department of Clinical Health Psychology, Faculty of Medicine, University of Manitoba; Cassandra A. Adduri, Operational Stress Injury Clinic, Winnipeg

This study examines the Personality Assessment Inventory (PAI) for 50 retired and still serving Canadian soldiers diagnosed with combat-related post-traumatic stress disorder (PTSD). Participants were assessed at the Operational Stress Injury Clinic in Winnipeg, Manitoba between 2006 and 2009. Nearly half of the group (n=24) were also diagnosed with co-occurring depression. Comparison of subgroups having PTSD with and without co-occurring depression showed that the depressed sub-group had higher full-scale scores for DEP and SUI and higher subscale scores for DEP-C, DEP-A, but not for DEP-P. Eyeball comparison of PAI full-scale profile scores were made between this Canadian military sample (N=50) and two other samples found in the literature — those diagnosed with PTSD in the standardization sample (Morey, 1991; N=53) and US veterans diagnosed with combat-related PTSD (Mozley, Miller, Weathers, Beckham & Feldman, 2005; N=176). Scores from the Canadian military sample appeared less elevated than those for their US counterparts. Additionally, these scores also appeared more consistent with those from the standardization sample than were those from the US veteran sample.

#57
Psychoanalytic and Psychodynamic Psychology / Psychologie psychoanalytique et psychodynamique

PRACTICING WHAT YOU PREACH: HOW IMPORTANT ARE DEFENSE MECHANISMS TO PSYCHODYNAMIC PSYCHOTHERAPISTS?

Maneet Bhatia, McGill University; Jonathan Petraglia, McGill University; Martin Drapeau, McGill University

Defense mechanisms and the interpretation of defense mechanisms are considered a central component of psychodynamic theory and therapy (Mitchell & Black, 1995). Many researchers have identified the importance of working with defense mechanisms within the course of treatment. Specifically, in psychodynamic models of treatment the identification, assessing, challenging, and focusing on the patient's level of defensive functioning is seen as a crucial component of the therapeutic process, in-session patient functioning and overall psychopathology (Blagys & Hilsenroth, 2000; Cramer, 2000). Given its theoretical and clinical significance this study aims to determine whether or not mental health professionals practicing psychodynamic psychotherapy focus on the role of defense mechanisms in their therapeutic work. An online survey (n=100) was distributed to universities, professional psychological organizations, and hospitals across the world. Results indicated that on the one hand, therapists have high agreement as to the utility of defense mechanisms. On the other hand, results indicated discrepancies between therapists on the specific techniques used to address and interpret defense mechanisms. Implications of these findings from both a theoretical and clinical perspective are discussed.

#58
Sport and Exercise Psychology / Psychologie du sport et de l'exercice

YOUTH PARTICIPATION AND ENGAGEMENT IN STRUCTURED AND UNSTRUCTURED EXTRACURRICULAR ACTIVITIES

Shannon Gadbois, Brandon University; Anne Bowker, Carleton University; Linda Rose-Krasnor, Brock University; Leanne Findlay, Statistics Canada

Research shows that youth spend most of their time in unstructured extracurricular activities (ECA) but benefit most from structured ECA participation (Larson, 2000). For example, positive outcomes from participation in structured ECAs include lower school failure rates, higher GPA (Eccles & Barber, 1999), reduced anxiety and depression (Barber et al, 2001), a stronger sense of self-efficacy (Duda & Mtoumanis, 2005) and initiative (Larson et al., 2005), and higher self-esteem (Gadbois & Bowker, 2007). Because youth participate in unstructured moreso than structured activities, it is useful to examine ECA participation in relation to the activities that youth report are most engaging. For this presentation, ECA participation and engagement were examined for a sample of Canadian youth (n=1372). The results showed that youth spent most of their time doing unstructured activities but reported that structured activities were most engaging. For example, a higher percentage of younger (grades 5-8) and female participants reported sports activities were most engaging whereas, a higher percentage of girls and high school youth reported nonathletic activities were most engaging. These results imply that communities might best focus on promoting certain activities to impact physical and psychological benefits for youth.

#59
Sport and Exercise Psychology / Psychologie du sport et de l'exercice

PREDICTING QUALITY OF LIFE IN BREAST CANCER SURVIVORS: THE INFLUENCE OF OPTIMISM, STRESSORS, STRESS APPRAISAL, AND PHYSICAL ACTIVITY LEVELS

Valerie Hadd, Douglas College; Peter Crocker, University of British Columbia

This study examined the relationships between stress, physical activity, and quality of life (QOL) in breast cancer survivors (BCS). Post-treatment survivors (N=375) completed questionnaires assessing cancer-related stressors, cognitive appraisal, optimism, physical activity, and QOL (i.e., physical and mental health). Based on Lazarus' stress framework, it was hypothesized that cognitive appraisal would mediate the effect of stressors on QOL and that physical activity would have a direct effect on QOL. A hypothesized model was tested using SEM techniques. Findings partly supported the hypotheses. The measurement and structural models showed a good fit (RMSEA<.08, CFI>.90), whereby direct and indirect effects of stress-related variables, physical activity, and optimism explained 55% of the variance in physical health and 66% of the variance in mental health. The findings suggested that appraisals may be redundant to the model. To test this hypothesis, a more parsimonious model, excluding these two variables, was examined. Model fit was adequate (chi sqr(175)=507.60, RMSEA=.07, CFI=.91) and 61% and 70% of the variance in physical and mental health was predicted respectively, highlighting the direct effect of stressors on the two domains of QOL. These results showed the potential impact of stress factors, personality, and physical activity on quality of life of BCS.

#60
Sport and Exercise Psychology / Psychologie du sport et de l'exercice

THE EFFECTS OF A MOTIVATIONAL GENERAL-MASTERY IMAGERY INTERVENTION ON THE IMAGERY ABILITY AND SELF-EFFICACY OF INTER-COLLEGIATE GOLFERS

Thomas Hammond, University of Manitoba; Melanie Gregg, University of Winnipeg; Dennis Hrycaiko, University of Manitoba; Jennifer Mactavish, University of Manitoba; Adrienne Leslie-Toogood, Canadian Sport Centre

Self-efficacy has consistently been identified as a distinguishing factor between highly successful and less successful athletes. Given this relationship, there is demand in sport to enhance self-efficacy. The use of mental imagery, specifically MG-M imagery is an effective psychological technique to enhance self-efficacy. What moderates the effectiveness of this technique is the athlete's ability to use MG-M imagery. A single-subject multiple baseline design was employed where the inter-collegiate golfers (n=3; male), completed the following baseline and post-intervention measures: Motivational Imagery Ability Measure for Sport and the Golf Self-Efficacy Questionnaire. Participants completed the Competitive State Anxiety Inventory prior to each competition to assess sport confidence; performance was evaluated by the score of each round of golf. Participants engaged in six sessions of guided MG-M imagery training over a 3-week period. A post-experimental interview assessed the social validity of the training program. Preliminary data analysis indicates that the sport confidence and golf self-efficacy of participants 2 and 3 improved. All participants

showed improved imagery ability and golf performance, indicated by reduction of golf handicap and stroke average. Post-experimental interviews indicated all participants felt the imagery training program was useful and appropriate.

#61
Sport and Exercise Psychology / Psychologie du sport et de l'exercice

STRUCTURED EXTRACURRICULAR ACTIVITIES PARTICIPATION IN YOUTH: DIFFERENCES BASED ON AGE, GENDER, AND GEOGRAPHIC REGION

Nicole Haverstock, Brandon University; Heather Tornblom, Brandon University; Shannon Gadbois, Brandon University; Anne Bowker, Carleton University; Linda Rose-Krasnor, Brock University; Leanne Findlay, Statistics Canada

Research has shown that extracurricular activities (ECA) participation, both athletic and nonathletic, is associated with many positive outcomes include higher physical and general self-esteem, greater self-efficacy, a stronger sense of initiative, and fewer problems with substance abuse (e.g., Duda & Mtoumanis, 2005; Larson et al., 2005; Gadbois & Bowker, 2007). This presentation examined structured ECA (athletic & nonathletic) participation for a sample of Canadian youth (n=1372; age 10-19 years) who reported the activities in which they regularly participated and the amount of time they spent on them. We examined the number, types (e.g., hockey, skating), and nature (team / individual; competitive / recreational) of activities in which youth participated. The results indicate that urban youth participated in fewer number and types of sports ECAs than do rural youth but rural youth participated in more nonathletic ECAs that were group-oriented. In addition, girls participated in a greater number and types of nonathletic activities and boys participated in more team sports than girls. In addition, younger children participated in more sports ECAs than older children. The results of this descriptive research have implications for ways in which communities allocate money so that more youth can participate in activities that are popular among their peers.

#62
Sport and Exercise Psychology / Psychologie du sport et de l'exercice

DEALING WITH FAILURE IN SPORT: AN EXPLORATION OF EFFECTIVE COPING PROCESSES WITH WOMEN ATHLETES

Amber Mosewich, University of British Columbia; Peter Crocker, University of British Columbia

Regardless of the level of sport competition, setbacks and perceived failures are inevitable and can be experienced as a source of stress. The implications surrounding stress and coping, including the link between lack of effective coping skills and experiences of negative affect and less than optimal performance, have been well documented (Hoar, Kowalski, Gaudreau, & Crocker, 2006; Nicholls & Polman, 2007) and highlight the importance of the development of effective coping skills. One potential coping resource that has received limited attention in the sport domain is self-compassion. Self-compassion involves non-judgmental understanding towards oneself in instances of failure as opposed to self-criticism (Neff, 2003). The purpose of this research is to explore how university aged women athletes deal with setbacks or failure in sport and whether self-compassion emerges as a relevant strategy for coping with failure in the sport domain. Semi-structured one-on-one interviews with 5-7 athletes surrounding setback experiences in sport and reflection on approaches to coping will be conducted and relevant themes will emerge through categorical aggregation (Stake, 1995). This study is designed to serve as a foundation in the development of other research and applied work directed towards ensuring athletes have the resources and skills to successfully deal with setback experiences.

#63
Sport and Exercise Psychology / Psychologie du sport et de l'exercice

BODY RELATED SHAME IN UNIVERSITY STUDENTS: EXAMINING GENDER DIFFERENCES IN SELF-REPORTED EXPERIENCES

Benjamin Schellenberg, The University of British Columbia; Erica Bennett, The University of British Columbia; Sara Brune, The University of British Columbia; Katie Gunnell, The University of British Columbia; Amber Mosewich, The University of British Columbia; Peter Crocker, The University of British Columbia; Catherine Sabiston, McGill University

Theorists hold that emotions are key features involved in motivated behaviour. Self-conscious emotions, such as shame, guilt, and pride, require individuals to have an internalized set of standards as well as the ability to engage in self-evaluation (Tracy & Robins, 2004). Self-conscious emotions are thought to serve primarily social needs. The emotion of shame arises when a person is aware they have failed to attain a desired or valued standard and the discrepancy represents a stable and global aspect of self ("who I am" rather than "what I did"). Shame is associated with social stigma, depression, low self-esteem, and rage, as well as motivation to hide, deny, or escape (Tracy, Robins, & Tangney, 2007). There is limited research on how shame is related to body or physique experiences. The current presentation is part of a larger project examining specific body-related emotions. Students from two universities (n=603) provided an open-ended narrative response describing a situation in which they experienced body-related shame. Content analysis of these narratives will examine specific themes related to the experience of body related shame, to determine if these themes are consistent with models of self-conscious emotions, and if there are notable differences in the experiences of male and female university students. Supported by SSHRC

#64
Sport and Exercise Psychology / Psychologie du sport et de l'exercice

ATHLETIC EXCELLENCE AND THE TRANSITION TO ADULTHOOD: A FIRST LOOK AT EMERGING ADULTHOOD IN CANADA'S HIGH PERFORMANCE ATHLETES

Selina Zaluski, University of Saskatchewan; Gerald R. Farthing, University of Saskatchewan

Research is fast-growing concerning emerging adulthood, the age of identity exploration, instability, and self-focus, where 18-29 year-olds feel caught between adolescence and adulthood, yet sense possibilities for the future (Arnett, 2004). However, scholars have yet to examine this developmental phase in Canada's top athletes, who consider sport the central focus of their lives (Ekos Research Associates, 2005). The present study aimed to contribute to understandings by investigating emerging adulthood among athletes in training for high level competition. Questionnaires were completed by 18-29 year-old Sport Canada carded athletes registered at Canadian Sport Centres. Outcome variables were demographic variables, conceptions of what marks adulthood, perceptions of having reached adulthood, and identification with emerging adulthood themes. Results indicated that, like their non-athlete counterparts (e.g., Arnett, 1994, 2004), high performance athletes place the most importance on criteria of adulthood that reflect independence. However, many feel they have reached adulthood, and most place a very high level of importance on their sport environment as a shaping influence in their transition from adolescence to adulthood. The discussion will focus on the distinct experience of being an emerging adult while simultaneously reaching for athletic excellence.

#65
Students in Psychology / Étudiants en psychologie

THE RELATIONSHIP BETWEEN ANXIOUS AND AVOIDANT DIMENSIONS OF ADULT ATTACHMENT AND MATURITY OF DEFENSIVE STYLE IN UNDERGRADUATE STUDENTS

Tracy L. Clouthier, Bishop's University; Philip A. Cooper, Bishop's University; Claude Charpentier, Bishop's University

Attachment style, particularly when conceptualised in terms of anxiety and avoidance, has been shown to be related to the regulation of emotions. In fact, attachment style can be considered in terms of defensive style. However, the relationship between attachment-related anxiety and avoidance and defense mechanisms as they are presented in the Defensive Functioning Scale proposed in the DSM-IV-TR has not been evaluated. The current study examines this relationship in undergraduate students using the Relationship Scales Questionnaire (RSQ) to assess the anxious and avoidant dimensions of attachment and the 60-item version of the Defense Style Questionnaire (DSQ-60) to assess defense mechanisms. Preliminary findings (n = 73) indicate that individuals with a high level of avoidance reported less use of high adaptive level defense mechanisms, and that individuals with a high level of attachment-related anxiety reported greater use of less adaptive defense mechanisms. Final analyses with the full sample will be presented, along with a discussion of the possible implications.

#66
Students in Psychology / Étudiants en psychologie

SOURCE AND MESSAGE EFFECTS IN AN ANTI-BIAS INTERVENTION FOR YOUNG CHILDREN: AN ELABORATION LIKELIHOOD MODEL (ELM) APPROACH

Philip Jai Johnson, McGill University; Sinthujaa Sampasivam, McGill University; Frances E. Aboud, McGill University

Surprisingly, many young children are biased towards others of different racial groups. Studies suggest that children's attitudes differ from their parents' – perhaps because parents choose to not discuss race, or children do not correctly infer their parents' anti-bias attitude. Hence, interventions with this age group are necessary. Based on the Elaboration Likelihood Model (ELM), to be effective, interventions cannot focus on the source (the parent or teacher) and message alone – they must also focus on the characteristics of the receiver (the child). The current study used an ELM approach to examine the effects of the teacher's race (White vs. Black) and her anti-bias message (strong vs. weak) on forty-four 4- to 6-year old White and Black participants' ability to correctly infer her positive attitudes towards Black children, after hearing her read stories on cross-race friendships. Results revealed marginally significant source effects for White participants – i.e., they inferred the White (ingroup) teacher to hold more negative attitudes towards Black children, and the Black (outgroup) teacher to hold more positive attitudes towards Black children after hearing the stories. No significant results with Black participants were found. Results are discussed in terms of children's developmental barriers and inter-group attitudes, and implications for future interventions.

#67
Students in Psychology / Étudiants en psychologie

COLLEAGUES SUPPORT AND BEHAVIORAL EMPOWERMENT: EXAMINING THE ROLE OF PSYCHOLOGICAL EMPOWERMENT

Marie Malo, Université de Montréal; Marilyne Pigeon, Université de Montréal; Émilie Lapointe, Université de Montréal; Jean-Sébastien Boudrias, Université de Montréal

The purpose of this research is to deepen the conceptual and empirical understanding of employee empowerment. Specifically, this study aims to examine the links between colleagues' support, psychological empowerment, and behavioral empowerment. A sample of convenience comprised of 249 employees who bear little or no managerial responsibilities was formed. Results suggest that colleagues' support ($\beta = .42$, $p < .01$) and psychological empowerment ($\beta = .44$, $p < .01$) taken separately, represent predictors that are positively associated with behavioral empowerment. The observed relationship would indicate a partial mediation effect given that the relationship between colleagues' support and behavioral empowerment remained significant once the influence of psychological empowerment was considered, although it significantly decreased ($\beta = .29$, $p < .01$). This model would explain 35 % of the variance of behavioral empowerment, a variance that is significantly different than zero variance percentage measurement ($F[1, 209] = 58.06$, $p < .01$). Thus, the support of colleagues would affect the incidence of employees entitled behaviors instance through its direct effect and through its ability to generate a proactive motivational orientation among employees. The discussion specifies the scope of these results.

#68
Students in Psychology / Étudiants en psychologie

DEPRESSION SYMPTOMS IN PSYCHOLOGY GRADUATE STUDENTS: ASSESSING THE ROLES OF RESEARCH PRODUCTIVITY, FUNDING, AND THE ACADEMIC ADVISORY RELATIONSHIP

Daniel Peluso, University of Regina; Nick Carleton, University of Regina; Gordon J.G. Asmundson, University of Regina

Depression is reported to be one of the most common psychological disorders affecting university students (Vasquez & Brown, 2008); however, research to date has primarily studied undergraduates. The paucity of research on graduate students suggests this group may be particularly vulnerable to develop depression (Eisenberg, et al., 2007). This investigation provides data on depression symptoms in psychology graduate students. Participants from across Canada (n=292; 87% women) were currently enrolled in clinical, experimental, counselling, and educational programmes. Participants completed a measure of depression – the Center for Epidemiological Studies Depression Scale (CES-D; Radloff, 1977) – and measures of funding, research productivity, and their advisory relationship; 33% of students reported clinically significant symptoms of depression - a significant minority reported severe symptoms. There were no differences in symptom reporting across programme type; however, results of regression analyses indicated that student satisfaction with their advisory relationship and current weekly hours worked were significant predictors of depression, but only for experimental students. Depression symptoms were unrelated to funding, research productivity, and advisory relationship for clinical students. Comprehensive results, implications, and directions for future research are discussed.

#69
Traumatic Stress / Stress traumatique

MULTIPLE VICTIMIZATION: IT'S ASSOCIATIONS WITH ACADEMIC AND PSYCHOSOCIAL OUTCOMES

Lyzon K. Babchishin, University of Ottawa; Elisa Romano, University of Ottawa; Craig Moore, University of Ottawa

The literature on victimization is fragmented, with most research omitting to control for the inter-relation amongst victimization types. This study examines the multiple victimization experiences (i.e., the experience of more than one type of victimization) of University students, ages 17 to 19 (n = 250). We examine the frequency of multiple victimization by sampling five victimization types, specifically (a) property victimization / conventional crime (e.g., vandalism, theft), (b) child maltreatment (e.g., physical abuse), (c) peer and sibling assault (e.g., hitting, bullying), (d) sexual victimization (e.g., sexual assault, sexual harassment) and (e) witnessing / indirect victimization (e.g., exposure to domestic violence). The associations amongst self-reports of multiple victimization as well as academic and psychosocial outcomes will be examined through multiple regression analyses. It is expected that multiple victimization status will be associated to a number of psychosocial difficulties (e.g., anxiety, depression, aggression, substance abuse), more so than any victimization type alone (e.g., sexual assault, bullying). It is also anticipated that controlling for multiple victimization status in the regression models will significantly reduce the ability of any one victimization type to predict these negative outcomes.

#70
Traumatic Stress / Stress traumatique

FACTORS RELATED TO THE CO-EXISTENCE OF POSITIVE AND NEGATIVE MENTAL HEALTH OUTCOMES IN SURVIVORS OF SEXUAL ASSAULT

Christine M. Cabral, Ontario Institute for Studies in Education of the University of Toronto; Allyson Clarke, Ontario Institute for Studies in Education of the University of Toronto; Lana Stermac, Ontario Institute for Studies in Education of the University of Toronto

Although a large body of research attests to high rates of posttraumatic stress and symptoms of anxiety and depression experienced by survivors of interpersonal violence, there is emerging evidence that positive psychological outcomes, or "posttraumatic growth," can occur among survivors of traumatic events (Grubaugh & Resnick, 2007). Existing research on psychological outcomes of sexual assault generally examines the two processes separately; only recently has the co-existence of posttraumatic stress and growth been a focus of investigation (Tedeschi & Calhoun, 2004). While preliminary research suggests that posttraumatic stress and growth may be independent constructs, other findings suggest that perception of some benefit following a traumatic event may preclude or moderate the development of psychological distress (Grubaugh & Resick, 2007). The present study examined the relationship between these two posttraumatic outcomes among survivors of sexual assault (N=80), as well as the influence of a number of social and cognitive factors hypothesized to further moderate posttraumatic outcomes (e.g., individual levels of posttraumatic mental health, cognitive style and social engagement). Results indicate that co-existing states of posttraumatic distress and growth were reported among a minority of respondents and were associated with personal and interpersonal characteristics.

#71
Traumatic Stress / Stress traumatique

THE PSYCHOLOGICAL IMPACT OF HELPING ANIMALS: COMPASSION SATISFACTION AND FATIGUE IN SPCA WORKERS

Jenna Jones, Sir Wilfred Grenfell College, Memorial University of Newfoundland; Jennifer L. Buckle, Sir Wilfred Grenfell College, Memorial University of Newfoundland

Research on compassion satisfaction and fatigue has typically focused on helpers who assist people. For example, studies in this area have explored compassion satisfaction and fatigue in mental health practitioners, medical doctors, nurses, firefighters, and law enforcement officers. The results of this research have shown that working with people who have experienced trauma can impact the professional both positively and negatively. An area requiring further study is the impact, both positive and negative, on individuals working with animals who may have experienced trauma. This study assessed compassion satisfaction and fatigue

in SPCA paid employees and volunteers throughout Atlantic Canada. Participants were recruited from SPCA shelters in New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador, to complete the Professional Quality of Life Scale (Stamm, 2009), which measures compassion satisfaction and fatigue. The results of the study and implications for individuals working with animals at SPCA shelters will be presented.

#72
Traumatic Stress / Stress traumatique

THE EXPERIENCE AND MEANING OF TATTOOING AND PIERCING IN WOMEN WHO HAVE EXPERIENCED RELATIONAL TRAUMAS
Paulo D. Matos, University of Calgary

This study examined the experience and meaning of tattooing and piercing in women who had experienced relational traumas, defined as any context in which two or more human beings interact with one another in which a traumatic event occurs, whether these beings are relatives, friends, acquaintances, or strangers. A phenomenological study was conducted. Seven women, aged 23 to 52, who identified as having experienced relational traumas, were interviewed about their experiences of tattooing and piercing, and the meanings and purposes these body modifications served in their lives. Six prominent themes emerged from a thematic analysis of the data. These themes were: 1) Remembrance; 2) Connection; 3) Identity; 4) Permanence; 5) Healing, Coping, and Closure; and 6) The Significance of Pain. The findings of this study revealed a great deal of complexity in the reasons why women chose to tattoo and pierce following the experience of traumatic events. The implications for practice and future research were also discussed.

#73
Traumatic Stress / Stress traumatique

TRAUMA-RELATED ANXIETY AS A MEDIATOR OF THE LINK BETWEEN CUMULATIVE INTERPERSONAL TRAUMA AND PHYSICAL HEALTH SYMPTOMS
Marsha Runtz, University of Victoria; Natacha Godbout, USC Child and Adolescent Trauma Program

Interpersonal trauma (IPT) in childhood and adulthood was examined in relation to self-reported health symptoms in 1044 men and women. All seven IPT variables were correlated with overall health symptoms and psychological distress (e.g., anxiety, dissociation, anger, PTSD symptoms). Multiple regressions showed that the IPT variables best predicting poorer health were parental emotional abuse (PEA), adult sexual assault (ASA), and intimate partner emotional abuse (IPEA). Anxiety, PTSD symptoms, and anxious attachment also predicted poorer health. Structural equation modeling for the full sample showed that trauma-related anxiety fully mediated the relation between cumulative IPT and health (ratio X2 / df = 5.22, GFI = .93, NFI = .91, CFI = .93, RMSEA = .07). Gender specific models showed that for women (n = 667) the effects of trauma (PEA, ASA, IPEA) on health were fully mediated by PTSD symptoms, anxiety, and dissociation. For men (n = 249) the relation between trauma (PEA, child physical abuse, child sexual abuse) and health was partially mediated by anxiety, anger, and anxious attachment. These findings demonstrate the importance of examining complex integrative models of the relation between trauma and health that include multiple forms of interpersonal trauma in childhood and adulthood. Results highlight the need for gender specific prevention and intervention services.

2010-06-05 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – CAMPAIGN A

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

PERSONALITY RESEARCH IN INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY: RECENT EMPIRICAL FINDINGS AND THEORETICAL ISSUES
Leah K. Hamilton, University of Western Ontario

By using various theoretical and methodological approaches, the graduate student presenters in this symposium address contemporary issues associated with personality research in the field of Industrial / Organizational Psychology. First, using data from police constable applicants who completed two personality measures, Risavy and Hausdorf will discuss the impact of different selection decision methods on minority hiring rates. Second, Chuapetcharasopon and colleagues will examine whether employment-related motivational distortion on the "Big Five" scales varies as a function of occupational type. Third, Oliver and colleagues will present research investigating whether, compared with personality subscales comprised of mainly affect- or cognitive-based items, those with behaviour-based items result in stronger correlations between self- and peer-ratings of personality. Finally, O'Neill, Goffin, and Tett will argue that using the Big Five to define and measure personality traits may limit the ability to predict criteria and that alternative traits to the Big Five may improve criterion validities and increase our understanding of how traits operate in certain contexts.

A

DOES EMPLOYMENT-RELATED MOTIVATIONAL DISTORTION ON THE BIG FIVE SCALES VARY ACROSS HOLLAND'S RIASEC OCCUPATIONAL TYPES?
Pylin Chuapetcharasopon, University of Waterloo; Zehra P. LeRoy, University of British Columbia; A. Ralph Hakstian, University of British Columbia; Ekaterina Netchaeva, University of Utah; Nicole Desjardins, Columbia University; Loretta W. Siu, University of British Columbia

Research has shown that job applicants can distort their responses on personality inventories, a behaviour called employment-related motivational distortion (EMD). EMD studies are frequently conducted in lab settings with undergraduates as participants; however, no study to date has explored the jobs students consider when they are instructed to fake good in a mock applicant setting. Moreover, research suggests that there is a relationship between job interests and the Big Five traits. The goals of this study were to 1) investigate the types of job students consider, 2) assess whether students could accurately distort traits that approximate the Big Five in accordance to the job they considered, and 3) discern faking profiles for different job categories. Undergraduates (n = 440) completed the BIODATA-250 personality inventory in a mock applicant setting and then revealed the job they were considering. The revealed job information was coded into 6 job categories based on the first letter of Holland's RIASEC theory of occupational types. Results show that students identified over 120 different jobs. Significant results were obtained for 2 of 7 hypotheses in regards to job categories and distortion of the big five scales. Personality profiles were compared across the 6 job categories and were found to vary. Limitations and recommendations for future research are discussed.

B

DECISION MAKING IN PERSONNEL SELECTION USING PERSONALITY ASSESSMENT: IMPLICATIONS FOR ADVERSE IMPACT AND HIRING RATES

Stephen D. Risavy, University of Guelph; Peter A. Hausdorf, University of Guelph

Although personality testing in personnel selection has received considerable research attention, the issue of group differences in hiring rates has yet to be examined. Prior research has focused primarily on group mean differences as indicators of adverse impact, which provides an incomplete picture without hiring rates. The current paper assessed the impact of different selection decision methods (i.e., compensatory top down, compensatory top down with fixed bands, compensatory top down with sliding bands, compensatory cut score, and noncompensatory) on hiring rates using data from personality tests. The current study includes data that were collected from 555 police constable applicants who completed the Sixteen Personality Factor Questionnaire (16PF; Cattell, Eber, & Tatsuoka, 1970) and the Personality Research Form (PRF; Jackson, 1987). With the exception of the compensatory top-down selection decision method, there was no evidence of adverse impact across the selection decision methods. However, different selection decision methods yielded different minority hiring rates. Practical implications for human resources practitioners and future research directions are discussed.

C

EXAMINING THE DIFFERENCE BETWEEN AFFECT-, BEHAVIOUR-, AND COGNITIVE-BASED ITEMS ON SELF- AND PEER-RATINGS OF PERSONALITY

Thomas C. Oliver, University of Guelph; Stephen D. Risavy, University of Guelph; Deborah M. Powell, University of Guelph

The current research investigated whether differences in the construct validity between personality traits could be due to the proportion that each trait measures three attributes of personality – affect, behaviour, and cognition. Common five-factor measures of personality (e.g., IPIP, NEO-PI) assess all three individual attributes, but the proportion of items that represent each attribute has been found to vary across traits (Pytlik-Zillig, Hemenover, & Dienstbier, 2002). Given that behaviour is the most observable manifestation of personality, it was predicted that more behaviour-based subscales of personality dimensions would have stronger correlations between self- and peer- ratings- of personality. To test this prediction, expert raters coded each of the twenty subscales of the HEXACO-PI-R as being mostly relevant to either affect-, behaviour-, or cognitive-based personality attributes. Forty-three pairs of friends (86 participants) completed a self-rating and a peer-rating using the 100-item HEXACO-PI-R. Personality subscales with more behaviour-based items were found to have stronger correlations between self- and peer-ratings than cognitive-based, but not affect-based personality dimensions. Implications related to personality assessment and future scale development are discussed.

D

PERSONALITY AND BEHAVIOUR IN ORGANIZATIONS: CAN WE DO BETTER THAN THE "BIG FIVE?"

Thomas A. O'Neill, The University of Western Ontario; Richard D. Goffin, The University of Western Ontario; Robert P. Tett, The University of Tulsa

A critical mass of research has converged on a taxonomy of personality that organizes traits into the "Big Five." We argue that using the Big Five for defining and measuring personality can limit its predictive power and its theoretical contribution. Compelling alternatives to the Big Five exist. For example, well-validated self-report measures of traits beyond the Big Five, as well as traits with more specific, narrow, and concrete content domains, are plentiful. Our research demonstrates the superiority of these traits for predicting criteria and for understanding that prediction. Additionally, we have found that criterion validities improve as trait and criterion specification increase, which contributes to understanding regarding how a trait operates in a certain context. We do acknowledge, however, that defining traits and criteria in increasingly narrow behavioral expressions has its limitations. Some specific traits show sub-group differences that are less pronounced at broader levels. Moreover, our experience is that narrow traits have a tendency to show lower reliabilities than do broad factors. Notwithstanding the limitations, our position is that there is much to be gained by not limiting oneself to the Big Five.

2010-06-05 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – CAMPAIGN B

Symposium / Symposium
Health Psychology / Psychologie de la santé

NEW MODELS OF CARE AT THE FRONT LINES OF HEALTH PSYCHOLOGY

Lesley Graff, University Of Manitoba / Health Sciences Centre

Psychological services in the health care system have expanded beyond traditional areas of mental health to the full spectrum of health disorders, as research has increasingly shown the importance of psychological processes in health outcomes. Good principles of clinical care, involving appropriate assessment, evidence-based interventions, and close collaboration with other health-care providers are vital for effective chronic disease management, but can be difficult to realize given issues of timely access and patient volumes. The Clinical Health Psychology Program in Winnipeg is uniquely situated as both an independent clinical program in Manitoba's largest regional health authority and a department in the Faculty of Medicine, which has fostered collaboration with medical colleagues in both clinical and research endeavours. The presentations in this symposium will highlight innovative clinical services developed in diverse areas: intervention with patients prior to joint replacement surgery, online delivery of CBT for insomnia, on-site psychological consultation for family physicians, and integrated regional screening and treatment for cardiac patients. Common themes that will be discussed include novel models for care delivery, improved access for patients, and improved point-of-care timing, where the psychologist is no longer the 'last resort' in the treatment plan.

A

PREHABILITATION AND PSYCHOLOGY: PUTTING THE HORSE BEFORE THE CART

Andrea S. Piotrowski, University of Manitoba / Health Sciences Centre; Lesley Graff, University Of Manitoba / Health Sciences Centre; Matthew Bailly, University of Manitoba / Health Sciences Centre

Total joint arthroplasty is increasingly being utilized to treat advanced joint deterioration. Over 68,000 knee and hip joint replacement surgeries were done in Canada in 2005-6, representing a 1-year increase of 17% and a 10-year increase of 101% (CIHI 2008). The Prehabilitation Program, one of only a handful in Canada, was developed locally to streamline the wait times and optimize post-surgical outcomes by coordinating and delivering relevant multidisciplinary care before surgery. This presentation will provide an overview of psychology's involvement in this novel program from early planning to service delivery, with a focus on the psychologist's varied role as a member of an integrated multidisciplinary team that includes a comprehensive range of health professionals. Pre-surgical assessment, behavioral pain management interventions, cognitive assessment (e.g., risk for post-operative delirium), and on-site consultation regarding psychological functioning as it relates to pre and post-surgery outcomes are all aspects of the psychologist's clinical contribution. The high patient volumes in the program and the time-sensitive nature of the interventions have necessitated changes from the way service is traditionally delivered. Those adjustments, as well as collaborative research opportunities, will be highlighted.

B

ONLINE TREATMENT FOR INSOMNIA IN A STEPPED CARE MODEL OF PSYCHOLOGICAL INTERVENTION

Norah Vincent, University of Manitoba / Health Sciences Centre; Kaitlyn Walsh, University of Manitoba; Samantha Lewycky, University of Manitoba

Chronic insomnia is a common and distressing problem, affecting 9% of Canadians (Morin et al., 2006). Cognitive behavioral intervention for insomnia has proven to be highly effective (Morgenthaler et al., 2006). Unfortunately, many patients are not able to access such treatment due to lack of availability, geographical considerations, and anxiety about help-seeking. Thus, there is a need for more innovative delivery of CBT for this common health issue in the public healthcare setting. This presentation will describe a stepped care model of psychological service for insomnia that is currently operating in a regional health service. The model involves a) initial provision of a 5-week online program of cognitive behavioral therapy, b) single-session in-person consultation, c) in-person 6-week group CBT, and d) individual in-person CBT. The uptake of the different steps, patients' satisfaction with the care, and attrition will be reviewed. In addition, results from randomized controlled trials which have examined the effectiveness of the online and group interventions will be discussed, as well as suggestions for incorporating technology into public health settings.

C

THE JOY OF INTERSECTS: WHEN PSYCHOLOGY AND FAMILY MEDICINE WORK TOGETHER

Jason Ediger, University of Manitoba / Seven Oaks Hospital

The embedding of psychologists and other professionals in a family medicine environment is not a new idea. Despite a growing literature and a variety of American examples, however, this concept has been slow to establish itself in Canada. Furthermore, examples of psychologists acting as a peer rather than an allied health professional are even rarer. This presentation will describe a new psychology consult service provided through the regional health authority as a publicly available service, highlighting the advantages and challenges of joining the medical staff of a busy training clinic in family medicine. Work life in this environment is not business as usual for the clinical psychologist. The role requires some intentional changes in the model for practice, and these adaptations will be reviewed. Positive outcomes include early intervention, true interdisciplinary communication, and the oppor-

tunity to shape other professions' perceptions of psychology in a positive manner. These opportunities have the ability to help both patients and the profession.

D **INTEGRATING PSYCHOLOGY INTO STANDARD CARDIAC CARE: IMPLICATIONS FOR SERVICE DELIVERY AND MANAGEMENT**
George Kaoukis, University of Manitoba / St. Boniface General Hospital

A growing body of evidence indicates the importance of including psychological interventions in "state of the art" cardiac care. This has led to recommendations (AHA) that negative emotional states be assessed and treated to optimize medical outcomes. This presentation will describe how that challenge has been addressed in a Canadian setting, with close collaboration between psychology and cardiac sciences. The Cardiac Psychology Service has developed cardiac inpatient and outpatient psychological screening for depression and other risk factors for poor adjustment. These procedures are being implemented routinely for heart attack and surgery patients in hospital and community settings across the health region as part of care map standards. The volume of referrals resulting from screening has demanded the development of efficient service delivery, ranging from phone triaging to stepped treatment models to large group interventions. The Cardiac Science Program's embracing of psychological services for the aforementioned patient groups has precipitated requests for expanded service in other cardiac populations, such as those with implanted life saving devices or suffering from congestive heart failure. The successes, lessons learned, and future challenges and opportunities will be discussed. Data regarding referrals, screening, and client satisfaction will also be presented

2010-06-05 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – KILDONAN

Symposium / Symposium
Women and Psychology / Femmes et psychologie

FROM BODY AGENCY TO SHAME? DELINEATING GIRLS' EMBODIED STATES THROUGH ADOLESCENCE CARVES PATHS FOR ALTERNATIVE OUTCOME
Niva Piran, Ontario Institute for Studies in Education of the University of Toronto

To date, reports of increased body dissatisfaction among girls following puberty, predicting a lifelong pattern of increased rates of depression, disordered eating, self harm, and substance abuse have not led to prevention programs that could affect a lasting change in body image (Levin & Piran, 2004). 'Embodiment' has been suggested as a more meaningful construct, delineating complex ways of engagement with the world through the body (Allan, 2005), hence leading to knowledge that CAN delineate paths for change (Blood, 2005; Piran & Teall, 2009). The symposium includes four research studies, each involving the analysis of a different key dimension of the 'State of Embodiment' which has emerged in 87 interviews with girls (3-4 life history interviews conducted prospectively with 27 girls undergoing puberty): a. the body as a site of desires; b. the body as a site of rights and ownership; c. the body as a site of subjective engagement in the world; and d) the body as a site of agency. Documenting changes on these key dimensions and examining the social forces which lead to adverse changes, carve paths for positive transformations in girls' lives in ways that enhance the body as a site of agency, power, and passion.

A **KNOWING WHAT I WANT: THE BODY AS A SITE OF DESIRES**
Robyn Legge, Ontario Institute for Studies in Education of the University of Toronto; Niva Piran, Ontario Institute for Studies in Education of the University of Toronto; Sachiko Nagasawa, Ontario Institute for Studies in Education of the University of Toronto; Michele Foster, Ontario Institute for Studies in Education of the University of Toronto

Contemplating the body as a site of desires opens up possibilities for ways to be connected and embodied to passion, joy, and contentment. As girls approach adolescence, they face a dilemma with two primary forms of desire: appetite and sexuality. Girls must try and negotiate maintaining the connection to appetite they had as children and must struggle to learn what it means to have connection to emerging desires of sexuality in adolescence. This investigation used a hierarchical thematic analysis (Miles & Huberman, 1994) of 87 interviews over a period of 5 years with 27 girls. Results indicate that as the girls moved through their adolescent years, social ideals about women's body weight and shape disrupted their abilities to stay connected to their appetite. Girls' appetites became conflicted with ideas of weight control. In terms of sexuality, results indicated that connection with emerging desires was harshly silenced through the use of detrimental social labeling and fears related to potential negative consequences of acting on one's sexual desires. This analysis sheds light on an important dimension in the embodied experience of adolescent girls. It is through understanding disruption in girls and women's connection to desires that we can then begin to challenge systemic pressures to offer girls new possibilities for a positive and connected body experience.

B **THE BODY AS A SITE OF RIGHTS AND OWNERSHIP: "WHEN YOU'RE LITTLE, YOU DON'T CARE…WHATEVER YOU FEEL LIKE DOING YOU DO."**
Sachiko Nagasawa, Ontario Institute for Studies in Education of the University of Toronto; Niva Piran, Ontario Institute for Studies in Education of the University of Toronto; Robyn Legge, Ontario Institute for Studies in Education of the University of Toronto; Michele Foster, Ontario Institute for Studies in Education of the University of Toronto

The body as a site of rights and ownership consists of girls' freedom to move and take space, as well as to safety, privacy and boundaries. The study drew upon life history interviews of 27 diverse girls undergoing puberty; each girl was interviewed 3-4 times over a five-year period. In total 87 interviews were analyzed using a hierarchal thematic analysis (Miles & Huberman, 1994). Main findings revealed that as girls entered adolescence they experienced varied social processes that influenced the ways in which they previously lived in their bodies. The girls' narrative identified various disruptive experiences such as having their skirts lifted, having their butts slapped, and being subjected to bodily comments and evaluations. Disruptive experiences related to body ownership led many girls to gradually relinquish aspects of their bodies such as no longer taking care of the body (i.e. ignoring hunger cues), inflicting physical pain as means of emotional expression, and wearing restrictive shoes and clothing. Identifying the social processes prospectively reveals how gender and appearance based expectations affect girls' sense of connection to their bodies. The identification of disruptive discourses can promote the development of effective interventions that can allow girls to remain positively embodied throughout adolescence.

C **AN EXAMINATION OF THE RELATIONSHIP BETWEEN GIRLS' SUBJECTIVE EMBODIED EXPERIENCES AND AGE**

Michele Foster, Ontario Institute for Studies in Education of the University of Toronto; Niva Piran, Ontario Institute for Studies in Education of the University of Toronto; Robyn Legge, Ontario Institute for Studies in Education of the University of Toronto; Sachiko Nagasawa, Ontario Institute for Studies in Education of the University of Toronto

Subjective body experiences are those which are uninhibited and based on natural desire rather than external influences. This study explored narratives related to the subjective experience of living in the body during adolescence which emerged in interviews with 27 girls who participated in annual interviews in a four-year prospective qualitative life history study. With puberty, girls become increasingly aware of gender expectations and many young women cease to participate in physical engagement. Pubertal girls express less pride in the functionality of their bodies. Furthermore, their outward expressions of passion related to life experiences begin to dwindle, and more apathetic personas are adopted. This shift in girls' embodiment represents the dangerous turning point wherein girls begin to focus on the preferences of others, as opposed to attending to internal states and personal desires. The preoccupation with meeting unrealistic gender and appearance-based standards corresponds to a decline in expressed joy and positive emotion, and predisposes adolescent girls to body image disturbances. With greater understanding of the decline in girls' subjective embodiment experiences, we can uncover new means of supporting girls in attending to their own personal desires, and can develop enhanced processes for encouraging positive embodied development in adolescent females.

D **FROM AGENCY TO INTERNALIZED BETRAYAL: GIRLS' EMBODIED JOURNEYS THROUGH ADOLESCENCE**

Niva Piran, Ontario Institute for Studies in Education of the University of Toronto; Robyn Legge, Ontario Institute for Studies in Education of the University of Toronto; Sachiko Nagasawa, Ontario Institute for Studies in Education of the University of Toronto; Michele Foster, Ontario Institute for Studies in Education of the University of Toronto; Nina Mafrici, Ontario Institute for Studies in Education of the University of Toronto; Tanya Teall, Ontario Institute for Studies in Education of the University of Toronto

The experience of embodied agency and power relates centrally to mental and physical health (e.g., Silverstein & Blumenthal, 1997). Exploring shifts in the experience of the body as a site of embodied agency throughout the process of adolescence may help clarify women's experiences of 'struggle' with the body (e.g., Foster, 1994). The study analyzed the emergent dimension of the 'body as a site of agency' in a total of 87 interviews with 27 girls undergoing puberty, comparing narrative changes across 3-4 prospective interviews with the same girls. Results suggest that as gender socialization intensifies during adolescence, girls' social environment specifically targets the body as a social site that robs girls of their social power. Examples of these social processes include degrading the female body, criticizing its natural appearance, or negatively labeling female sexuality. Internalizing these social experiences, girls start to feel that their bodies, rather than the social environment, betray them. Fear of betrayal by the body becomes a pronounced emotional experience, shaping girls' reaction to the physiological changes of puberty and to their thoughts about their future weight gain or pregnancy related changes. The study suggests the power inherent in raising girls' critical awareness to these social processes.

2010-06-05 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – ALBERT

Symposium / Symposium
Perception, Learning and Cognition / Perception, apprentissage et cognition

ASPECTS OF HUMAN MEMORY

Douglas Mewhort, Queen's University

Memory is studied at several levels, including fundamental questions about association and the use of contextual information and higher-order questions about comprehension and understanding text. Further, the study of memory includes both behavioural and

physiological measurements. The symposium tackles current issues of association, context, and comprehension in both normal subjects and amnesic patients.

A **MEMORY-BASED TEXT PROCESSING AND DISCOURSE VALIDATION**

Murray Singer, University of Manitoba; Todd Ferretti, Wilfrid Laurier University

According to the memory-based text-processing analysis, message constituents continually act as retrieval cues for the passive retrieval of discourse antecedents. The retrieved antecedents may then participate in comprehension p processes. The present focus was on readers' continual evaluation of the consistency of the current clause with reference to its antecedents. Suppose one has read, "Bruce passed a bus that was stopped with a flat." Upon later encountering "The policeman implied that the vehicle with the flat was a truck," full understanding may reasonably be proposed to include detecting the discrepancy between "truck" and "bus." Reading times for such target sentences exposed informative interactions among the truth, polarity (affirmative-negative), and pragmatic subtleties of text ideas. These results are complemented by electro-physiological (ERP) data. The findings substantiated hypotheses about these processes of discourse validation.

B **MEMORY FOR SOURCES (WHO TOLD ME THAT?) AND DESTINATIONS (WHOM DID I TELL THAT?)**

Peter Graf, University of British Columbia

The focus of memory research has been on remembering lists—words, pictures or names, but in many cases, it is equally if not more important for us to remember the source from which we learned something and / or destination of our communications (whom did we tell something). It has been suggested that remembering source and destination information involves meta-cognition, a higher level of cognitive skills than memory for items, facts, and events. To investigate this possibility, we had participants complete a large battery of attention, perception and memory tests, as well as a source memory test and a destination memory test. Regression analysis was used to illuminate the relationships between components of cognition and memory for source and destination information. Discussion will focus on the potential usefulness of source and destination memory tests for diagnostic purposes.

C **ASSOCIATIONS AND TEMPORAL CONTEXT IN PAIRED-ASSOCIATE MEMORY**

Joshua Handrigan, Memorial University of Newfoundland; Aimée M. Surprenant, Memorial University of Newfoundland; Ian Neath, Memorial University of Newfoundland; Gordon Brown, University of Warwick

Temporal distinctiveness models of memory such as SIMPLE assume that in many tasks, items are represented in terms of presentation time relative to the time of retrieval. Three experiments assess whether this applies not just to individual items but to associations between items. Participants saw lists of five word pairs followed by a probe word pair. The probe pair was either one that was presented in the study list or was a recombination of two words that were on the list but not paired together. Each position was probed with every other position on the list. In Experiment 1, the study pairs were presented at regular intervals; in Experiment 2 the temporal intervals increased throughout the list and in Experiment 3 the temporal intervals decreased throughout the list. The data confirmed the predictions of SIMPLE: The probability of incorrectly responding 'yes' to a recombined pair decreased the farther apart temporally they were on the study list, and the serial position functions were affected by the temporal presentation schedules.

D **UNDERSTANDING ANTEROGRADE AMNESIA: A GENERAL RATHER THAN SELECTIVE IMPAIRMENT IN MEMORY**

Randall K. Jamieson, University of Manitoba; Signy Holmes, University of Manitoba; Douglas Mewhort, Queen's University

Individuals diagnosed with anterograde amnesia have great difficulty recognizing items they have studied; yet they can classify probes as consistent or inconsistent with the studied items. To explain the discrepancy, theorists have proposed that memory is organized in subsystems: specific items are stored in explicit memory and category-level representations of studied items are stored separately in implicit memory. The dissociation of recognition and classification performance in amnesia is explained as a selective impairment of explicit memory. We propose an alternate single-system account of the discrepancy that supposes participants encode training items only and that amnesiac patients' memory for the exemplars is impoverished relative to that of controls'. We show by simulation that the theory predicts the dissociation between recognition and classification. We show empirically that the dissociation between recognition and classification performance follows from impoverished encoding of exemplars. We conclude that the recognition / classification discrepancy in anterograde amnesia reflects poor memory of studied exemplars, not a selective impairment of independent memory systems.

2010-06-05 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – VICTORIA

Symposium / Symposium
International and Cross-Cultural Psychology / Psychologie internationale et interculturelle

QUALITATIVE AND MIXED METHODS APPROACHES IN ACCULTURATION RESEARCH

Saba Safdar, University of Guelph

In this symposium we examine specific domains of acculturation using qualitative and mixed methods approaches. In the first presentation, dimensions of bicultural experience amongst first and second generation Canadian immigrants are examined using focus groups, personal interviews, and questionnaire surveys. In the second presentation, cultural identities amongst immigrant youth are examined using semi-structured clinical interviews. In the third presentation, the acculturation experience of international students in Canada and the Baltic regions is examined using focus groups. In the fourth presentation, a conceptual analysis of integration is presented distinguishing between process, competence and performance levels and also other domains of human functioning. And lastly, the discussant, will consider the presentations in the context of the potential value of qualitative and mixed methods approaches to acculturation research.

A — A MIXED METHODS APPROACH TO THE EXAMINATION OF VARIETIES OF BICULTURAL EXPERIENCE

Kimberly A. Noels, University of Alberta; Ruxandra Comanaru, Birkbeck College

Previous research conducted by Benet-Martinez and Haritatos (2005) identified two relevant axes for bicultural identity, including conflict-harmony and distance-overlap dimensions. Other researchers, including Clément & Noels (1992) and Yip (2005), have argued that people switch ethnic identities depending upon the social situation. To better understand bicultural experience and possibly suggest a synthesis of these two perspectives, the present investigation was comprised of four studies, involving focus groups, personal interviews, and two questionnaire surveys. The findings of these studies suggest that bicultural experience can be described in terms of five interrelated dimensions, representing conflict, a monocultural orientation, situational switching, complementarity, and hybridity. Relative to second generation Canadians, first generation immigrants indicated greater conflict, monocultural orientation, and identity switching, and less complementarity and hybridity. Qualitative interview data underscored that these dimensions cannot be treated as exclusive categories or dimensions, since individuals report multiple and changing experiences. The discussion focuses on the importance of integrating qualitative and quantitative methods for a richer understanding of people's acculturation experience.

B — A QUALITATIVE ACCOUNT OF ACCULTURATION ISSUES AMONG IMMIGRANT YOUTH

Randal G. Tonks, Camosun College

Arising from the identity status paradigm (Marcia, 1966, 1980, 2007), the present study examines ego-identity and ethnic identity formation (Phinney, 1989, 1990, 1993) from a qualitative perspective drawn from grounded theory (Rennie, Watson & Montiero, 2002) and cultural psychology (Kral, Burkhardt & Kidd, 2002). A semi-structured clinical interview was conducted with 50 immigrant youth from a variety of countries of origin regarding several facets of their personal and cultural identities. Along with developing an understanding of their styles of ego-identity and acculturation (Berry, 1997), reflections on acculturative stress were also garnered through the interview process. Themes and issues of acculturation are presented along with excerpts from the interviews to highlight and illustrate the personal meanings surrounding such experiences. Discussion is also made of the development of psycho-historical narratives in a longitudinal study of immigrant identity (Erikson, 1970; Phinney, Berry, Vedder & Liebkind, 2006; Tonks, 2002).

C — A QUALITATIVE APPROACH IN EXAMINING THE POSITIVE AND NEGATIVE EXPERIENCES OF INTERNATIONAL STUDENTS IN CANADA AND THE BALTIC REGIONS

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

In the present study, we examined and compared the dynamics of, and factors that predict and influence the adjustment of, international business students in five universities in four countries: University of Guelph and University of Western Ontario (Canada), Tartu University (Estonia), Stockholm School of Economics (Latvia), and ISM University of Management and Economics (Lithuania). The main research question of this study were: What are the social, cultural, academic, and individual factors that influence the adaptation of international students studying in developing and developed markets? We conducted 10 focus groups each consisting of between five and 10 participants. All participants were international students studying business programs. Interpretative Phenomenological Analysis (IPA) was used to analyze the data. The results of the study will be presented 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 institutions and countries.

D **INTEGRATION: A CONCEPTUAL ANALYSIS**
John Berry, Queen's University

The concept of integration has become central in discussions of acculturation. However, there are numerous meanings of this concept in use, and little convergence among them. In this presentation, I draw upon the classical distinctions in psychology among the process, competence and performance levels. I also distinguish among the affective, behavioural and cognitive domains of human functioning. When these distinctions are allowed to intersect, the various meanings of integration (as distinct from assimilation, separation and marginalisation) become clear. I conclude that the use of these different levels and domains of psychological functioning provide the basis for the development of conceptual clarity, and the operational use, of the concept of integration.

2010-06-05 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – COLBOURNE

Symposium / Symposium
Rural and Northern Psychology / Psychologie des communautés rurales et nordiques

DEVELOPING, PROVIDING, AND SUPPORTING MENTAL HEALTH SERVICES IN RURAL COMMUNITIES OVERVIEW
Elizabeth Church, Mount Saint Vincent University

Psychologists practising in rural communities often experience unique challenges: there are generally few mental health specialists, services are usually thinly stretched, and many rural professionals describe feeling professionally isolated. In this symposium we explore some of the dilemmas for rural psychologists and present some programs and approaches that have been developed to support professionals in rural mental health practice. In the first paper, we identify some ethical issues that are common for rural psychologists. We then describe an interdisciplinary approach to treating eating disorders in rural communities, the aim of which is both to empower rural professionals and to develop interprofessional teams that can address eating disorders. In the third paper, we examine how rural professionals incorporate self-administered programs into their mental health practice and some of the benefits and challenges they experience. Finally, we discuss how distance technologies can help facilitate professional development in rural communities.

A **ETHICS FROM THE PERSPECTIVE OF PRACTISING RURAL CANADIAN PSYCHOLOGISTS: A QUALITATIVE RESEARCH REVIEW**
Judi Malone, Athabasca University

Canadian psychologists in rural professional practice face distinct ethical dilemmas in managing professional boundaries, community pressure, generalist practice, interdisciplinary collaboration, and attaining professional development. This paper will provide an overview of a qualitative study of 20 rural Canadian psychologists' experience of the ways in which their demographic and practice characteristics may instigate ethical issues and five common ethical dilemmas they encounter.

B **BUILDING RURAL INTERPROFESSIONAL CAPACITY IN THE MANAGEMENT OF EATING DISORDERS THROUGH AN INTENSIVE MULTI-MEDIA EDUCATION AND PRACTICE SUPPORT PROGRAM: REFLECTIONS ON DEVELOPMENT AND IMPLEMENTATION**
Susan Pardy, Eastern Health; Olga Heath, Memorial University

Eating disorders are complex illnesses with significant prevalence in Newfoundland / Labrador. Provision of appropriate services is a challenge, especially in rural areas where practitioners do not have specific training in managing eating disorders and often practice in isolation. The Eating Disorders Interprofessional Community Capacity Building Program (EDICCBP) is a multi-media evidence-based education and practice support program designed to improve knowledge, confidence and practice in the management of Eating Disorders. A 2-day training workshop, developed to provide professionals in rural practice with the materials required to manage this chronic disorder, incorporates information and resources in the form of a Toolkit addressing the continuum of interprofessional eating disorder care. On-going practice support to rural practitioners (e.g., monthly consultation with specialists and an email distribution group providing access to literature) is an essential component of the program geared to enhance likelihood and sustainability of practice change. Challenges in the development and implementation of the EDICCBP such as the translation of increases in knowledge and confidence into practice change and the sustainability of practice change, and the innovative solutions developed to address these challenges will be the focus of discussion.

C **INTEGRATING SELF-ADMINISTERED APPROACHES INTO RURAL MENTAL HEALTH PRACTICE**
Elizabeth Church, Mount Saint Vincent University

Self-directed programs and approaches have the potential to be valuable adjuncts to mental health practice in rural communities where mental health services are often sparse. Although self-administered programs have been shown to have a positive impact on mental health issues such as depression and anxiety, little is known about their effectiveness in rural settings. This presentation re-

ports results from two studies which examined how rural professionals incorporate self-administered programs and materials into their mental health practice. Rural professionals identified benefits, such as patients welcoming the anonymity of self-directed approaches, as well as a number of challenges, including inadequate literacy and severity of mental health issues among their patient population.

D **SUCCESSFUL PROFESSIONAL DEVELOPMENT AT A DISTANCE: HOW TO ACCOMMODATE FOR TECHNOLOGICAL LIMITATIONS**
Peter Cornish, Memorial University

Distance technology has been proposed as a means to deliver both mental health services and professional development in underserved areas. This paper reports on two pilot studies and a subsequent larger project, which delivered mental health and team development training to health professionals from a range of disciplines in remote communities across Newfoundland and Labrador. While the program met objectives by increasing confidence in applying targeted mental health skills, as well as improving attitudes towards interprofessional teamwork, distance technology in the remote communities was compromised by transmission failures, poor video signal quality and audio delay. These technical limitations adversely affected the capacity to monitor affective expression and group process. The measures taken to accommodate technological limitations (facilitation style, interactive curriculum, qualities of remote and on-site leadership) will be outlined as they pertain to mental health training and services provided at a distance.

2010-06-05 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – MEETING ROOM 5

Symposium / Symposium
Psychologists in Education / Psychologues en éducation

INDIVIDUALIZED EDUCATION PLANS FOR SUPPORTING STUDENTS WITH INTERNALIZING AND EXTERNALIZING DISORDERS: CURRENT STATE AND BEST PRACTICES
William McKee, University of British Columbia

Although students Requiring Intense Behaviour Interventions or diagnosed with Serious Mental Illness comprise less than one percent of the student population in British Columbia, they experience significant difficulties at school and are most in need of intensive interventions. School-based services and interventions are typically outlined and implemented through the development of individualized education or behaviour plans. Given that for many of these students, the individualized plan is the cornerstone for delivery of services, it is critical that plans include strategies and services that are effective and have empirical support, and that school-based teams are composed of members with specialized knowledge in the relevant domains, to ensure the development of plans that address student needs (Benazzi, Horner & Good, 2006). This Symposium presents three papers that examine a stratified random sample of Individualized Education Plans (IEPs) for students in this category across school districts in BC. The papers present findings on the typical composition of planning teams for these students, and the extent to which school-based strategies are based on empirically supported approaches in the literature. Discussion will highlight implications for school psychologists in their school-based collaborations for development and implementation of IEPs for this population.

A **COMPOSITION OF IEP PLANNING TEAMS TO ENSURE EFFECTIVE PLANNING FOR STUDENTS WITH INTENSIVE BEHAVIOURAL NEEDS**
Susanna Mathews, University Of British Columbia; Laura Weinheimer, University of British Columbia; Kelly Costain, University of British Columbia; Sarah Husain, University of British Columbia; Erika Miller, University of British Columbia

Students requiring intense behaviour intervention at school are usually placed on Individualized Education or Behaviour Support Plans. Planning and development of behaviour support plans for these students in British Columbia usually involves the participation of professionals from the school, as well as from independent or community agencies. Research suggests the ideal composition of planning teams includes members with knowledge of the student, knowledge of the setting, and specialized training in behavioural theory (Benazzi, Horner & Good, 2006). Such cross-disciplinary teams ensure the behaviour plan has both high technical adequacy and contextual fit. Team members familiar with the student and the setting can assess the feasibility and acceptance of the plan to ensure contextual fit. The inclusion of behaviour specialists ensures the technical adequacy of the plan in selecting appropriate and effective interventions tailored to meet the student's unique needs. This paper examines 63 Individualized Education / Behaviour Plans for students Requiring Intensive Behaviour Intervention across British Columbia. The composition and typical grouping of members on the planning teams is examined, and roles and responsibilities of individuals for implementation and monitoring plan strategies are described.

B **PROMOTING PREVENTATIVE STRATEGIES AND POSITIVE BEHAVIOUR SUPPORT THROUGH THE DEVELOPMENT AND USE OF INDIVIDUALIZED EDUCATION PLANS (IEPS) FOR STUDENTS WITH INTENSE BEHAVIOURAL NEEDS**
Erika Miller, University of British Columbia; Sarah Husain, University of British Columbia; Susanna Mathews, University Of British Columbia; Veronique Nguy, University of British Columbia; Laura Weinheimer, University of British Columbia; William McKee, University of British Columbia

Although Functional Behaviour Assessments (FBAs) are not required when developing behaviour support plans for students in British Columbia (BC), they provide critical information for effective planning for students requiring intense behaviour support. No guidelines currently exist for creating individualized behaviour plans. However, there is consensus that these plans should include a measurable statement of the student's present functioning and that strategies should be proactive (Drasgow and Yell, 2001). Research demonstrates that preventative strategies and positive behaviour support are more effective than reactive strategies like punishment, and that schools with positive behaviour support systems produce more technically adequate individual behaviour plans (Medley, Little and Akin-Little, 2008). To prevent problem behaviours, current levels of functioning, antecedents or environmental triggers, and the function of the behaviour must be identified. This study examines IEPs for students who require Intense Behavioural Intervention in BC. Researchers examined the IEPs for:1) evidence of knowledge of the antecedents, setting events, and functions of the behavior and 2) the extent to which strategies included on the plan are positive and preventative. Attendees will understand how FBAs can inform the planning and development of IEPs for students requiring behaviour support.

C **INDIVIDUALIZED EDUCATION PLANS (IEPS): EFFECTIVE STRATEGIES FOR STUDENTS WITH ANXIETY DISORDERS**

Sarah Husain, University of British Columbia; Erika Miller, University of British Columbia; Susanna Mathews, University Of British Columbia; Veronique Nguy, University of British Columbia; Kelly Costain, University of British Columbia; William McKee, University of British Columbia

Approximately 6.4 percent of students in British Columbia (BC) suffer from anxiety disorders (British Columbia, PHO, 2008) which tend to be chronic in nature, and have significant negative effects on students' daily functioning and school performance (Schoenfeld, College & Janney, 2008). These students often require significant support to function within the school setting. Individualized Education Plans (IEPs) are the mode by which interventions are outlined and implemented at school. To date, no research has examined the degree to which these intervention strategies are based on scientific knowledge of their effectiveness. Anxiety interventions at schools should be designed upon approaches that have been proven effective for treating anxiety disorders (Rones & Hoagwood, 2000). Given that Cognitive Behavioural Therapy (CBT) is currently one of the most promising, evidence-based treatments for anxiety in children (In-Albon & Schneider, 2007), this study examines a sample of IEPs for students with anxiety disorders in BC to evaluate the extent to which 1) the strategies address the needs of the students as outlined on the IEP, and 2) the strategies are based on the main principles of CBT. Attendees will benefit from an understanding of the main principles of CBT and how they can be used to develop school-based strategies to support students with anxiety.

2010-06-05 – 1:00 PM to 2:55 PM – 13 h 00 à 14 h 55 – STRATHCONA

Committee Business Meeting / Réunion d'affaires **PUBLICATIONS COMMITTEE BUSINESS MEETING**

Jean-Paul Boudreau, Simon Grondin; Greg Irving; John Hunsley; Christine Chambers; Jo-Anne LeFevre; Henderikus J. Stam; Wendy L. Josephson; Karen Cohen

2010-06-05 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – TALBOT

Section Business Meeting / Réunion d'affaires des sections **HISTORY AND PHILOSOPHY OF PSYCHOLOGY / HISTOIRE ET PHILOSOPHIE DE LA PSYCHOLOGIE**

John B. Connors, Canadian University College

SECTION PROGRAM / PROGRAMME DE LA SECTION

A review of general section matters related to policy and funding. This is updated on an annual basis.

2010-06-05 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – PAN AM ROOM

Symposium / Symposium *Social and Personality Psychology / Psychologie sociale et de la personnalité* **CANADIAN PERSPECTIVES ON FORGIVENESS**

Susan D. Boon, University of Calgary

Forgiveness is as relevant to interactions between social groups as it is to interactions between individuals and as important for relations between strangers as for relations between intimates. The papers in this symposium showcase the diversity of current Canadian research on forgiveness and highlight the important questions that such research addresses. Using a dyadic framework that permits exploration of both actor and partner effects, Green, DeCourville and Sadava discuss the forgiveness-health link in romantic relationships and the role of dispositional forgiveness in promoting positive health outcomes. Wohl and Bennett investigate forgiveness in an intergroup context and whether the emotions expressed by and attributed to an outgroup (Afghanis) influence Canadians' willingness to forgive in an ongoing, real world conflict (the war in Afghanistan). Struthers examines both explicit and

implicit forgiveness and evaluates the role of victim embarrassment as a mediator in explaining the effect of apologies on forgiveness. Finally, Boon, Rapske, Alibhai and Kheong discuss failures to forgive, unforgiveness, and what we can learn about forgiving by extending forgiveness research into the domain of unforgiven offenses.

A **DISPOSITIONAL FORGIVENESS AND HEALTH IN ROMANTIC RELATIONSHIPS: DOES PARTNER FORGIVENESS AFFECT PERSONAL HEALTH?**

Michelle M. Green, Brock University; Nancy DeCourville, Brock University; Stanley W. Sadava, Brock University

The present study tests a dyadic model of the dispositional forgiveness-health relation in the context of romantic relationships. The dispositional forgiveness scores of partners in a romantic relationship will be used to predict their own as well as their partners' physical and mental health. The present research extends previous research that has used the individual as the unit of analysis by focusing on the dyad. Both members of the relationship (297 couples) completed a battery that included measures of dispositional forgiveness of others, self, and situations, and physical and mental health. Using this data set, the Actor-Partner Interdependence Model will be used as a framework for evaluating the effects of forgiveness on health in romantic dyads. The model contains actor effects, which predict that the actor's level of dispositional forgiveness will positively influence his or her own physical and mental health outcomes. The model also includes partner effects, which predict that the actor's level of dispositional forgiveness will positively influence his or her partner's health, and vice-versa. Results are presented and the basic and applied implications of this research are discussed.

B **INFRAHUMANIZATION AND INTERGROUP FORGIVENESS: THE DIFFERENTIAL CONSEQUENCES OF ATTRIBUTING UNIQUELY HUMAN EMOTIONS TO AN OUTGROUP AND OUTGROUP EXPRESSION OF SUCH EMOTIONS**

Michael J.A. Wohl, Carleton University; Shannon Bennett, Carleton University

Following intergroup transgressions, forgiveness may lay the groundwork for restoring positive intergroup relations (Wohl & Branscombe, 2005; Tutu, 1999). Thus, understanding when intergroup forgiveness is most likely to be granted is of great import. Across four experiments, we examined Canadians' willingness to forgive Afghanis following an apology for harms committed during the current mission in Afghanistan as a function of the emotions attributed to (Experiment 1) and expressed by (Experiment 2-4) Afghanis. In Experiment 1, Canadians forgave to the extent that they perceived Afghanis as capable of experiencing uniquely human emotions (e.g., remorse), but not non-uniquely human emotions (e.g., sadness). This effect was mediated by empathy. Troubling, however, was that in Experiments 2-3, intergroup forgiveness was reduced when Afghanis expressed uniquely human emotions compared to expressions of non-uniquely human emotions. In Experiment 3, it was found that reductions in intergroup forgiveness can be accounted for by lower levels of trust in the expressed uniquely-human compared non-uniquely human emotions. In Experiment 4, reductions in intergroup forgiveness were ameliorated when an ingroup leader expressed uniquely human emotions on behalf of the outgroup. Implications for intergroup apologies and movement toward reconciliation are discussed.

C **THE ROLE OF VICTIM EMBARRASSMENT IN EXPLAINING WHY APOLOGIES AFFECT EXPLICIT (BUT NOT IMPLICIT) FORGIVENESS**

Ward Struthers, York University

The purpose of this research was to examine the mediating role of a victim's embarrassment in partially explaining why apologies affect explicit forgiveness. Our research was based on the notion that victims of transgressions explicitly grant forgiveness to apologetic transgressors in part because they feel embarrassed and explicitly forgive to escape the awkwardness of such situations. Using different research methods (i.e., field, thought, laboratory, and online experiments) and explicit and implicit measures of forgiveness (self report, written comments, behavioural, IAT, line bisection task) the results from four experiments supported the hypothesis by showing that a victim's embarrassment mediated the relation between a transgressor's apology and a victim's explicit forgiveness (i.e., revenge, avoidance, benevolent forgiveness). Results further supported the hypothesis by showing that a victim's embarrassment did not explain the significant relation between apology and implicit forgiveness (written comments, grades, IAT, line bisections). In addition, this research demonstrated that the effect of apology on both explicit and implicit forgiveness was mediated by previously established mechanisms, namely empathy for, and impression of, the transgressor.

D **ON THE CONSEQUENCES OF WITHHOLDING FORGIVENESS: AN INVESTIGATION OF UNFORGIVEN INTERPERSONAL OFFENSES**

Susan D. Boon, University of Calgary; Debra L. Rapske, University of Calgary; Alishia M. Alibhai, University of Calgary; Megan J. Kheong, University of Calgary

Despite valuable lessons we may learn about forgiving by studying failures to forgive, few investigators have directly targeted unforgiven offenses in their research. The present study sought to redress this gap in the literature by examining 186 undergraduates' accounts of offenses they had not forgiven. Here we discuss the results of analyses examining participants' evaluations of the consequences associated with withholding forgiveness. After classifying participants into four groups based on their responses to questions asking them to discuss the costs and benefits of not forgiving (i.e., those who reported neither costs nor benefits, costs only,

benefits only, and both costs and benefits), we conducted ANOVAs to determine whether participants' ratings of the hurtfulness of the unforgiven offense, unforgiveness (emotional and cognitive), comfort with having not forgiven, and anticipated likelihood of forgiving varied as a function of group assignment. Neither hurtfulness ratings nor a cognitive measure of unforgiveness (i.e., assessing preoccupation with the offense) varied by group. Group differences emerged on the remaining measures, however (e.g., those with a uniformly negative view of the consequences of withholding forgiveness reported less emotional unforgiveness than other groups). Implications of our findings for conceptualizing forgiveness will be discussed.

2010-06-05 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – CABINET

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

INTERNATIONAL AND CROSS-CULTURAL PSYCHOLOGY / PSYCHOLOGIE INTERNATIONALE ET INTERCULTURELLE
Randal G. Tonks, Camosun College

2010-06-05 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – TALBOT

Reception / Réception
History and Philosophy of Psychology / Histoire et philosophie de la psychologie
SECTION PROGRAM / PROGRAMME DE LA SECTION

RECEPTION
John B. Connors, Canadian University College

A social gathering intended for members to network with each other and enjoy the support of colleagues.

2010-06-05 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – WESTMINSTER

Committee Business Meeting / Réunion d'affaires

CPA TASK FORCE: PUBLIC PRACTICE OF PSYCHOLOGY
Lorne Sexton

2010-06-05 – 2:00 PM to 3:55 PM – 14 h 00 à 15 h 55 – MILLENNIUM SUITE

Workshop / Atelier
Students in Psychology / Étudiants en psychologie

PREPARING FOR YOUR PREDOCTORAL INTERNSHIP
Sandra L. Clark, BC Children's Hospital; Rebecca Mills, Stan Cassidy Centre for Rehabilitation; Kerry Mothersill, Calgary Health Region; Nancy Link, Ontario Institute for Studies in Education of the University of Toronto

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 liklihood 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 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 sponsored by the Canadian Council of Professional Psychology Programs (CCPPP) and includes speakers from the Student and Clinical Sections of CPA.

2010-06-05 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – CAMPAIGN A

Symposium

2010 UPDATES ON ACTIVITY AND INITIATIVES OF THE MENTAL HEALTH COMMISSION OF CANADA (MHCC)
Karen Cohen, John C. Service

This symposium will provide an overview and status report on MHCC activities and initiatives to include the development of the National Strategy for Canada's Mental Health, their stigma and social inclusion initiatives and their social movement and partnership program. We will also update the membership on CPA and Canadian psychology's involvement and work with the MHCC. Several Canadian psychologists play key roles in the MHCC on its Board of Directors and on their advisory committees and may be available to participate in the symposium.

2010-06-05 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – CAMPAIGN B

Keynote (Section) / Conférencière de la section
Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle
SECTION PROGRAM / PROGRAMME DE LA SECTION

LEGAL BRIEFS: AN OVERVIEW OF LAW FOR THE I / O PSYCHOLOGIST
Erika L. Ringseis, McCarthy Tétrault

From the first handshake to the last paycheque, Canada's laws and regulations affect employers and their employees (and independent contractors). Dr. Erika Ringseis, CSIOP newsletter legal columnist and Industrial Psychologist turned lawyer, presents the symposium "Legal Briefs." The session will provide an overview of labour and employment law relevant to Industrial / Organizational psychologists followed by discussion of recent legal cases of note. The symposium will conclude with a question and answer period ("everything you ever wanted to ask a lawyer but was afraid to be billed...").

2010-06-05 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – KILDONAN

Keynote (Section) / Conférencier de la section
Psychoanalytic and Psychodynamic Psychology / Psychologie psychoanalytique et psychodynamique
SECTION PROGRAM / PROGRAMME DE LA SECTION

DR. OTTO WEININGER MEMORIAL AWARD ADDRESS
Paul Jerry, Athabasca University

Annual Dr. Otto Weininger Memorial Award Address, given to a prominent psychoanalytically-orientated psychologist in recognition of his or her significant contribution to the field of psychology.

2010-06-05 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – ALBERT

Symposium / Symposium
Psychologists in Education / Psychologues en éducation

YEAR 2: THE UBC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM
William McKee, University of British Columbia

The UBC School Psychology Internship Consortium is now completing its second year of operation in British Columbia. This program is the only Consortium of its type in Canada and it is modeled after similar programs in the U.S. As this Consortium continues in its development, the service is now starting to receive requests for internship placements in school psychology from students outside of British Columbia. This Symposium will provide current information on this exciting venture at UBC to include "lessons learned" as well as updates on Consortium operations.

A

DEVELOPMENT AND MENTORING OF SUPERVISORS FOR SCHOOL PSYCHOLOGY INTERNSHIPS
William McKee, University of British Columbia

The UBC School Psychology Consortium has developed a series of "Seminars in Supervision" that serve to support the development of increased supervisory skills by the supervisors who are providing service and support to Consortium interns. The development and function of these seminars will be presented to include information regarding the usual format and typical content / themes.

B

PURPOSE, GOALS AND STRUCTURE OF THE UBC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM
Kenneth Cole, School District #36 (Surrey, BC)

The purpose, goals and structure of the UBC School Psychology Consortium will be presented to familiarize attendees with the current design as well as the history to date, of this program.

C **THE EXPERIENCES OF AN INTERNSHIP CONSORTIUM SUPERVISOR**
Barbara Holmes, The University of British Columbia

An internship supervisor will present their experiences —- the "lessons learned," the successes, and the challenges —- as associated with providing supervisory service for school psychologist interns in this rapidly developing and exciting program being hosted at The University of British Columbia.

D **THE EXPERIENCES OF A SCHOOL PSYCHOLOGIST INTERN IN THE CONSORTIUM**
Rashmeen Nirmal, The University of British Columbia

A school psychologist intern will present their perspective, based on their own student experiences, as a consumer of the School Psychology Internship Consortium being hosted at The University of British Columbia. As an intern during the first year of the Consortium's operation, this intern will specifically speak to the benefit that this program provided to include a comparison with prior internship services.

2010-06-05 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – VICTORIA

Symposium / Symposium
Perception, Learning and Cognition / Perception, apprentissage et cognition

MUSIC AND MEMORY: DEVELOPMENT, EXPERTISE, MENTAL STATUS, AND NEURAL ACTIVATION
Annabel J. Cohen, University of Prince Edward Island

The appreciation of music as sound patterns unfolding in time relies on memory to establish meaningful experience beyond the perception of individual transient note-events. The present symposium focuses on such memory from several points of view. As singing is an origin of music, we begin with a presentation by Annabel Cohen which reviews performance across a wide age range on a new test battery of singing skills with results implying several kinds of memory even in pre-schoolers. A following paper by James March and Aimée Surprenant compares participants with and without musical training on memory for rhythmic passages. Ashley Vanstone and Lola Cuddy will then present a paper that focuses on mental status of older adults, particularly those with cognitive impairments. Their study reveals remarkably resilient long-term memory for familiar melodies. A final paper by Takako Fujioka reports a brain imaging study using magnetoencephalography (MEG) demonstrating neural activation across auditory, motor, and limbic systems supporting a music memory task involving both melodic and rhythmic aspects. Discussant Diane Humphrey, a cognitive scientist with expertise in both aesthetic perception and biopsychology, will identify common threads and implications for advancement of understanding of both memory and music cognition.

A **HOW SINGING RELIES ON MEMORY**
Annabel J. Cohen, University of Prince Edward Island

Singing, a fundamental communication ability and origin of music, relies on memory. Relatively little attention has been directed by psychology to singing in general; even less has focused on the role of memory. Results from a new battery of singing skills (AIRS: Advancing Interdisciplinary Research in Singing)help to address this gap. The battery was developed for administration longitudinally across a wide range of age and mental status. Components of the battery entailing memory include singing back music elements such as a minor third pattern (a children's chant), several other two-note (musical interval) patterns, a major triad (doh, me, sol), and an ascending and descending 7-note scale. As well the battery includes components that integrate these elements in singing the familiar, simple melody "Are you sleeping"; singing a favourite song; improvising the end to an unfamiliar song; composing a song; repeating an unknown song, and singing "Are you sleeping" after a delay. The results encourage us to propose four kinds of memory even at early ages: absolute pitch, relative pitch, higher order structure or melodic form (e.g., repetitions of note patterns) as well as verbal / melodic integration. These features were apparent in both recall and vocal composition and may be differentially affected by developmental stage and mental status.

B **PROSODIC CUES IN MEMORY FOR MELODIES AS A FUNCTION OF EXPERTISE**
James D. Marsh, Memorial University; Aimée M. Surprenant, Memorial University of Newfoundland

Prosodic features of speech (such as stress, rhythm, and intonation) carry meaning and can be integrated into a memory representation (Speer, Crowder, & Thomas, 1993). Similar acoustic features help distinguish musical compositions. The present study addressed the role of musical training in remembering prosody with simple tunes. Participants were presented with a series of musical sequences. At test, they listened to a new set of sequences containing melodically and prosodically old items, new melodies, and old items that were changed in their accent pattern but that had a previously-presented melodic pattern. The results showed that, although musicians and non-musicians did not differ in either recognizing items played with the same accent pattern or rejecting totally new compositions, musicians more often rejected prosodically changed items as "old" than non-musicians. The present research further delineates how expertise in music changes perception and memory for musical compositions.

C **MUSIC: SOME MEMORIES NEVER FADE**

Ashley D. Vanstone, Queen's University; Lola L. Cuddy, Queen's University

Memory loss is the defining characteristic of Alzheimer's disease (AD). As AD progresses, memory for new information is increasingly impaired, whereas memory for early life information is relatively less impaired. We examined this pattern in memory for melodies. First, we presented novel tunes 3 times to healthy young adults, healthy older adults, and older adults with mild AD or mild cognitive impairment (MCI). Next, participants discriminated study melodies from novel foil melodies. D-prime scores were significantly different for the 3 groups—highest for young adults and lowest for AD / MCI adults. Mean scores for young and older healthy adults were significantly above chance, but for AD / MCI adults were at chance. Second, we asked healthy young adults, healthy older adults and AD / MCI adults to recognize melodies from the repertoire of popular songs and tunes in the English-speaking Western culture. Older and young adults performed equally well , and, in contrast to the seriously impaired performance on the 1st task, most AD / MCI adults had high recognition scores comparable to those of healthy adults. We propose that memory processes tapped in Part 1 dissociate, in normal aging and in AD / MCI, from processes accessing long-term musical memories. Further, care-giver reports of enjoyment of music in AD may reflect the relative preservation of long-term memories for music.

D **NEUROMAGNETIC BRAIN ACTIVITIES RELATED TO MELODY AND RHYTHM**

Takako Fujioka, Rotman Research Institute, Baycrest

Music consists of two dimensional structures: pitch and rhythm. Pitch patterns unfolding over time comprise melodies, while rhythmic patterns are interpreted according to a global context of underlying pulse and musical meter (e.g., march, or waltz). How does our brain process these patterns? Recent research revealed that melodic information is encoded pre-attentively in the auditory cortex to a memory template used for comparison to an incoming sound, whereas time perception involves an interaction between auditory and sensorimotor systems. In this paper I will discuss neuromagnetic activity recorded via magnetoencephalography (MEG) for melody and timing encoding. MEG operates silently and its signals provide high spatial and temporal resolution, best suited for examining neural correlates of music processing. Our data revealed that both melody and timing encoding involved a wide area of the temporal lobe, including auditory and association cortices, memory-related areas in the medial temporal lobe, as well as sensory-motor cortices. This suggests that anticipatory processes in the hippocampal memory system and the temporal computation mechanism in the sensorimotor-related circuits, facilitate endogenous activities in the auditory and association cortices through feedback loops. The network distributing across auditory, motor, and limbic systems supports our music behaviours.

2010-06-05 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – COLBOURNE

Symposium / Symposium
Community Psychology / Psychologie communautaire

EXPLORING NEIGHBORHOOD AND COMMUNITY FACTORS THAT PROMOTE EARLY LEARNING AND DEVELOPMENT

Laurie Ford, University of British Columbia

Early childhood is a period of remarkably rapid physiological development, the quality of environments where children are reared plays a fundamental role on children's outcome (Janus & Offord, 2000; Zaslow, Calkins, & Halle, 2000). Early experiences influence learning, behaviour, and health outcomes throughout life (Hertzman & Irwin, 2007). The environmental milieu that surrounds the developing child has a large influence on cognitive, socioemotional and physical development (e.g. Miller, Jenkins, & Keating, 2002). Bronfenbrenner's (1979, 1981, 2001) ecological theory, highlighting the interplay between child-level variables and system-level variables in determining developmental outcomes emphasizes contextual determinants of development. A wide range of contextual variables, including maternal depression, home stimulation, family structure, and socioeconomic status, are related to developmental outcomes. Beyond parent / family-level contextual variables, neighborhood-level variables, including safety, social capital and cohesion, and immigration, have also been linked to developmental outcomes (Leventhal & Brooks-Gunn, 2000, Lapointe, Ford, & Zumbo, 2007). The purpose of this symposium to highlight a series of studies in which neighbourhood and community factors and their impact on early learning and development are explored.

A **CHILDREN'S CONSTRUCTIONS OF THEIR NEIGHBOURHOOD AND NEIGHBOURHOOD SAFETY**

Alexandra Percy, University of British Columbia; Juliana Negreiros, University of British Columbia; Veronica Shim, University of British Columbia

A small body of research about young people's perceptions of their neighbourhood has been conducted. Researchers suggest that more studies that explore young people's views of different aspects of their neighbourhood are needed. Among the few studies that assess children's perspectives of their environment, safety is a persistent theme that emerges during data collection (Chawla, 2002; Coulton, Korbin, & Su, 2006; Hume, Salmon, & Ball, 2005; Miles, 2002; Min & Lee, 2006; Nelson & Baldwin, 2004; Nicotera, 2002; Polivka, Lovell, & Smith, 1998; Schaefer-McDaniel, 2007). Given the limited research in this area, a series of studies were conducted by this research team to help better understand sense of neighbourhood and factors important to neighborhood safety from the perspective of children. In this paper methodologies that promote greater engagement of young children themselves in the research process will be examined. The team utilized photography, drawings, along with individual and group

interviews with children ages 3 through 9 to help better understand the neighbourhoods under investigation from the perspective of the child. The presentation will use study findings as a means to examine the utility of these child centered qualitative approaches to studying neighbourhood factors impacting learning and development.

B **PLAY, PARENT-CHILD INTERACTION, AND IMPACT ON EARLY DEVELOPMENT IN SOUTH ASIAN IMMIGRANT CHILDREN**

Maya Goldstein, University of British Columbia; Swiya Nath, University of British Columbia

Play is a central activity of children's lives in all cultures (Roopnarine & Johnson, 1994). In North America and European societies many parents follow child development experts' advice that play increases social and cognitive outcomes. In other cultures, parents might observe play differently and the emphasis might not be on child development (Roopnarine, Laker, Sacks & Stores, 1998). Parents from different cultures might have different ideas as to why playing with their children is important (Parmar, Harkness & Super, 2008). There has been little research that has investigated how cultural beliefs relate to how parents think about their children's development or to how parents organize their children's time and their neighbourhood and home environment (Parmar, Harkness & Super., 2004). The neighbourhood under investigation is comprised of a large number of South Asian immigrant parents. Service providers and early educators in the community noted some concern with potential disconnect with service provision in the community around child development and parent perceptions of the role of play in their children's development. In this paper South Asian immigrant parents' perceptions of the role of play will be examined through presentation of findings of participant observations in parent drop in centres in one neighbourhood with a large number of South Asian immigrants.

C **THE IMPACT OF SOCIAL NETWORKS ON PERCEIVED SOCIAL CAPITAL AND SOCIAL COHESION IN PARENT OF CHILDREN IN NEIGHBOURHOODS WITH HIGH RATES OF VULNERABILITY**

Swiya Nath, University of British Columbia; Jessica Parker, University of British Columbia

Children's development is highly influenced by family (Ainsworth, 1972; Bowlby, 1988) and other social contexts (Bronfenbrenner & Morris, 1998; Curtis, Dooley & Phipps, 2004; Duncan & Raudenbush, 1999). Bronfenbrenner's bioecological theory of human development (1979, 2004, 2005) highlights the importance of the interaction between child-level, family-level, and neighbourhood-level variables. While Neighbourhoods do matter to children's development, according to important theory and research (Jencks & Mayer, 1990; Leventhal & Brooks-Gunn, 2004). researchers are still seeking to understand how the neighbourhood interacts with the other systems of influence to promote healthy child development. In this paper a sub-study of perceived social networks from a larger investigation of perceived social capital and social cohesion of parents of young children is examined. All participants are parenting in neighbourhoods having high levels of vulnerability as captured by pervious studies by members of the research team. purpose of the proposed study is to examine neighbourhood characteristics that promote successful child development from the perspective of parents of young children. Social Network Analysis as means to examine relationships of parents with the community will be examined along with highlighted along with key findings of the sub-study.

2010-06-05 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – MEETING ROOM 5

Symposium / Symposium
Clinical Psychology / Psychologie clinique

WHAT DO YOUNG ADULTS KNOW AND WANT TO KNOW ABOUT GETTING HELP FOR PROBLEMS WITH ANXIETY AND DEPRESSION?

John R. Walker, University of Manitoba

The highest prevalence of mental health problems such as anxiety and depression is in young adults (ages 18 to 25). A great deal of work has been carried out to develop a range of effective treatments for these problems. However, many young adults experiencing anxiety and depression do not perceive a need for care or seek help for these problems. Our Mobilizing Minds Research Group has been studying the information needs and preferences of young adults. This work has included analysis of a national survey on the mental health literacy of Canadian young adults, focus groups with young adults from the general population, individual semi-structured interviews with distressed young adults, and surveys with young adults on a university campus, If faced with a problem with anxiety or depression young adults would prefer to have a wide range of information about the treatments available and show strong preferences for how they receive this information. Some of this information is not easily available from current information sources. We plan to use our findings to develop more effective ways to reach young adults in need of help.

A **MENTAL HEALTH LITERACY IN CANADIAN YOUNG ADULTS: RESULTS OF A NATIONAL SURVEY**

Madalyn Marcus, York University, Dept. of Psychology; Henny Westra, York University, Dept. of Psychology; (Group) Mobilizing Minds Research Group, Knowledge Translation Team Grant (CIHR)

The present study sought to understand the mental health literacy of Canadian young adults, in comparison to older adults, in order to determine targets for subsequent intervention strategies. The results are from a nationally representative survey conducted by

the Canadian Alliance on Mental Illness and Mental Health as part of their Mental Health Literacy Project. The data for the present study includes responses from 123 young adults (aged 18 to 24) and 1055 older adults (aged 25+). Overall, both age ranges had adequate mental health literacy in terms of perceived prevalence and recognition of mental disorders but negative perceptions of those with mental illness. Young adults felt more strongly that people can manage mental health problems on their own and were more likely to seek out informal sources of help, such as friends and family. Young adults also reported being less likely to seek help from a family doctor and felt less strongly that psychotropic medications can be helpful for people with mental health problems. As the degree of mental health literacy differs across age groups, it is vital that interventions are tailored to the needs and preferences of young adults. Future interventions for improving the mental health literacy of Canadian young adults need to take into account young adults' preferences for autonomy and the use of informal supports.

B

YOUNG ADULTS CONSIDERING HELP FOR ANXIETY OR DEPRESSION: WHAT DO FOCUS GROUPS TELL US?

Kimberley Ryan-Nicholls, Brandon University - School of Health Studies; Patricia Furer, University of Manitoba - Dept of Clinical Health Psychology; John R. Walker, University of Manitoba - Dept of Clinical Health Psychology; Kristin Reynolds, University of Manitoba - Dept of Psychology; (Group) Mobilizing Minds Research Group, Knowledge Translation Team Grant (CIHR)

Young adults (18 - 25) experiencing mental health problems are among the least likely to perceive a need for care. Little work has been done on the information needs of people experiencing problems with anxiety and depression, their family and friends. We conducted three focus groups with 24 young adults recruited from two community colleges in Manitoba. After describing stories of young adults experiencing serious problems with anxiety or depression we explored why young adults might consider (or not consider) seeking information and assistance, what types of information are important, how they could receive the information, and potential barriers. Young adults indicated that the Internet is often the source of information they turn to first. They also indicated that they would rely on friends and family. Young men in particular emphasized self reliance in coping with personal problems and many expressed a reluctance to seek help beyond their immediate circle of friends and family. Some participants indicated an interest in considering self help information in books or on the Internet. Young women expressed more interest in seeing someone in person about help. Privacy was an important consideration when considering treatment. If they were considering treatment options most would like a great deal of information about the characteristics of treatment.

C

THE MENTAL HEALTH INFORMATION PREFERENCES OF DISTRESSED AND DISADVANTAGED YOUNG ADULTS

Madalyn Marcus, York University, Dept. of Psychology; Elizabeth Brockest, York University, Dept. of Psychology; Henny Westra, York University, Dept. of Psychology; John Eastwood, York University, Dept. of Psychology; Lynne Angus, York University, Dept. of Psychology; (Group) Mobilizing Minds Research Group, Knowledge Translation Team Grant (CIHR)

Young adults suffering from mental health problems are faced with complex decisions regarding care in the absence of critical mental health information. It is pivotal for proper knowledge exchange that young adults themselves help determine the content, format and timing of delivery of appropriate information regarding mental health problems. This study used semi-structured interviews to investigate what information young adults would like to have in considering help for a problem with emotional distress and the information sources they are likely to use for this information. Stratified purposeful sampling was used to collect a sample of young adults (N = 10) who were experiencing distress. Given the importance of developing materials that are applicable to individuals who are particularly at risk for failure to seek appropriate care an additional sample of disadvantaged and marginalized young adults (N = 10) was recruited. The interviews were analyzed using Grounded Theory, a qualitative research methodology, to identify important themes emerging from the young adults' experiences. We will also discuss consumer-focused qualitative methods for identifying the information needs and preferences of specific groups that may require assistance with mental health problems at some point.

D

POSTSECONDARY STUDENTS' INFORMATION NEEDS AND PATHWAYS FOR HELP WITH STRESS, ANXIETY, AND DEPRESSION

Don Stewart, University of Manitoba - Student Counselling and Career Centre; Ken Hahlweg, University of Manitoba - University Health Service; Alexandria Yaeger, University of Manitoba - Dept of Psychology; Mark Leonhart, University of Manitoba - Dept of Psychology; Kristin Reynolds, University of Manitoba - Dept of Psychology; John Walker, University of Manitoba; (Group) Mobilizing Minds Research Group, Knowledge Translation Team Grant (CIHR)

Our research group has conducted qualitative studies to understand the information needs of young adults concerning problems with stress, anxiety, or depression. To complement these findings, we conducted a survey of young adults using a university counselling centre and a health service. All students accessing these services were invited to participate, and the sample is therefore representative of a broad range of presenting issues and needs, not just mental health concerns. Over 200 respondents answered

questions concerning the information they would find important in considering services, how they would like to receive this information, and whom they would like to discuss this with if they or someone close were experiencing stress, anxiety, or depression. Respondents considered themselves moderately familiar with the types of treatment available for these problems. Most would prefer to receive information through discussion with a health care provider, a written brochure, or a recommended website. In seeking advice, most would turn to a romantic partner, a close friend, a parent, their family doctor, or a counsellor. The most helpful forms of assistance for these problems were considered to be in-person meetings with a counsellor to discuss this problem and work on coping strategies, a self-help website, a self-help book, or medication recommended by a physician.

2010-06-05 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – CABINET

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

RURAL AND NORTHERN PSYCHOLOGY / PSYCHOLOGIE DES COMMUNAUTÉS RURALES ET NORDIQUES
Karen G. Dyck, University of Manitoba

2010-06-05 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – Westminster

Committee Business Meeting / Réunion d'affaires

CPA TASK FORCE ON PRESCRIPTIVE AUTHORITY
Lorne Sexton

2010-06-05 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – TALBOT

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

HEALTH PSYCHOLOGY / PSYCHOLOGIE DE LA SANTÉ
Tavis Campbell, University of Calgary

Presentation of the Young Investigator Award and Student Award

2010-06-05 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – PAN AM ROOM

Symposium / Symposium
Criminal Justice Psychology / Psychologie et justice pénale

ENHANCING RESPONSIVITY IN FORENSIC REHABILITATION
Jacqueline N. Cohen, East Coast Forensic Hospital

Research suggests that offender treatments reduce recidivism in those who complete them as compared to those who do not. Yet in the criminal justice and mental health systems, two systems with differing populations, the engagement and retention of offenders / forensic clients in treatment is a significant problem. This raises questions regarding the responsivity of forensic interventions: How well are treatments matched to offenders' / clients' characteristics, motivation, and symptoms? Drs. Olver, Stockdale, and Wormith will discuss the results of their meta-analysis examining predictors of offender treatment dropout, thus calling attention to the importance of responsivity issues. Dr. Cohen and Ms. MacDonald will then present evidence suggesting that mindfulness-based interventions, which fall under the rubric of general responsivity, can enhance the treatment of psychosis in forensic clients. Turning to methods of enhancing specific responsivity, Dr. Moulden will discuss the unique motivational issues that forensic clients present with as well as methods for incorporating motivational enhancement into forensic rehabilitation. Finally, Dr. Wormith will speak to the current state of rehabilitation in correctional and forensic settings. He will also discuss the comparability of these populations as well as how to move toward more detailed analyses of what works, how, and for whom.

A

A META-ANALYSIS OF PREDICTORS OF OFFENDER TREATMENT DROPOUT AND ITS RELATIONSHIP TO RECIDIVISM
Mark Olver, Department of Psychology, University of Saskatchewan; Keira C. Stockdale, Young Offender Team, Saskatoon Health Region; J. Stephen Wormith, Department of Psychology, University of Saskatchewan

The present study is a meta-analysis of the predictors of offender treatment dropout and the relationship of premature program termination to recidivism outcomes in 41,923 offenders across 102 studies. Predictors of dropout were examined across all offender groups and disaggregated among sex offenders and domestic batterers. The overall rate of attrition was 28%. The rate of attrition from sex offender programs was 28%. Dropout from batterer programs was 36% and 46% including pre-program attrition. Several common predictors emerged including demographic characteristics (e.g., young age, ethnic minority), general criminality (e.g., psychopathy, prior offenses), risk measures (e.g., SIR scale), and within program treatment response indicators (e.g., disruptive behavior, poor motivation, high levels of denial). Consistent with extant findings, treatment dropouts appeared to be higher risk

offenders. Dropout from all programs also significantly predicted increased general and violent recidivism. Dropout from specific programs also significantly predicted specific outcomes, with sex offender treatment dropout being significantly associated with increased sexual recidivism and batterer treatment dropout being associated with increased domestic assault recidivism. Implications for reducing offender treatment attrition through increased attention to responsivity issues are discussed.

B **MINDFULNESS-BASED THERAPY FOR PSYCHOSIS IN A FORENSIC PSYCHIATRIC HOSPITAL**

Jacqueline N. Cohen, East Coast Forensic Hospital; Chantal L. MacDonald, University of Manitoba

Research suggests that mindfulness- and acceptance-based behavioural therapies improve general functioning and reduce rehospitalization in individuals with psychotic symptoms. However, these interventions have yet to be applied in forensic contexts. This paper describes the implementation and evaluation of a mindfulness-based therapy group in a forensic psychiatric hospital. Participants were forensic inpatients who had been diagnosed with a psychotic or bipolar disorder. They completed an eight-session mindfulness group aimed at helping them to (a) understand voices and intrusive thoughts as experiences of the self and not as defining the self, (b) observe voices and thoughts enter in and out of their awareness without needing to ruminate about or confront them, and (c) develop their capacity to experience psychotic symptoms while working towards valued behavioural goals. The clients completed pre- and post-treatment measures evaluating their general psychological distress, their acceptance of their hallucinations, and their commitment to effective action rather than acting in response to their voices. They also participated in a semi-structured interview in which they were asked about their experience of the group and using mindfulness. The results will be discussed in terms of their implications for enhancing treatment in forensic psychiatric populations.

C **THE ROLE OF MOTIVATION IN FORENSIC REHABILITATION**

Heather M. Moulden, Forensic Service, St. Joseph's Healthcare

We are beginning to understand that a necessary element of effective forensic rehabilitation lies in enhancing motivation for change. Although motivational techniques have routinely been applied to other populations and interventions, how to engage the forensic client in a process, which he often denies, resists, or resents represents a unique therapeutic and ethical challenge for clinicians working in correctional and forensic settings. Furthermore, the implications of poor motivation for change significantly impact on participation and engagement in treatment, thereby depriving clients of the benefits of treatment and the drive to apply new skills to offence free living. For this reason, researchers and clinicians are examining motivational techniques within treatment protocols, or as pre-treatment interventions. This presentation will focus on the unique motivational issues relevant to forensic clients, and the rationale for considering and incorporating motivational enhancement techniques into forensic rehabilitation. Research examining the role of motivational factors, and the effects of motivational enhancement with correctional and forensic clients will be reviewed. These findings illustrate the positive outcomes associated with addressing motivation directly, such as improved treatment efficacy and reduced recidivism in forensic clients.

2010-06-05 – 3:30 PM to 4:25 PM – 15 h 30 à 4 h 25 – CAMPAIGN A

Committee Business Meeting / Réunion d'affaires **PUBLIC POLICY COMMITTEE BUSINESS MEETING**

Martin M. Antony, Sylvie Bourgeois; Karen Cohen; Wendy Josephson; Catherine Lee; Linda M. McMullen; Juanita Mureika; Sandra Pyke; Jennifer Rouse; Lisa Serbin

2010-06-05 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – CAMPAIGN B

Theory Review / Examen théorique
Aboriginal Psychology / Psychologie autochtone

THEORY REVIEW SESSION 'C' / SESSION EXAMEN THÉORIQUE

#1
Aboriginal Psychology / Psychologie autochtone

HONOURING THEIR WAY: EXPLORING AND SUPPORTING THE WORK OF INDIGENOUS HEALERS AND ELDERS

Teresa Beaulieu, University of Toronto

Indigenous Healers and Elders are held with the highest regard in their communities, yet relationships between these healers and Western helping professionals remains an elusive topic in most professional helping circles. Research has shown that the ideal counselling environment for Indigenous clients is one that is infused with Indigenous worldviews and practices, and as such, many scholars have called for an integration of traditional healing approaches and Western therapeutic frameworks. However, considering that the establishment of collaborative relationships with Healers and Elders is a commonly cited suggestion for indigenizing mainstream approaches, one must question how this fusion of healing paradigms is to occur if the perspectives of those from non-Western circles continues to be marginalized and absent from this ongoing discussion. The proposed paper presentation will therefore review theoretical writings in this area, and outline the findings of a qualitative study that explored the experiences of

five Indigenous Healers and Elders working within Western organizations and counselling settings. The presentation will identify the obstacles and facilitative aspects of individual working environments, and discuss how non-Indigenous helping professionals and organizations can collaborate with and best support the work of these Indigenous healers.

#2
Aboriginal Psychology / Psychologie autochtone

CULTURAL ACTIVITIES OF MÉTIS IN CANADA: CONTRIBUTIONS TO CULTURAL CONTINUITY
Teresa A. Janz, Statistics Canada; Mohan Kumar, Métis Centre, National Aboriginal Health Organization

Canada is a multi-cultural country. One very rich source of our cultural heritage comes from Aboriginal Peoples. Cultural continuity research with Aboriginal people has primarily focused on First Nations communities, and has been described as the continuity that individuals have with their own cultural past and ideas of their potential future self. Cultural continuity factors have been shown to be protective against such adverse events as youth suicide in First Nations communities (Hallett, Chandler and Lalonde, 2007). The concept of cultural continuity has not been explored for Métis, who make up a third of the Aboriginal population in Canada (about 390,000 people in 2006). This report explores culture for the Métis population (15 and older) using data from the 2006 Aboriginal Peoples Survey and Métis Supplement regarding Aboriginal language, involvement in Métis-specific organizations, consumption of traditional foods, spiritual and religious practices, and involvement in traditional arts and crafts. Findings were analyzed descriptively by sex, age, and region. The goal is to move toward a better understanding of a Métis-specific cultural continuity index to prompt further dialogue and research on cultural continuity and its effects on Métis.

#3
Psychoanalytic and Psychodynamic / Psychoanalytique et psychodynamique

ON TRANSCENDENCE
Jon Mills, Private practice

Does psychoanalysis truly prepare us to lead a fully examined life? In theory, it arguably does. But in practice, I propose that it fails miserably. Yet this question is a contextual one and contingent upon what is actually introduced and discussed in the consulting room. Does the artificial interpersonal climate of silence, abstinence, and failure to respond to questions by the analyst lend itself to pure contemplative reflection? Or does dialogue based on mutual self-disclosure produce the type of shifts in internal space that lend themselves more auspiciously to not only questioning but actually living an examined life? This seems to be the antipode between classical and contemporary technique. In this age of contextuality that defines current psychoanalytic sensibilities, the question of questioning is explored in relation to what is actually valued by the patient as that which is of upmost existential value versus what the psychoanalytic method generates. What I propose to argue is that psychoanalysis falls short of its aim to offer psychic liberation via insight if it does not engage the question of wholeness, virtuous action, and truly living the examined life, the subject matter of transcendence.

#4
Women and Psychology / Femmes et psychologie

HARMONIZING QUALITATIVE INQUIRY: A PRECONCEPTUAL MODEL FOR QUALITATIVE DATA ANALYSIS
Michelle C. E. McCarron, University of Regina; William E. Smythe, University of Regina

The increasing popularity of qualitative research in psychology has given rise to numerous methods of working with qualitative data (e.g., grounded theory, phenomenology, discourse analysis, narrative inquiry). Notwithstanding the distinctiveness of these approaches, there are also many similarities in terms of how researchers report implementing these methods, often explaining that no single method fully captures what it is that they do as qualitative researchers. Looking beyond the qualitative methodological literature, the groundbreaking work of Russian psychologist Lev Vygotsky (1934 / 1986) provides a framework for conceptual development; the types of preconceptual thought he found children to employ bear striking similarities to Strauss and Corbin's (1998) grounded theory and indeed, to the types of thought qualitative researchers of all stripes have reported utilizing in their efforts to create meaning from their data. In this session, we review the foundations of Vygotsky's theory of conceptual development and explore compelling reasons why it is useful to think in terms of preconceptual, rather than conceptual, thought when analyzing qualitative data. We conclude by illustrating, through examples from the qualitative methodological literature and anonymized accounts from experienced researchers, how this theory provides a framework for qualitative data analysis.

2010-06-05 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – KILDONAN

Symposium / Symposium
Clinical Psychology / Psychologie clinique

BETTER INFORMATION, BETTER DECISIONS, BETTER CARE: HELPING PARENTS NAVIGATE MENTAL HEALTH TREATMENT OPTIONS FOR THEIR CHILDREN
John R. Walker, University of Manitoba, Dept Clinical Health Psychology

Mental health problems are the most common childhood health conditions. Early intervention with these problems can reduce the negative impact on child development and may reduce the risk of future mental health problems. A variety of effective interventions have been developed but many children and families do not receive effective services in a timely fashion. One of the challenges is

reaching families with information concerning these problems and the help that is available. Another challenge is providing parents with the information they need to make informed choices. This symposium will consider four areas related to these concerns. The first presentation will consider the information needs and preferences of parents as evaluated in semi-structured interviews and parent surveys. The second presentation will consider the strengths and weaknesses of information currently on the web concerning children's anxiety problems. The third paper will describe a sophisticated research technique, discrete choice conjoint analysis, to evaluate the children's mental health information needs of parents in the general population. The final paper will describe the development of a web-based approach to providing self-help cognitive behavior therapy resources to parents of anxious children.

A **WHAT DO PARENTS WANT TO KNOW WHEN CONSIDERING TREATMENT FOR CHILD ANXIETY?**

Leanne Mak, University of Manitoba, Dept of Psychology; John R. Walker, University of Manitoba; Diane Hiebert-Murphy, University of Manitoba, Dept of Psychology; Gary Altman, University of Manitoba, Dept of Psychiatry

Parents seeking help for a child's anxiety are faced with a variety of treatment choices including psychological, pharmacological and combined treatments. The goal of this two-part study was to examine parents' information needs, and their preference for amount and sources of information when making a treatment decision for child anxiety. Study 1 consisted of semi-structured interviews with 19 parents to explore their information needs. These findings were used in Study 2 to create a parent survey (N = 93). Participants were parents who were seeking treatment for their child`s anxiety. Results: Parents see themselves as having a strong role in treatment decision making and desire information in many areas. Highly important areas were the characteristics of the treatments available, effectiveness, side effects, the effects of discontinuing treatment, and outcome when treatment is completed. Parents preferred either moderate (4 pages) or substantial (10 pages or more) amounts of information. Information in written form and information through discussions with a health-care provider were most preferred. Conclusions: An important task for future research will be to develop evidence-based information to support parents in making informed decisions. Our team is developing information to answer questions that parents consider to be important.

B **CHILDREN'S MENTAL HEALTH INFORMATION AT WORK: USING DISCRETE CHOICE CONJOINT ANALYSIS TO MODEL A FAMILY MENTAL HEALTH INFORMATION**

Charles E. Cunningham, Department of Psychiatry and Behavioural Neurosciences; Don Buchanan, McMaster Child Health Research Institute; Ian Manion, The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO; Stan Kutcher, IWK Health Centre - Maritime Psychiatry; Simon Davidson, Division of Child and Adolescent Psychiatry; Yvonne Chen, Department of Clinical Epidemiology, and Biostatistics

We used discrete choice conjoint analysis to model the provision of children's mental health information via the workplace. A sample of 328 employees of a large firm completed 15 choice tasks presenting experimentally varied combinations of the study's 15, 4-level children's mental health information transfer attributes. We computed individual utility coefficients using Hierarchial Bayes. Latent class analysis yielded three segments with different information transfer preferences. Most participants wanted information helping them understand normal child development, identify children's mental health problems, and understand these difficulties. They wanted information familiarizing them with evidence-based treatments, identifying service providing agencies that were most effective, and teaching parents to advocate for their children. In addition, they wanted to understand services for adult mental health problems. With the goal of becoming more informed, confident, and less stressed, parents preferred a discretionary, evidence-based, internet strategy presenting brief information supported by an internet question and answer forum with a professional. We discuss differences in the preferences of the three segments, demographic and attitudinal correlates of segment membership, and simulate an optimal information transfer strategy for each.

C **HOW WELL DO WEBSITES CONCERNING CHILDREN'S ANXIETY ANSWER PARENTS' QUESTIONS ABOUT TREATMENT CHOICES?**

Kristin Reynolds, University of Manitoba - Dept of Psychology; John Walker, University of Manitoba; Mark Leonhart, University of Manitoba - Dept of Psychology; (Group) Mobilizing Minds Research Group, Knowledge Translation Team Grant (CIHR)

The Internet is a rich and flexible source of health information in spite of variable quality. The goal of this study was to evaluate the extent to which websites answer parents' questions concerning child anxiety. Websites concerning child anxiety disorders (31 in total) were identified using Google and recommendations by experts. Each was evaluated across 32 content areas using a 5-point scale ranging from 1- no information to 3- adequate information to 5- comprehensive information. All websites provided at least adequate information on psychosocial treatment choices (mean rating 4.2). Many websites provided little information about questions concerning other aspects of treatment including duration of treatment, effect of discontinuing treatment, and side effects of medication treatments. In general, websites had more difficult reading levels than is generally recommended (Flesch Kincaid Grade Levels ranging from 10.8 to 16.1). Websites were subsequently analyzed using the Ensuring Quality Information for Patients (EQUIP) and Discern evaluation criteria (mean ratings of 50.3 and 36.2 respectively). 38% of websites analyzed possessed "Health on the Net" (HON) code certification. Most websites contained inadequate information about many parental concerns. Web information for parents could be strengthened by adding information to address the concerns of parents.

D **USING THE WEB TO REACH THE PUBLIC: EXPERIENCES WITH A CBT SITE FOR PARENTS OF ANXIOUS CHILDREN**

Lynn D. Miller, Faculty of Education; Carmen McLean, National Center for PTSD; Arto Tienaho, AnxietyBC

The Anxiety Disorders Association of British Columbia (AnxietyBC) has developed web content for parents of children with anxiety. The purpose of the website is to offer information developed by psychologists on managing child anxiety disorders. Detailed information about accurately identifying anxiety subtypes in children is presented via video vignettes of questions and answers with experts. The site includes step-by-step cognitive behavioral interventions for parents to use with their children, with accompanying downloadable worksheets. Examples of these materials will be provided. AnxietyBC, a nonprofit association committed to increasing awareness of anxiety disorders, developed the website in response to increasing requests from the public regarding access to accurate and information. A website survey of consumer satisfaction, specifically regarding the parenting portal, has assessed specific aspects of the site in order to evaluate and modify the web content. This presentation will review responses to the online survey, collected from 150 participants, over the course of eight months (September-April). Suggestions for modification to the site will be provided. Challenges to dissemination of the website's existence and appropriate use will be discussed.

2010-06-05 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – ALBERT ROOM

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

EXPLORING 'NEW' STEREOTYPES, PREJUDICE, AND WAYS OF COPING WITH DISCRIMINATION

David R. Kille, University of Waterloo

Issues related to stereotyping and prejudice have received an abundance of research attention over the past few decades – perhaps because of the real-world implications of such research. As our society becomes increasingly diverse, new questions are constantly being asked. This symposium will sample research from student investigators to examine emerging questions that may shape the field. For example, Cindy Ward will discuss her research examining subtle forms of racism against Asian-Canadians, and how awareness of, and motivation to control, prejudice is associated with the "Asian modern racist". At an organizational level, Jessica McCutcheon will illustrate how dominant groups within institutions impose their values onto marginalized others; this research focuses on gay and lesbian soldiers. To highlight a largely neglected form of prejudice, Leah Funk will discuss the cognitive and self-regulatory consequences of sexual-harassment of men. Finally, Stacey Sasaki will close the symposium with promising research on how to resolve potential conflict between those high in prejudice and outgroup members by combining multicultural ideology alongside an impression formation mindset. The aim of this symposium is to showcase research conducted by students, with a particular emphasis on segments of the population that have been given less attention in previous research.

A **ASIAN MODERN RACISM AND THE MOTIVATION TO REGULATE PREJUDICE**

Cindy L. Ward, The University of Waterloo / Wilfrid Laurier University; Karina Schumann, The University of Waterloo; Mark P. Zanna, The University of Waterloo

Despite a shift toward more subtle forms of racism in past decades, explicit prejudiced attitudes toward minority groups still exist in Canada. In the present study, we examined whether modern racism toward Asians would predict a subtle form of prejudiced behaviour. During a pretest, undergraduates completed the Asian modern racism scale, an index of motivation to regulate prejudice, and a measure of awareness of prejudicial attitudes. A week later, participants came to the lab to evaluate a legal case in which an Asian police officer was acquitted of assault charges against a motorist in provincial court but then re-tried in federal court. As predicted, high modern racism was positively associated with discrimination, in that modern racists were less likely to perceive double jeopardy. In an attempt to begin characterizing the Asian modern racist, we also examined their motivation to regulate, and their awareness of, prejudice. We found that Asian modern racism was associated with lower intrinsic motivation and higher amotivation to regulate prejudice. Furthermore, increased modern racism toward Asians was associated with greater awareness of prejudiced attitudes. These findings support the existence of prejudicial attitudes toward Asians in Canada and suggest that Asian modern racists are both aware of and less motivated to regulate these attitudes.

B **BOTH SIDES OF THE SPECTRUM: GAY AND LESBIAN SOLDIERS IN THE CANADIAN ARMED FORCES**

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

Militaries are dominated by men and highly value a heterosexual masculine warrior ideal (Davis & McKee, 2004). Soldiers, however, are not necessarily heterosexual, male, nor do they always embody the prescribed masculine warrior ideal. How the values related to hyper-masculinity and heterosexuality influence the daily experience of lesbian and gay soldiers is an empirical question. The Psycho-Social Ethnography of the Commonplace methodology (P-SEC; Gouliquer & Poulin, 2005) was utilised to investigate how the institutions of heterosexuality and of the military influence the everyday lives of homosexual soldiers. According to P-

SEC, investigating the experiences of marginalised groups provides an epistemic advantage to understanding the functioning of institutions and the experience of their members. Interviews with 10 lesbian and 10 gay soldiers were analysed. P-SEC brings the researcher to identify "Organisational Moments" (OM), which are events that benefit the institutions and complicate the lives of the marginalised group. The present study analysed the OM of policing masculinity / femininity. The results are discussed in terms of the cognitive schemata used and the coping strategies adopted. Gender differences are highlighted and policy recommendations are discussed based on the findings.

C **COGNITIVE AND SELF-REGULATORY REPERCUSSIONS OF THE SEXUAL HARASSMENT OF MEN**

Leah C. Funk, The University of Winnipeg; Cherie D. Werhun, The University of Winnipeg

Men experience sexual harassment in the form of gender-based harassment, or the pressure to conform to stereotypical masculine gender roles (Berdahl, 2007). Despite research on the emotional consequences of sexual harassment (Bergman et al, 2002), the cognitive and self-regulatory consequences have not been investigated. Moreover, men who are highly gender identified may be especially sensitive to these repercussions (Maass, Cadinu, Guarnieri, & Garsselli, 2003). Thus, high and low gender identified male Introductory Psychology students either experienced sexual harassment, or did not experience harassment before completing tests of self-regulatory strength, behavioural inhibition, and cognitive processing. As predicted, high gender identified men were more vulnerable to sexual harassment, exhibiting significantly greater depletions in cognitive processes and self-regulation, compared to low gender identified men. Implications for men's work place experiences are discussed.

D **INDIVIDUALLY ORIENTED MULTICULTURAL IDEOLOGY IN INTERGROUP INTERACTION**

Stacey J. Sasaki, The University of Manitoba

A number of ideological messages have been developed to encourage more positive intergroup relations. Multicultural ideology seems to hold the most promise by prompting positive attention toward outgroup members. However, the present research discusses evidence that this effect does not occur for higher-prejudice individuals or in threatening situations. Because forming an impression has been shown to lead to less resource depletion and anxiety, combining multiculturalism with an impression formation mindset to develop an individually oriented multicultural message should yield positive results. Dominant and minority group members engaging in ostensibly real intergroup interactions were expected to exhibit positive attention to outgroup interaction partners. This would have great implications for those of whom the current multicultural ideology does not reach. Because group differences are often perceived as threatening, emphasizing learning about others instead should halt defensive tendencies and allow higher-prejudice individuals to behave more positively. Similarly, de-emphasizing differences and shifting focus onto learning about others should lead to more positive interactions even in more threatening contexts involving rejection or disagreement– arguably where effective interventions are most needed.

2010-06-05 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – VICTORIA

Symposium / Symposium
Developmental Psychology / Psychologie du développement

THE EFFECTS OF EXPOSURE TO INTIMATE PARTNER VIOLENCE ON CHILDREN

Caroline C. Piotrowski, University of Manitoba

Exposure to intimate partner violence (IPV) continues to be a serious and highly prevalent public health concern that negatively impacts children. Numerous studies conducted over the past two decades have established strong linkages between exposure to IPV and elevated risk for adjustment problems, both in childhood and over the life course. The purpose of this symposium is to bring together four scholarly papers that studied differing yet complementary aspects of this issue. The first paper investigated the effects of IPV on the mother-infant relationship, and explored demographic characteristics as possible mediators of this linkage. The second paper examined the quality of the mother-child relationship for school-aged children exposed to IPV, with a focus on how maternal depression and child trauma symptoms might mediate the relationship between child perceptions of the quality of the mother-child relationship and observed mother-child interaction. The third paper compared patterns of adjustment in school-aged siblings exposed to IPV, and found the quality of family relationships significantly differentiated these patterns. Finally, the fourth contribution looked at mother's protective strategies towards their children. Taken together, these findings further our understanding of the factors that may moderate the effects of children's exposure to IPV.

A **MOTHER-INFANT RELATIONSHIPS IN VIOLENT FAMILIES**

Nicole Letourneau, University of New Brunswick

SIGNIFICANCE: Children often experience severe psychological and behavioural after-effects of exposure to "intimate partner violence" (IPV). Family violence may produce less maternal responsiveness that predispose children to poor outcomes; however, mothers in violent relationships have also been observed to be more responsive to their children than mothers who had not parented through IPV. This heightened responsiveness remains unexplored in mother-infant interaction. RESEARCH QUESTIONS: 1.

What is the impact of IPV on mother-infant relationships? 2. What is the association between these relationships and infant development in families affected by IPV? Are these associations modified by demographic variables? METHODS: Data were collected from forty-four mothers and their birth to three-year-old children in the three Maritime Provinces. In addition to observational data of mother-infant interactions, quantitative parent-report data were collected on infant development, social support, difficult life circumstances, family functioning, infant temperament, and parental depression. DATA ANALYSIS: Children were dichotomized into two groups; those who scored above and below the mean on measures of development. Stepwise logistic regression was used to determine the factors that predicted more optimal development in each group.

B **TRAUMA SYMPTOMS IN CHILDREN EXPOSED TO INTIMATE PARTNER VIOLENCE: THE ROLE OF MOTHER-CHILD RELATIONSHIPS**

Ashley Stewart-Tufescu, University of Manitoba; Janelle Hoffman, University of Manitoba; Kathleen McLean, University of Manitoba; Caroline C. Piotrowski, University of Manitoba

SIGNIFICANCE: Children exposed to intimate partner violence often experience a variety of difficulties, including trauma symptoms. Recent work has identify the quality of the mother-child relationship as a factor that moderates child difficulties. The present study investigated the role of the mother-child relationship in relation to the trauma symptoms in school-aged children exposed to IPV. RESEARCH QUESTIONS: 1) Are sibling perceptions of the quality of the mother-child relationship related to a) children's trauma symptoms and b) maternal depression? 2) Are child perceptions of mother-child relationships related to mother-child interactions? 3) Do maternal depression and child trauma symptoms mediate this relationship? METHODS: Forty-seven mothers with two children were recruited from the community. Mothers completed child adjustment and depression measures. Children assessed the quality of the parent-child relationship. Observers coded ten minutes of structured mother-child interaction. RESULTS: Preliminary findings suggested that child perceptions of maternal aggression and hostility were positively related with trauma symptoms for older, but not younger, siblings. Child perceptions of the quality of the mother-child relationship were not related to maternal depression; however, they appear related to observed mother-child interaction in a pilot sample of families.

C **PATTERNS OF ADJUSTMENT AMONG SIBLINGS EXPOSED TO INTIMATE PARTNER VIOLENCE: THE ROLE OF FAMILY RELATIONSHIPS**

Caroline C. Piotrowski, University of Manitoba

SIGNIFICANCE: Children exposed to intimate partner violence (IPV) are at elevated risk for maladjustment problems, however there is considerable variability in these problems. Recent research has emphasized the identification of potential mechanisms that account for this heterogeneity. Surprisingly, little is known about how multiple children within the same family are affected. The present research compared patterns of adjustment in siblings exposed to IPV, and if family relationships distinguished these patterns. RESEARCH QUESTIONS: 1) Do siblings differ in their patterns of adjustment? 2) Does the quality of family relationships vary across adjustment patterns? METHODS: Participants included forty-seven sibling pairs and their mothers recruited from the community. Mothers and children reported on child adjustment measures and the quality of family relationships. RESULTS: Five clusters were identified for both younger and older siblings. Cluster membership did not overlap within families. Warmth and hostility in mother-child and sibling relationships differed across clusters for older siblings; only mother-child warmth distinguished cluster membership for younger siblings. CONCLUSIONS: These findings underline the importance of differential sibling experiences within violent families and family relationships as a mediating mechanism.

D **MATERNAL PROTECTIVE STRATEGIES FOR CHILDREN EXPOSED TO INTIMATE PARTNER VIOLENCE**

Kendra Nixon, University of Manitoba

Numerous researchers have studied the harmful effects of exposure to domestic violence on children, suggesting that it may be damaging to a child's emotional and physical wellbeing. Recently, researchers have studied the impact of domestic violence on parenting and have suggested that being battered by an intimate partner has a direct and negative impact on the victim's parenting, which in turn endangers their children's adjustment and well-being. Notably missing in the literature is a discussion of the protective strategies that abused mothers often employ to protect and care for their children. Instead, researchers and clinicians have overemphasized women's inadequacies and deficits when it comes to parenting their children. Empowering mothers by focusing on their parenting strengths may be more helpful than presuming ignorance or incompetence on the part of these mothers because they are abused. This presentation will provide an overview of the literature on protective strategies of abused mothers and will share the preliminary findings of one Canadian study which examined these strategies. The type of protective strategies and the perception of their usefulness will be explored. Recommendations for future research and practice will also be discussed.

2010-06-05 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – COLBOURNE

Symposium / Symposium
Clinical Psychology / Psychologie clinique

EXAMINING INDIVIDUAL DIFFERENCES IN ALCOHOL AND SUBSTANCE USE: HIGHLIGHTING GRADUATE STUDENT RESEARCH CONTRIBUTIONS TO THE ADDICTIVE BEHAVIOURS LITERATURE

Jessica Dere, Concordia University

This symposium consists of four presentations on the general topic of addictive behaviours, which together highlight the valuable contributions of graduate student research in this area. Magrys and colleagues provide an examination of the links among several different risk factors for alcoholism, with a focus on the association between psychosocial risk factors and hormonal stress responses. Vilhena and colleagues also examine risk factors for problematic alcohol use, with a particular emphasis on the role of attachment style in mediating the association between childhood maltreatment and alcohol-related problems. Adler and colleagues also examine the topic of maltreatment; these authors report on the associations among perfectionism, maltreatment, and shame among a sample of women with co-morbid eating and substance use disorders. Finally, Faulkner and colleagues examine predictors of treatment success among patients of a methadone maintenance treatment program. Each of these studies offers important findings regarding the role of various individual difference factors in problematic alcohol or substance use, and can help to inform ongoing work in both the prevention and treatment of addictive behaviours.

A **RELATIONSHIP BETWEEN HORMONAL STRESS RESPONSE AND PSYCHOSOCIAL RISK FACTORS FOR ALCOHOLISM**

Sylvia Magrys, Queen's University; Cella Olmstead, Queen's University; Iris Balodis, Yale University

Background: Several factors are significantly related to alcoholism, such as differential stress responses, parental alcoholism, impulsivity, and illicit drug use as a youth. Still, there is little understanding of how these factors relate to each other. Purpose: To examine the relationship between potential risk factors for alcoholism (stress response, hazardous drinking, impulsivity, and parental alcoholism) and to assess whether alcohol and alcohol expectancy alter stress responses. Methods: Male university students (n=87) were assessed for hazardous drinking, impulsivity, drug use and parental alcoholism using validated questionnaires. Participants were randomly assigned to alcohol, placebo or sober groups. Saliva samples were obtained before, during and after beverage consumption and assayed for stress hormones. Results: Alcohol increased levels of stress hormones. Hazardous drinking was related to impulsivity and alcohol / tobacco and marijuana use. Parental alcoholism, impulsivity and polysubstance abuse were related to hormonal stress response. Conclusions: Physiological changes related to stress responses are related to parental alcoholism, impulsivity and polysubstance use. These findings highlight important individual differences that could promote further use and abuse of the drug.

B **CHILD MALTREATMENT, ATTACHMENT, AND ALCOHOL USE IN EMERGING ADULTHOOD: THE MEDIATING ROLE OF ATTACHMENT**

Natalie Vilhena, University of Toronto; Abby L. Goldstein, University of Toronto; Gordon Flett, York University

It is well established that emerging adulthood, the stage of development from the late teens to early twenties (Arnett, 2000) is a period of increased risk for alcohol use and alcohol-related problems. This stage is also marked by explorations in identity and the development of intimate relationships. For those with histories of child maltreatment, these developmental tasks may be more difficult, in part due to disruptions in attachment that occur as a result of abuse and neglect from caregivers. Alcohol use may then function to alleviate distress associated with navigating interpersonal relationships in emerging adulthood. The purpose of this study is to examine attachment style as a mediator of the relationship between child maltreatment and alcohol use among emerging adults. We hypothesize that increased child maltreatment is associated with insecure attachment and, in turn, increased alcohol use and alcohol-related problems. Participants are 242 university students (62.4% female) who completed measures of childhood maltreatment, attachment style, alcohol use and alcohol-related problems. On average, participants were 20.3 years old (SD=3.77) and 90.1% were current drinkers. We will discuss how these findings contribute to identifying mechanisms linking child maltreatment to alcohol use in emerging adulthood, and implications for developing alcohol interventions.

C **PERFECTIONISM, MALTREATMENT AND SHAME IN PATIENTS WITH COMORBID EATING AND SUBSTANCE USE DISORDERS**

Melanie Adler, University of Toronto; Gordon Flett, York University; Christine Courbasson, Centre for Addiction and Mental Health; Paul Hewitt, University of British Columbia

Perfectionism, maltreatment, and shame have been linked with both eating and substance use disorders, but the associations among these variables have not been extensively investigated. Moreover, to date there is a scarcity of research evaluating these constructs in individuals with comorbid eating and substance use disorders. We report the results of a pilot study that examined the associations among these variables in 21 female patients with comorbid eating and substance use disorders. We also compared their scores on respective measures with pre-established norms from relevant comparison groups. Participants completed the Frost and the Hewitt and Flett Multidimensional Perfectionism Scales, the Perfectionistic Self-Presentation Scale, the Experience of Shame Scale, and the Maltreatment History Self-Report. Significant positive associations were found between emotional abuse and socially prescribed perfectionism and parental expectations, and between physical abuse and parental criticism. Shame was significantly positively associated with perfectionistic self-presentation and parental criticism. Independent samples t-tests confirmed that this sample, relative to normative samples, had exceptionally high socially prescribed perfectionism, perfectionistic self-presentation, and shame. These significant results are being followed up by ongoing investigation with a larger sample.

D

PREDICTORS OF SUCCESS WITHIN A METHADONE MAINTENANCE TREATMENT PROGRAM: CONSIDERING THE CANADIAN PROFILE OF PRESCRIPTION OPIATE ABUSE

Breanne Faulkner, University of Toronto; David Vollick, The University of Western Ontario; Martyn Judson, Clinic 528

Past research on the efficacy of methadone maintenance therapy (MMT) as a treatment for opiate addiction demonstrates a lack of consensus about what factors are predictive of positive outcomes for patients. Additionally, researchers question the adequacy of two commonly used outcome criteria, treatment retention and heroin use. Retention as a criterion has been called into question as it is an indirect measure of success, and research that focuses on a reduction in heroin use may not be generalizable to Canadian opiate addicts, who are more typically characterized by prescription drug abuse. The current study recruited 160 MMT patients from a London, Ontario clinic in which the Canadian profile of opiate addiction is well represented. "Success", for the purposes of this study, was defined in terms of patient stabilization vs. non-stabilization within the program and predictors of stabilization were examined. 84 stabilized and 76 non-stabilized patients were administered a multidimensional retrospective self-report measure of relevant outcomes. Results indicate significant positive changes in emotional and behavioural functioning and pointed towards the importance of four general qualities in the prediction of success within the program: (a) maturity level, (b) access to social support, (c) acknowledgement of the severity of one's addiction, and (d) pain management.

2010-06-05 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – MEETING ROOM 5

Keynote (Section) / Conférencier de la section
Counselling Psychology / Psychologie du counseling
SECTION PROGRAM / PROGRAMME DE LA SECTION

ACCREDITATION AND INTERNSHIPS: DEVELOPING THE INFRASTRUCTURE OF CANADIAN COUNSELLING PSYCHOLOGY

Ada Sinacore, McGill University; Timothy Osachuk, University of Manitoba; Jennifer Thannhauser, University of Calgary; Heather MacIntosh, Discussant, Canadian Psychological Association

Counselling Psychology as a unique discipline in North America is well documented. Yet, in Canada there is a limited number of counseling psychologists, training programs and internships. Thus, to a certain extent the discipline has relied on the American Psychological Association to provide a larger infrastructure for support, as well as, for internship opportunities for students. Resultantly, the phasing out of APA accreditation for Canadian programs, coupled with potentially reduced access to internship opportunities in the United States, reinforces the case for strengthening the infrastructure of Canadian Counselling Psychology. One way to bolster the discipline is through CPA accreditation processes and Counselling Psychology Internship Sites. Accreditation and Internship development can constitute a significant foundation upon which the training of counselling psychologists and the future of the discipline rests. Therefore, the goal of this presentation is to discuss CPA accreditation with regard to counselling psychology training and internship programs. Additionally, the shortage of CPA accredited Counselling Psychology internship sites and the implications for students will be addressed. As such, panel discussants will include a Director of Training of an Accredited Counselling Internship Site and a doctoral student who is currently on internship.

2010-06-05 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – CABINET

Section Business Meeting / Réunion d'affaires des sections
SECTION PROGRAM / PROGRAMME DE LA SECTION

PSYCHOLOGY AND RELIGION / PSYCHOLOGIE ET RELIGION

Marvin J. McDonald, Trinity Western University; Mona Abbondanza, Département de psychologie, UQAM

Discussion of section priorities and opportunities for collaboration with other sections.

2010-06-05 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – TALBOT

Reception / Réception
Health Psychology / Psychologie de la santé
SECTION PROGRAM / PROGRAMME DE LA SECTION

RECEPTION

Tavis Campbell, University of Calgary

Come and connect with colleagues who share interests in the field of Health Psychology. We will also be announcing the winner of the Melzack Student Award. Light hors d'oeuvres and drinks will be served.

2010-06-05 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – WESTMINSTER

Committee Business Meeting /Réunion d'affaires

CONVENTION COMMITTEE BUSINESS MEETING

Peter Graf; Thomas Hadjistavropoulos, Kathy Lachapelle-Pétrin, Kelly Smith; Juanita Mureika; Christine Chambers; William E. Smythe; Dana Bova

2010-06-05 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – MILLENNIUM SUITE

Symposium / Symposium

Perception, Learning and Cognition / Perception, apprentissage et cognition

FALSE MEMORY PHENOMENA AND THEORIES

James M. Clark, University of Winnipeg

This symposium presents some recent findings and theory on false memory using the Deese-Roediger-McDermott and related paradigms, including phenomena related to serial position effects for semantic and phonological false recall (Lane & Marche) and effects of story context on false recognition memory (Lee & Clark). Marche, Brainerd, and Reyna show that false memories elicited by narratives are phenomenologically distinct from true memories. Clark elaborates on the activation / monitoring model of false memory, a major theory in the area. Empirical, theoretical, and practical implications are discussed.

A

DISSOCIABLE SERIAL POSITION EFFECTS FOR SEMANTIC AND PHONOLOGICAL FALSE RECALL

David G. Lane, University of Saskatchewan; Tammy A. Marche, University of Saskatchewan

Recall for word-lists is better for beginning (primacy effect) and end (recency effect) than middle items. Theories of these serial position effects (SPE) involve long-term semantic / short-term phonological memory stores. Five experiments explored SPE for false recall. Word-lists segmented into trimesters of semantically- (hot, snow, warm... / bed, rest, awake... / looking, lens, shatter...) or phonologically-associated words (code, called, fold... / sweep, sleet, steep... / class, grass, glad...) produced false recall (cold, sleep, glass). True recall and phonological recall produced typical SPE effects, whereas semantic false recall declined from early to late study trimesters. Phonological but not semantic false recall was reduced by a distractor task during retention. Dividing attention at study using concurrent handwriting reduced true recall while semantic false recall increased at primacy and phonological false recall increased at recency. Articulatory suppression produced less true and false recall than concurrent handwriting. The distinct SPE patterns for semantic and phonological false memory are related to theories of false memory, including a discussion of how classic dual store memory theory can inform predictions about semantic and phonological false recall for lists of associated words.

B

DISTINGUISHING TRUE FROM FALSE MEMORIES IN FORENSIC CONTEXTS: CAN PHENOMENOLOGY TELL US WHAT'S REAL?

Tammy A. Marche, University of Saskatchewan; Charles J. Brainerd, Cornell University; Valerie F. Reyna, Cornell University

We studied the extent to which subjective ratings of memory phenomenology discriminate true- and false-memory responses, and whether degree of gist-based processing influences false memory and phenomenology, in a classic forensic task, the Gudjonsson Suggestibility Scale (GSS). Participants heard a narrative of a robbery followed by suggestive questions about the content of the narrative. They were asked to rate the items they recognized as studied using the Memory Characteristics Questionnaire. Consistent with studies of word lists, the results revealed subtle differences between true and false memory responses. Memory was richer for items that were more consistent with narrative gist, which supports opponent-process accounts of false memory such as fuzzy-trace theory. Memory phenomenology appears to be a useful means for differentiating experienced from non-experienced events.

C

STORY CONTEXT AND THE FALSE MEMORY EFFECT

Michael D. Lee, University of Manitoba; James M. Clark, University of Winnipeg

Providing a story context is one way to enhance semantic processing and memory for lists of words. We hypothesized that such processing should also strengthen the false memory effect in the Deese-Roediger-McDermott (DRM) paradigm, but the limited previous research on this question has failed to obtain such an effect. In two studies, DRM items embedded in story contexts produced higher levels of false recognition than DRM items embedded in equivalent non-story contexts (i.e., the story words in scrambled order). Moreover, instructions that items could constitute a story produced higher levels of false recognition than standard list instructions. Analysis of covariance also demonstrated that the effect of story context on false recognition was strongly tied to its parallel beneficial effects on recall of presented items. The findings are consistent with models that view false recognition as resulting from activation of a coherent semantic network of presented and associatively related mental representations. This semantic network is activated more strongly by presentation of words in a story context.

D **A FURTHER TEST OF THE ACTIVATION / MONITORING MODEL OF FALSE RECALL**

James M. Clark, University of Winnipeg

The Activation / Monitoring model for false recall effects in the Deese-Roediger-McDermott (DRM) paradigm proposes that false recall results from a two-stage process: (a) activation of target items by backward associations between presented list items and targets, followed by (b) failure to detect that brought-to-mind targets were not in fact presented during study (i.e., a failure of source monitoring). Prior research has confirmed the robust relationship between false recall and backward associative strength (BAS), a measure sensitive to the first stage. On the assumption that false recognition represents a failure to detect non-presentation, the present study used correct rejections (CorRej = 1 - false recognition) residualized on BAS to index the second stage of the model. Regression analyses of norms for 55 false recall lists confirmed that variation in false recall across lists was strongly predicted by a combination of BAS and CorRej. Together the predictors and their interaction accounted for 85% of the variability in false recall. Moreover, various item attributes (e.g., length, concreteness) were themselves related to the predictors, as well as to False Recall by virtue of their correlation with BAS and CorRej, providing additional support for and substance to the Activation / Monitoring model.

2010-06-05 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – CAMPAIGN A

THEORY REVIEW SESSION 'D' / SESSION EXAMEN THÉORIQUE

#1 **MERLEAU-PONTY'S SOCIAL ONTOLOGY AND THE ALTERNATIVE TO MEDIATIONAL CULTURAL PSYCHOLOGY**

History and Philosophy of Psychology / Histoire et philosophie de la

Cor Baerveldt, University of Alberta

In his introduction to the 1962 English translation of Vygotsky's 'Thought and Language' Jerome Bruner credits Vygotsky for being the true architect of the 'Second Signal System', proposed initially by Pavlov, "that provides the means whereby man creates a mediator between himself and the world of physical stimulation so that he can react in terms of his own symbolic conception of reality". It is now commonly agreed upon that mediation is a central concept in Vygotsky's work and as such it has gained a central status in current cultural psychology. However, in recent years we have challenged the mediational view of culture and proposed instead an enactive understanding that emphasizes the 'direct' consensual and normative nature of action rather than its supposedly mediated character. Recently, Valsiner has compared the dispute between enactive vs. mediational accounts of culture with the debate in the nineteen fifties between those emphasizing the immediacy of perception (e.g. Gibson) and those emphasizing the constructive nature of the perceptual act (e.g. Bruner). In this paper I will develop the enactive alternative to mediational cultural psychology by drawing particularly from Merleau-Ponty's social ontology of style and show that the enactive account offers a more radically cultural and historical account of human agency than that offered by mediational psychology.

#2 **THE PROBLEM WITH POSTMODERNISM**

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

Jon Mills, Private practice

This presentation challenges the postmodern turn in contemporary psychology for its anti-modern tendencies, theoretical contradictions, and the wholesale acceptance of the primacy of language. Because postmodernism denies traditional metaphysical and epistemological paradigms, it also compromises the status of psychology as a legitimate human science by opposing the notions of objectivity, interpretation, and truth claims about reality. Relational psychoanalysis in particular has selectively adopted various features of pomocentrism that oppose the notions of selfhood, agency, essentialism, and the nature of universals. Because postmodernism is a loosely assembled body of disparate theories replete with contradictions, it becomes philosophically problematic when annexed by contemporary writers who use postmodern propositions selectively to champion their cause. I wish to advocate for a return to a discourse on the modern tenets of universality, essence, and objectivity that properly appreciates the role of ontology and how it informs all aspects of subjectivity, contextuality, culture, and collective social experience, not to mention clinical practice.

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Reception / Réception **RECEPTION**

Counselling Psychology / Psychologie du counseling

Sharon L. Cairns, University of Calgary

SECTION PROGRAM / PROGRAMME DE LA SECTION

Members of the Counselling Section are invited to attend this reception.

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